

**National Institute
of
Educational Planning & Administration**

**Annual Report
1979-80**

17-B, Sri Aurobindo Marg, New Delhi - 110 016

***Functioned as National Staff College for Educational Planners and Administrators
till May, 1979.**

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The National Institute of Educational Planning and Administration expresses its gratitude to the Union Ministry of Education and Culture, Planning Commission, University Grants Commission, National Council of Educational Research and Training, Directorate of Adult Education, Central Board of Secondary Education, and Kendriya Sangathan for their cooperation and interests in its activities during the year under report. The Institute is grateful to the experts who spared their valuable time to act as guest speakers/resource persons in the conduct of its various programmes. NIEPA also acknowledges with thanks the cooperation in the conduct of some of its Programmes extended by the State Departments of Education the Unesco Regional Office for Education in Asia and Oceania, Bangkok, United States Educational Foundation in India, the British Council, and the UNICEF.

AN OVER VIEW

The National Institute of Educational Planning and Administration, formerly known as the National Staff College for Educational Planners and Administrators, was established by the Government of India on December 31, 1970 under the Ministry of Education and Social Welfare, on the recommendations of the Education Commission (1964-66) and the 'Working Party on Educational Planning, Administration and Evaluation' of the Planning Commission in 1969. The objectives of the Institute are to undertake research in educational planning and administration, provide training and consultancy services in this field and arrange for the orientation of senior educational administrators from the Centre and the States, and to collaborate with other countries especially of the Asian region.

The Institute is an autonomous institution registered under the Registration of Societies Act (Act XXI of 1860). It was originally registered on December 31, 1970 as NSCEPA and again on May 31, 1979 under its new name.

This report covers the main activities of the National Institute during the period 1979-80 including April-May 1979 when it functioned as National Staff College.

The main activities are listed below :-

I. Orientation Programmes	No. of Programmes	No. of Participants
— Orientation Programmes for School Principals	3	71
— Training Programmes for District/Block level Education Officers	2	69
— Orientation Programmes for College Principals	4	87
— Orientation Course for University Registrars	2	29
— Orientation Programmes for District Level Adult Education Officers	4	117
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II. Second Correspondence Course		
— for Senior Education Officers of the States and Union Territories	1	50
III. Conference/Seminars and Workshops		
— for Education Secretaries, University Professors of Education, District Education Officers, Project Officers for Elementary Education, Adult Education Officers and Statisticians in Education	9	185
IV. Internship Programmes		
— for Direct Recruits to UP Education Service	5	31
— for Participants from Uganda, Malaysia, Bhutan and Nepal		
V. International Collaboration		
— Organised a Regional Workshop on Goals and Theories of Education in Asia in collaboration with Unesco Regional Office of Education, Bangkok and IBE, Geneva.	1	14
— Three faculty members visited selected Universities and Polytechnics in UK under Visitorship Programme sponsored by the British Council	1	3
VI. Consultancy Services		

At the request of the Government of Haryana, the Institute has undertaken a study for developing new educational norms for inspection and supervision of schools in the State.

VII. Research and Studies

All India Survey of Educational Administration in :

- Gujarat
- Manipur
- Rajasthan

A Study of Working of Unesco Clubs in India was completed;

A Study of Administration of Elementary Education in relation to the programme of Universalisation in nine educationally backward states was also completed.

VIII. Faculty Development Programme

One Associate Fellow participated in a 3-month International Management Teachers Development Programme 1979 sponsored by the British Council under the Colombo Plan at the Polytechnic of Central London. The Registrar also attended a 17-week Course in Planning and Management of Rural Development at the University of Birmingham (UK) under Colombo Plan.

IX. Publications

Apart from 29 mimeographed reports on each of the Orientation/Training Programmes and relevant reading materials, the following publications were brought out :

1. Report on the *Survey of Educational Administration* in :

- Jammu & Kashmir
- Meghalaya
- Punjab

2. *Some Basic Facts about Educational Administration in India*

The revised edition of the brochure, apart from updating the organograms of the Education Departments of the States and Union Territories, provides additional information including annual plan outlays on education in the Sixth Plan (1978-79), educational expenditure on direction, inspection and training (1977-78), and per capita expenditure on different sectors of education.

3. *Saikshik Navachar Ka Prabandh* (A Hindi translation of Educational Innovation in India).

4. *E.P.A. Bulletin*

NIEPA publishes a quarterly bulletin which serves to disseminate latest information on training, research, consultancy and extension in the field of educational planning and administration. Besides, articles, reviews and reports of working groups on important educational themes, documents received from the UNESCO and Ministry of Education and Social Welfare, and news about Institute programmes and staff activities are also published. (Vol. II, Nos. 1, 2, 3, 4, April, July, October, 1979-January 1980).

X. Expenditure

Rs. 28.83 lakhs (Rs. 12.64 lakhs Plan +
Rs. 16.19 lakhs Non-Plan)

The report is divided into two parts. Part I deals with administration and finance. Part II provides a brief resume of the programmes and activities of the National Institute during the period under review.

I
Administration and Finance

Certain amendments to the Memorandum of Association and Rules of the National Staff College for Educational Planners and Administrators which had earlier been approved by its Council including the change of its name to National Institute of Educational Planning and Administration were registered under the Registration of Societies Act (Act XXI of 1860) on May 31, 1979. Thus, the Institute functioned as the National Staff College for Educational Planners and Administrators till May 1979 after which it was renamed as the National Institute of Educational Planning and Administration.

Objectives

The aims and objectives of the Institute are given below:—

- (a) To organise pre-service and in-service training, conference, workshops, meetings, seminars and briefing sessions for senior educational officers of the Central and State Governments and Union Territories.
- (b) To organise orientation and training programmes and refresher courses for teacher educators and for University and College Administrators connected with educational planning and administration.
- (c) 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;
- (d) 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;
- (e) To provide academic and professional guidance to agencies institutions and personnel engaged in educational planning and administration;
- (f) To offer, on request, consultancy service to State Governments and other educational institutions;
- (g) To act as a clearing house of ideas and information on research, training and extension in educational planning and administration service and other programmes;
- (h) To prepare, print and publish papers, periodicals and books in furtherance of these objectives and especially to bring out a Journal on Educational Planning and Administration;

- (i) 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;
- (j) To offer fellowships, scholarship and academic awards in furtherance of the objects of the Institute;
- (k) To confer honorary fellowships on eminent educationists for their contribution in the field of educational planning and administration;
- (l) 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 such programmes.

The Council

The apex body of the Institute is the Council consisting of 27 members headed by a President nominated by the Government of India. The Director of the NIEPA is its Vice-President. Other members of the Council are:

- Chairman, University Grants Commission
- 4 Secretaries to the Government of India (Education, Finance, Planning and Personnel and Administrative Reforms)
- Director, National Council of Educational Research and Training
- 6 Education Secretaries (5 from States and one from Union Territory)
- 6 Directors of Education (5 from states and one from Union Territory)
- 6 Eminent educationists
- Executive Director and one member of the NIEPA Faculty.

A list of members of the reconstituted Council is given in Appendix I. The Council meets at least once in a year.

Professor D.T. Lakdawala, who at that time was the Deputy Chairman of Planning Commission, was nominated as the President of the Council. During the period under review one meeting of the Council was held on December 24, 1979.

The Executive Committee

The administration of the Institute is carried on by a seven member Executive Committee with the Director of the Institute as its Chairman. A list of members of the Executive Committee is given in Appendix II.

During the period under review, three meetings of the Executive Committee October 29, 1979, December 19, 1979 and March 5, 1980—were held to consider various academic, administrative and financial matters.

The Finance Committee

The President appoints a Finance Committee consisting of 5 members under the ex-officio Chairmanship of the Director of the Institute. It scrutinises the accounts and budget estimates, and makes recommendations to the Executive Committee on proposals for new expenditure. A list of members of the Finance Committee is given in Appendix III.

During the year the Finance Committee met four times—August 21, 1979; October 22, 1979; December 19, 1979 and March 3, 1980.

Programme Advisory Committee

The Executive Committee under Rule 29 constituted a Programme Advisory Committee to make recommendations regarding training and research and coordinate all plans and programmes and examine the academic aspects of the work of the Institute. The Director is the Chairman of this Committee. This Committee held its first meeting on December 6, 1979 and laid down broad guidelines for the programmes of the Institute. A list of members of the Programme Advisory Committee is given in Appendix IV.

National Committee on Educational Planning and Administration

During the year a National Committee on Educational Planning and Administration was set up by the Union Education Minister in his capacity as the then Chairman of the National Institute. The Committee will review the existing machinery and procedures for educational planning and management at various levels and arrangements for the recruitment and training personnel, suggesting necessary changes in the organisational structures assessing of the arrangements for monitoring and progress reporting and making of recommendations on these and other related matters. The membership of the Committee includes representative from the Ministry of Education and Culture, Planning Commission NCERT, state Governments and some eminent educationists. The Committee has decided to initiate selected in-depth studies in educational planning and administration in different States. To facilitate such field studies, the basic survey of existing arrangements for planning, monitoring and evaluation has been initiated.

Standing Committee on Rural Development

In pursuance of the recommendation of the National Conference on Education for Rural Development held in December 1976, the Education Minister, in his capacity as the Chairman of the then National Staff College for Educational Planners and Administrators (now NIEPA) had constituted a Standing Committee on Education for Rural Development (under the chairmanship of Prof. M.V.

Mathur, Director, NIEPA in October 1977). The main functions of the Committee were to review periodically the recommendations of the National Conference and suggest suitable actions. The Committee reviewed recommendations of the Conference and as per its decisions the various recommendations had been forwarded to the central and state governments. In view of the new focus on rural development, a proposal to initiate new programmes for strengthening the linkages between education and rural development is under active consideration.

Finance

The NIEPA is fully financed by the Ministry of Education and Culture, Government of India. During the period under review, the Institute received a grant of Rs. 29.21 lakhs (Rs. 15.63 on Non-Plan account and Rs. 11.52 lakhs on Plan account) plus Rs. 206 lakhs of opening balance carried over from the previous year. The Institute also realised an amount of Rs. 27,802 from room rent of the Hostel and Rs. 12,104.70 as miscellaneous receipts. Against the total receipts of Rs. 29.61 lakhs the total expenditure during the period was Rs. 28.83 lakhs (Rs. 16.19 lakhs on Non-Plan account and Rs. 12.64 lakhs on plan account). The accounts for the year 1979-80 were audited in July 1980. A copy of the Annual Accounts alongwith the Audit Report thereon is given in Appendix V.

Hostel

The training programmes organised by the Institute are largely residential. The participants are accommodated in a seven storey hostel which has 48 fully furnished rooms with attached bath. In view of the increased number of participants, each hostel room has now been provided with two beds.

Additional Physical Facilities

During the year under review, additional physical facilities including lecture halls, library, seminar and faculty rooms provided on the second floor enabled the Institute to conduct two programmes simultaneously.

The plan for construction of first phase of staff quarters of different categories of staff in the Institute was approved. As part of the first phase, two residential units for the faculty and other staff have initially been taken up for construction. Some additional facilities have also been approved for the Hostel. An amount of Rs. 5.08 lakhs was deposited with the CPWD towards the construction of these buildings.

Staff

The faculty was strengthened by creation of one post of Fellow in the pay scale of Rs. 1500-2000 together with necessary supporting staff. A list of members of the faculty as on 31-3-1980 is given in Appendix V. The changes in staff during the period are given in Appendix VI-

II

Review of Programmes and Activities

The year 1979-80 witnessed a steady progress towards the achievement of basic objectives of the Institute. During the year, the Institute, within its limited financial and manpower resources, made sustained efforts towards an optimum combination of organising training, promoting research, providing consultation and disseminating the new concepts and techniques in educational planning and administration. It worked in collaboration with the Central and State Governments, University Grants Commission, National Council of Educational Research and Training, Universities and international organisations like the Unesco Regional Office for Education in Asia and Oceania, Bangkok, International Bureau of Education, Geneva and the UNICEF.

New Programmes

On the recommendation of the Programme Advisory Committee, apart from continuing the ongoing programme during the year under review, the Institute organised several new programmes. Steps were also initiated for organisation of Seminars for Education Secretaries and DPIs, Seminars for Chairmen and Secretaries of Boards of Education regarding management of examination etc. and for launching a new series of 3-week Orientation Programmes for Senior School Administrators. Some of the new programmes organised during the year are given below.

1. 3-week Orientation Programme for College Principals.

To meet the growing need for trained and competent educational administrators the Institute in collaboration with the University Grants Commission organised for the first time a series of 3-week Orientation Programmes for 79 College Principals from all over India. One of these programmes was meant exclusively for the Principals of Women's Colleges and the other focussed on the Principals of Colleges with concentration of Scheduled Castes and Scheduled Tribes students.

II. Orientation Courses for University Registrars

Two Orientation Courses were organised for 29 University Registrars in order to enable them to have an overview of the planning and administrative problems of higher education in India and to cope with the growing complexity of decision-making process in the field of higher education.

III. Orientation Programmes for State/District Level Officers in Adult Education

NIEPA in collaboration with the Directorate of Adult Education organised eight Orientation Programmes for 232 States and District Adult Education

Officers to discuss the conceptual framework of the National Adult Education Programme and approach to its effective implementation. A Special Seminar on Monitoring and Evaluation was also organised.

IV. Conference on Promotion of Teaching, Research and Extension in EPA in the Universities

Professors from Universities and research workers in the field of educational administration participated in this Conference to identify weaknesses in the studies, research and training of different categories of educational planners and administrators and the methods of bringing out all round improvement in these areas.

V. Seminar on Financing and Economics of Education

The Institute organised a Seminar on Financing and Economics of Education to discuss important aspects of mobilisation and allocation of resources for education and equity in education with special reference to the education of the Scheduled Castes and Scheduled Tribes and women in India.

VI. National Workshop on CAPE

A National Workshop was organised to develop training materials for the training of District and Block level Education Officers in the Administration of Elementary Education with Special Reference to the UNICEF assisted Project 'Comprehensive Access to Primary Education (CAPE)'.

VII. Regional Workshop on Goals and Theories of Education in Asia

A Regional Workshop on Goals and Theories of Education in Asia was organised in collaboration with Unesco Regional Office of Education in Asia and Oceania and International Bureau of Education, Geneva in which ten Asian countries were represented. Its main objective was to study major trends in the development of educational goals in the Asian region with particular reference to the relationship between educational goals and policy in a future perspective taking into consideration the existing socio-cultural factors with the countries of the region.

VIII. A Study of the Working of UNESCO Clubs in India

At the instance of the Ministry of Education, Government of India, the Institute completed a study of 39 Unesco Clubs. The data collected were analysed and the report was submitted to Unesco through the Indian National Commission for cooperation with Unesco.

IX. A Study of Development of Educational Norms For Haryana

At the request of the Government of Haryana, the Institute has undertaken a study for developing new educational norms for inspection and supervision of schools in Haryana.

X. Meeting of Education Secretaries and DPIS Relating to study of Elementary Education in nine Educationally Backward States

Two special meetings were held to consider final reports of the Study of Administration of Elementary Education in Relation to Universalisation in nine educationally backward States which were attended by Education Secretaries, DPIS and Project Officers-in Charge from Andhra Pradesh, Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal.

XI. Faculty Development Programmes

One faculty member, Shri K.G. Virmani, Associate Fellow, having been selected by Government of India was deputed to UK for attending a 3-month International Management Teachers Development Programme sponsored by the British Council under Colombo Plan at the Central Polytechnic, London. The Registrar, Shri R.P. Saxena, also having been selected by Government of India was deputed to participate in a 17-weeks Advanced Practical Course of Study in Planning and Management of Rural Development of the University of Birmingham, UK, under Colombo Plan.

A. TRAINING PROGRAMMES UNDERTAKEN DURING THE YEAR

Of the 36 programmes organised during the year, 10 were in the field of School Education, in Adult Education and 9 in Higher Education, 4 Special Programmes related to Correspondence Course etc. and 4 were International Programmes. A brief summary of the programmes undertaken during the year is given below :—

<i>Sl. No.</i>	<i>Programme</i>	<i>Duration</i>	<i>No. of Participants</i>
I. Programmes in School Education			
— FOR SCHOOL PRINCIPALS			
1.	Seminar on School Management for Principals of Secondary Schools	June 11-16, 79	19
2.	First Orientation Programme for Principals of Higher Secondary Schools of Jammu & Kashmir	July 16-28, 79	30
3.	Pre-departure Programme for School Principals going to UK (Collaboration CBSE and British Council)	Sept. 15-18; 79	7
4.	Second Orientation Programme for Principals of Higher Secondary School of Jammu & Kashmir	Dec. 17-29, 79	34

— FOR DISTRICT EDUCATION OFFICERS

- | | | |
|---|---------------------------|----|
| 5. Orientation Programme for Probationers of U.P. Educational Service | June 4-16, 79 | 25 |
| 6. Orientation Programme for Probationers of U.P. Educational Service | February 20-March 4, 1980 | 2 |

— STUDY OF ADMINISTRATION OF ELEMENTARY EDUCATION

- | | | |
|--|------------------|----|
| 7. Meeting of Education Secretaries DPIs and Project Officers-in-charge of the Study of Admn., of Elementary Education in Relation to the Programme of Universalisation | August 3, 79 | 24 |
| 8. National Workshop to develop training materials for the training of District and Block level Education Officers in the Admn. of Elementary Education (UNICEF Sponsored) | August 6-10, 79 | 33 |
| 9. Training Programme to prepare resource persons for the training of District Education Officers in the Administration of Elementary Education (UNICEF Sponsored) | August 16-22 79 | 6 |
| 10. Meeting to consider Final Reports of the Elementary Education in Relation to Universalisation in 9 educationally backward States | February 7-8, 80 | 20 |

II. Programmes in Higher Education

— FOR COLLEGE PRINCIPALS

- | | | |
|--|---------------------------|----|
| 11. Seminar on Some Aspects of Higher Education (USEFI) | Sept. 10-12, 79 | 16 |
| 12. Orientation Programme for College Principals (Women) | Nov. 12-30, 79 | 22 |
| 13. Orientation Programme for College Principals | Dec. 10-29, 79 | 29 |
| 14. Orientation Programme for College Principals (SC/ST) | February 18-March 8, 1980 | 28 |

15. Pre-departure programme for College Principals going to USA (USEFI Sponsored)	March 10-12, 80	8
16. Conference on Promotion of Teaching, Research and Extension in Educational Planning and Administration in the Universities	April 30- May 2, 1979	26
— FOR UNIVERSITY REGISTRARS		
17. First Orientation Course for University Registrars	Sept. 17-22, 79	12
18. Second Orientation Programme for University Registrars	January 28- February 2, 80	17
19. Orientation Programme for Key Personnel of National Service Scheme	August 27-30, 79	29
III. National adult Education Programme		
— STATE LEVEL OFFICERS		
20. National Training Seminar for Senior Level Personnel in Adult Education	April 16-21, 79	17
21. Orientation Seminar for Key Personnel in Adult Education	July 9-14, 79	40
22. Training Programme for State Level Adult Education Officers	Dec. 10-15, 79	28
23. Orientation Seminar for Senior Level Personnel in Adult Education	January 28- February 2, 80	
— DISTRICT LEVEL OFFICERS		
24. Orientation Programme for District Adult Education Officers	August 20-25, 79	29
25. Orientation Seminar for District Adult Education Officers	Sept. 17-22, 79	34
26. Training Programme for Education Officers	November 21-26, 79	24
27. Orientation Programme for Adult Education Officers	March 10-15, 80	30

— EVALUATION OF N A E P

28. Seminar on Monitoring and Evaluation of NAEP	February 14-16, 80	21
IV. Special Programmes		
29. Second Correspondence Course in Educational Planning and Management	July 79- February, 80	50
30. Seminar on Financing and Economics of Education	October 9-13, 79	24
31. Lecture-discussion on Economics of Education	October 29-31, 79	17
32. Seminar on Collection of Statistics of Literacy Programme	February 11-13, 80	18
V. International Programmes		
33. Training of Mr. Ismail Ddungu, Assistant Statistical Officer, Ministry of Education, Government of Uganda	2 months from June 25, 1979	1
34. Training in Education and Educational Surveys as a part of International Statistical Education Centre's Training Programme	November 3, 79	2
35. APEID Internship Programme for Mr. Gan Ewe Khoo, Assistant Director of Research, Educational Planning and Research Division, Ministry of Education, Malaysia	November 27- December 22, 99	1
36. Regional Workshop on Theories of and Goals of Education in Asia (in collaboration with Unesco Regional office, Bangkok and International Bureau of Education, Geneva)	January 15-21, 80	14

In the above programme 797 participants were covered comprising such categories of educational administrators as Education Secretaries Directors of Education, University Registrars, Educational Planning Officers, Directors of State Institutes of Education, District Education Officers, Schools and College Principals, Key Personnel of National Service Scheme, State and District Adult Education Officers, Senior Education Officers of the Central and State Govern-

ments. 18 Participants from 10 countries—Bangladesh, People's Republic of China, Indonesia, Republic of Korea, Malaysia, Nepal, Pakistan, Philippines, Thailand and Uganda—attended special programmes organised by NIEPA. The details of these programmes are given in the Annexure.

PROGRAMME EVALUATION

Evaluation has been built into every programme. There is concurrent evaluation by the Steering Committee, which is set up for every programme and includes members of the Faculty and representatives of the participants to see what changes in the programme need to be made in the light of experience as it becomes available from day-to-day.

For post-facto evaluation, proformas are distributed to the participants on the very first day to be filled in to indicate their cumulative impression about the academic programme and handed over to the Coordinator one day before the concluding session. To keep this evaluation free and frank, the participants are not required to sign them. This is followed by an evaluation session taken by the Director on the last day when participants express their views freely on any matter, academic or organisational.

The Institute takes into account the feedback given by participants in designing similar programmes in future. As a consequence, in several courses organised during the year, practical exercise figured more prominently than before. Case studies on administrative aspects like decision-making, human-relations etc. were specially devised for Orientation Programmes for Institutional Heads. Suitable field visits were also included in these programmes. The course contents have been enriched keeping in view fresh developments and the felt needs of the participants.

The evaluation by participants have, by and large, indicated that they have found the programmes to be very useful. Steps have also been initiated for ascertaining the impact of the training programmes in work situations.

B. CONSULTANCY

One of the objectives of the Institute is to offer consultancy service to State Governments and other educational institutions. Besides, NIEPA provides academic and professional guidance to institutions and personnel involved in educational planning and administration. NIEPA was actively associated with University Grants Commission, National Council of Educational Research and Training, Indian Institute of Public Administration Central Board of Secondary Education, Directorate of Adult Education, Ministry of Education UNICEF, United States Educational Foundation in India, and ROEAO in many important activities concerning improvement of educational management. Some important activities in this field are the following :—

- Consultancy was provided to UNESCO Regional Office of Education in Asia and Oceania, Bangkok, in Development and Testing of National

Training Materials in Educational Planning and Management and NIEPA deputed Shri C.L. Sapra, Fellow, for this purpose.

- Provided expert advice to State Institutes of Education/State Council of Educational Research and Training in the planning and management aspects of universalisation of elementary education with special reference to the UNICEF assisted project “Comprehensive Access to Primary Education”—CAPE.
- At the request of the Government of Haryana, NIEPA has undertaken study for developing new norms for school facilities.
- Prof. M.V. Mathur, Director, acted as a Consultant for the Study Group on Higher Education organised by Unesco ROEAO, Bangkok.
- Provided consultancy to the Indian Institute of Public Cooperation and Child Development regarding a study of the impact of ICDS on enrolment of girls in 33 projects in 4 States.
- At the request of the Rajasthan Government, Prof. M.V. Mathur, Director, is heading a Committee for Reorganization of Universities in Rajasthan.
- Prof. M.V. Mathur, Director, was invited by Governments of Jammu & Kashmir and Arunachal Pradesh to assist them regarding their programmes of educational reorganisation.
- Shri J. Veeraraghavan, Executive Director acted as Convenor and chaired the Committee appointed by the University Grants Commission for Evolving Uniform Procedure in regard to Accounts of Central Universities.
- Shri J. Veeraraghavan, Executive Director served as a Member on a Committee appointed by UGC to consider Block Grants System of Central Universities.
- Shri J. Veeraraghavan, Executive Director was a Member of Workshop set up by the Government of Uttar Pradesh to go into some specific problems of educational planning and administration in Uttar Pradesh.
- At the invitation of the University of Jabalpur, Shri J. Veeraraghavan, Executive Director, acted as a Resource Person in a Workshop on ‘Financial Management in the Universities and Keeping of Accounts’ organised at Jabalpur.
- Dr. C.B. Padmanabhan, Fellow acted as a resource person for Orientation Programme for Project Officers on NAEP organised by Tamil Nadu Government at Tiruchirappalli.

- Shri C.L. Sapra, Fellow acted as a resource person in a State Level Seminar organised by the Education Department of U.P. on “Improvements of Standards at the Primary and Secondary Stages of Education and Examination Reforms” at Lucknow.
- NIEPA deputed a resource person, Dr. N.M. Bhagia, Fellow, to the Training Programme organised by the Central Institute of Hindi, Agra.
- Dr. N.M. Bhagia, Fellow, acted as a resource person for the Sixth Training Course for Child Development Project Officers of the Integrated Child Development Services and Functional Literacy for Adult Women Scheme organised by National Institute of Public Cooperation and Child Development.
- Shri M.M. Kapoor, Associate Fellow, acted as a resource person in a Training Seminar on “Monitoring and Evaluation for Key Level Personnel in National Adult Education Programme in Himachal Pradesh” organised by Regional Resource Centre, Punjab University at Chandigarh, also in training programmes organised by the State Resource Centre, Government of Haryana at Gurgaon and by Shramik Vidyapeeth (DAE) at Pandu Nagar, New Delhi.
- Shri M.M. Kapoor, Associate Fellow, assisted the Education Department of Jammu and Kashmir to finalise the Report on Provision and Utilisation of Educational Facilities with special reference to Elementary Education in District Baramulla—a study undertaken in collaboration with the Union Ministry of Education.
- Provided a Resource Person, Dr. D. Verma, Associate Fellow, for the Core Faculty for a series of Seminar on “The College and the Community” organised by the United States Educational Foundation in India at Pune, Madras and Bhubaneswar.
- Members of the faculty of NIEPA also provided assistance to Kendriya Vidyalaya Sangathan, Central Board of Secondary Education, Dyal Singh and Deshbandhu Colleges (Delhi), B.H.U. Jabalpur, Delhi, NEHU, Hyderabad and Jawaharlal Nehru Universities, University Grants Commission, Indian Institute of Public Administration and National Council of Educational Research and Training.

C. RESEARCH AND STUDIES

(i) All India Survey of Educational Administration

NIEPA has been engaged in an All-India Survey of Educational Administration in various States and Union Territories.

Objectives

The main objectives of the survey, the first of its kind, is to find out the present status of educational administration at various levels—national, state and district—and to provide the knowledge which may help in strengthening and modernising educational administration in the country. The survey attempts to describe the existing set up and functioning of the Government machinery for educational administration at various levels and to analyse the data with the intention of bridging the gap between planning and implementation. The survey is essentially a study of the administrative set up at the secretariat, directorate, regional/divisional (wherever it exists) district and block levels in each State/Union Territory and of functions planning, organisation, financing, direction, supervision, inspection and evaluation.

Close Collaboration with State Governments

From the beginning the survey was planned in close collaboration and active cooperation of the state governments and union territories administrations. The draft questionnaires were widely circulated among states and union territories and were finalised in the light of their comments. Similarly the draft report on each State/Union Territory was sent for vetting to the respective government before finalisation.

The reports published during 1979-80 were :—

- Jammu and Kashmir
- Meghalaya
- Punjab

State Survey Reports of Gujarat, Manipur and Rajasthan are under print. This completes the survey of Educational Administration in all the States and Union Territories.

In addition to a survey report on Government of India the following reports of the States/Union Territories were published :—

<i>State</i>	<i>Union Territories</i>
1. Andhra Pradesh	1. Andaman and Nicobar Islands
2. Assam	2. Arunachal Pradesh
3. Bihar	3. Chandigarh
4. Haryana	4. Dadra and Nagar Haveli
5. Himachal Pradesh	5. Delhi
6. Jammu and Kashmir	6. Goa, Daman and Diu

7. Karnataka
 8. Kerala
 9. Madhya Pradesh
 10. Maharashtra
 11. Meghalaya
 12. Nagaland
 13. Orissa
 14. Punjab
 15. Tamil Nadu
 16. Tripura
 17. Uttar Pradesh
 18. West Bengal
 19. Government of India
7. Lakshadweep
 8. Mizoram
 9. Pondicherry

(ii) A Study of the Working of UNESCO Clubs in India

Since the inspection in Unesco, India has been taking keen interest in organising Unesco Clubs Movement. After Japan, India has the largest number of Unesco Clubs in India. At the instance of the Ministry of Education, NIEPA undertook a study of the Working Unesco Clubs in India to find out ways and means to achieve the objectives of Unesco. The Study covered 39 out of 133 Unesco Clubs enrolled with the Indian National Commission for Cooperation with Unesco.

The objectives of the Study were :—

- To examine certain situational, organisational and financial aspects of the Club;
- To study the various activities of the club;
- To determine the extent to which the clubs are achieving the objectives of Unesco;
- To know the problems and difficulties which are being experienced by them and their suggestions to solve them; and
- To explore the possibilities for establishing a single voluntary body at the apex level for coordinating the activities of all the Unesco clubs in this country.

The study proceeded in three phases. The first phase consisted of preparation and administration of a questionnaire. In the second and third phases Interviews were held with the leaders of the Federation and organizations of clubs to ascertain the scope of activities undertaken by them and to explore the feasibility of forming an apex body to coordinate the activities of these clubs. The following were some of the conclusions drawn on the basis of this study :

- Most of the clubs are located in urban areas and function within the precincts of educational institutions.
- In general, their organisational structure is not very strong and a large majority of them do not have any written constitution and half of them do not maintain records.
- Membership of Unesco Clubs is not substantial. In the past four years, there has been an average increase of only 8 members.
- There was a gradual fall in the income of clubs from 1973-74 to 1976-77.
- A variety of problems relating to finance, leadership, literature in regional languages, socio-economic constraints are hampering the progress of these clubs.
- There is a strong need for a recognised voluntary coordinating body at the national level.

(iii) Study of Administration of Elementary Education in Relation to the Programme of Universalisation

The Draft Sixth Five Year Plan (1978-83) for the development of education proposed a high priority to the programme of universalising elementary education for the age group 6-14 and provided about half the total allocation for education in the plan period. The full realisation of this goal will require mobilisation of financial human and organisational resources at all levels.

The Institute has launched an empirical study on administration of elementary education with a view to reform and strengthen the existing administrative arrangements for elementary education in nine educationally backward states, namely, Andhra Pradesh, Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal—wherein about 74 per cent of the non-enrolled children in the country are located. Progress of this study has already been indicated under programmes activities.

The study covering the three aspects of administration, viz., its structure availability of personnel and procedures for decision-making at village, block, district, regional, divisional and state levels, has been completed in respect of above states during the year under review. The findings of the nine state reports were

discussed at a meeting held on February 7-8, 1980 under the Chairmanship of Shri P. Sabanayagam, Education Secretary, Union Ministry of Education and Culture. The following are some highlights of the recommendations emerging from the discussion :—

- The responsibility for provision and maintenance of school buildings and equipment should be taken over by the State Governments;
- The village teacher should be involved in periodical child census and enrolment drive taking care of children of weaker sections and over age and under age children who cannot attend the formal school;
- There should be a big programme of in-service training of teachers and administrators;
- As far as possible the Non-Formal Education (NFE) Centres be attached to the village school only and the same teacher be employed as Chief Organiser of the NFE Centre. Flexibility and relevance were to be the criteria for the timings of these centres as also the curricular content;
- There was need for strengthening academic supervision for ensuring regular attendance and improved quality of elementary education;
- Special efforts should be made to encourage more teacher appointments from among the Scheduled Castes and Scheduled Tribes and Women;
- The procedure for disbursement of teacher's salaries must be streamlined;
- To ensure the involvement of the community in UEE, adequate representation must be given to members of both the sexes and from other socially and economically handicapped sections on the Village Education Committee/Gram Panchayat/Panchayat Samithi/Zilla Parishad;
- To accelerate the pace of UEE, there should be unified administration for elementary education so as to ensure coordination of various departments such as State Education Department, the Tribal Welfare, The Panchayat Raj Department, and the Social Welfare Department;
- Cooperation of Teacher's Organisations as well as their involvement in UEE must be sought to ensure the success of the programme;
- Every effort should be made to suitably strengthen and streamline administrative organization at the Block level. The Block must be made the basic unit of administration of elementary education. Each Block may have a Block Education Officer with his own office supported by sufficient administrative and inspecting staff. The Block office must oversee child census operations, enrolment and retention drives, location of schools, collection of relevant data for planning, provision

of buildings and equipment for schools, disbursement of teachers salaries and management of incentives.

- In view of the extensive administrative jurisdiction of the District Education Officer and his pre-occupation with secondary education, it would be in the fitness of things to have a Class I Officer exclusively in-charge of Elementary Education at the District Level. Creation of a senior post of Additional/Joint Director of Public Instruction especially for Elementary Education at the Directorate level may also be considered.
- The Planning and Statistics, Monitoring and Evaluation Cells as also quality improvement programmes must also receive due attention at this level.

An over-all report of the study including a draft administrative model for universalisation of elementary education based on the consolidated findings of these reports is under preparation.

(iv) A Study of Development of Educational Norms for Haryana

In view of the recent developments in educational technology, unprecedented expansion in the school system and galloping inflation, it has become necessary to review and revise the existing educational norms in order to optimise the learning conditions in the schools.

At the request of Haryana Government, the NIEPA has undertaken a study on development of new Educational Norms for the schools of Haryana. New norms will be evolved with regard to construction of school building, provision of furniture and equipment, teaching and non-teaching staff and supervisory personnel.

The Study will proceed in four phases : (i) a study of the existing practices in the schools of Haryana vis-a-vis the present norms regarding buildings, furniture equipment, teaching aids and others, teaching and non-teaching staff and supervisory personnel; (ii) a comparative study of educational norms in some selected States/UTs of India; (iii) visits to some outstanding institutions and discussion with experts in various fields; and (iv) drafting of recommendations.

A questionnaire for the study has been developed to assess the gap between the existing situation regarding the norms and the actual practices in the field. Three districts of the state have been chosen—one most advanced, one average and one backward to see the existing practices. Schools have been sampled on the basis of simple random sampling. After pretesting the questionnaire the work for collection of actual data from the sampled schools in the three districts is in progress. Comparative statement is under preparation.

(v) Case Studies

To enrich the training programmes, NIEPA provided financial support to the Centre for Educational Policy and Management of the Administrative Staff

College of India, Hyderabad, to prepare for undertaking case studies in the field of educational planning and administration. Through these management cases educational administrators could be exposed to various issues and alternative solutions so as to examine their implications. The following case studies have been prepared :

- The State Technological Institute : A Case Exercise
- Jain College of Commerce : A Managerial case.
- Solutions Spawn Problems.
- Progressive College of Arts : A Case Study
- Whose Baby ? A Case of Continuing Correspondence.
- Management of an Affiliated College : A Case Study.
- The Principal and the Managing Committee : Dilemma of Alkrizra Memorial College.
- Hamidia University.
- Management of a Non-Formal Education by a Formal Structure.
- Decision-Making : Is There a Style ?

D. INTERNATIONAL COLLABORATION

NIEPA has been collaborating with UNESCO, IBE, IIEP, UNICEF, UNDP, British Council and USEFI etc. in programmes and activities related to educational planning and administration. NIEPA is an Associate Member of the Asian Programme for Educational Innovation and Development (APEID), Bangkok, and National Focal Point for International Bureau of Education (IBE) Geneva.

A significant activity of the Institute during the year under report was the collaboration with International agencies for exchange of ideas and sharing of experiences in educational planning and management. UNICEF and UNESCO's Regional Office for Education in Asia and Oceania, Bangkok, were the main international agencies for NIEPA's collaboration. NIEPA had discussion with ROEAO officials regarding the organisation of joint programmes. The following are the areas in which the NIEPA collaborated with international agencies :—

- Training Programmes
- Regional Workshops
- Seminars
- Participation in International Programmes

Training Programmes

NIEPA organised training programmes for Statistical Officers from Uganda, Bhutan and Nepal. An APEID internee from Educational Planning and Research Division of the Ministry of Education, Malaysia also attended a special training programme.

Regional Workshops

UNICEF sponsored a Workshop to develop training materials for the training of District and Block level Education Officers in the Administration of Elementary Education under 'CAPE' Programme. Dr. (Mrs) F.C. Villamar, Chief Planning and Programme Division, Ministry of Education, Government of Philippines and Mr. J. Ratnaike, Educational Adviser, Unesco Regional Office for Education in Asia and Oceania, Bangkok, participated in this Workshop.

To study the major trends in the development of educational goals and theories in the Asian region, NIEPA in collaboration with the Unesco Regional Office for Education in Asia and Oceania, Bangkok and the International Bureau of Education, Geneva organised a Workshop at New Delhi. Mr. Raja Roy Singh, Director and Dr. Hans Reiff, Educational Planning and Management Adviser, Regional Office for Education in Asia and Oceania, Bangkok, participated in this Workshop.

Seminars

Dr. Hans Reiff, Educational Management Adviser, Unesco Regional Office for Education in Asia and Oceania, Bangkok, held a Seminar on "Some New Thoughts on Educational Planning". Dr. (Mrs) Estella James, Professor of Economics at State University of New York addressed a Seminar on American experiences in "Administration and Planning in Higher Education" and also on "Women, Education and Employment". Dr. J.R. Kidd, Secretary-General, International Council for Adult Education, Toronto (Canada) also addressed the participants of the Training Programme for Adult Education Officers. Prof. M.V. Mathur, Director, addressed the staff and the trainees of the Sheffield Polytechnic at Sheffield, UK, on "Challenge of Educational Management in India".

Participation in International Programmes

Professor M.V. Mathur, Director, participated in the following international programmes :

- Sixth Regional Consultation Meeting on APEID held at Bangalore.
- Sixth National Conference of the Australian Council for Educational Administration at Perth and presided over one of its Group Sessions.

- Visited educational institutions at Melbourne, Canberra and Sydney and had discussions with some members of the Australia School Commission.
- The Regional Conference and Meeting of the Governing Body of Commonwealth Council for Educational Administration in Cyprus.
- International Workshop on Employment and Higher Education organised by Calcutta University in collaboration with IIEP, Paris.
- A 4-week Visitorship Programme of the British Council—visited London Institute of Education; Further Education Staff College, Coombe Lodge; Department of Educational Studies, University of Oxford; Department of Education Management, Sheffield City Polytechnic; Anglian Regional Management Centre, Chelmsford; Institute of Development Studies and Faculty of Education, University of Sussex and the Open University, Milton Keynes; had discussions with officers of British Council regarding programmes in educational management.

Shri J. Veeraraghavan, Executive Director, chaired the Consultative Meeting on Development and Testing of National Training Materials in Education Planning and Management organised by UNESCO ROEAO, Bangkok, and also attended ESCAP Consultative meeting on Regional Exchange Programme in Social Welfare and Social Development as a member of Indian delegation at Vigyan Bhavan.

Dr. R.N. Chowdhuri and Dr. N.M. Bhagia, Fellows, participated in a 6-week Visitorship Programme of the British Council—visited Manchester Business School, Department of Administrative Studies and Department of Adult Education, University of Manchester; Scottish Education Department and Moray House College of Education, Edinburgh, Centre for Overseas Studies, School of Education, University of Bristol; Project Planning Centre, University of Bradford; Department of Social and Administrative Studies in Education, University of Birmingham; London Institute of Education : Further Education Staff College, Coombe Lodge; Department of Educational Studies, University of Oxford; Department of Educational Management, Sheffield City Polytechnic; Anglian Regional Management Centre, Chelmsford; Institute of Development Studies and Faculty of Education, University of Sussex and the Open University, Milton Keynes; had discussions with staff members of the Institutions and Officers of British Council with regard to training programmes in educational management.

Shri C.L. Sapra, Fellow, participated in a meeting held in the NCERT to discuss the Master Plan of Operation for UNICEF assisted Projects (Mid 1981-Mid 1983).

A Five-Member Team of Japanese National Commission consisting of Mr. Masao Shuhara, Deputy Director General, National Institute of Educational

Research, Dr. Shoichi Nishimura, Professor, Obihiro University of Agriculture and Veterinary Science, Mr. Masanobu Yokota, Associate Professor, Tsukuba University, Mr. Keiji Fujita, Professor of Gifu University, Leading Member of Japan Council of Educational Technology Centres and Dr. Shimpei Takuma, Chief of Educational Technology Section National Institute for Special Education discussed with the Director and other senior faculty members matters of mutual interest relating to educational planning and management.

A Three-Member Delegation from Bangladesh—Mr. Saifuddin Ahmed, Asstt. Educational Adviser, Ministry of Education, Dacca, Mr. Ilias Khan, Distt. Education Officer and Mrs. Toufica Begum, Asstt. Professor, Academy of Fundamental Education, Mymensingh—discussed with the faculty various aspects of the main training programmes particularly in the field of non-formal/adult education. The visitors evinced keen interest in the policy, organisation, staffing methods and financing of non-formal education.

NIEPA faculty had useful exchange of information, ideas and experiences on matters of mutual interest with the following visitors :—

- Mr. L.E. Waston, (Head) and Mr. Graham Williams of the Department of Educational Management, Sheffield City Polytechnic, Sheffield;
- Mr. B. Fredriksen, Education Project Unit, Unesco, Paris;
- Dr. T.G. Whiston Senior Professor, Sussex University, England;
- Dr. R.C. Sharma, Unesco Consultant on Population Education, Bangkok;
- Dr. Colin R.J. Moyle, Director, Institute of Educational Administration, Melbourne;
- Mr. Chin Kremgma Lukrn, Dean, Mr. Panida Sinsuwan, Head of Teaching Social Structures and Registrar, Mr. Daroon Huntrakw, Assistant Professor and Mr. Chainart Hakabubpa, Assistant Professor, Chiangmai University, Thailand;
- Mr. M.G.A. Kazimbraine, Student Adviser, Uganda High Commission, New Delhi.

E. FACULTY DEVELOPMENT PROGRAMME

To meet the present and anticipated needs of the institution as well as well as to facilitate and support the professional growth of its faculty, NIEPA promoted a Staff Development Programme. One faculty member, Shri K.G. Virmani, Associate Fellow, participated in the International Management Teachers Development Programme, 1979, sponsored by the British Council under the Colombo Plan at the School of Management Studies, Central Polytechnic London. As part of this programme he had discussions with the Faculty members and senior admini-

strators of the Administrative Staff College, Henley, Cranfield Institute of Technology, School of Management, Cranfield; Jordanhill College of Education, Glasgow; Department of Educational Administration and Scottish Centre for Studies in School Administration, Moray House College of Education, Edinburgh; Sheffield City Polytechnic, Department of Educational Management and In-Service Education, Sheffield. Two Case Studies on themes of educational management on video-tapes in the TV Studios of School of Communication, Central London Polytechnic, were also prepared.

Shri R.P. Saxena, Registrar, was deputed to participate in a 17-week Advanced Practical Course of Study for Overseas Administrators from Asian and African Countries in Planning and Management of Rural Development at the University of Birmingham, UK, under Colombo Plan. As part of the Course Shri Saxena was attached with Hert Fordshire county for practical experience. He also visited Scotland on study tour.

F. LIBRARY AND DOCUMENTATION SERVICES

The Institute maintains a well stocked library in educational planning and administration and other related areas. It may claim to be one of the richest libraries in the field of educational planning and administration in the Asian Region. It serves not only the faculty, research studies and participants of the various programmes but also other organisations through the interlibrary loan system.

The library presently has a collection of over 21,000 books. During the period under review besides a thousand documents, 2095 books were added to the library. It also has a rich collection of reports of International Seminars and Conferences organised by international agencies like UNO, UNESCO, OECD, ILO, UNICEF, etc.

The library receives 230 periodicals mainly in educational planning, administration, management and other allied fields. All important articles appearing in these journals are indexed. Apart from books and periodicals the library also maintains a special collection of newspaper clippings relating to educational planning and management.

Monthly lists of additions were prepared for acquainting the readers with important articles of interest, the fresh arrivals. 20 bibliographies were prepared for the participants of training programmes organised by the Institute during this period.

The library has started in January 1980 a new fortnightly Mimeographed Publication "*Periodicals on Education : Titles Received and their Contents*" to provide the readers a Current Awareness Service covering 36 periodicals on education.

G. PUBLICATIONS

The following publications were brought out during the year .

1. Reports of the Survey on Educational Administration in :
 - Jammu & Kashmir
 - Meghalaya
 - Punjab
2. E.P.A. Bulletin—Quarterly, Vol. II—1,2,3 & 4, April, July and October, 1979—January 1980.
3. Some Basic Facts about Educational Administration in India, 1970.
4. Education Innovation in India (Hindi Translation), 1979. (Saikshik Navachar Ka Prabandh).
5. Annual Report 1978-79.

NIEPA also brought out a cyclostyled report on each Orientation programme, Conference, Seminar and Workshop organised by it. During the period under review, the following reports were brought out :

1. Report of the National Training Seminar for Senior Level Personnel in Adult Education (April 16-21, 1979).
2. Report of the Conference on Promotion of Teaching Research and Extension in Educational Planning and Administration in the Universities (April 30-May 2, 1979).
3. Report of the Training Seminar for Probationers of Uttar Pradesh Education Service (June 4-16, 1979).
4. Report of the Seminar in School Management for Principals of Secondary School (June 11-16, 1979).
5. Report of the Orientation Seminar for Key Level Personnel in Adult Education (July 9-14 1979).
6. Report of the UNICEF Sponsored National Workshop to Develop Training Materials for the Training of District and Block Level Education Officers in the Administration of Elementary Education (August 6-10, 1979).
7. Report of the UNICEF Sponsored Training Programme to prepare Resource Persons for the Training of District Education Officers in the Administration of Elementary Education (August 16-22, 1979).

8. Report of the Orientation Programme for District Adult Education Officers (August 20-25, 1979).
9. Report of the Orientation Programme for Key Personnel of National Service Scheme (August 27-30, 1979).
10. Report of the Seminar on Some Aspects of Higher Education (September 10-12, 1979).
11. Report of the Orientation Programme for Principals Proceeding to U.K. (September 17-22, 1979).
12. Report of the Orientation Programme for District Adult Education Officers (September 17-22, 1979).
13. Report of the Orientation Course for University Registrars (September 17-22, 1979).
14. Report of the Orientation Programmes in Educational Planning and Administration for College Principals (November 12-30, 1979).
15. Report of the Orientation Programme for District Adult Education Officers (November 21-26, 1979).
16. Report of the APEID Internship for Mr. GAN EWE KHOON, Assistant Director of Research, Educational Planning and Research Division, Ministry of Education, MALAYSIA (November 27—December 22, 1979).
17. Report of the Orientation Programmes in Educational Planning and Administration for College Principals (December 10-29, 1979).
18. Report of the Orientation Seminar for Senior Key Level Personnel in Adult Education (December 10-15, 1979).
19. Report of the Second Orientation Programme for Principals of Higher Secondary Schools of JAMMU AND KASHMIR. (December 17-19, 1979).
20. Report of the Orientation Programme in Educational Planning and Administration for College Principals (December 10-29, 1979).
21. Draft Report of the Regional Workshop of Goals and Theories of Education in Asia (New Delhi, January 15-21, 1980).
22. Report of the Orientation Course for University Registrars (New Delhi : January 28-February 2, 1980).
23. Report of the Orientation Seminar for State Level Personnel in Adult Education, New Delhi (January 28-February 2, 1980).

24. Report of the National Workshop on Statistics of Literacy Programmes (February 11-13, 1980).
25. Report of the National Seminar on Monitoring and Evaluation of NAEP (February 14-16, 1980)
26. Orientation Programme in Educational Planning and Administration for College Principals (February 18-March 8, 1980).
27. Orientation Seminar for Probationers of Uttar Pradesh Education Service (February 20-March 4, 1980).
28. Orientation Programme for a select group of College Principals and Educational Administrators proceeding to USA under the USEFI's University Administration Project 1980 (March 10-12, 1980).
29. Orientation Seminar for District Adult Education Officers (March 10-15, 1980).
30. Report of A Study of the Working of Unesco Clubs in India (August 20, 1979).

An nexure To Part II - Review of Programmes and Activities

SEMINAR IN SCHOOL MANAGEMENT FOR PRINCIPALS OF SECONDARY SCHOOLS

(June 11-16, 1979)

A Seminar in School Management for Principals of Secondary Schools was organised as a follow up of the pre-departure Orientation Programme held by this Institute last year for Principals who proceed to UK to attend a course in educational management at the Sheffield City Polytechnic, Sheffield, U.K. It was then decided that a Seminar in Management for a select group of Principals of Secondary Schools will be conducted some time after their return, in which some of the returning Principals would also be involved. Pursuant to that decision, this Seminar in School Management was organised in consultation with Central Board of Secondary Education and British Council from June 11-16, 1979. 19 Principals of Secondary Schools nominated by C.B.S.E. participated in the Seminar.

Objectives

The main objectives of the Seminar were :

- to appreciate key concept in educational management;
- to conceptualise appropriate roles, skills and knowledge required of a school's Principal as effective institutional leader; and
- to formulate action plan for improved school management.

Contents

The Seminar covered the following themes :

- Educational Management—An Overview;
- A Diagnosis on One's Own School;
- Group Dynamics;
- A Model of the Effective Principal
- Staff Development;
- Community Relations;
- Decision Making,

- Leadership in Schools;
- Action Planning; and
- Communication in Organisation

The Methodology adopted for covering the above themes consisted of lecture and panel discussion, and group work.

Documentation

A single volume of 'Reading Material' based on selected papers relevant to the themes of the Seminar, select bibliography on Educational Planning and Administration and some selected exercises were distributed among the participants.

ORIENTATION PROGRAMMES FOR PRINCIPALS OF HIGHER SECONDARY SCHOOLS OF JAMMU AND KASHMIR

(July 16-28, December 17-29, 1979)

At the request of and in collaboration with the Education Department of Jammu and Kashmir, the National Institute organised two Orientation Programmes for Principals of Higher Secondary Schools of Jammu and Kashmir from July 16-28 and December 17-29, 1979.

Participants

30 Principals of Higher Secondary Schools participated in the first programme and 34 Principals nominated by the Education Department of Jammu and Kashmir attended the second programme. Thus, in all 64 principals participated in these programmes.

Objective

The main objectives of the Orientation Programme were :

- To acquaint the participants with basic philosophy concepts and problems of educational administration with regard to 12 year schooling system; and
- To enable them to improve their competence as institutional heads.

Contents

The Programme covered the following themes :

- Educational Development in the State of Jammu and Kashmir
- New Pattern of Education-its Philosophy and Problems of Implementation
- Role of a School Principal
- Curriculum in 10 +2 Scheme of Education
- Socially Useful Productive Work
- Community Relations
- Vocationalisation of Education
- Management of Co-curricular Activities

- Education Technology
- School Time Table
- Library Services in Schools
- Human Relations in Schools
- Involvement of Schools in Adult Education
- Educational Supervision by a School Head
- Catering to Individual Difference
- Staff Development
- Conducting Staff Meetings
- Conducting Examinations in Schools
- Changing Things in Education
- Educational Problems of Weaker Sections of Society and Backward Areas of Jammu and Kashmir
- Diagnosis of One's Own School and Institutional Planning
- Preparation of a School Budget.

Documentation

A single volume 'Reading Material' based on selected papers relevant to the themes of the Orientation Programme and a select bibliography on Educational Planning and Administration were distributed among the participants.

Methodology

The Orientation Programme consisted of lecture-discussions, panel discussion, group work and visits.

In some of the sessions, participants were divided in two/three groups to have exercises or deliberations on a theme introduced by a speaker, and then made group-wise presentations.

A special feature of the Orientation Programme was visits which were organised to St. Xavier's School, Delhi Public School, Springdales School, Centre for Educational Technology, and Technical Higher Secondary School, Okhla, to have a first hand experience of organisation of co-curricular activities academic aspects, vocational teaching etc. At each of these places, the concerned authorities gave brief talks about the organisation of the respective activities on the spot and then showed the actual activities.

ORIENTATION PROGRAMME FOR SCHOOL PRINCIPALS PROCEEDING TO U.K. (SEPTEMBER 15-18, 1979)

In consultation with the Central Board of Secondary Education and the British Council, New Delh, the National Institute conducted an Orientation Programme for School Principals proceeding to UK for September 15-18, 1979. Seven Principals of Kendriya Vidyalayas participated in the Programme.

Objectives

The main objectives of the Orientation Programme were :

- to upgrade the knowledge of the participants with regard to innovations in Indian Education, and
- to help them identify management problems in order to derive maximum benefit from the course in Sheffield Polytechnic.

Contents

The Orientation Programme covered to following themes :

- Education Management-An Overview;
- Some Management Problems in Our School Education, for example, community relations, supervision in schools, human relations in schools and co-curricular activities in schools, recent developments in school education like Vocationalisation and Socially Useful Productive Work in 10+2 system of education;
- Educational Technology;
- Non-formal Strategies in School Education;
- Teaching Techniques
- Expectations of Sheffield Polytechnic; and
- Cultural differences in U.K.

The orientation methodology adopted for covering the above themes consisted of lecture-discusion, panel discussions, participants seminar and film show.

TRAINING SEMINARS FOR PROBATIONERS OF UTTAR PRADESH EDUCATION SERVICE (JUNE 4-16, 1979 AND FEBRUARY 20—March 4, 1980)

At the request of the Directorate of Education, Government of Uttar Pradesh, the Institute organised two two-week Training Seminar in Educational Planning and Administration for Probationers of Uttar Pradesh Education Service. 25 Probationers of UP Education Service participated in the first Seminar (June 4-June 16, 1979) and two in the Second Seminar (February 20-March 4, 1980).

Objectives

The Seminar was organised to cover the following themes .

- to acquaint the participants with some of the important concepts and problems of educational planning, administration and supervision;
- to familiarise them with new educational trends and programmes of qualitative improvement; and
- to enable them to acquire technical competence as educational administrators.

Contents

The themes covered by the Seminar were :

- Review of Educational Development in India since Independence
- Educational Scene in Uttar Pradesh with Special Reference to Sixth Five Year Plan of the State
- Basic Concepts and Techniques of Educational Planning
- Educational Planning
- Educational Statistics in India
- Organisational Arrangements, Problems and Deficiencies
- Techniques of Analysing Educational Statistics (using data from Uttar Pradesh)
- Educational Planning at District Level : A Rationale
- Educational Planning at District Level in Uttar Pradesh—Problems and Prospects

- **Certain Quantitative Aspects of Educational Planning : Projection of Student Population and Teacher Requirements at School Stage**
- **Institutional Planning**
- **Institutional Planning : Discussion on Draft Format for Preparing an Institutional Plan**
- **New Pattern of Education : Its Philosophy and Problems of Implementation**
- **Vocationalisation of Education at + 2 stage**
- **Universalisation of Elementary Education**
- **School Mapping**
- **NAEP and Non-formal Education ; Definition of Concepts and Experimentation in Education**
- **Human Relations Approach in Educational Administration**
- **Educational Problems of Weaker Sections of the Society**
- **Qualitative Improvement of Education**
- **In-service Education of Teachers : Role of DEOs; Office of DEO : Its Importance, Organisation and Functions**
- **Inspection and Supervision of Schools**
- **Draft National Policy on Education**
- **Education for Integrated Rural Development with special reference to Bhimtal Block.**

The seminars were conducted primarily through lecture and panel discussions, and field visits.

MEETING OF EDUCATION SECRETARIES, DPIs AND PROJECT OFFICERS INCHARGE OF THE STUDY OF ADMINISTRATION OF ELEMENTARY EDUCATION IN RELATION TO THE PROGRAMME OF UNIVERSALISATION

AUGUST 3, 1979

A meeting was held on August 3, 1979 to consider interim/final reports of the Study under the Chairmanship of Shri P. Sabanayagam, Education Secretary, Union Ministry of Education and Social Welfare. Besides 19 invitees from the 9 States, 5 special invitees from the Ministry of Education attended the meeting. The state teams included the Education Secretaries, DPIs and Project Officers Incharge of the Study. During this meeting the progress of the study was reviewed. An overview of the three final reports from Madhya Pradesh, Rajasthan and West Bengal was also presented. Specific recommendations were made for strengthening the following areas : enrolment drives, school committees, building and equipment, provision for residential accommodation for teachers, in-service training, management of incentive schemes, school inspection, collection of educational data, delegation of powers, teacher performance in regard to UEE, single teacher schools, non-formal education centres, block level administration, district level organisations, Directorate of Education and teachers' organisations.

UNICEF SPONSORED NATIONAL WORKSHOP TO DEVELOP TRAINING MATERIALS FOR THE TRAINING OF DISTRICT AND BLOCK LEVEL EDUCATION OFFICERS IN THE ADMINISTRATION OF ELEMENTARY EDUCATION (AUGUST 6-10, 1979)

A National Workshop was organised by the Institute to develop training materials for the training of district and block level education officers in the administration of elementary education with special reference to the UNICEF sponsored project 'Comprehensive Access to Primary Education—CAPE' at New Delhi from August 6-10, 1979. The Workshop was sponsored by UNICEF. 33 officers from the State Institutes of Education/State Councils of Educational Research and Training and Directors of Education representing various states and union territories participated in the National Workshop.

The main objectives of the Workshop were:

- to study and finalise draft training material on some of the themes relating to the administration of elementary education with special reference to CAPE;
- to prepare training materials on some other themes on which materials could not be prepared earlier; and
- to give advice on the principles for the preparation of such materials in future.

The themes on which training materials were developed/finalised in the Workshop were : changing focus and elementary education—an administrator's point of view; conducting educational surveys; collection of base line data for non-formal education at elementary stage; project formulation; programme evaluation and review techniques—PERT; identification and mobilisation of community resources; convergence of formal and non-formal education; decentralisation of authority and delegation of powers to DEOs/BEOs in the planning and management of elementary education; new responsibilities of district and block education officers (case study—Rajasthan); helping student-teachers to reach the disadvantaged section of society; identification of problems of community through areas of sample opinion surveys; coordination with extension officers of other development departments in preparing learning materials; setting up of learning centres for disadvantaged children; motivation of teachers facilitators and learners; try-out and revision of learning materials; establishing linkage between PTTIs/SIEs/SCERTs/NCERT for processing of learning materials; production of learning materials; distribution of learning

materials; supervision of part-time education centres; monitoring and evaluation; evaluation and accreditation and financial management and accounting procedures.

The themes were covered during seven plenary sessions and fourteen group work sessions. Apart from the faculty of NIEPA, resource persons for the national workshop included officers of NCERT and four regional colleges of education. Besides, Mr. J. Ratnaik of Unesco Regional Office for Education in Asia and Oceania, Bangkok and Dr. (Mrs.) F.C. Willamar of Decentralised Education Planning Unit of the Ministry of Education, Government of Philippines, Manila acted as Consultants in the Workshop.

**UNICEF SPONSORED TRAINING PROGRAMME TO PREPARE
RESOURCE PERSONS FOR THE TRAINING OF DISTRICT
EDUCATION OFFICERS IN THE ADMINISTRATION OF
ELEMENTARY EDUCATION (AUGUST 16-22 1979)**

National Institute organised a UNICEF sponsored Training Programme for Key Personnel of State Institutes of Education/State Councils of Educational Research and Training in the planning and management aspects of universalisation of elementary education with special reference to the UNICEF assisted project 'Comprehensive Access of Primary Education—CAPE', from August 16-22, 1979. 36 participants representing SIEs/SCERTs from 15 states and 3 union territories attended the Programme.

The programme was organised with a view (i) to acquaint the participants with the planning and management aspects of universalisation of elementary education in general and with special reference to UNICEF assisted project Comprehensive Access to Primary Education (CAPE); (ii) to familiarise them with the new role of district and block level education officers in the administration of elementary education in relation to universalisation; and (iii) to enable them to formulate strategies for the training of district and block level education officers in the administration of elementary education.

The themes covered during the Programme were: Universalisation of Elementary Education; Role of District and Block Level Education Officers; conducting Education Surveys; base-line Data needed for non-formal education at the elementary stage; techniques of projecting enrolment at elementary level; project formulation; PERT; convergence of formal and non-formal education; decentralisation of authority and delegation of powers to DEOs/BEOs; UNICEF-assisted Project 'Comprehensive Access to Primary Education (CAPE)'; formulating training strategy for training of district and block level education officers in the Planning and Management of Elementary Education; preparation of learning materials under CAPE—helping student-teachers to disadvantaged sections of society; preparation of learning materials under CAPE—coordination with Extension Officers of other Development Departments; setting up of learning centres for disadvantaged children; try-out and revision of learning materials; relationship between available time, workload and manpower for processing of learning materials; establishing linkages between TTIs/SIEs/SCERTs/RCEs/NCERT for processing of learning materials; production of learning materials; distribution of learning materials; supervision of part-time education centres; monitoring and evaluation of preparation processing/production and accreditation in Non-formal

education; financial management and accounting procedure; and Motivation of facilitators/teachers and learners.

The Orientation methodology adopted for the programme consisted of lecture-discussions, group work and contact programme. Apart from the faculty of NIEPA, resource persons were drawn from NCERT and the Directorate of Adult Education. Besides two eminent educationists from abroad namely, Mr. J. Ratnaike of Unesco Regional Office for Education in Asia and Oceania, Bangkok and Dr. (Mrs) F.C. Villamar of the Ministry of Education, Government of Philippines, Manila acted as Consultants in the programme.

**MEETING TO CONSIDER FINAL REPORTS OF THE ELEMENTARY
EDUCATION IN RELATION TO UNIVERSALISATION IN NINE
EDUCATIONALLY BACKWARD STATES (FEBRUARY 7-8, 1980)**

A meeting to consider final reports of the Study of Administration of Elementary Education in Relation to Universalisation in Nine Educationally Backward States was held at the Institute on 7-8 February, 1980, under the chairmanship of Shri P. Sabanayagam, Education Secretary, Union Ministry of Education and Culture.

It was observed that the final reports of the Study had yielded three kinds of data, viz..

- General background information on the demographic, topographic and socio-cultural factors that impinge on the problem of Universalisation of Elementary Education (UEE);
- Observations specific to the total programme of UEE;
- Problems of administration in relation to the programme of UEE.

The Project Officers-in-charge of Andhra Pradesh, Assam, Bihar, Orissa, Jammu and Kashmir and Uttar Pradesh presented the highlights of the recommendations emerging from their respective studies. A wide convergence of findings and possible solutions to some crucial problems was noticeable. After the discussions that followed, a number of recommendations were made by the group.

An over-all report of the study including a draft administrative model for universalisation on elementary education is under preparation.

SEMINAR ON SOME ASPECTS OF HIGHER EDUCATION (SEPTEMBER 10-12 1979)

At the request of the United State Educational Foundation in India, the Institute organised a three-day Seminar on some aspects of administration of higher education for a select group of fourteen College Principals including seven Principals who had recently visited USA under USEFI's Indian University Administrators Project, 1979. One Chairman of College Managing Committee also participated in the Seminar.

Objectives

The main objectives of this seminar were:

- (a) to enable the participants to exchange their experiences with regard to the current trends in the development of higher education in India and USA;
- (b) to help them to identify areas of higher education in India, particularly with reference to affiliated colleges, for introducing meaningful changes; and
- (c) to consider introduction of feasible educational innovations within the existing resources.

Contents

The Seminar was designed after detailed discussion with the United States Educational Foundation in India. The Seminar covered the following themes:

- Feasible Innovations in Affiliated Colleges;
- Performance Evaluation of Faculty;
- Management of Student Services; and
- New Dimensions of College-Community Interaction

Methodology

The Seminar was planned on an inter-disciplinary basis. Apart from the faculty of the Institute, resource persons for the Seminar had been drawn from the University of Delhi, U.G.C. and other experts with an established standing in their special fields. The Seminar leaned heavily on lecture and panel discussions on selected themes. The last session of the Programme was in the form of a Group Meeting for preparing recommendations for Action Programme. Besides, a participant had an opportunity to evaluate the whole programme on the basis of a proforma which was circulated separately.

**ORIENTATION PROGRAMME IN EDUCATIONAL PLANNING AND
ADMINISTRATION FOR COLLEGE PRINCIPALS (NOVEMBER
12-30, DECEMBER 10-29, 1979 AND FEBRUARY 18
MARCH 8, 1980)**

In collaboration and in consultation with the University Grants Commission, the Institute organised a series of three three-weeks Orientation Programmes in Educational Planning and Administration for Principals of Colleges. The first Orientation Programme for Women Principals was organised from November 12-30 1979 and the second Programme from 10-29, 1979 and the third from February 18 - March 8, 1980. In all 79 Principals from selected Colleges of various states/ union territories participated in the Programmes.

Objectives

The main objectives of the Orientation Programmes were:

- to give to the participants an overview of the perspectives and problems of higher education in India, particularly of collegiate education;
- to familiarise them with conditions likely to stimulate improvement in teaching, learning and examination processes;
- to develop instruments for review, appraisal and evaluation of work, persons of institutions;
- to provide them an opportunity to identify and resolve developmental problems in their colleges;
- to consider ways and means of meeting increasing demands for services by students and teachers in relation to comparatively static and/or reduced resources;
- to cope with changing patterns of decision-making in a situation characterized by increasing complexity of impact of socio-political forces;
- to develop a closer relationship among various components of the college community and to identify ways in which the college can reach out to the community at large keeping in view the demands made by national policies; and
- to initiate a phased academic management oriented training for preparing a core faculty in the States which would eventually organise, in consulta-

tion with the National Institute of Educational Planning and Administration, similar programmes for other Principals in the state.

Course Contents

The academic and professional components of the Programme were: problems and perspectives of Higher Education, financing of Indian Higher Education, problems and perspectives of college education in India, management of college finance, autonomous colleges, institutional planning and planning exercises (developing an institutional plan), restructuring of under-graduate courses; liberal and job-oriented courses, management of co-curricular activities, faculty improvement, faculty evaluation, the role of Teachers' Association in the colleges, students' motivation/student unrest/selective admission procedures, management of student services, promoting better teaching and learning in under-graduate courses, post-graduate education in affiliated colleges, remedial teaching, examinations and internal assessments, the college and its community, colleges and the National Adult Education Programme, new directions in management and administration, role of educational administration: a case study, educational management and communication, styles of educational leadership, conflict management, team building, innovations and creativity in management, and the idea of under-graduate courses in a university.

Reading Materials

Apart from hand-outs on important themes, a volume containing selected papers was distributed among the participating Principals along with a selected bibliography. Some papers were focussed on the special problems of S.C. and S.T. students and girls in higher education.

Methodology

! The Programme was conducted largely through lecture discussions though provisions were made for panel discussions on some of the important themes. Resource Persons for the Programme included experienced administrators from universities and colleges and from agencies like University Grants Commission, the Planning Commission, the Ministry of Education and Social Welfare, and from various academic and professional fields. The participants were also provided an opportunity to observe the working of good colleges in Ajmer, Chandigarh, Delhi, Jaipur, and Vanasthali. Each group of participants prepared a report of its observations and discussion with the Principal and the staff of the host college.

With the help of students, teachers, resource persons and on the basis of visits to various colleges in and in vicinity of Delhi, the participants of the three Orientation Programmes discussed in depth several issues related and relevant to higher education in India. Some of the important recommendations adopted by the participants are given below:

Recommendations Regarding U.G.C.

1. The colleges are providing facilities of higher education to 80% of students and that too near their homes, and yet their share in U.G.C. grants is less than 10%. The U.G.C. should revise its policy of giving financial assistance to colleges in keeping with the needs of the colleges.
2. Study tours and field work are part of syllabi in several subjects. U.G.C. provides financial assistance both to the students and teachers of residential universities for going to such study tours and field works. No such facilities are extended to colleges. The colleges should be treated at par by the U.G.C. in giving financial assistance for study tours.
3. The U.G.C. has fixed Junior and Senior Research Fellowships for the Departments of Universities. Similar research work is done in Post-graduate Departments of Affiliated Colleges, but they do not get any Junior or Senior Research Fellowships. The U.G.C. should fix up quotas for affiliated colleges also.
4. The U.G.C. and Central Govt. be requested to persuade the State Governments that the U.G.C. scales of Salary to teachers are implemented in all States. There should be only one grade for Principals, i.e. Rs. 1500-2500 and that the benefit of rent free accommodation and administrative allowances of the Principals should continue.
5. The U.G.C. should sanction special grants to the colleges for starting job-oriented and special courses.
6. The rules for sanction and release of grants should be in clear language which may be well understood by the Principals. Also, admissible and inadmissible items of expenditure should be clearly specified to avoid misunderstanding in future.
7. All proposals submitted to the U.G.C. should be cleared by the U.G.C. within a reasonable time and the colleges should be informed accordingly.
8. The U.G.C. should settle the claims of the institutions in respect of payments of salary of the substitute teachers appointed in the vacancies of teachers deputed for F.I.P. under 5 or 9 lakhs schemes approved by U.G.C.

II. Recommendations to State Governments

1. Several universities or State Governments prescribe fee schedule, both tuition and other fees. The colleges should have freedom to increase other fees, specially the library fee, with a proviso that college principals will be accountable for its proper use.

2. When a teacher takes long leave (namely maternity leave, etc.), retires or resigns, then the college principal is not empowered to make alternative arrangements; so teaching suffers. The principal should be empowered to make the adhoc appointments till the laternative arrangements are made or to the end of the session, whichever is earlier and that no prior approval of the Vice-Chancellor of the administration be necessary.
3. Some State Governments are not paying all the deficit to the colleges, with the result that salaries are not being paid for months together. The State Government should pay 100% deficit.
4. There should be a State Board of Teacher Education in each State with a view to raise standars of Teacher Education and have liaison with a National Council of Teacher Education.
5. State Government should formulate or modify the universities rules for giving adequate representation to the Principals in the Senate/Court, Syndicate/Executive Council and Academic Councils of the Universities.
6. The State Government should consider the opinion of the Principals' Councils in the reform in the field of higher education.
7. There should be the post of Vice-Principal in all the colleges having the strength of more than 500 students.
8. The State Government should make policy statement that their matching shares would be assured in respect of any scheme approved by the U.G.C.
9. The State Government should hold Annual Conference of College Principals for discussing and reviewing the problems of the colleges in that State.
10. The Principals of the colleges should be associated with District Development Council constituted for the District in which their colleges are located.

III. N.I.E.P.A.

1. Recommended that a correspondence-cum-contact programme for college principals be instituted by NIEPA in educational, administration leading to M. Phil Degree of Delhi University. Under this scheme the principals be asked to come NIEPA two times for 15 days each.
2. Recomendated that a new course of M. Phil in educational administration be initiated by NIEPA in collaboration with Delhi University for the

college principals. The scheme of Faculty Improvement Programme of the U.G.C. should be extended to cover the college principals also.

3. The facilities of borrowing books from the NIPEA library be extended to the principals attending this course.

IV. Autonomy

The State Government should identify promising colleges for granting autonomy to them and that speedy action should be taken in this matter. The responsibility for supporting these Autonomous Colleges should be taken up by the U.G.C. and the State Governments and they should commit all support for the next 5 or 10 years initially.

ORIENTATION PROGRAMME FOR A SELECT GROUP OF COLLEGE PRINCIPALS AND EDUCATIONAL ADMINISTRATORS PROCEEDING TO USA UNDER THE USEFI'S UNIVERSITY ADMINISTRATORS PROJECT, 1980 (MARCH 10-12, 1980)

At the request of the United States Educational Foundation in India, the Institute organised a three-day Orientation Programme for a select group of College Principals and Educational Administrators proceeding to USA under the USEFI's University Administrators Project 1980 from March 10-12, 1980. 8 participants took part in the Programme.

Objectives

The main objectives of the programme were : (i) to acquaint the participants with the development of higher education in India; (ii) to familiarise them with the pattern of higher education in USA and to compare the latest trends in the development of higher education in India and USA; and (iii) to consider possible educational innovations within the existing framework.

Course Contents

The Programme was designed after a detailed discussion with the USEFI. The themes covered during the programme were :

- Current Issues in Indian Higher Education;
- Contemporary Issues in US Higher Education;
- Faculty Improvement Programme;
- Faculty Evaluation; Role of Universities and Colleges in extension services;
- Management of student services;
- Life in USA : Some socio-cultural aspects and community college in USA.

The programme was conducted largely through lecture-discussion. Video player was also used for some themes.

Apart from the faculty of the NIEPA, resource persons for the programme were drawn from the Ministry of Education, University Grants Commission, University of Delhi and UNEFI.

**CONFERENCE ON PROMOTION OF TEACHING,
RESEARCH AND EXTENSION IN EDUCATIONAL
PLANNING AND ADMINISTRATION IN THE
UNIVERSITIES (April 30 - May 2, 1979)**

The Institute organised a three-day conference on promotion of teaching, research and extension in educational planning and administration in the universities from April 30 to May 2, 1979. 26 university teachers and other experts from specialised institutions attended the conference.

The objectives of the conference were to identify :

- the category and level of educational planners and administrators in India who should be the proper concern of the university system;
- the level, objectives, content, reading materials, source materials, documentation and modalities of organising practical work for professional training of various groups of educational planners and administrators;
- appropriate methods of instruction and evaluation for each course;
- priorities of research in the area;
- modes of inter-departmental, inter-university and inter-agency cooperation in public training and research in this area; and
- conditions and requirements necessary for viability of institutions or agencies which are concerned with professional training of educational planners and administrators.

The Conference summed up the discussion as following :

- I. The Universities should provide need based programmes for research teaching and extension in educational planning and administration (EPA) in view of their autonomous character. The University Departments of education should take initiative in introducing multi-disciplinary inputs into their teaching, research and extension programmes in E.P.A. including M. Phil.
- II. Training needs should be determined periodically through appropriate research and surveys. All teaching and research programmes in E.P.A. should have in-built flexibility so that in-service personnel are enabled

to make effective use of training facilities in the universities. A scheme comparable to the teacher fellowship programme of the U.G.C. may be implemented for the inservice education of educational planners and administrators.

- III. The Institute should urgently consider the possibility of offering a post-Masters level professional programme for senior level academics and administrators. The U.G.C. and the NIEPA should explore the possibility of setting up a small working group to consider the priorities and long-range programmes of development of teaching, training, research and extension in E.P.A.

ORIENTATION PROGRAMME/COURSE FOR UNIVERSITY REGISTRARS

(September 17-22, 1979 and Jan. 28 - Feb. 2, 1980)

The Institute, in collaboration with the University Grants Commission, organised two one-week Orientation Courses for the Registrars of University level institutions in India. The first orientation course for Registrars was organised from September 17-22, 1979 and the second course from January 28 to February 2, 1980. 12 participants in the first course and 17 participants in the second course representing various universities and university level institutions attended the Course.

Objectives

The main objectives of the Course were : (i) to give to the participants an overview of the perspectives and problems of higher education in India, particularly of affiliated universities and of the complex relationship between universities on the one hand and planning and policy-making agencies on the other; (ii) to identify ways and means of meeting increasing demands for services of students, research scholars, teachers and ministerial employees of the universities in relation to limited allocation of resources available for higher education; (iii) to provide to the participants an opportunity of identifying and resolving problems of universities departments and affiliated colleges; (iv) to develop appropriate mechanism and procedures for coping with the work of university bodies and committees; (v) to develop instruments for review, appraisal and evaluation of work, persons and institutions; (vi) to promote an awareness of modern management techniques and their application to administration of higher education; and (vii) to cope with decision-making processes in increasingly complex situations.

Course Contents

The academic and professional contents of the Course were :

- Current problems of Higher Education in India within the context of developing socio-economic changes;
- The pace of the Registrar in the changing academic environment;
- Perspectives of development of university departments;
- The role of the Registrar;
- Perspectives of Development of affiliated Colleges; the role of the University Registrar

- Administrative and legal framework of Indian universities; organisation of the Registrar's office;
- The Registrar's office and the servicing of university bodies and committees;
- The Registrar's office and the teachers; The Registrar's office and the students;
- Financial Management of the University;
- New Direction in Management and Educational Administration;
- The Role of Educational Administration—a study;
- Management of Cooperation, conflict and communication;
- Human resource management;
- Use of Technology/Computerization in University Administration and
- Decision-making and leadership styles.

Methodology

The Orientation methodology adopted for the Course was mainly lecture discussions though provisions were also made for panel discussions on important themes. The course was essentially a seminar of equals and the resource persons were drawn from universities and colleges, from agencies like U.G.C , the Planning Commission, the Ministry of Education and Social Welfare, and from various academic and professional fields.

ORIENTATION PROGRAMME FOR KEY PERSONNEL OF NATIONAL SERVICE SCHEME

(August 27-30, 1979)

In collaboration with the Ministry of Education and Social Welfare, the Institute organised an Orientation Programme for Key Personnel of National Service Scheme from August 27-30, 1979. It was designed to meet the specific needs of the officers working in the field for the National Service Scheme. 29 participants took part in the programme.

The main objectives of the programme were (i) to acquaint the participants with the conceptual framework of National Adult Education Programme; (ii) review of the universities involving the NAEP and (iii) general discussion on the management aspects like planning organisation and evaluation of various activities under National Service Scheme.

To achieve the objectives mentioned above, the Programme covered the following themes :

- National Service Scheme Activities—An Overview;
- Problems of working in rural areas and role of N.S.S.;
- Administrative and final problems of N.S.S.;
- Socially relevant study project;
- Management and supervision in N.S.S.;
- Exchange of experiences amongst participants;
- National Adult Education Programme—some perspectives;
- Involvement of universities and colleges in NAEP; and
- Involvement of Women teachers and student in community service.

ORIENTATION PROGRAMMES FOR STATE/DISTRICT LEVEL OFFICERS IN ADULT EDUCATION ORGANISED DURING 1979-80

Introduction

The National Adult Education Programme (NAEP) launched on October 2, 1978 provided a separate administrative set up for adult education in States and Union Territories. In view of the appointments of officers incharge of NAEP under this new set up, it was considered necessary that these state and district officers be given an opportunity to clearly understand the concept and framework of NAEP for its effective implementation and reflect on their experiences gained so far. Accordingly, the Institute in collaboration with the Directorate of Adult Education, organised eight training seminars—four for senior state level personnel in Adult Education and four for District Level Officers in Adult Education during the year 1979-80.

Objectives

The main objectives of these Orientation Programmes were (i) to discuss the conceptual framework of the NAEP and approach to its implementation; (ii) to define and identify the role, responsibilities and functions of the State/District Level functionaries for effective implementation of the programme; and (iii) to understand the process, machinery and techniques of planning of the National Adult Education Programme at macro and micro level.

Course contents

The various themes covered to achieve the above objectives varied from programme to programme. However, the following themes were selected after taking into account the job requirements of State/District level officers :

- National Adult Education Programme concept and approach to its implementation;
- Management of NAEP : Role, responsibilities and functions of state/district level officers, motivation, selection of personnel, delegation, decentralisation, financial pattern, communication, supervision and inspection; monitoring and evaluation coordination and linkages with development departments; mobilisation of voluntary efforts; special programmes for backward areas, scheduled castes, scheduled tribes and weaker sections of society; organisation of training programmes; preparation of teaching and learning materials; and follow-up programmes;
- Planning techniques in NAEP at macro and micro levels.

Methodology

These Orientation programmes were treated as opportunities for mutual exchange of experiences and special inputs provided by the experts. The programmes were organised as programmes of equals in which trainees participated equally in panel discussions.

The first two sessions of the programmes were exclusively devoted to experiences among participants and also to identify various problems for in-depth discussion during the course of programmes. In addition to panel and lecture-discussions, group work, field visits, practical exercises in planning literacy work and film shows formed an important part of the orientation methodology.

Participants

In the eight programmes organised so far 232 key level personnel in adult education at state and district levels, representing state Governments, Union Territories, Voluntary Organisations and University system participated. Representatives from all the states/union territories except Dadra and Nagar Haveli and Lakshadweep have been covered in one or other programme.

The programme-wise coverage is given below :

<i>Programme</i>	<i>No. of States Union Territories covered</i>	<i>No. of Participants</i>
<i>For state level officers</i>		
(i) April 16-21, 1979	4	17
(ii) July 9-14, 1979	20	40
(iii) December 10-15, 1979	18	28
(iv) January 28-February 2, 1980	16	30
		----- 115 -----
<i>For district level officers</i>		
(i) August 20-25, 1979	10	29
(ii) September 17-22, 1979	22	34
(iii) November 21-26, 1979	14	24
(iv) March 10-15, 1980	11	30
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Main recommendations

The working group reports of various programmes contain a number of concrete suggestions for improvement of NAEP which were made by the participants on the basis of their field experiences. The group work was on the themes identified by the participants which were generally replicated. Major recommendations can be grouped as under :

- I. Concept of the Programme
- II. Creation of Favourable Environment
- III. Management and Administration (organisation, finance, coordination and Communication)
- IV. Promotion of voluntary organisation
- V. Training, Resource and Curriculum Development
- VI. Planning, monitoring and evaluation.

Of these, the last group of recommendations deserve special consideration.

(a) Planning

- All agencies namely government, voluntary organizations, universities and schools should be involved in the process of planning.
- The planning adult education should be decentralised and it should emerge from the grass-root level. Comprehensive district level plans should be prepared by the DAEO which should be based on the plans prepared at the project and the grass-root levels. The state level plans should in turn, be based on district level plans of NAEP.
- Planning should be done in such a way that the existing local resources of the area in terms of human, physical and financial resources are identified, mobilised and utilised to the optimal extent.
- Planning of adult education should be participatory at all levels. The field officers and local community should be involved both at formulation and implementation stages of planning.
- The training courses for field level officers should also include exercises in preparation of plans as an integral part of the programme.
- Special programmes should be prepared for scheduled castes, scheduled tribes, weaker sections of society and backward area. Needs of these special groups should be given due place in the planning of NAEP through the use of local dilects. Relaxation should be provided in financial and other norms regarding strength of centres.

(b) Monitoring and evaluation

- It should be ensured that the information for monitoring flows continuously at various levels without any time lag. Immediate feedback follow-up action should to ensued at all levels.
- The existing monitoring forms should be simplified.
- In addition to internal evaluation by the concernd functionaries of adult education, there should also be provision for external evaluation which should be conducted by university personnel, centres of higher learning and institutions of national importance, etc,
- Various tools for learners' evaluation should be prepared at the District level which should be specific to situation.
- Monitoring and evaluation should be included as an essential component of training programme.
- Emphasis should be more on qualitative evaluation than on quantitative evaluation.

NATIONAL SEMINAR ON MONITORING AND EVALUATION OF N A E P

(February 14-16 1980)

In collaboration with the Directorate of Adult Education and the Ministry of Education and Culture, the Institute organised a national seminar on monitoring and evaluation of NAEP from February 14-16, 1980. It was attended by 21 participants who were concerned with monitoring and evaluation of NAEP in various states and union territories.

The Seminar was organised with a view to (i) discuss efficiency/efficacy of existing system of monitoring of NAEP; (ii) suggest steps for collecting adequate data through Quarterly and Annual Returns; (iii) discuss feed back system of NAEP; and (iv) consider issues concerning learner-evaluation.

In the three day Seminar, the first day was devoted to general discussion on the existing system of monitoring of NAEP, on the basis of which issues were identified for detailed discussion in the working groups. On the second day, learner-evaluation was discussed and the participants formed three working groups to discuss review of the existing system of monitoring of NAEP Annual Returns and Project Returns in NAEP and learner evaluation in NAEP. The working group on learner-evaluation in NAEP mainly discussed the guidelines evolved on the basis of consensus reached at the regional seminars on monitoring and evaluation of NAEP (September 1979) and a workshop on learner evaluation (January 1980) organised by Directorate of Adult Education. The three groups submitted their reports which have been enclosed in the report.

SECOND CORRESPONDENCE COURSE EDUCATIONAL PLANNING AND MANAGEMENT

The first correspondence course in Educational Planning and Management which was organised last year, was completed by 40 officers.

The Second Correspondence Course in Educational Planning and Management for Educational Planners and Administrators commenced on July 1, 1979. The course is primarily meant for the Senior Education Officers of the Central and State Government/Union Territories. Out of 97 persons representing 19 States/Union Territories enrolled, only 50 participants were interested in completing the course.

The course is designed to meet the professional needs of educational planner and administrators and to improve their technical competence without taking them away from their desk for long. The main objectives of the Course are : (i) to acquaint the participants with the latest development in the field of education and (ii) to familiarise them with the basic concepts and techniques of educational planning and management.

The main areas to be covered in the course are basic principles and techniques of educational planning and modern management with particular reference to their applicability to educational administration, current issues, challenges and responses in Indian Education etc. The Correspondence phase which was covering six months was followed by one week Contact programme.

SEMINAR ON FINANCING AND ECONOMICS OF EDUCATION

(October 9-13 1979)

One of the most pressing problems in the field of Education relates to the mobilisation of financial resources and its optimum use. To consider the current knowledge and data in this area Institute organised a Seminar on Financing and Economics of Education from October 9-13, 1979. The specific themes of the Seminar were :

- (i) Resources in Education-Requirements and Availability;
- (ii) Allocation of Educational Resources;
- (iii) Special Programmes for Education.

A lot of interest in this Seminar was evinced by the wide participation from the academics as well as practitioners drawn from leading institutions such as the University of Delhi, Jawaharlal Nehru University, Jamia Millia Institute of Economic Growth, Institute of Applied Manpower Research, National Council of Educational Research and Training and Association of Universities of India, Ministry of Education and Home, and Planning Commission. Shri K. Srinivasan, former Member of Direct Taxes contributed an important paper on the current provisions in our tax system which enabled the raising of resources of education and research Dr. (Mrs.) Estelle James, Professor of Economics and Provost, Social and Behavioural Sciences at State University of New York, Stony Brook, U.S.A., participated in the Seminar and made significant contributions to the Seminar by bringing in a comparable American experience.

Twenty three papers were presented in the Seminar on different aspects of Financing and Economics of education. Resources requirements for education in AD 200 were assessed assuring (i) Constant average per pupil cost by levels from base year 1972-73 to AD 2000; (ii) taking the account cost escalation effect on average per pupil cost by levels; and (iii) taking into consideration cost escalation and some marginal quality improvements for each educational level.

Resource availability estimates were based on the projections made according to three-3,5 and 9 per cent growth rates assumptions for the economy in AD 2000. Estimates of resource requirement and availability are put across to see at what income level and what percentage of educational expenditure to National

Income they match each other. The rate of return studies on education in India and its usefulness in improving allocation of resources to education were reviewed.

The discussions in the Seminar were wide ranging and included apart from financial requirements and availability, estimates, allocations from the Government and the non-Government sources for Education in 2000 based on a review of the trends for making projections in the future.

The Seminar also discussed special programmes for equality in education. These included the educational programmes for Scheduled Castes and Scheduled Tribes and also for women's education in India. Causes and the consequences of different kinds of inequalities in education were also discussed.

The seminar concluded by identifying areas which called for indepth studies. Some of them are the following :—

- (1) A study of tax exemption for educational activities and its compilation;
- (2) A study of raising community resources as a method of mobilising additional resources for education ;
- (3) A study of proper methodology for improved resources allocation for education ;
- (4) A study of privately financed schools with a view to find out the relationship between the unit cost and quality of education ;
- (5) A study of the impact of public expenditure on education on income distribution ; and
- (6) A study of unit cost with a view to evolve norms and refine the methodology for costing.

In addition, a number of policy issues like the optimum level of subsidization for education, financing Indian education and its effect on inequalities, etc., were also identified as topics which deserve careful investigation.

NATIONAL WORKSHOP ON STATISTICS OF LITERACY PROGRAMMES

(February 11-13, 1980)

The National Workshop on Statistics of Literacy Programmes of the District level Coordinators was organised by the Institute in collaboration with the Directorate of Adult Education from February 11-13, 1980. 18 participants participated in this Workshop. Out of these 16 were directly associated with the field testing of the Unesco Document on Statistics of Literacy Programmes and the remaining two represented state resource centres of adult education.

The main objectives of the Workshop were:

- To discuss experience and difficulties in the field test of the Unesco Document;
- to attempt classification of adult education literacy programmes as per ISCED Code; and
- to prepare reports on the basis of information collected through the pilot projects.

The first day of the Workshop was devoted to general discussion on difficulties faced in collection and compilation of data on various items during the field testing. In the first session of the second day, problems faced in interpretation of Unesco Document were discussed and thereafter participants were divided into two groups to discuss issues like interpretation of Unesco Document and implementation of Unesco Document. The last session of the Workshop was devoted to evaluation of the Workshop on the basis of a proforma filled in by the participants.

**TRAINING PROGRAMME FOR ISMAIL DDUNGU, ASSISTANT
STATISTICAL OFFICER, MINISTRY OF EDUCATION
UGANDA**

(June 25—August 23, 1979)

Shri Ismail Dhungu, Assistant Statistical Officer in the Ministry of Education, Government of Uganda, Uganda, was deputed to NIEPA for undergoing extensive training in the application of statistical techniques to educational planning from June 25, 1979 to August 23, 1979.

The themes covered during the programme were .

- Methodology Approach to Statistics of Education;
- Application of Statistical Methods in Educational Planning;
- Current Issues in Educational Planning;
- Practical Exercises; Preparation of Plans for Educational Development at Block, District and National Levels; and
- Special Issues in Implementation of Educational Plans.

A study tour to the State of Jammu and Kashmir and Maharashtra was also organised by the National Institute.

**TRAINING IN EDUCATION AND EDUCATIONAL SURVEYS
AS A PART OF INTERNATIONAL STATISTICAL
EDUCATION CENTRE'S TRAINING
PROGRAMME**

(November 3, 1979)

Mr. Dechen Wangdi from Bhutan and Mr. B.K. Koirala from Nepal were imparted training for one day on November, 3, 1979 in the techniques of conducting educational surveys as a part of their six weeks' training course in official statistics and related methodology for trainees of International statistical education Centre, Calcutta organised by Central Statistical Organisation, New Delhi.

**APEID INTERNSHIP PROGRAMME FOR MR. GAN EWE
KHOON, ASSISTANT DIRECTOR OF RESEARCH,
EDUCATIONAL PLANNING AND
RESEARCH DIVISION, MINISTRY OF
EDUCATION, MALAYSIA**

(November 27—December 22, 1979)

Mr. Gan Ewe Khoon was deputed to the National Institute under the Asian Programme for Development of Innovations for Education to study the methods of project identification and evaluation through actual involvement in some of the research and evaluation projects currently undertaken by the Institute, from November 27 to December 22, 1979. This training programme was broadly divided into two phases. The first one which ran from the day of his arrival to 10th of December was mainly aimed at acquainting the internee with the various ongoing projects and faculty members of the institute with a view to enable him to identify specific projects for closer study. Accordingly, he was enabled to have closer study of two research projects, namely, project on 'Universalisation of Elementary Education in Nine Selected States of India' and the project on 'Development of Educational Norms for the State of Haryana'. The second phase of the programme provided sufficient free time for self-study and individual consultation. In the course of his study, the internee also participated in one of the panel discussions of the Second Orientation Programme for Principals of Higher Secondary Schools of Jammu and Kashmir organised by the Institute. Visits were also organised for him to Planning Commission, Delhi Public School and Government Boys Higher Secondary school, Malvia Nagar. He was also given an opportunity for exchange of views and experiences with the Faculty members of NIEPA.

REGIONAL WORKSHOP ON GOALS AND THEORIES OF EDUCATION IN ASIA

(January 15-21, 1980)

The Regional Workshop on Goals and Theories of Education in Asia, organized jointly by the Unesco Regional Office for Education in Asia and Oceania, the International Bureau of Education, and the National Institute of Educational Planning and Administration, was held in New Delhi from 15-21 January, 1980, with the Ministry of Education and the Government of India as the host. The workshop was one in a series launched in 1975 in pursuance of Resolutions 5.31 and 3.11 adopted at the Eighteenth Session of General Conference of Unesco.

The main objective of the present Regional Workshop was to study major trends in the development of educational goals in the Asian region, with particular reference to the connection between educational goals and educational policies in a future perspective, while taking into account the socio-cultural factors existing in different countries.

The workshop provided a forum for achieving more clarity about the complex set of inter-relationships between belief and value systems, educational goals and theories, the decision-making and policy formulation processes in education, and the reality of educational development. It was to generate clearer ideas about the philosophical, curricular and research aspects, as well as management practices needed for a more meaningful formulation and implementation of educational goals.

The workshop was attended by 11 participants from ten different countries in Asia, two discussants from the region and one observer. A number of working papers, reference papers and information papers prepared by the Secretariat, and analytical reports from 11 countries guided the workshop in its deliberations.

At the closing session, the discussants reflected on the achievements of the workshop, and urged the Secretariat to follow up the suggestions contained in the report.

III
Appendices

APPENDIX I

List of Members of the Council of Niepa (as on 31.3.80)

1. Professor D.T. Lakdawala
(ex-Deputy-Chairman, Planning Commission)
Building No. 4, INH Orphanage, Chowpati Road
Bombay-400007 — President
 2. Professor M.V. Mathur Director, NIEPA,
New Delhi-110016 — Vice-President
- Ex-officio Members*
3. Prof. Satish Chandra, Chairman, University Grants
Commission, Bahadur Shah Zafar Marg
New Delhi-110002 — Member
 4. Shri P. Sabanayagam, Secretary to the Government of
India, Ministry of Education and Culture, Shastri
Bhavan New Delhi-110001 — Member
 5. Shri J.A. Kalyanakrishnan, Financial Adviser,
Ministry of Education and Culture Shastri Bhavan
New Delhi-110001 — Member
 6. Shri K.D. Madan, Additional Secretary, Department of
Personnel and Administrative Reforms, Sardar Patel
Bhavan. Parliament Street, New Delhi-110001 — Member
 7. Dr. S.N. Saraf Educational Adviser Planning
Commission, Yojana Bhavan, New Delhi-110001 — Member
 8. Dr. S.K. Mitra, Director, N.C.E.R.T., New Delhi-110016 — Member
- Other Members*
9. Shri P.K. Bora, Education Secretary, Government of
Assam, Sachivalaya, Dispur Gauhati-781006 — Member
 10. Shri S.K. Srivastava, Education Commissioner,
Government of Bihar New Secretariat Patna — Member
 11. Shri J.D. Gupta Education Secretary Government of
Haryana, Civil Secretariat, Chandigarh — Member
 12. Shri R.V. Chandramouli, Education Secretary,
Government of Gujarat, Sachivalaya,
Gandhinagar-382010 — Member

13. Shri M. Gopalakrishnan, Secretary to the Government of Andhra Pradesh Primary and Secondary Education Deptt. Secretariat Building, Hyderabad-22 — Member
14. Shri Ashok Joshi, Chief Secretary and Education Secretary, A N Islands Port Blair — Member
15. Shri B.L. Handa, Director of Education, Government of Himachal Pradesh Glenn Hoggen Simla-171001 — Member
16. Shri Ravinder Sharma, Director of Public Instruction Government of Madhya Pradesh, Bhopal — Member
17. Prof. B. Das, Director of Public Instruction, Government of Orissa, New Capital, Bhubaneswar-1 — Member
18. Shri S. Manchiah, Director of Public Instruction, Government of Karnataka, New Public Offices, P.B. No. 5049, Bangalore-560001 — Member
19. Shri T.I. Singh, Director of Education (Schools) Government of Manipur, Imphal — Member
20. Shri C.K. Bhuyan, Director of Public Instruction Government of Arunachal Pradesh, New Itanagar-791110 — Member
21. Dr. Malcolm S. Adiseshiah, Chairman, Madras Institute of Development Studies, 79 Second Main Road, Gandhinagar, Adyar, Madras-600006 — Member
22. Shri M.N. Kapoor, E-4 Maharani Bagh, New Delhi — Member
23. Prof. Satya Bhushan, Education Commissioner, Government of Jammu and Kashmir Jammu/Srinagar — Member
24. Prof. Gurbaksh Singh, A/9, Professors Colony, Banaras Hindu University, Varanasi-221005 — Member
25. Smt. Sivagami Pethachi, Correspondent, Bedford Villa, 7/8 Leith Castle, North Street San Thome Madras-600028 — Member
26. Dr. L. Bulliah (Ex-Vice Chancellor), Andhra University 1-10-13 Ashoknagar, Hyderabad — Member
27. Shri P.K. Umashankar, Joint Secretary, Ministry of Education and Culture, New Delhi — Member
28. Shri J. Veeraraghavan, Executive Director, NIEPA New Delhi
29. Dr. J.N. Kaul, Consultant, NIEPA New Delhi — Member
Shri R.P. Saxena, Registrar, NIEPA New Delhi — Secretary

**List of Members of the Executive Committee
of NIEPA (As on 31.3.1980)**

- | | | |
|----|---|------------|
| 1. | Prof. M.V. Mathur, Director, NIEPA, New Delhi | — Chairman |
| 2. | Shri J.A. Kalyanakrishnan, Financial Adviser,
NIEPA and F.A., Ministry of Education and Culture
Shastri Bhavan, New Delhi-110001 | — Member |
| 3. | Shri P.K. Umashankar, Joint Secretary, Ministry of
Education and Culture, Shastri Bhavan, New Delhi-110001 | — Member |
| 4. | Dr. S.N. Saraf, Adviser (Education), Planning Commission
Yojana Bhavan, New Delhi-110001 | — Member |
| 5. | Shri R.V. Chandramouli, Education Secretary
Government of Gujarat, Sachivalaya, Gandhinagar-312010 | — Member |
| 6. | Dr. Malcolm S. Adiseshiah, Chairman, Madras Institute
of Development Studies 79, Second Main Road, Gandhi
Nagar, Adyar, Madras-600006 | — Member |
| 7. | Shri J. Veeraraghavan, Executive Director, NIEPA
New Delhi | — Member |
| | Shri R.P. Saxena, Registrar, NIEPA New Delhi | |

List of Members of the Finance Committee of Niepa (As on 31.3.1980)

1. Prof. M.V. Mathur, Director, NIEPA New Delhi — Chairman
2. Shri J.A. Kalyanakrishnan, Financial Adviser, NIEPA,
and Financial Adviser Ministry of Education and
Culture, Shastri Bhavan, New Delhi-110001 — Member
3. Shri P.K. Umashankar, Joint Secretary, Ministry of
Education and Culture, Shastri Bhavan,
New Delhi-110001 — Member
4. Dr. S.N. Saraf, Adviser (Education), Planning Commission
Yojana Bhavan, New Delhi-110001 — Member
5. Shri J.D. Gupta, Education Secretary, Government of
Haryana, Chandigarh — Member

APPENDIX IV

List of Members of the Programme Advisory Committee (As on 31.3.1980)

1. Prof. M.V. Mathur, Director, NIEPA, New Delhi — Chairman
2. Shri T.N. Chaturvedi, Director IIPA, New Delhi — Member
3. Shri R.V. Chandramouli, Education Secretary
Government of Gujarat, Gandhi Nagar, Gujarat — Member
4. Shri P.K. Umashankar, Joint Secretary, Ministry of
Education and Culture, Shastri Bhavan, New Delhi — Member
5. Dr. S.N. Saraf, Adviser (Education), Planning Commission
Yojana Bhavan, New Delhi — Member
6. Shri R.K. Chhabra, Secretary, University Grants
Commission, Bahadur Shah Zafar Marg New Delhi — Member
7. Shri P.R. Chauban, Director of Public Instruction
Government of Uttar Pradesh, Lucknow — Member
8. Dr. S.K. Mitra, Director, N.C.E.R.T. New Delhi — Member
9. Shri J. Veeraraghvan, Executive Director, NIEPA, New Delhi — Member
10. Dr. J.N. Kaul, Consultant, NIEPA New Delhi — Member
Shri R.P. Saxena Registrar, NIEPA, New Delhi — Secretary

Faculty of the National Institute (as on 31-3-1980)

Professor M.V. Mathur, Director
Shri J. Veeraraghavan, Executive Director
Dr. J.N. Kaul, Consultant
Dr. C.B. Padmanabhan, Fellow
Dr. R.N. Chowdhuri, Fellow
Shri C.L. Sapra, Fellow
Dr. N.M. Bhagia, Fellow
Shri K.G. Virmani, Associate Fellow
Shri S.S. Dudani, Associate Fellow
Shri M.M. Kapoor, Associate Fellow
Dr. S. Nagappa, Associate Fellow
Shri T.K.D. Nair, Research/Training Associate
Dr. R.S. Sharma, Research/Training Associate
Shri C. Mehta, Research/Training Associate
Dr. (Mrs.) Sushma Bhagia, Research/Training Associate
Smt. Radha Sharma, Research/Training Associate
Dr. (Mrs.) Kusum Premi, Research/Training Associate
Smt. Usha Nayar, Research/Training Associate
Miss Nirmal Malhotra, Librarian
Shri R.P. Saxena, Registrar
(on Training under Colombo Plan in U.K.)
Shri S. Sundararajan, Acting Registrar

Staff Changes

Shri L.K. Rathod, Registrar, reverted back to his parent department (viz. Ministry of Finance, Department of Expenditure, New Delhi) on 14 May, 1979.

Dr. S. Nagappa, a retired Deputy Educational Adviser in the Ministry of Education & Culture, joined as Associate Fellow on 31 October, 1979 (FN) on re-employment.

Dr. C.B. Padmanabhan, Fellow (on deputation with UNESCO) rejoined as Fellow on 1 November, 1979.

Shri Veda Prakasha, Exective Director (an Officer of the Advisory Cadre of the Ministry of Education and Culture on deputation in NIEPA) was relieved on 17 November, 1979 (F/N) to take up a P-5 level appointment of Educational Planning & Statistics under UNESCO at the National Education Centre and Staff Training Institute, Paramaribo (Surinam).

Shri R.P. Saxena, Under Secretary, Ministry of Agriculture and Irrigation (Department of Agriculture & Co-operation), New Delhi, joined as Registrar on deputation on 1 December, 1979. He proceeded on Training in Advanced Practical Course of study in the Planning and Management of Rural Development at the University of Birmingham (UK) on 26 March, 1980 (A/N) under Colombo Plan.

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION
Receipt and Payment account for the period from. 1.4.1979 to 31.3.1980.

	<i>Receipts</i>			<i>Payments</i>
Opening Balance	1,97,855.18		<i>Non-Plan</i>	
Imprest	1,000.00		Pay of Officers	3,40,337.00
UNESCO Coupons	7,309.18		Pay of Establishment	2,73,181.95
UNESCO Grants	34,176.37	2,40,340.73	Allowances and Honoraria	3,75,680.70
<i>Grants-in-Aid from Govt. of India</i>			Over Time Allowance	37,529.75
Non-Plan	15,63,000.00		Medical Reimbursement	23,706.15
Plan	11,52,005.00	27,15,005.00	C.G.H.S. Contribution	1,125.00
<i>Office Receipts</i>			Leave Travel Concession	11,669.20
Sale of waste paper			Employer's Contribution	
Misc. receipts	2,297.30		Int. on CPF/GPF	46,809.71
Interest on SB A/c	8,862.75		Leave Salary and Pension	
			Contribution	34,722.85
Hostel Rent	27,802.00		Family Pension/Ad-hoc Relief/	
			Gratuity	2,347.70
Pay of Officers	2,998.60		Travel Expenses to Staff	8,139.70
Pay of Establishment	4,948.50		<i>Programme Non-Plan</i>	
L.T.C./Leave Salary Advance	928.00		Fellowships and Prizes, fees/	
			Honorarium to Guest Speakers	7,227.00
C.G.H.S. Contribution	499.50		TA/DA to participants etc.	28,306.60
House Rent	3,805.05		Printing and Stationery	67,689.12
Int. on advances	445.15	52,586.85	Entertainment	7,049.45
			Misc. Expenditure	4,357.50
			<i>Office Expenses</i>	
			Audit Fees	10,400.00
			Advertisement charges	9,680.00
			Water and Electricity charges	17,580.18

Entertainment and Hospitality	3,495.45	
Maintenance of furniture and Furnishing Fixtures	1,329.20	
Hot and Cold Weather charges	3,280.75	
Insurance	1,807.40	
Liveries	9,470.52	
Maintenance of Building etc.	7,340.00	
Maintenance of Equipment	6,538.59	
Misc. Contingencies	48,862.77	
Postage and telegrams charges	15,952.95	
Rent, Rates and Taxes	59,987.60	
Maintenance of Vehicles	8,074.76	
Petrol, Oil, and Lubricants	26,787.17	
Printing and Stationery	29,830.00	
Telephone and Trunk Call charges	71,126.71	
Cooliage, Cartage, Customs etc. charges	235.00	3,30,779.05

Programme : Plan

Fellowships and Prizes, fees/ Honorarium to Guest Speakers	14,330.00	
TA/DA to participants etc.	358.00	
Printing and Stationery	70,702.75	
Entertainment	9,812.40	
Misc. Expenditure	9,673.05	1,04,876.20

Capital Expenditure

Furniture and Fixtures	2,94,225.82	
Other Office Equipment	13,492.15	
Type Writers	31,757.00	
Staff Car Purchase	43,697.55	3,83,172.52

	<i>Deposit</i>				
	Hindustan Motors	43,697.55	<i>Library</i>		
			Books and Publications	91,068.44	
			Newspapers and Periodicals	24,362.07	
			Purchase of Books through		
			UNESCO Coupons	7,309.18	
			Publications	62,710.82	1,85,450.51
			<i>A study of Administration of Elementary Education</i>		
			Salary and Allowances	5,710.55	
			Grants-in-Aid to State Govts.	71,180.00	76,890.55
			Grants-in-Aid to Administrative Staff College, Hyderabad		45,750.00
			<i>Assigned Programmes</i>		
08	Education for International Understanding, Co-operation and Peace and Education relating to Human Rights	2,980.00	Evolving new norms for construction of school Buildings etc. (Haryana Govt.)		187.40
	Regional Workshop on Goals & Theories of Education in Asia	24,150.00	A Study of Working of UNESCO Club in India		9,565.35
	National Workshop to develop Training material...	76,527.40	UNESCO-sponsored National Training Seminar on Methods of Projecting School Enrolment		1,000.00
			Regional Workshop on Goals and Theories of Education in Asia		24,150.00
			National Workshop to develop Training Material and Training Programme for SIEs/SCERTs		64,122.75
			APEID Publications		1,589.15
			Sundry debtors		6,355.20
			<i>Deposits</i>		
			C.P.W.D.	5,00,800.00	
	<i>Recoverable Advance</i>		Andhra Paper Mill	4,800.00	5,05,600.00
	Cycle Advance	1,400.00	<i>Recoverable Advances</i>		
	Motor Car/Motor Cycle/Scooter		Cycle Advance		1,885.00

Advance	640.00	Festival Advance	8,360.00
Festival Advance	8,740.00	Fan/Flood/Warm Clothing etc.	1,200.00
Fan/Flood/Warm Clothing Advance	9,420.00	Motor Car/ Motor Cycle, Scooter Advance	6,850.00
<i>Remittances</i>		<i>Remittances</i>	
Compulsory deposit (ADA)	39,047.80	Compulsory Deposit (ADA)	39,047.80
GPF of deputationist staff	53,225.00	GPF of deputationist staff	53,225.00
Income Tax	31,286.00	Income Tax	31,286.00
House Building Advance	19,250.00	House Building Advance	19,250.00
P.R.S.S.	3,680.00	P.R.S.S.	3,680.00
C.G.E.I.S.	279.50	C.G.E.I.S.	279.50
GPF/CPF of Staff	94,668.00	CPF/GPF of Staff	94,668.00
<i>Suspense Accounts</i>		<i>Total Payments</i>	32,69,099.36
Undisbursed Pay and Allowances	1,694.64	<i>Closing Balance</i>	
		Cash in Hand	1,694.64
		Imprest	1,000.00
		Cash in Bank	1,46,824.47
		Total	1,49,519.11
Total	34,18,618.47	Total	34,18,618.47

Sd/-
Accounts Officer
National Institute of
Educational Planning and
Administration, New Delhi

Sd/-
(J. Veeraraghavan)
Executive Director
National Institute of
Educational Planning and
Administration, New Delhi

Sd/-
(M.V. Mathur)
Director
National Institute of
Educational Planning and
Administration, New Delhi

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION
Details of closing balance as on 31st March, 1980

<i>No.</i>	<i>Name of Head</i>	<i>Total receipt</i>	<i>Total payments</i>	<i>Balance</i>
1.	<i>Non-Plan</i>			
	Grants	15,63,000.00		
	Misc. Office receipts	72,786.85		
		}	16,35,786.85	16,18,953.43
2.	<i>Plan</i>			
	Previous balance	1,98,855.18		
	By Way of UNESCO coupons	7,309.18		
	Grants received	11,52,005.00		
		}	13,58,169.36	12,64,397.43
	<i>Assigned Programmes</i>			
(a)	A study of working of UNESCO club in India		9,565.35	9,565.35
(b)	Management to local support to Education		4,549.90	—
(c)	National trg. seminar on methods for projecting school enrolment		18,846.16	1,000.00
(d)	Project on schools education for International understanding	(—) 2,980.00	(+) 2,980.00	—
(e)	Translation of A.P.E.I.D. Publications		4,194.96	1,589.15
	Evolving new norms for construction of school buildings etc. (in Haryana)	Nil	—	187.40 (—)
	<i>Unicef Programme</i>			
	National trg. seminar to develop training material :			
	Grants	76,500.00		
	Misc. receipts	27.40		
		}	76,527.40	64,122.75
				12,404.65

Unesco
 Regional workshop on
 Goals & Theories of Edn.
 in Asia
Suspense Account
 Undisbursed pay and
 allowances

24,150.00	24,150.00	—
1,694.64	—	1,694.64

Gross Total : 1,49,706.51

B/F	1,49,706.51
Less (—)	187.40

Closing balance

Rs. 1,49,519.11

Details

Cash in hand	1,694.64
Imprest	1,000.00
Cash at Bank	1,46,824.47

1,49,519.11

Sd/-

(S. Sundararajan)
 Accounts Officer

National Institute of Educational
 Planning and Administration
 New Delhi

Sd/-

(J. Veeraraghavan)
 Executive Director

National Institute of Educational
 Planning and Administration
 New Delhi

Sd/-

(M.V. Mathur)
 Director

National Institute of Educational
 Planning and Administration
 New Delhi

Income and Expenditure Account for the year 1979-80

<i>Expenditure</i>			<i>Income</i>		
Pay and Allowances			Grants-in-Aid form Govt. of India		
Pay of Officers	3,40,337.00		Non-Plan	15,63,000.00	
Less recoveries	2,998.60	3,37,338.40	Plan	11,52,005.00	27,15,005.00
Pay of Establishment	2,73,181.95				
			<i>Less Grants capitalised</i>		
Less recoveries	4,948.50	2,68,233.45	6,05,571.85	Library Books	98,377.62
<i>Allowances and Honoraria</i>				Furniture & Fixtures & other Equipments	
Allowances and Honoraria	3,75,680.70			i.e. typewriter including staff car	3,83,172.52
Less recoveries	3,805.05	3,71,875.65		4,81,550.14	22,33,454.86
Over time Allowance		37,529.75		Hostel Rent	27,802.00
Medical Reimbursement		23,706.15		Interest received on:	
C.G.H.S Contribution		1,125.00		(i) Investment	
Leave Travel Concession		11,669.20		(ii) Recoverable advances	445.15
Employers' Contribution Int. on CPF/GPF		46,809.71		Misc. Receipts	2,297.30
Leave Salary and Pension Contribution		34,722.85	5,27,438.31	C.G.H.S. Recoveries	499.50
Family Pension/ Adhoc Relief/ Gratuity				Interest on Provident Fund SB A/C	8,862.75
Travelling Allowances to Staff			2,347.70		
<i>Other Charges</i>			8,139.70		
Audit Fee		10,400.00			
Advertisement		9,680.00			

Water & Electricity	17,580.18	
Entertainment & Hospitality	3,495.45	
Maintenance of furniture & Fixtures	1,329.20	
Hot and Cold Weather charge	3,280.75	
Insurance	1,807.40	
Liveries	9,470.52	
Maintenance of Building etc.	7,340.00	
Maintenance of Equipments	6,538.59	
Misc. Contingencies	48,862.77	
Postage and telegram charges	15,952.95	
Rent, Rates & Taxes	58,987.60	
Maintenance of Vehicles	8,074.76	
Petrol Oil & Lubricants	26,787.17	
Printing and Stationery	29,830.00	
Telephone & Trunk Call charges	71,126.71	
Cooliage, Cartage		
Customs etc.	235.00	
Newspaper & Periodicals	24,362.07	
Publication	62,710.82	4,17,851.94
<i>Programme Expenses</i>		
Non-Plan	1,14,629.67	
Plan	1,04,876.20	2,19,505.87

*Study of Administration Elementary Education
in 9 educationally backward states*

Pay and allowances 5,710.55

Grants-in-Aid to
State Govts. 71,180.00 76,890.55

Grants-in-Aid to Research Programmes

Administrative Staff
College, Hyderabad 45,750.00

Excess of Income over
expenditure 3,69,865.64

Total : 22,73,361.56

Total : 22,73,361.56

Sd/-
(S. Sundararajan)
Accounts Officer
National Institute of Educational
Planning and Administration,
New Dehli

Sd/-
(J. Veeraraghavan)
Execntive Director
National Institute of Educational
Planning and Administration,
New Delhi

Sd/-
(M.V. Mathur)
Director
National Institute of Educational
Planning and Administration,
New Delhi

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

Balance Sheet as at the close of 31st March 1980

<i>Liabilities</i>			<i>Asseets</i>		
<i>Grants Capitalised</i>					
Balance as per last balance sheet	34,32,286.12		Land & Buildings, Equipment & Machinery		20,01,586.09
Additions during the year	4,81,550.14	39,13,836.26	<i>Furniture & Fixtures, Vehicles including staff car:</i>		
<i>Excess of Income over Expenditure</i>					
As per last year	13,43,469.99		Balance as per last balance sheet	9,96,717.31	
Additions during the year	3,69,865.64	17,13,335.63	Additions during the year	3,83,172.52	13,79,889.83
87 Unspent balance of Grants:			<i>Library Books</i>		
UNESCO	25,001.87		Balance as per last balance sheet	4,27,240.17	
UNICEF	12,404.65	37,406.52	Additions during the year	98,377.62	5,25,617.79
<i>Provident Fund</i>					
As per last balance sheet	2,28,553.00		<i>Deposits and Investments:</i>		
Additions during the year	1,70,618.00	3,99,171.00	Security deposits	1,800.00	
Withdrawal and advances	77,937.00	3,21,234.00	C.P.W.D.	15,75,912.63	
			Andhra Paper Mill	4,800.00	15,82,512.63
			<i>Recoverable Advances</i>		
<i>Remittances</i>			Festival Advance	5,240.00	
Scooter/Motor Car etc.	50.00		Cycle Advance	1,155.00	
			Flood Advance	7,800.00	

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION NEW DELHI
Proforma account for the grants received for Assioned Programmes (UNESCO, UNICEF, Haryana) 1979-80

R E C E I P T

P A Y M E N T

<p>Opening balance</p> <p>(a) Project on Education for International understanding (—) 2,980.00</p> <p>Received during the year (+) 2,980.00</p> <p>(b) Management of local support Education 4,549.90</p> <p>Receipt during the year Nil</p> <p>(c) A study of working of UNESCO Club in India 9,565.35</p> <p>Receipt during the year Nil</p> <p>(d) National Trg. Seminar on methods for projecting school enrolment 18,846.16</p> <p>Receipt during the year Nil</p> <p>(e) Translation of APEID Publication 4,194.96</p> <p>Receipt during the year Nil</p> <p>(f) Evolving new norms for construction of school building etc. (Haryana) (—) 187.40</p> <p>Receipt during the year Nil (—)</p>	—	<p>(a) Project on Education for International understanding Nil</p> <p>(b) Management of local support to Education Nil</p> <p>A Study of Working of UNESCO Club in India 9,565.35</p> <p>National Trg. Seminar on Methods for Projecting School Enrolment. 1,000.00</p> <p>Translation of APEID Publication. 1,589.15</p> <p>Evolving new norms for Construction of school build etc, (Haryana). Nil</p> <p>National Trg. Seminar to develop Trg. material. 64,122.75</p> <p>Regional Workshop on goals and theories of education in Asia. 24,150.00</p> <hr style="border: 1px solid black;"/> <p style="text-align: right;">1,00,427.25</p> <p style="text-align: center;">C. B. :</p> <p>(1) A study of working of UNESCO club in India Nil</p> <p>(2) Management to local support to education. 4,549.90</p> <p>(3) National Trg. Seminar on methods for projecting school enrolment. 17,846.16</p> <p>(4) Translation of APEID Publication. 2,605.81</p>
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UNICEFNational Trg. Seminar to develop
trg. material

Nil

Grants recovered during the year

76,500.00

Misc. receipts

27.40

Regional Workshop on Goals &
theories of education in

Nil

Receipt during the year

24,150.00

76,527.40

24,150.00

1,37,833.77

Less

187.40

Total : Rs.

1,37,646.37

(5) Project on school education for
international understanding.

Nil

(6) Evolving new norms for cons-
tion of school building. etc.

(—) 187.40

(7) National Trg. Seminar to dev-
lop trg. material

12,404.65

(8) Regional Workshop on Goals
and theories of education in
Asia

Nil

37,219.12

Total : Rs.

1,37,646.37

Sd/-...

Accounts Officer
National Institute of
Educational Planning and
Administration, New Delhi

Sd/-...

Executive Director
National Institute of
Educational Planning and
Administration, New Delhi

Sd/-...

Director
National Institute of
Educational Planning and
Administration, New Delhi

Proforma Account for GPF/CPF Account for the year 1979-80

R E C E I P T

P A Y M E N T

	Rs.		
Opening the balance as on 1.4.1979	2,19,155.00	Paid during the year	93,433.75
Receipt during the year	1,86,114.75	Closing balance	3,11,836.00
Total : Rs.	<u>4,05,269.75</u>	Total : Rs.	<u>4,05,269.75</u>

Sd/-...
Accounts Officer
National Institute of
Educational Planning and
Administration, New Delhi

Sd/-...
Executive Director
National Institute of
Educational Planning and
Administration, New Delhi

Sd/-...
Director
National Institute of
Educational Planning and
Administration, New Delhi

AUDIT CERTIFICATE

I have examined the foregoing accounts and Balance Sheet of the National Institute of Educational Planning and Administration, New Delhi and obtained all the information and explanations that I have required and I certify, as a result of my audit, that, in my opinion, the accounts and the Balance Sheet are properly drawn up so as to exhibit a true and fair view of the state of affairs of the Institute, according to the best of my information and explanations given to me and as shown by the books of the Institute.

New Delhi
Dated : 1st November, 1980.

Sd/-
(K. C. Das)
Director of Audit
Central Revenues.