

ANNUAL REPORT

1992-93



National Institute of
Educational Planning
and Administration



Participants having informal discussions with Prof. G. Ram Reddy, Chairman, U.G.C.



A training session in progress

Annual Report

1992-93



National Institute of Educational Planning and Administration
17-B, Sri Aurobindo Marg, New Delhi - 110016

400 Copies

© NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION, 1994

Published by the Registrar, National Institute of Educational Planning and Administration, 17-B, Sri Aurobindo Marg, New Delhi-110016 and printed by the Publication Unit, NIEPA at Prabhat Offset Press, 2841, Kucha Chellan, Daryaganj, New Delhi- 110002.

Contents

1. An Overview	1
2. Training	6
3. Research and Publications	14
4. Professional Support and Consultancy	31
5. Library and Documentation Centre and Academic Support System	35
6. Organization, Administration and Finance	37
<i>Annexures</i>	
I. Training Programmes/Seminars/Workshops	40
II. List of Training Materials	45
III. Academic Contribution of Faculty	47
<i>Appendices</i>	
I. List of Members of the Council	63
II. List of Members of the Executive Committee	66
III. List of Members of the Finance Committee	67
IV. List of Planning and Programme Committee	68
V. List of Faculty and Administrative Staff	70
VI. Annual Accounts and Audit Report	73

Objectives

- * *To be a National Centre for excellence in educational planning and administration intended to improve the quality of planning and administration in education by means of study, generation of new ideas, techniques and disseminating them through interaction with, and training of, strategic groups;*
- * *To organise orientation and training programmes, conferences, workshops, meetings, seminars and briefing sessions for senior educational officers of the central and state governments and union territories as well as for university and college administrators connected with educational planning and administration;*
- * *To undertake, aid, promote and coordinate research in various aspects of educational planning and administration, including comparative studies in planning techniques and administrative procedures in the different states of India and in other countries of the world;*
- * *To offer, on request, consultancy service to State Governments and educational institutions;*
- * *To act as a clearing house of ideas and information on research, training and extension in educational planning and administration;*
- * *To prepare, print and publish papers, periodicals and books in furtherance of these objectives and especially to bring out a journal of educational planning and administration; and*
- * *To provide, on request, facilities for training and research in educational planning and administration to other countries, especially of the Asian Region, and collaborate with them in such programmes.*

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

With a view to achieve its objectives, the Institute has organised academic programmes under four thematic units, namely, (i) planning; (ii) administration; (iii) finance and (iv) policy; under two educational level units, namely, (i) school and non-formal education and; (ii) higher education; and under two area level units, namely, (i) sub-national systems; and (ii) international unit. The academic work is supported by library and documentation centre, publication unit, Hindi cell, electronic data processing unit, reprography, and cartography cells as well as by the general administration and finance. The present report covers the main activities of the Institute for the year 1992-93.

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

Training

Programme Thrust

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

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

Coverage

During the year, 48 programmes involving 721 programme days were conducted by the Institute. These programmes provided opportunities to 1,155 participants drawn from various parts of India and from as many as 22 countries of the world.

Training Material

As a part of capability-building at the regional, state and national levels, about 25 self-learning modules, papers, statistical data reports on planning and administration have been prepared by the Institute. In every training programme a set of reading materials pertaining to themes of the programmes prepared by the faculty and culled out from various sources, are provided to the participants.

Training Methodology

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

Evaluation

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

Research

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

During the year, 7 research projects were completed, while as many as 16 research projects were in progress. Another five studies were initiated during the year. Of the completed projects, five focussed on working of the education system. Of these one each related to equity and quality aspects. One study was on research techniques. Another two studies related to identification of training needs of women's college principals and demand assessment of professionally educated people. Studies in progress relate to equity, school and higher education, planning and finance aspects.

Consultancy and Professional Support

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

Dissemination of Information

Publications

The Institute regularly publishes research studies and brings out a journal on educational planning and administration. During the year NIEPA brought out three books and nine issues of journals besides several mimeographs and research papers.

Colloquium

NIEPA colloquium is a professional forum for discussion and exchange of views on important issues in education. During the last year, two colloquia were organised. In the first, Dr George Psacharopoulos, a noted economist of World Bank, spoke on "Is there any room for educational planning today?" and Dr. M.R. Achuthan of Long Island University, Southampton, USA, spoke on "Growing up in the village of Uttar Pradesh — Parent as a teacher: Profile of the backward community".

International Collaboration

Experts and representatives from World Bank, UNESCO, ADB, British Council, and University of North London had discussions with faculty members and Joint Director to exchange information and ideas of mutual interest.

Academic and Supporting Units

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

Academic Units

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

Educational Administration Unit: The Educational Administration Unit, through its various programmes of training, research and other activities, tries to strengthen

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

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

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

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

During the current year the major focus of the activities of the unit has been in the areas of planning and management of education in remote areas, educational development of minorities, decentralised planning and community participation. The unit also contributed substantially towards

the preparation of guidelines with respect to certain aspects of Revised Policy and Programme of Action, 1992.

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

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

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

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

Sub-National Systems Unit: The main focus of the Unit is on: decentralised and micro-planning in the context of

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

International Unit: International Unit endeavours to promote a spirit of international cooperation and understanding especially, among the countries of the Developing World, through exchange of ideas and experiences by organizing seminars and meetings on subject matters and issues important to the field of human resource development. Its main activity is a long-term training programme for educational planners and administrators of developing countries. In this programme, the thrust is to indigenise structures and processes of education - micro, meso and macro - planning on the one hand and educational supervision, administration, management and leadership on the other. The Unit also conducts tailor-made training programmes on request from different countries. In the year under report, a special training programme for Chinese Educational Officers sponsored by UNICEF was conducted by the Unit. The Unit also undertakes research and consultancy in the field of comparative international education.

Academic Support Units

Library and Documentation Centre: The library acquires latest and up-to-date materials on educational planning and administration and provides facilities for their use. Dissemination of information is done through documentation and information service. The library has a collection of over 45,000 volumes and subscribes to as many as 350 periodicals and has a computerised catalogue of books and articles. The library and documentation centre has also organised training programmes in planning and management of libraries of DIETs.

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

Hindi Cell: As a response to the national policy on promotion of Hindi, the Institute has brought out 4 issues of the Hindi version of the EPA journal. The Cell also provides support for translating training materials into Hindi. It gives support to the administration and faculty for implementation of the Official Language Policy.

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

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

Administration and Finance

Administration

The administrative set up includes general, academic and personnel administration. As on 31.3.93, the Institute had a total strength of 180 staff members, both academic and administrative, besides 47 project staff appointed for the duration of the respective projects.

Finance

During the year the Institute received a grant of Rs. 166 lakhs (Rs.93 lakhs under Non-plan and Rs.73 lakhs under Plan). The Institute had an opening balance of Rs. 25 lakhs (Rs. 8.50 lakhs under Non-plan and Rs. 16.50 lakhs under Plan). The internal office and hostel receipts amounted to Rs. 22.70 lakhs during the year.

The Institute had a balance of Rs.54.59 lakhs and received additional funds amounting to Rs.23.59 lakhs during the year for the sponsored programmes/studies from other agencies.

Campus Facilities

The Institute has a four-storeyed office building, a seven-storeyed hostel having 48 rooms and a residential complex having 16 type I quarters, 8 quarters each of types II to V

and the Director's residence. The construction work is in progress for extension and upgradation of hostel building which includes warden's residence, guest faculty accommodation, additional blocks, enlargement of dining hall and recreation rooms.

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

Approach and Thrust

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

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

The Institute continues to play its pivotal role at international level by organising the training programmes, workshops and seminars for educational functionaries from developing countries in collaboration with the UNESCO and other international organisations. The Institute conducted a special training programme for Senior Officers of Chinese Education Commission in collaboration with UNICEF in the year 1992-93.

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

Training Materials

NIEPA faculty remained actively involved in the preparation of research based training materials for training

programmes. This training material serves as a background papers given to the participants during the programmes. These materials are supplemented by published literature on the subjects concerned.

NIEPA faculty also prepared special training materials for UNICEF sponsored training programme for Chinese Educational Planners and Administrators. In all 28 papers were prepared. The themes covered ranged from the concepts and themes of planning and development to management, monitoring and evaluation, from techniques and methods of data generation to methodology of planning and EMIS, from decentralised to international planning and development experiences. A large number of self-learning modules have been prepared which could be suitably adapted to specific requirements. The complete list of training materials developed is given in Annexure-II.

Evaluation

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

Participation

National

During the year under review, the Institute organised 48 training programmes/workshops/seminars of varying durations. A total of 1155 persons participated in these programmes. Of these, 991 belonged to various State Govt. and UTs, and 123 belonged to organisations and departments of the Government of India.

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

Programmes organised by NIEPA fall in four categories: a) Diploma Programme (National as well as International); b) General training programmes in educational plan-

ning and management; c) theme based short-term training/orientation programmes; and d) workshops/seminars/conferences on specific themes.

During the year under review, the Institute organised two diploma programmes and 26 programmes for the national and state level functionaries, involving 653 programme days and 667 participants. Eight programmes in specific areas were organised involving 41 programme days and

132 participants. These programmes focussed on gender issue, research methodology, resource utilisation, demographic pressures, educational management information system and planning for autonomy and accountability in colleges. In the last category, a total of 11 workshops/seminars were conducted involving 53 participants and 356 programme days. Details of the programmes are given in Table 1.

TABLE 1
Category-wise Programmes Organised by the Institute during 1992-93

<i>Sl.No.</i>	<i>Classification of Programmes</i>	<i>No. of Programmes</i>	<i>Duration (Days)</i>	<i>No. of Participants</i>
I. Diploma Programmes				
(a)	National Diploma Programme	2	194	39
(b)	International Diploma Programme	2	183	19
II. General Programmes				
(i)	Training Programmes for School Principals	4	48	91
(ii)	Training Programmes for DIETs	3	48	73
(iii)	Training Programmes for College Principals	5	49	152
(iv)	Trg. Prog. for Ed. Administrators/Field Officers	12	75	286
(v)	Training Programme of Chinese Educational Administrators (UNICEF Sponsored)	1	31	7
Total		29	628	667
III. Theme Based Programmes				
(i)	Gender Sensitization in Edn.	1	5	15
(ii)	Research Methodology	2	9	25
(iii)	Resources Utilisation in Schools	1	5	25
(iv)	Demographic Pressure on Edn.	1	5	3
(v)	Implementation of COPE	1	2	4
(vi)	Computer Application for Management Information System	1	12	10
(vii)	Planning for Autonomy and Accountability	1	2	50
Total		8	40	132
IV. Workshops/Seminars/Conferences				
(i)	Excellence in Education for Principal	1	12	37
(ii)	Sample Survey Techniques	1	3	24

<i>Sl.No.</i>	<i>Classification of Programmes</i>	<i>No. of Programmes</i>	<i>Duration (Days)</i>	<i>No. of Participants</i>
(iii)	Area Planning	1	4	34
(iv)	Education in Rural Areas	1	4	33
(v)	New Economic Policy, Liberalisation of Indian Economy and its Implications for Education	2	8	97
(vi)	Educational Statistics	1	2	50
(vii)	Implementation of NPE, 92	1	4	7
(viii)	Plans of Implementation of ASCs	1	1	38
(ix)	Planning & Management of Distance Education	1	3	19
(x)	Management Personnel of Literacy and Continuing Education	1	12	17
Total		11	53	356
Grand Total		48	721	1155

State-wise and level-wise participation are given in Tables 2 and 4 respectively. It is important to observe that :

- a) All the States and Union Territories in the country (except Tripura and Lakshadweep) participated in various programmes of the Institute.
- b) About 51 per cent of the participants belonged to the ten educationally backward States, namely, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal.
- c) Region-wise, the highest participation (486) was from the states in the northern region, followed by southern region (188), eastern region (170), and the western region (147).
- d) Apart from the States and UTs, 123 Officers from the Government of India and other national institutions like Planning Commission, University Grants Commission, Directorate of Adult Education, etc. participated in various training programmes.

International

In addition to participants from India, 39 participants from 22 countries and 2 from World Bank also participated in the programmes of the Institute. These included 19 participants of 8th and 9th International Diploma Courses.

The distribution of international participants by their country of origin is given in Table 3.

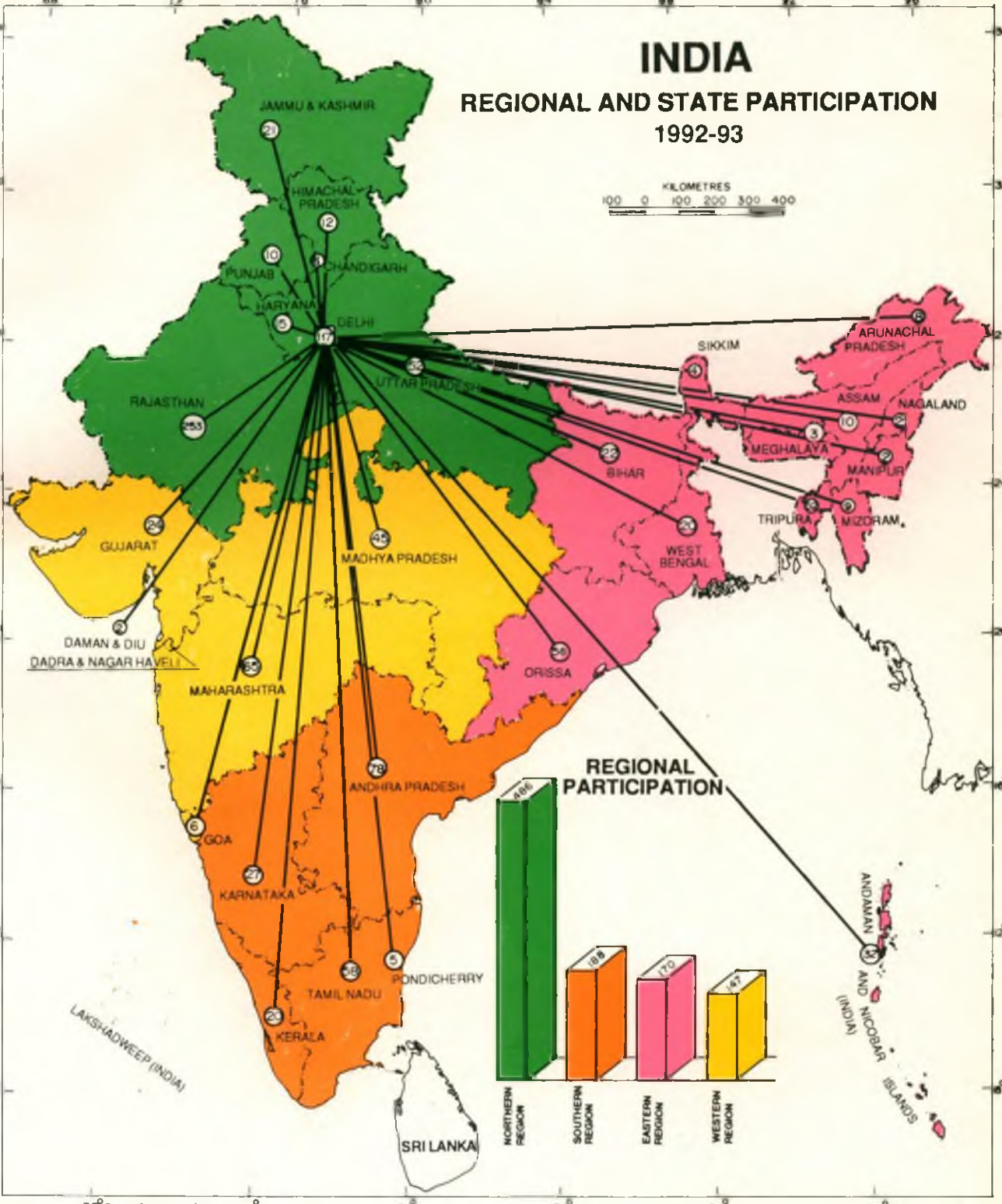
TABLE-2
State-wise Participation

<i>S.No.</i>	<i>States/UTs</i>	<i>No. of Participants</i>
A. States		
1.	Andhra Pradesh	78
2.	Arunachal Pradesh	8
3.	Assam	10
4.	Bihar	22
5.	Goa	6
6.	Gujarat	24
7.	Haryana	15
8.	Himachal Pradesh	12
9.	Jammu & Kashmir	21
10.	Karnataka	27
11.	Kerala	20
12.	Madhya Pradesh	45
13.	Maharashtra	65
14.	Manipur	2
15.	Meghalaya	3
16.	Mizoram	9
17.	Nagaland	2
18.	Orissa	58
19.	Punjab	10

INDIA

REGIONAL AND STATE PARTICIPATION 1992-93

KILOMETRES
100 0 100 200 300 400



<i>S.No.</i>	<i>States/UTs</i>	<i>No. of Participants</i>
20.	Rajasthan	253
21.	Sikkim	4
22.	Tamil Nadu	58
23.	Tripura	-
24.	Uttar Pradesh	52
25.	West Bengal	20
B. Union Territories		
26.	Andaman & Nicobar Islands	32
27.	Chandigarh	6
28.	Dadra Nagar Haveli	5
29.	Daman & Diu	2
30.	Delhi	117
31.	Lakshadweep	-
32.	Pondicherry	5
C. Govt. of India and other Organisations		
		123
Total		1114

TABLE 3
International Participation in the
Training/Seminars/Workshops

<i>S.No.</i>	<i>Country/Institutional Body</i>	<i>No. of Participants</i>
1.	Afghanistan, Democratic Republic of	1
2.	Bangladesh, People's Republic of	1
3.	Botswana	1
4.	China, People's Republic of China	9
5.	Ghana, Republic of	1
6.	Indonesia, Republic of	1
7.	Iran	1
8.	Kenya, Republic of	1
9.	Malaysia	1
10.	Mauritius	4
11.	Nepal, His Majesty's Government of	1
12.	Nigeria	2
13.	Pakistan	1
14.	Philippines	1
15.	Ruwanda	1
16.	Singapore	1
17.	Seychells	1
18.	Tanzania	1
19.	Thailand	1
20.	Uganda	3

<i>S.No.</i>	<i>Country/Institutional Body</i>	<i>No. of Participants</i>
21.	Vietnam	3
22.	Zambia, Republic of	2
International Body		
23.	World Bank	2
Total		41

Type and Level of Participation

The participants of various programmes constituted a mixed group in terms of their levels. These included senior functionaries from State Ministries, Directorates of Education, Regional and District Officers, as well as institutional heads like School Principals.

Similarly, administrators from Universities also took part in the programmes in the area of higher education. Details of the participants in terms of types and levels may be seen from Table 4.

TABLE 4
Participation by Type and Level

<i>Level</i>	<i>No. of Participants</i>
Senior Educational Administrators	247
School Principals	154
District Education Officers	44
Adult Education Officers	35
Statistical Officers	11
College Principals	168
University Administrators (Registrar, Finance Officers, Directors, etc.)	273
Others	182
Total	1114

Programmes by Areas and Themes

The Institute organised 37 training/orientation programmes, 9 workshops and 2 seminars/meetings during the year. These programmes, workshops, seminars and meetings were organised on themes like Institutional Planning, School Mapping and Micro-level Planning; Planning and Management of DIETs; Non-formal and Adult Education; Planning and Management of Education for Women; Education for the Tribals and Disadvantaged; District-level Planning of Education; Economic Policies and

Resource Utilisation in Education; Review of Policy and Programmes in Education; Computer Applications in Educational Planning and Management; Planning and Management of Higher Education; Planning and Management of Distance Education, etc. A brief description of these programmes is presented below:

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

The Institute conducted its first National Diploma Programme in Educational Planning and Administration in July, 1983. This year, the Institute completed the second and third phases of the 12th diploma programme, which was commenced in November, 1991. The first phase of three months of the 13th diploma programme concluded in February, 1993. The district-level officers and personnel from SCERTs and DIETs participated in the 12th and 13th diploma programmes. The state-wise participation in the diploma programmes is given in Table 5.

TABLE 5
Participation in the 12th and 13th Diploma Programme

States/UTs	No. of Participants*
Andhra Pradesh	1
Assam	2
Gujārat	1
Haryana	3
Jammu & Kashmir	6
Karnataka	3
Kerala	4
Madhya Pradesh	1
Maharashtra	2
Mizoram	1
Rajasthan	2
Tamil Nadu	1
Uttar Pradesh	5
West Bengal	2
Andaman & Nicobar Islands	1
Dadra & Nagar Haveli	2
Pondicherry	2
Total	39

* 12th and 13th National Level Diploma Programmes.

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

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

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

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

The first International Diploma Programme was conducted in January, 1985. In the 8th diploma programme which commenced in January, 1992 and completed during the year, 13 officers from 9 countries participated. The 9th International Diploma Programme started in February, 1993 in which 6 officials from 4 countries participated. The Institute has been receiving positive feedback about the programme from the various funding agencies formally and informally. The country-wise participation in international diploma programmes is given in Table 6.

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

INTERNATIONAL PARTICIPATION 1992-93



micro-level, educational/cultural field visits, field educational attachments and enrichment lectures.

TABLE 6
Country-wise Participation in 8th and 9th International Diploma Programmes

<i>Name of the Country</i>	<i>No. of Participants</i>
Botswana	1
Ghana, Republic of	1
Kenya, Republic of	1
Mauritius	4
Nigeria	2
Ruwanda	1
Seychells	1
Tanzania	1
Vietnam	2
Uganda	3
Zambia, Republic of	2
Total	19

3. Institutional Planning

Four programmes were organised for Principals of secondary and senior secondary schools. 103 Principals, Headmasters and Rectors of Schools attended these programmes. Some of the aspects discussed were: Academic Supervision and Leadership; Educational Productivity, Mounting Expectations on Secondary Education and Role of Principals; and Institutional Evaluation.

4. Micro-level Planning

Three programmes were organised for school level functionaries on Micro-level Planning for Elementary Education. These programmes were attended by 61 participants. The following issues were covered in these programmes: Emerging Role of Planners in the context of Decentralization; Issues for Eighth Five-Year Plan; Demand Estimation and Mobilisation; Enrolment Scenarios, Feasibility, Prioritization and Target Setting, Estimation of Resource and Resource Mobilization, Interface with Total Literacy Campaign; Special Problems of Education with reference to Tribes and Remote Areas in the Context of Education for All; Decentralized System of Educational Planning at Micro Level; Planning for Educa-

tion for All; Indicators of Educational Development; Minimum Levels of Learning at Primary Stage.

5. Decentralisation and District-level Planning of Education

Two programmes were organised on decentralised system of educational planning and management for faculty of District Institutes of Education and Training (DIETs). In all 58 participants representing Planning and Management faculty of DIETs attended these two programmes. The special issues discussed in these programmes were: National Policy on Education and Revised Programmes of Action; Role of DIETs in Planning and Management; Dynamics of Community Participation and Lab Area Approach; Methods and Techniques of Micro Planning for Education for All.

One programme was also organised on District Level Planning of Education which was attended by 8 participants. The main themes covered in this programme were: The Need for Decentralised Planning at the District Level; Present Status; Indicators of Educational Development; Data Requirements for District Level Educational Planning; Use of Computers in Developing Data Base.

6. Planning and Management of Non-formal and Adult Education

Two programmes were organised in the area of non-formal and adult education in which 48 persons participated. The themes discussed in these programmes were: Goal and Objectives; Formation of National Level Planning, Micro Planning, Project Planning, Training of Personnel; Curriculum and Materials Development, Monitoring and Evaluation; Review of Status of NFE in the State and Future Directions; District-wise Experiences and Issues in Planning and Management of NFE; Issues in Enhancing Academic Efficiency of NFE Centres.

7. Planning and Management of Higher Education

Ten programmes were organised on the theme of planning and management of higher education. In all 356 participants attended these programmes. The main areas covered were: autonomous colleges — concept and practices; planning and implementation of autonomy; UGC support for autonomous colleges; restructuring of courses and curriculum; examination reforms and management of examinations; motivation of teachers; higher education

and development—Policy and Programme of Action; key issues in higher education; conflict management for educational administrators; college as resource centre for community development; organisational and behavioral aspects of management; preparations of perspective institutional planning; problems and issues in implementation of programmes of ASCs, future thrust in the development of ASCs; Mechanism of evaluation and indicators of performance of ASCs.

8. *Planning and Management of Education of Minorities and Women*

Three programmes were organised on the theme of planning and management of education for minorities and women. 67 participants took part in these programmes. The main areas discussed in these programmes were: education of minorities; trends in planning for women's education; women's equality; reflection on integrated planning for women's development; education of SC women; educating adult women; education of women in a tribal setting; sociological aspects of women's education and their integration in planning strategies; education and women's development, female literacy and open education, educating the women handicapped; women's education and better health care etc.

9. *Education for the Tribals and Disadvantaged*

Four programmes were conducted on the theme of education for the tribals and disadvantaged in which 88 participants took part. The major themes discussed in these programmes were: educational development in remote areas — a situational analysis, issues related to supply and demand generation in the context of remote areas; orientation to the concept of composite area plan and experiences in composite area planning; tribal education - problems and issues, role of Ashram Schools to achieve equity and quality in education; student counselling and guidance, problems of girls' education, etc.

10. *Planning and Management of Distance Education*

One programme was conducted on the theme of planning and management of distance education which was attended by 19 participants. This programme was designed in the form of a workshop to facilitate discussion on each of the issues and the participants were required to develop notes/papers on each of the selected issues like distance

education and Human Resource Development, quality of distance education, networking in distance education, etc.

11. *Review of Policy and Programmes in Education*

One programme was organised on review of policy and programmes in education in which 7 participants took part. The major issues discussed were: state experiences in management of education; Panchayati Raj system and implementation of Programme of Action, 1992.

12. *Liberalisation of Indian Economy*

A three-day National Seminar on Liberalisation of Indian Economy and Its Implications for Education was organised in collaboration with Input-output Research Association. Impact and implication on new fiscal policy, trade and industrial policy and on technology, employment and education, including R and D were discussed in the seminar. Fifty four persons including policy-makers, practitioners and academicians participated in the seminar.

13. *Economic Policies and Resource Utilization in Education*

Five Programmes were organised on economic policy and resource utilization in education. 175 participants attended these five programmes. The major issues covered were : new economic policy and financing education; subsidies for education; financing school education; mobilization of resources for higher Education; Privatization of education; external aid for education, school resource management; financial management, cost analysis and role of principal in accounting, and human resource management.

14. *Educational Statistics*

National Workshop on Use of Sample Survey Techniques in Educational Statistics was organised to discuss the findings of the project with the experts. It further aimed to acquaint state level officials dealing with educational data with the sample survey techniques developed in the project so as to enable them to use these in their respective states. Twenty four participants including academicians and experts attended the workshop.

15. *Demographic Pressures on Education*

Training programme on demographic pressures on education was organised to discuss recent demographic trends and its implication on education system, demographic and

educational projection models and the problems of their interrelationship. It was attended by three officers from Bihar and Andhra Pradesh.

16. *Computer Applications in Educational Planning and Management*

Five programmes were organised on Computer Applications in Educational Planning and Management. 63 participants participated in these programmes. The main issues covered in these programmes were: Computer application in education — convergence of COPE with the existing systems of data collection, software and decision making through COPE, plan of action for implementing COPE, education data — requirements and gaps, data and information and construction of indicators, introduction to EMIS, and personnel management information system.

17. *Planning and Management of Institutional Libraries*

One programme was organised in the area of planning and management of DIET libraries. 15 participants attended the programme. The main themes covered in this programme were: Planning and Management of DIET Library; Information Networking; Planning Techniques, Library Management, Introduction to Dewey Decimal Classification and Information Service.

18. *International Programmes*

Besides IDEPA, one programme of one month duration was organised on educational planning and management for seven officers from the Government of the People's

Republic of China. This was sponsored by UNICEF. The programme was intended to strengthen mutual cooperation between India and China in the field of human resource development for achieving the goals of education and national development. The main purpose was to study the structure and processes of educational planning, and management in developing countries like India and China through exchange of experiences gained in different national settings.

Visiting Fellowship: Dr. Hideaki Shibuya, Associate Professor, Faculty of Education, Utsunomiya University, Japan came to NIEPA as Visiting Fellow under Fellowship Programme of Japan Foundation for research study on 'Organisation and Operation of Projects for Universalization of Elementary Education in India with special reference to Rajasthan' for one and a half month in March, 1993. Dr. Shibuya planned extensive field visits to study the planning and management of various projects at the grass root level in the state of Rajasthan.

19. *Resource Support*

In addition to the training programmes organised by the Institute on its own and in collaboration with other organisations, the Institute provided academic resource support in conduct of the training programmes by various States/UTs, Universities and other organisations. List of organisations which were provided academic support is given in Annexure-I.

Research

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

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

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

During the period under reporting, seven research studies were completed while sixteen studies were in progress. Five new studies were approved. Among the new studies one study is being financed by the Institute, three studies are sponsored by other agencies and one study has been sanctioned under NIEPA's Scheme of Assistance.

The total expenditure on research during the year for the studies undertaken by the faculty of the Institute was Rs. 7.45 lakhs. While the grants released for the studies under NIEPA's Scheme of Assistance during the year amounted to Rs. 0.31 lakhs, the amount received for studies sponsored by outside agencies was Rs. 36.41 lakhs.

Thrusts of Studies Completed

Decentralised Planning

During the recent year the emphasis has shifted to decentralised planning. With this shift in emphasis, the problems of planning and administration of educational development at district level have emerged as matter of urgent concern. The Institute has, therefore, responded to

these emerging critical issues by making research interventions in these areas.

DIETs have been envisaged as the pivotal links in the decentralised planning and administration at the grass root level. The DIETs have to play the catalytic role in district level educational planning. Therefore, *selected DIETs in Haryana* were chosen for an in-depth study with a view to identify the strategic policy interventions. There are major gaps in the available resources and the constraints facing the DIETs. The gaps in administrative structure and poor leadership role have been identified in the study. Remedial measures for the same have also been suggested.

With the shift from centralised to decentralised planning, the need for voluntary efforts and community participation in educational development have been recognised. *Lok Jumbish (LJ) and Shiksha Karmi (SK) projects* in Rajasthan are among the innovative efforts in this direction. A specialised study has been undertaken to furnish the analytical framework with reference to which programme of management structure of the Shiksha Karmi Project (SKP) could be assessed and its interface with Lok Jumbish Programme could be established. The study attempted to delineate the potential and practical strategies of SK Programme that could lead to the optimisation of LJ results. The study emphasises the need for collaboration between SK Programme and LJ Project, both having primary education as their focus, with a view to gainfully use the research output, resources and experiences generated by SK Programme for LJ Project. Shiksha Karmi Programme could also function as the role model.

The concept of autonomous colleges has been introduced to facilitate decentralisation of planning in higher education at the institutional level. The project *Management of Autonomy in Institutions of Higher Learning* was undertaken with a view to identify the problems of management of autonomy through the development of case studies. The findings of the study highlighted the differential structure of autonomous colleges, ensuring active participation of teachers in management.

Quality and Equity

In order to strike the balance between quantitative expansion and qualitative improvement, the NIEPA in collaboration with IIEP, Paris undertook a project on "*Quality of Basic Education*". It focussed mainly on inter-spatial quality variations within the delineated sub-national space. The study highlighted the fact that different policy interventions are required in different areas due to physiographic as well as socio-economic variations.

Inequalities of educational development are directly related to socio-economic inequalities through space. The scheduled castes and scheduled tribes constitute the deprived socio-economic strata of Indian society. Marked degree of inequalities exist even if one looks at the indicator of rate of literacy which may be used as an indicator of educational development. The project on "*District-wise Analysis of the Disparities between the Literacy levels of Scheduled Castes and Non-Scheduled Castes Population in India*" addresses to this thrust area. The study highlights the fact that intra-caste disparities are as marked as inter-caste disparities, warranting critical evaluation of the policy of protective discrimination.

The project on '*Identification of Training Needs of Principals of Women's Colleges*' was undertaken to study the problems at institutional level, on the one hand, and special problems of women's institutions, on the other. The results furnished by the study identified key training requirements such as the use of computers both for planning and management processes, dynamics of unemployment, role and identity of women, especially entrepreneurship. The problems specific to women administrators have also been identified.

Survey Techniques in Educational Statistics

Experience reveals that the data base for policy and plan formulation is inadequate, outdated and unreliable. As a step towards developing meaningful data system, the Institute in collaboration with UNESCO, Paris undertook a project on '*Use of Sample Survey Techniques in Educational Statistics*'. The study has identified the variety of sources of educational statistics in India, inadequacies of the extent, coverage and nature of existing data system. The study has developed a sample design and comprehensive institutional and household questionnaires. The methodology is capable of replication with or without modification warranted by locational specificities. The

study has highlighted the quantitative dimensions of over reporting of enrolments, incidences of overage and under-age and dropouts along with age-gender-caste specific variations of these characteristics.

Economics of Agricultural Education

NIEPA had sponsored a study on *Cost Benefit Analysis of University Level Education in Agriculture*. Even though agriculture sector is a rural based industry, higher education in agriculture is elite oriented. Agricultural education to the weaker sections is inaccessible. The high returns and low cost to households suggest possible reduction in subsidies. But private cost other than fees have risen significantly in recent times which requires policy interventions to contain the cost hikes so as to prevent the possibility of cost going beyond the reach of even middle income groups. Privatisation and full cost fee programmes are not recommended on this ground. To mitigate financial constraints, liberal grant of loans has been suggested.

Studies in Progress

Seventeen studies are currently in progress. The focus of these studies also falls broadly within the thrust areas indicated in preceding paragraphs. While three studies focus on the problems of planning and management of educational technology, a study on All India Survey of Educational Administration at the National Level is being carried out. The project on *School Mapping* aims to evaluate the current processes and methodology of locational planning.

The attainment of the goal of universalisation of elementary education requires not only continuous updating of theory, policy and techniques of planning but also warrants the learning from and use of experiences gained by other countries. But formal education alone is inadequate to meet the needs of the existing situation. Formal education requires supplementation by non-formal education. India can draw lessons from the experiences of other countries, and states within countries can also learn a lot from the historical experiences and the success stories of other states. The projects on '*Planning and Management of Non-formal Education in Latin America: Lessons and Implications for India*', '*Basic Education for All in Uttar Pradesh*', '*National Sample Survey for Monitoring of UEE*', and '*Value Perceptions and Participation of Hill Bondas*' fall in this category. The project on 'Use of Na-

tional Sample Survey' has been designed for evaluation and monitoring of the progress of UEE. UEE cannot be achieved unless the education percolates down to all segments of population. With this in view, the project on "Value Perceptions and Participation of Hill Bondas" has been undertaken.

The project on "Regional Disparities in Educational Development in India - An Enquiry into the Educational Disparities in the Context of Social Well Being at the Grassroots Level" has been designed to develop planning interventions to meet the objectives of "growth with social justice". The study views education as a sub-set of a larger set of development and thus seeks to explain the existing distortions in the process of educational development in the context of development processes.

Utilisation of resources is as important as internal efficiency of the system. Whereas resource allocation has been the focus of policy and analytical studies, utilisation aspect has remained neglected. The study on *Utilisation of Resources* aims to fill this gap.

The study on *Problems of Financial Management in Institutions of Higher Learning* draws attention on the changing context of financial responsibility in Indian universities in relation to basic constraints, goal and objectives of higher education. The study is expected to focus on a variety of inter-related areas of current concerns and interests.

Autonomy of the colleges is a new concept to be experimented with. Hence, problem of management in autonomous colleges has been an emerging area of concern. The project on *autonomous colleges* caters to this felt need. The second phase of the project is in operation.

Both state and national governments have instituted a variety of programmes and policies for overcoming the financial constraints. Removal of social handicaps of the deprived sections has been the concern of policy. It is in this context that NIEPA undertook a project on *An Evaluative Study of National Rural Talent Search Scholarships Scheme*.

The project on *Identification of Training Needs of School Principals* focusses on the identification of the training needs of school principals.

Identification of curriculum needs is even more important than the identification of training needs. The project on

Problems and Prospects of Restructuring of Curriculum at Under-graduate Level has been designed to investigate this problem.

The use of computers for aiding planning and administration of education has been spreading very rapidly. Since EMIS has emerged as an important area of research concerns, it becomes imperative to have a comprehensive and standardised EMIS. The project on COPE attempts to fill up this felt need.

New Studies

Five new studies have also been initiated during this year. The project on *Planning and Development of Selected Universities in India* and *Development of 100 Colleges in Backward Districts* focus on a variety of problems of higher education in the backward districts. The project on *Single Teacher Schools in Tribal Areas in East Godavari and Khammam Districts of Andhra Pradesh - An Evaluative Study* is aimed at studying the special problems of school teachers. The study on *Women's Well-being at the Grassroots Levels* has been undertaken in response to growing concern for integrated planning for women's development in general and education in particular.

The study on '*Universalisation of Elementary Education by 2000 A.D. - Resource Implications of Alternative Policy Packages*', aims at assessing the resource requirements of alternative policy packages for UEE.

It may be seen from the above that the research studies of the Institute reflect the emerging issues in the sphere of educational planning and administration. Details with respect to individual studies are described in the following paragraphs.

An Overview of Studies Completed

1. *A Study of selected DIETs in Haryana (Sponsored by the Ministry of H.R.D., Department of Education, Government of India)*

The above study was conducted with an expenditure of Rs. 12,092. The project team consisted of Dr. (Mrs.) Sudesh Mukhopadhyay, Fellow, S&NFE Unit, NIEPA, Dr. (Mrs.) Pramila Menon, Associate Fellow, Educational Policy Unit, NIEPA and Dr. B.K. Panda, STA, NIEPA.

Objectives

The objectives of the study were to identify areas of educational intervention selected by the DIET in the socio-economic and educational contexts of the districts; to survey the activities undertaken by the DIET since its inception and infrastructural facilities available to the DIET; to study the administrative, financial and academic support received by DIET from district, state and national agencies for designing, implementation and monitoring of its activities; to infer the overall scenario of implementation of the scheme in general and selected DIETs in particular to formulate recommendations for making DIETs more effective.

Major Findings

District Institute(s) of Education and Training were set up as the part of the strategy of restructuring and reorganisation of teacher education and to provide support to district planning. The initiative was taken by the Central Government in terms of designing the scheme, providing necessary financial support to implement the scheme and to mobilise academic and administrative support. But in the final analysis, the success of the scheme is dependent upon the efforts of the state government.

The Empowerment Committee on DIETs of Haryana and state government decided to open three branches initially, with an understanding to open other branches. However, available information shows that only two branches are operative in both the DIETs. This raises questions about the operationalization of the scheme. It is evident erstwhile from the practice that in the absence of full staff for IFIC branch as well as other five branches, the DIETs are likely to operate as teacher training institutes. This is definitely not the intent of the scheme. Immediate steps are needed to be taken to remedy the situation in terms of opening other branches and recruiting full staff in DIETs. The MHRD proposal for VIII Plan already speaks of strengthening the inservice branch and sanctioning of additional staff and funds for inservice training. These intentions cannot be fulfilled without state's preparedness.

Inservice education of teachers and training of AE/NFE functionaries is one of the most important activities of DIETs. This also brings up the question of lab area. It is significant to note that none of the DIETs have initiated any work for identification of lab area or planning activities for lab area.

The DIETs are yet to develop data base on district profiles, especially teachers, to plan interventions and to evolve a policy of inservice training. SCERT and state department need to take more interest in initiating such activities. DIETs are expected to cover teachers upto elementary level (I-VIII) but the syllabus speaks of preparing teachers for grades I-V. It needs to be noticed.

2. Use of Sample Survey Techniques in Educational Statistics (Sponsored by UNESCO, Paris)

This study was sponsored by UNESCO, Paris, with a total expenditure of Rs. 2.71 lakhs. Professor Shri Prakash, Senior Fellow and Head, Educational Planning Unit was the Project Director, and Miss Tarujyoti Buragohain, and Miss Sumitra Chaudhary were the Project Assistants. Prof. Sri Prakash was assisted by Dr. A.C. Mehta, Dr. Ranjana Srivastava and Dr. S.M.I.A. Zaidi of the Planning Unit.

Objectives

- (a) Review of the existing data system of education in India with a view to highlight its inadequacies particularly the gaps between the data needs for planning and the data available from the existing data system, on the one hand, and the gaps and limitations of the available data, on the other, and the timeliness, credibility and representativeness of available data;
- (b) Development of a sample design and the questionnaire, and the determination of the appropriate survey techniques for generating educational statistics which may cover the existing gaps, ensure timely availability for planning and policy and possess a representative character and requisite degree of credibility; and finally,
- (c) Evaluation of the current status, trends, strengths and weaknesses of programmes of UEE with a view to identify possible areas of intervention.

Major Findings

The current system of educational data suffers from several limitations. It is also characterised by numerous gaps between the data needs of the socio-economic systems and the available educational data. Important gaps in the existing educational data system pertain to the non-availability of age-grade classification of enrolments, dropouts, repeaters, average school attendance rates, en-

rolments in unrecognized and unaided private institutions, private educational expenditure, item-wise prices of educational inputs, detailed item-wise classification of fixed cost and general achievement levels of the students and over/under reporting of enrolments.

Some important methodological issues like the effect of departure from the simple random sampling, on the one hand, and the gains in the precision of the sample estimates and various other advantages derived from the stratification of the population on the other hand have been discussed with illustrations of empirical applications and experiences gained in the pilot sampling.

The rationale and the empirical applications of the sampling design developed for the study have been discussed in detail. The validity of the purposive multi-stage random cluster/stratified systematic sampling, departing from the purity of approach for having the admixture of several sampling methods fused into an integrated methodology, have been empirically tested with the data generated by the preferred sampling design. Effects of the purposive selection have been analysed for evaluating the representative character of the four states purposively included in the sampling. The sample has, in fact, furnished pretty close estimates of the population parameters that pertain to the sampling of age-gender-caste characteristics. The four sampled states have furnished empirically valid parametric estimates for the country as a whole.

The stratified random selection of the sample units at the next two stages of the sampling has furnished as good and reliable results as the purposive selection of the first stage of the sampling. The stratified systematic selection of schools at the last stage of the sampling has yielded sample estimates of the population characteristics which are not only reasonable but are also highly credible, suggesting that this sampling method may be depended upon for generating timely, reliable and adequate data base for educational planning and development. The departure from randomness in the selection of the sampling unit has not adversely affected the sample estimates.

The illustrative analysis of selected items of the sample data of the four sampled states highlights the fact that there is a considerable degree of departure between the prescribed age for enrolment and the actual ages and grades of study.

The pilot survey has confirmed the proposition that the inadequacies, limitations and gaps of the existing data system can well be overcome by an alternative data system based on sampling involving much lower resource than that of the census based data system.

Three reports have been submitted to UNESCO, Paris which is publishing an abridged and integrated version of the same.

3. *A Study on "Interface of Lok Jumbish with Shiksha Karmi Project in Rajasthan (Sponsored by the Ministry of Human Resource Development, Department of Education, Govt. of India)*

The study was undertaken by NIEPA with a total cost of Rs.80,000. Mrs. Anjana Manglagiri, Fellow, International Unit, NIEPA, and Mrs. Komal Srivastava comprised the research team.

Objectives

The objectives of this study were two-fold. Firstly, as an explanatory and analytical attempt, it intended to make a consolidated assessment of Shiksha Karmi programme's management structure and performance so that it could provide lessons to the Lok Jumbish (LJ) programme. Secondly, it sought to identify the potentials and practical strategies of the SKP that could be utilised by the LJ to yield optimum results.

The study drew upon the positive experiences of the SKP while at the same time cautioned LK on the dynamics and interplay of other forces.

Major Findings

The main findings and recommendations of the study were as follows: (a) given SKP's experience and work in the area of primary education and LJ's focus on primary education in its first phase, it is imperative that the LJ must not only draw upon the concrete experiences of the SKP but also work in close collaboration with the SKP. Therefore, the study recommended that the LJ tie up with the SKP in areas common to both; the resources generated or identified by SKP be gainfully used by the LJ where feasible e.g. utilisation of Shiksha Karmis and SK master trainers as resource persons for LJ etc; and lastly, the SKP to act as an advisory body to LJ, (b) NIEPA should adopt a cluster of villages or a block where both SKP and LJ are involved in order to operationalise a meaningful interface

in the planning and management of education between the two programmes, (c) in order to universalise the successes and failures of these experiments so that other Indian States can benefit, it is recommended that an in-depth study incorporating intra-regional specificities of SKP and LJ may be undertaken, and (d) feedback should be an important element in improving the efficiency and performance of all such attempts. The study therefore recommended that organisations such as NIEPA could be involved in conducting continuous evaluation and review which besides providing technical inputs, could add to the quality of introspection and reflection.

4. Study on "Inter-District Analysis of Quality of Basic Education" (Sponsored by IIEP, Paris)

The study was undertaken by Dr. R. Govinda, Senior Fellow and Head, School and Non-formal Education Unit, and Dr. N.V. Varghese, Fellow, Sub-National systems Unit of NIEPA. The research study was a follow-up of the major collaborative project on 'Quality of Basic Education Services in Developing countries' already completed by NIEPA in collaboration with IIEP, Paris. The expenditure of Rs. 47,000/- on the study was met from the savings of the project on 'Quality of Basic Education Services'.

Objectives

The objective of this follow-up project was to further analyse the data collected for the earlier research project focussing on micro-level analysis of variations among the 5 localities in 5 different districts of Madhya Pradesh.

The basic assumption of the study was that the quality of primary education needs to be analysed in the operational context in which the schools are functioning. This phase of project attempted the further analysis of the data with specific focus on the variations in learner achievement between schools located in the same locality. The study was conducted in five selected localities of Madhya Pradesh which vary in terms of levels of development. They are:

- i) One of the least developed tribal locality of Baigachak in Mandla District;
- ii) One of the under developed rural localities of Rewa block in Rewa District;
- iii) One of the developed rural localities in the Donargaon block in Rajnandgaon District.

iv) One of the Semi-urban localities of Dabra Town in Gwalior District; and

v) One of the most advanced localities of Indore city in Indore District.

Five project reports have been brought out as an outcome of the study. Each of the report focusses on (i) the locality and its characteristics in terms of general infrastructural development; (ii) schools and facilities in the schools; (iii) an account of day-to-day activities of each of the schools; (iv) an analysis of teaching-learning process and analysis of learner achievement as the outcome of the schooling process; and (v) drawing up of implications for planning for quality improvement focussing on the areas of immediate intervention.

Major Findings

The major conclusion of the study is that the emphasis on areas of intervention needs to be different in different localities. For example basic school infrastructure and teacher training are more important in the Baigachak locality, school infrastructure and text book availability are more important in Rewa locality; Headmaster and organisation of school activity are more important in Rajnandgaon locality and the urban localities. It is the internal management which needs to be accorded the highest priority. A major effort is necessary to maximise total learning time. Strengthening of structures and process related to internal management may to a great extent help process related to internal management which further help in increasing the learning time.

5. District-wise Analysis of the Disparities between the Literacy Levels of Scheduled Castes and Non-Scheduled Castes Population in India

This study was undertaken by Dr. Y.P. Aggarwal, Fellow, School and Non-formal Education Unit of NIEPA at a total cost of Rs. 1,52,796.

Objectives

The main objectives of the study were to probe into the genesis of the factors which have led to the persistence of disparities between Scheduled Castes and others; to identify the spatial patterns of the spread of literacy among different segments of the Scheduled Caste population; to examine similarities/dis-similarities among the non-scheduled population; to evolve a suitable methodology

for measuring the gap in the levels of literacy; to examine the nature of relationship between literacy rates, disparities indices and socio-economic characteristics; and to evolve region-specific policies for minimising inequalities in the levels of educational development.

Major Findings

The analysis of the patterns of educational development among various scheduled castes clearly show that the utilization of educational facilities and other incentives has been quite uneven among various caste groups. The intra caste disparities are as marked as inter caste disparities. It is in this context that the scheme of protective discrimination has come under severe criticism. The evidence presented by the study clearly supports the hypothesis that some castes have benefited more than the others. Therefore, policy imperatives for the educational development of the SCs should be viewed from two important dimensions — one corresponding to the intra-caste differentials and the other in the context of differentials which exist between the SCs and others. Any policy framework which addresses one and not the other would not be able to achieve the goal of equity and social justice.

Within the SCs also, sub-groups should be identified according to their level of educational, social and economic development and a differential scale of benefits should be available to each sub- group.

The process of denotification of castes which have acquired a minimum level of well being should also be considered seriously. Otherwise, the intra group disparities would continue to persist. Some people have suggested that family should become the basis for providing incentives and other related benefits.

*For effective implementation of many schemes, it is essential to define the cut-off limit, of whatever nature these may be, beyond which the benefits would not be available automatically.

As the problems of the most disadvantaged and small size castes are entirely different from the larger and better placed ones, it would be essential not to treat the policies to achieve former at par with the latter in the form of protective discrimination.

The educational needs of the disadvantaged group particularly the small castes should be kept in view while developing the strategies for their upliftment.

Under the present policies for scheduled castes, more stress has been laid on providing more and more concessions and incentives without assessing their real impact. The results of analysis, though modest in terms of its coverage, show that even after many decades of concessional treatment to SCs, wide inequalities are still persisting within castes constituting the group of SCs.

Finally, it has been found that an increasing supply of educational infrastructure is not necessarily related to its fuller utilization. Provision of infrastructure is only a necessary but not a sufficient condition for wider accessibility. Mobilization of demand for education among the depressed castes is equally important. Therefore, steps would be necessary to encourage non-governmental organizations and university students to actively participate in mobilizing demand for education at the grass root level.

6. Identification of Training needs of Principals of Women's Colleges

The study was undertaken by Dr.(Mrs.) Jaya Indiresan, Sr. Fellow, Higher Education Unit, NIEPA in collaboration with SNDT University, Bombay at an estimated cost of Rs. 10,000.

Objectives

The objectives of the study were: to identify the priority areas in which the principals would like to be given training; to assess the perceived gap in the competence on various aspects of planning and management; to delineate the special features related to women students; to examine the perceived problems faced by principals of women's colleges in the administration of the colleges; and to analyse specific problems faced by women administrators.

Major Findings

Based on the responses, key aspects for training in the various listed areas were identified. One area which comes out prominently was computer applications in management of student records, finance, personnel rewards etc. Other issues of relevance identified are unemployment, entrepreneurship for women, role and identity of women administrators, pressure dynamics and litigation, aspirations and self-concept of students. Acquiring knowledge and skills on technical aspects like work flow and portfolio analysis, cost effectiveness analysis, status profile and data base were also identified as priority areas for training.

The principals indicated that it would be relevant to include certain topics on academic, social and vocational aspects related to women students. This indicates the recognition of the fact that women students do have certain special needs.

Problems faced by them as administrators and specific problems related to them as women administrators were identified through content analysis of the response to the open ended questions. These problems were broadly classified as: Work related, Value related, Gender related, Social related, and Self related.

Implications for Training

The identification of training needs in terms of deficiencies were analysed for the trainable aspects. Keeping in view the theories of androgogy, two models of 2 to 3 weeks training have been evolved. One refers to the training of trainers and the other refers to the training of principals of women's colleges.

7. Market for Agricultural Graduates: Benefit-Cost Analysis of Rajasthan Agricultural University (Under NIEPA's: Scheme of Assistance)

The study was conducted by Prof. B.C. Mehta, Department of Economics, M.L. Sukhadia University, Udaipur, December, 1992, at a cost of Rs.63,200/-

The main objectives of the study were: (a) to quantify and analyse components of private and social costs in various streams and levels of education in the University; (b) to study the demand side of agricultural education so as (i) to identify the main demand sectors, (ii) to prepare the income profiles of the graduates of the University' (c) to study the cost-effectiveness of agricultural education; (d) to study horizontal and vertical mobility of the agricultural graduates; (e) to analyse the socio-economic background of the current year agricultural students so as to evaluate the admissions policy and implications for achieving the social objectives of economic development in India; and (f) to probe whether reorientation of agricultural education can bring about an increase in social returns.

Findings and Recommendations

The University's intake pattern is heavily loaded in favour of the relatively affluent sections. The state government should take effective measures so that students from weaker sections get through school education and are in a

position to opt for education in the various branches of Agricultural education. Rate of return to them can be expected to be quite high, since opportunity cost would be low. It is disturbing to note that despite reservations, weaker sections fail to enter the stream in adequate numbers, though in recent years the situation seems to have improved slightly.

Since most of the entrants, especially in Dairy Science and Post-graduate and research studies are from relatively very affluent families, subsidies can be reduced. Since PRR is quite high, despite low SRR in some subjects, a part of the institutional cost can be shifted to the student or his parents.

Private costs other than fees have escalated. Methods ought to be found to reduce it through proper management of hostels and libraries. Scholarships are not keeping pace with the rate of inflation.

Rate of return analysis suffers from many infirmities. Thus, private as well as social rate of return should be used with caution in guiding policy making in education, specially in deciding policies about fees and scholarships. It should be noted that IRR is an average derivative, it does not represent all sections of the society. It is based on several simplifying assumptions such as equal and constant marginal utility of money, (Mehta 1992) insignificance of risk element, perfect mobility in markets etc. Thus, different groups of students will expect different rates of return. Hence, the average PRR can at best be considered as a necessary condition for the demand for education, it is certainly not a sufficient condition.

It may be noted even when the PRR is high and education is highly subsidised the weaker sections do not avail of the opportunities. Social scientists and social activists have to identify the reasons. One reason is that the initial private cost is so large and lumpy, the cost payback period so long, and the environ so alien that the weaker sections, even if having full information, will not be in a position to bear the risk for so long a period.

For all these reasons, privatisation and even full cost sharing by the students cannot be considered a just, realistic and effective policy option, as is suggested by many proponents of the new economic policy. Even if fees are raised, raising them much above the current level of about

one per cent of the institutional recurring cost to any higher level can be only marginal and in stages.

Access to finances by liberal loan schemes should be made easy and widespread. For this establishment of an Independent Education Finance Corporation is suggested.

Urgent steps are needed to tone up the record keeping in the University. The property dispute hanging for the last 5 years is adversely affecting the working of the University. The State government should take this work seriously.

Preview of Studies in Progress

1. *A Study on School Mapping*

The project on School Mapping was approved with an expenditure of Rs. 8.83 lakhs. The study is being conducted by Shri M.M. Kapoor, Sr. Fellow & Head, SNS Unit. The main objectives of the project are: to undertake critical study of the existing processes and methodologies of locational planning with particular reference to norms and standards and provision of educational facilities in various States and Union Territories; to prepare manual of school mapping for guidance of the field staff.

This study would be restricted to school level and for general education only. For critical study of the existing processes and methodologies, it is proposed to cover only selected representative states. In some of the selected states, special studies would be undertaken for school mapping in urban areas as a part of town planning.

At the suggestion of the Programme Advisory Committee — Arunachal Pradesh and Delhi were also included in the project. Block Plans of Mizoram and Tamil Nadu were finalised and the same were received from Arunachal Pradesh, Maharashtra and Assam.

Draft State Reports and Block Plans have been received from Assam, Arunachal Pradesh, Maharashtra, Karnataka, Mizoram, Rajasthan and Tamil Nadu. In addition, State Reports, expert Block Plans, have also been received from Orissa, Delhi and Haryana. U Jammu & Kashmir did not respond at all. Of these reports, those of Assam, Haryana, Rajasthan and Delhi have been finalised. Block plans of Rajasthan, Tamil Nadu, Karnataka and Mizoram have also been finalised.

Draft State reports and Block plans received from other states are in the process of finalization. The reports in

respect of States of Orissa and U.P. and U.T. of Delhi have to be finalised to complete the pending work.

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

The project was approved with budget of Rs. 19.84 lakhs. The study is being conducted by Shri M.M. Kapoor, Sr. Fellow & Head, SNS Unit.

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

The Survey will cover all the States and Union Territories and also Government of India. It will cover all sectors and levels of educational administration.

The Expert Committee which was constituted met on 29th August, 1992 and recommended that the task of completion of the survey may be divided into two phases. The first phase may include preparation and finalisation of state-level reports; case studies; central level report and a selected bibliography. The second phase will include preparation and publication of national level reports. The Committee has recommended a total of 54 man-months to complete the first phase of the project with the existing staff consisting of three Project Fellows/Project Associate Fellows and three typists.

The survey is in its final phase of completion. Reports have been received from 22 States/UTs out of which reports from 12 States/UTs have been finalised. In addition, reports from four States/UTs have been received in part but there had been poor response from the remaining six States/UTs, namely, Andhra Pradesh, Bihar, Jammu and Kashmir, Uttar Pradesh, West Bengal and Pondicherry.

Action on preparation of Central level Report has also been initiated. A Consultant has been identified and given this assignment on contract basis to prepare the report in accordance with prescribed guidelines within a period of four months.

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

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

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

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

4. *Management of Autonomy in Educational Institutions : A Study of Autonomous Colleges*

The project on Management of Autonomous Colleges was approved with an amount of Rs. 1,52,100/-. The project has been undertaken by Dr. (Mrs.) K. Sudha Rao, Fellow, Higher Education Unit of NIEPA.

The main objectives of the project are: to study the way in which autonomy has been exercised in Institutions which have been granted autonomy; to analyse the structural and functional issues of college autonomy; to analyse the perceptions of autonomy by students and teachers; to identify the tasks that are linked directly or indirectly with the quality performance; to study the impact of autonomy in improving the quality of education; to study the problems faced by autonomous colleges in exercising autonomy in introducing changes to improve the quality of education; and finally to identify the management support required

for autonomous colleges to strengthen the effective use of autonomy in institutions of higher learning.

By adopting purposive sampling method, the study plans to collect data from all categories of autonomous institutions through the methods of document analysis techniques, discussions with the management experts, Directors of Higher Education, Vice- Chancellors, Institutional Heads, teachers in autonomous and non- autonomous colleges and students and also carry out detailed study of various aspects of autonomy through questionnaire analysis.

Data collection from 6 colleges of Andhra Pradesh, 13 colleges of Tamil Nadu and from Rajasthan Govt. College Ajmer, Govt. College Kota and Govt. College Bikaner has been completed. Data analysis is being done and review work is also in progress.

The study is in the final stages of completion.

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

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

The objectives of the study are: to analyse cost-effectiveness of education based on institutional cost of education, on the one hand, and the output of the institution on the other; to analyse the pattern of allocation and utilization of resources to education in a school for different functions over time; and an examination of the factors that explain the variations in the allocation/utilization patterns.

The study is to be based on primary sample data to be collected in a district. Most of the data collection for the study has been completed and it has been processed on the computer. The writing of the report is in progress.

6. *Basic Education for All in Uttar Pradesh*

In respect of the project on Basic Education for All in U.P. — a preliminary document was prepared by Shri S.C. Behar, Consultant in NIEPA.

The revised project document formulated by the U.P. Education Department was scrutinised by the members of faculty of NIEPA. Accordingly necessary modifications/improvements were suggested by the faculty in the meetings which were held at NIEPA and at Department of

Education, Ministry of Human Resource Development. The project document was finalized subsequently, after taking into account suggestions received from all quarters for consideration of the World Bank. These meetings and workshops were attended by the members of NIEPA faculty.

The Pre-appraisal mission of the World Bank held a series of meetings and workshops covering areas such as:

District plans; Schools construction; Project financing; Schools clusters; MIS; Evaluation of research and monitoring capacity; Non-formal Education; Textbooks Project; and Women's education.

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

The project on Regional Disparities at the Grassroots Level was approved with an amount of Rs. 3,48,840/-. The project team consists of Dr. S.C. Nuna, Project Director, Ms. Basobi Sircar, and Anjana Saluja, Project Assistants and Shri Jamaluddin Farooqui, Project Cartographer.

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

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

8. *Computerised Planning for Education (Sponsored by Ministry of MHRD, Department of Education (Govt. of India)*

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

An orientation programme on COPE (Computerised Planning for Education) was organised for the senior level officers of the states of Himachal Pradesh, Rajasthan and UT

of Delhi with an objective of familiarizing them with the COPE system.

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

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

9. *National Sample Survey for Monitoring of UEE – 1991-92 (Sponsored by the Department of Education, Ministry of Human Resource Development, Govt. of India)*

The project on National Sample Survey for Monitoring of UEE was approved by the Department of Education, Ministry of Human Resource Development. The project is being conducted by Shri M.M. Kapoor, Sr. Fellow & Head, SNS Unit.

An amount of Rs. 23.96 lakhs has been approved for the study.

The main objectives of the project are: to develop a national level sample design for collection of data on children in 11+ to 13+ age group completing education up to class V in schools or its equivalent in NFE Centres for monitoring of achievement of Universal Primary Education; and to collect, compile and analyse information on the basis of this sample design at State/UT and National levels.

A preliminary report based on data from 25 states/UTs was prepared and sent to the Department of Education, Ministry of Human Resource Development and Project Advisory Committee.

A paper on multiple indicators for Monitoring of UEE was discussed in the meeting of Ministry of Human Resource Development. Five tables pertaining to multiple indicators to be used for monitoring of UEE (viz gross enrolment ratio, admission rate, completion rate, class-wise retention rate), were computed for 32 states/UTs and sent to the Ministry of HRD.

In consultation with Department of Education, Ministry of Human Resource Development and on the basis of in-depth discussion, a draft project proposal for second phase of this project was prepared and sent to Ministry of Human Resource Development for approved. In the second phase data were received from 21 states/UTs which were sent for processing in the computer.

10. *Evaluative Study of Educational Technology*
(Sponsored by Department of Education, Ministry of Human Resource Development, Government of India)

The project on Evaluative Study of Educational Technology was approved with an amount of Rs. 6,72,000/- by the Department of Education, Ministry of Human Resource Development. The project team consists of Dr. M. Mukhopadhyay, Project Director, Mrs. Usha Iyenger, Project Associate Fellow, and Shri Jayadevan, Project Assistant.

The objectives of the project are to study the following: **Media facilities** — radio/audio cassette recorder TV/Video Cassette player available in the school; duration for which different media facilities have existed in the school; scheme which provided the media facilities; operating conditions of the reception sets — working conditions; location of the sets in the school; provision in the time table; orientation of teachers in use of media; frequency and method of viewing and utilisation of the programme etc.; maintainance of the sets provision of power repairs, replacements etc.; and general assessment of reaction to programme by students and teachers relevance, quality suitability etc.

The study is in the final stages of completion.

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

The Evaluative Project on NTS Scholarship scheme was approved. The project team consists of Dr. K.G. Virmani, Dr. (Mrs.) K. Premi and Ms. Y. Josephine.

The objectives of the study are: to find out the extent of utilisation of the scheme by states and within the state by different districts; to find out the extent of utilisation by females as compared to males and Scheduled Castes and Scheduled Tribes as compared to non-scheduled population; to analyse the socio-economic background of the

beneficiaries; to critically review the practices followed by different states in identification of talent and study the validity of selection procedure; to critically evaluate the management structure provided in the scheme as also its actual operation and identify bottlenecks in implementation; to study the procedure for disbursement of scholarships and suggest steps for streamlining the same; to study the impact of scheme on the educational advancement of beneficiaries of scheme; and relevance of the scheme, especially in the context of the introduction of Navodaya Vidyalayas.

The sampling design, 10 states and UTs have been selected for the study. Three questionnaires, one each for the Authority at the State level, Headmaster of the school and the Scholarship Awardee/Beneficiary, have been prepared. Preliminary work is in progress for drafting/developing these tools; collection of data on utilisation of scholarships for the last five years, i.e., 1985-86 to 1989-90 is in progress through two proforma prepared for the purpose. Complete data has already been collected from Meghalaya; and data on practices followed for selecting the NRTS awardees has been obtained from Meghalaya, Orissa, Delhi, Rajasthan and Uttar Pradesh.

12. *Financial Management of Indian Universities*
(Under NIEPA's Scheme of Assistance)

The project on Financial Management of Indian Universities was approved Under NIEPA's Scheme of Assistance with an amount of Rs. 48,000/-. The study has been taken up by Dr. Malathi Somaiah, Indian Institute of Management, Bangalore.

The objectives of the study are : to understand the changing context and dimensionality of financial functions in Indian Universities in relation to its intent, content, organisational status and mechanics; to identify the constraints and boundary conditions in which a university manages its finances; to critically examine the organisational framework within which there is an effective utilisation of financial resources at institutional level; to examine the system of financial delegation and various relationships which exist between policy and operating directions at unit levels, say, colleges and departments, etc.; and to identify areas of training of different functionaries in the universities in terms of acquiring skills for financial management.

The study is in the final stages of completion.

13. Management of Education Technology in Tamil Nadu (Under NIEPA's Scheme of Assistance)

The project on Management of Education Technology was approved under the NIEPA's Scheme of Assistance in August, 1989 with an amount of Rs. 63,000/-. The project has been taken up by Dr. C. Subramonia Pillay, Professor and Head, Department of Education, Madurai Kamraj University, Madurai.

The objectives of the study are: to review the progress made so far with respect to the hardware and software aspects of radio, television and video technologies at the higher education level in Tamil Nadu; to find out how far these technologies have been useful to and used by the faculty members; to cull out the lacunae, if any, in the management of these technologies; and to suggest suitable recommendations for the effective management of studies in educational technology.

Data collection has been completed. One day seminar was organised for the Heads of Department and Principals of colleges on their suggestions and opinions on the point brought from the analysis Project report writing is in progress.

The study is in the final stages of completion.

14. Value Perceptions and Participation of Hill Bondas (Under NIEPA's Scheme of Assistance)

The research project Value Perceptions and Participation was approved with an amount of Rs. 50,000/- on May 11, 1990 for a period of 18 months under the NIEPA's Scheme of Assistance. The project is being conducted by Professor L.K. Mahapatra, President, Association for Social Research and Action (ASRA), Mudulipada, Koraput, Orissa.

The study is being conducted with the following objectives: to find out, what the parents would like the school going children to imbibe at school to fulfil their expectations; to find out what the children of the primary school going age do for the family and the village - in the house and in the habitation, in cultivation and in the jungle; to experiment with a pre-school phase of one year with about 20 Bonda boys and girls as to what interests them most; to elicit Bonda assessment of his prospects in the changing life and the role of education and the children in it; to find

out to what extent the Bonda may take advantage of current facilities of residential 'Ashram' school and residential Sevashrama schools; and to find out the economic value of the activities of the children, who are either drop-outs or have never been to school.

Seeing the prevailing awareness for the school in the village and with the consent of Damuripada Villagers a piece of land was acquired and developed for the school. The school was started with a teacher animator who is well conversant with Bonda life and language. In the first month they took the children to play in two groups.

The study is in the final stages of completion.

15. Educational Development in Pondicherry — A Historical Perspective

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

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

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

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

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

Report writing is in progress.

16. *Identification of Training Needs of School Principals (Under NIEPA's Scheme of Assistance)*

The project on Identification of Training Needs of School Principals is being taken up by Dr. (Mrs.) S. Joshi, Head, Department of Educational Administration, University of Baroda. An amount of Rs. 9,800/- is sanctioned under the NIEPA's Scheme of Assistance.

Management of change in the context of institutional management has been a major field of study all over the world. The head of the institution holds the key to initiation and managing the process of change. Outstanding reviews by Buch (1973), Havelock (1971), House (1981), Mukhopadhyay (1981) bring this to sharp focus. The assumption that the school principal is well versed with the managerial activities like academic management across the disciplines, financial administration, infrastructural management, staff development, management of co-curricular activities, external linkages and above all optimising on the human energy and material resources for institution building sometimes are not found in the principals.

The main concern of the study is to identify such pre-requisites necessary for the training of the school principals. Therefore, the present study aims at identifying the training needs of the school principals keeping in view the jobs they are required to perform such as : (i) academic areas, (ii) personnel management, (iii) financial management, (iv) school plant and infrastructure (v) linkages and interface (vi) student services (viii) methodological competencies and (viii) behavioural competencies.

The Objectives of the Study are : to examine the perceived problems faced by principals of secondary and higher secondary schools; to identify the priority managed areas in which the principals would like to take training; and to suggest systematically designed training programme for principals of secondary and higher secondary schools.

The Study is in the last stage of completion.

New Studies

1. *Study on Profile of Selected Universities in India — Sponsored by the University Grants Commission*

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

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

The data collection and tabulation of data is in progress.

2. *Study on Single Teacher Schools in Tribal Areas in East Godavari and Khammam Districts of Andhra Pradesh — A Collaborative Evaluative Study with the Tribal Welfare Department of Andhra Pradesh*

The study is being undertaken by NIEPA with a total cost of Rs.51,150/-. Dr.(Ms.) Sujatha, Fellow, Educational Administration Unit of NIEPA, is the Project Incharge.

The study was undertaken with the objectives of seeking answers to the following questions: the entire schoolless villages are covered or not. If not, the gaps with location particulars (Macro-level data to be collected from DEO (Agency) ITDA; whether the entire school-age population

is covered in the villages where single teacher schools are opened; whether the local tribal only was appointed, or if not what was the method adopted and problems faced by the tribal coming from outside the locality like problems of stay, language, etc.; whether all the teachers are trained or not and difficulties thereof; whether the schools are functioning or not in terms of attendance of teachers and students, quality of teaching problems of communication, accommodation and other infrastructure; whether wastage and stagnation is contributing to insufficient feeding of third class in Ashram Schools and residential schools; problems of disbursement of salaries, increased holidays to schools; whether appointment of local tribals increased their socio-economic status; are they able to solve the other problems of their kinsmen; and whether relationship of the non-tribal "qualified" teachers to tribal "unqualified" teachers were cordial or not.

The data collection has been completed. Analysis of primary and secondary data is in progress, and the drafting of report has been initiated.

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

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

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

The data collection work is in progress.

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

The University Grants Commission has sponsored a study on Development of Colleges in 100 educational and Economically Backward Districts with a grant of Rs.3.40

lakhs. Dr. G.D. Sharma, Senior Fellow and Head, Higher Education Unit, is the Project Director of this Study.

The study is being conducted with the following objectives: to identify hundred most deserving colleges in educationally and economically under-developed districts; to prepare a status profile of the selected colleges indicating needs for academic and infrastructural development of the colleges; to suggest critical areas of intervention by the University Grants Commission and to make recommendations for special schemes of assistance for development of these colleges; to identify areas of institutional development keeping in view the relational aspects of concerned districts, develop technical know how and skills in planning and administration among the principals and staff for development of identified areas; and develop the indicators of deficiencies and development of colleges. Such indicators can be subsequently used by other colleges to work out plans of their development.

Data collection from the colleges is in progress.

5. *Study on Utilization of Elementary Education by 2000 A.D. — Resource Implication of Alternative Policy Packages*

A Study on Utilization of Elementary Education by 2000 A.D. — resource Implication Alternative Policy Packages is undertaken by NIEPA with a budgetary provision of Rs. 95,000. Professor Sri Prakash, Senior Fellow & Head, Educational Planning Unit of NIEPA is the Project Director of the Study.

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

Publications

Dissemination of the research findings is as important as the conduct of a research study itself. There exist different modes and means of dissemination of research findings. A large amount of research output is generally communicated and disseminated through research papers and articles published in professional journals and books. Research findings are also brought out through working and occasional papers. Monographs and mimeographed

manuscripts offer another mode of dissemination. But the dissemination of ideas through the publication of books generally ensures much wider accessibility. This part of the report deals with the Institute's publication.

The following publications were brought out by the Institute:

Sheel C. Nuna, *Regional Disparities in Educational Development*, NIEPA, South Asian Publishers, New Delhi.

India entered a new era of educational development with the commencement of planning. As the process of educational expansion gained momentum it revealed a strong bias in favour of enclaves of development and against the backward regions of the country. Although the planning process has tried to check these distortions, the alarming magnitude of disparities is a matter of concern.

Growth with equity is now considered to be one of the major objectives of planning in India. There is no contradiction between the demands for equity and growth. The social concern for the two can be handled together sustaining and sustained by each other.

It was in this context that equalisation of educational opportunities has been recognised as one of the major goals of Indian educational policy which calls for strenuous efforts to correct regional imbalances.

This book is an edited volume dealing with a wide range of problems and processes of spatial planning and development of education and their inputs on regional disparities. It attempts to comprehend the problem of regional disparities if educational development in totality. It is hoped that this will generate new ideas on the subject contained and analysed in the books paving the way for strategies which will help in achieving the goals of 'growth with equity'.

Report of Regional Workshops on Environmental Education for Educational Planners and Administrators (Sept.-Oct. 1991), NIEPA and UNESCO-UNEP.

The Report on Regional Workshop on Environmental Education for Educational Planners and Administrators is an edited volume comprising four regional reports of workshops held in the southern, western, northern and north-eastern regions on Planning and Management of En-

vironmental Education. These workshops which were a follow-up of a National Training Seminar on Environmental Education held in May 1991 at NIEPA, were organised under the aegis of UNESCO-UNEP International Environmental Education Programme.

The proceedings of each of the regional workshops are reported in the volume. It brings out the broad areas of focus on EE in each of the regions as also the area-specific debates in EE. In presenting the details, objectives and deliberations of the workshops, the report outlines the rationale, objectives, programme designs and highlights of each of the workshops as worked out by the local organizing Committees under the overall guidance of NIEPA.

While the western, southern and northern regions broadly focussed on EE in school education, the eastern regions lay emphasis on EE in higher education. The Report presents the discussions on the strategies of formal and non-formal EE, teacher preparation in EE, the role of educational planners and administrators in promoting EE while at the same time, bringing out the regional dimensions in the planning and management of EE at all levels of education. It also presents debates on the critical issue of environment and development that took place in each of the regional workshops.

This publication is significant in that it brings together in a single volume the development and activities on EE in each of the region in India as also the State Level Action Plans for the strengthening of the planning and management of Environmental Education. It also includes a compendium of resource persons working on different aspects of EE in each of the four regions in India.

Development of Education in India - 1990-92, NIEPA and Ministry of Human Resource Development (Deptt. of Education), New Delhi.

The report was presented at the 43rd session of the International Conference on Education, Geneva 1992. The document is structured into six sections comprising of : Section I: Education in India: An Overview; Section II: Recent Trends and Future Perspectives; Section III: Content and Curriculum; Section IV: Education for Cultural Development; Section V: International Cooperation; and Section VI: Externally Assisted Projects on Basic Education.

Journal of Educational Planning and Administration

The Institute publishes this Journal every quarterly. Its Hindi version is also published simultaneously. During the year, the following issues of the Journal were published:

Vol.V No.3, July 1991; Vol.V No.4, October 1991;
Vol.VI No.1, January 1992; Vol.VI No.2, April 1992;
Vol.VI No.3, July 1992.

Hindi versions of Journal: Vol.IV No.4, October 1990;
Vol.V No.1, January 1991; Vol.V No.2, April 1991;
Vol.V No.3, July 1991.

The following publications are in press:

Journal of Educational Planning and Administration,
Vol.VI No.4, October 1992.

Hindi version of Journal, Vol.V No.4, October 1991.

Mimeographed Publication

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

One of the important objectives of the institute is "to offer, on request, consultancy service to state governments and educational institutions". In response to this objective, the faculty members of NIEPA provided professional support and consultancy to educational organisations at the national, state, district, and institutional levels as well as to international organisations. Consultancy and professional support given by the faculty members could be grouped in three categories:

- i. through analysis and reporting;
- ii. through their participation as members of standing committees, governing and advisory bodies; and
- iii. through membership of specially constituted bodies.

During this year most of the faculty members provided consultancy and professional support to organizations at various levels in India and to International organizations. National educational organizations include: Ministry of Human Resource Development, Planning Commission, CABE, Finance Commission, UGC, NCERT, State Education Depts, EDCIL, SCERTs, State Councils of Higher Education, District institutes, universities, colleges and schools. International organizations namely, UNESCO, SIDA & World Bank were also provided professional support and consultancy.

At the national level the Ministry of HRD, UGC, EDCIL and NCERT were provided expertise. Consultancy service was provided to the Ministry of HRD in the following areas : the committee on teacher education, and preparation of POA ; educational finances tenth finance commission and regarding selection of foreign scholars. UGC was provided expertise on autonomous colleges, academic staff colleges, vocationalisation of courses, improvement of teaching and research standards and women's studies. Consultancy to EDCIL was given in the setting up of Mizoram University and development of an educational complex at Koraput in Orissa. NCERT was given expertise on teacher and women's education.

At the state level, SCHE and SCERT were provided expertise on planning of state level higher education, paper moderation, course design for training of Principals and Vice-Principals and advising Delhi administration schools. DIET was given professional support. Services were rendered to State Governments on education projects. Help was provided in course design for diploma in higher education of IGNOU. Kendriya Vidyalayas were helped in their management affairs.

At the international level, the World Bank and SIDA were provided expertise on education for all projects, population and resource development and the Lok Jumbish project.

Details of professional and consultancy support to national, state and international bodies are given in Table 1.

TABLE 1
Organisations and Area-wise Consultancies/Professional Support

<i>Organisations</i>	<i>Consultancies/Professional Support</i>
1. Ministry of Human Resource Development	1. Selection of Foreign Scholars 2. Tenth Finance Commission 3. Committee on Teacher Education 4. Educational Statistics 5. Preparation of POA

<i>Organisations</i>	<i>Consultancies/Professional Support</i>
2. University Grants Commission	1. Autonomous and Academic Staff Colleges 2. Improvement of Teaching and Research Standards 3. Vocationalisation of U.G. Courses 4. Women's Study
3. National Council of Educational Research and Training	1. Teacher Education 2. Women's Education
4. Ed.CIL	1. Setting up of University 2. Development of Educational Complex
5. State Governments	1. State (UP, Bihar and West Bengal Education Project) 2. Educational Administration (Arunachal Pradesh)
6. S.C.E.R.T.	1. Planning of State Higher Education 2. Member, Governing Council and Executive Committee 3. Paper Moderation 4. Course Design for Training of Principals and Vice-Principals 5. Delhi Admn. Schools
7. DIET	Professional Support
8. I.G.N.O.U.	Support of Diploma in Higher Education
9. Kendriya Vidyalaya	Management Committee
10. WORLD BANK	1. Education for All 2. Population and Equipment Resource Development
11. S.I.D.A.	Lok Jumbish Project

CABE Committee on Decentralised Management of Education

The Minister of Human Resource Development in his capacity as Chairman of the CABE appointed a Committee under the Chairmanship of Shri Vecrappa Moily, Chief Minister of Karnataka to formulate guidelines on Decentralised Management of Education in the context of 73rd and 74th Constitutional Amendments. A Core group was set up at the Institute to help the Committee in its various activities. The faculty members of the Institute extended support in the following areas:

- 1) undertaking research studies;

- 2) advising and assisting the committee as permanent invitees;
- 3) preparation of background documents for the committee; and
- 4) preparation of draft reports.

Ministry of Human Resource Development

The Institute in collaboration with the Ministry of Human Resource Development prepared the country report 'Development of Education in India - 1990-92', which was presented at 43rd Session of the International Conference on Education.

The Institute participated in various meetings of the Parliamentary Consultative Committee and Grant-in-aid Committee (on assistance to voluntary organisations) of Department of Education, of Ministry of Human Resource Development. The Institute made a significant contribution by providing assistance in preparation of the revised Programme of Action (POA) 1992. NIEPA faculty helped in preparation of chapters on Management of Education, and Education for Women's Equality. NIEPA faculty also helped in preparing the chapters on 'Education of Scheduled Castes, Scheduled Tribes and other Backward Sections' and 'Teachers and their Training'.

NIEPA also provided academic and professional support to the Ministry of HRD in operationalisation of the Programme of Action. The faculty participated in various regional meetings held with the states to prepare action plans for the State-level POAs, particularly in respect of the management of education.

Planning Commission

The Institute's faculty served on Working Groups constituted by the Planning Commission on various aspects of educational planning. They also participated in various meetings to finalise the state level plans.

The Institute was represented at the meetings of "Core Group on Open Education" constituted by Planning Commission. The Institute was also represented at the meetings of Planning Commission on formulation of Eighth Five-Year Plan.

University Grants Commission

Faculty members of NIEPA provided professional support and consultancy to the University Grants Commission through review of working of Academic Staff Colleges, Autonomous Colleges and setting up of Universities. It has helped in operationalisation of concepts of autonomy and accountability, finances of Universities etc. They also worked for the preparation of Reports of Review Committees.

District Primary Education Programme

NIEPA faculty provided professional support in the formulation of primary education projects for external assistance in selected areas. They also shared the responsibility of states related to baseline assessment analysis of state finances, public and gender issues. They helped in design-

ing the research studies. Faculty members also helped in project appraisal for various states.

Externally Funded Projects

The faculty provided academic support in preparing the project document on "Basic Education for All - Uttar Pradesh" for the Government of Uttar Pradesh to seek World Bank funding. The faculty was also associated in the formulation of the "Lok Jumbish" and South Orissa Projects.

International Cooperation/Memorandum of Understanding

The Institute is recognised as one of the major centres of research and training in the field of educational planning and management in the Asian region. It collaborates with various organisations abroad in areas of mutual interest. The Institute signed Memoranda of Understanding with the International Institute of Educational Planning, Paris and Shanghai Institute of HRD, People's Republic of China in the area of research, training and exchange of information in the areas of educational planning and administration.

Distinguished Foreign Visitors - Sharing of Experiences

The Institute has been benefiting by sharing of experiences with the faculty of various institutions abroad. During the year the Institute received the following foreign visitors:

Dr. Merlaine Lockheed, Senior Sociologist of World Bank, held discussions with the faculty of NIEPA on issues of educational development in India (17.09.1992).

Mr. Kevin O'Conner of the British Council Education Division had discussions with the Joint Director, NIEPA about the programme for "Education for All" (14.10.1992).

Mr. Bob Dawson of Asian Development Bank, Manila held discussions with the faculty of NIEPA and appraised them of the activities of the Bank in the field of education (15.10.1992).

Dr. W. Gordon, UNESCO, Paris and *Ms. Marianne Hook*, UNESCO, Regional Office, New Delhi, had meeting with the Joint Director and faculty, NIEPA relating to educa-

tional projects to be implemented with external financial assistance.

Ms. Rosemary Raddon, Head, Library and Information Studies, University of North London met the Joint Director and faculty and discussed the subject of planning and developing learning resources in schools.

Library

The Institute maintains a well-stocked library in educational planning, administration and inter-disciplinary subjects. Over the years, it is catering increasingly to the requirements of educational planners, administrators, scholars, students and trainees with the facility of uninterrupted library and documentation service throughout the year.

During the period 604 books were added. 898 books were weeded out from the Library stock in 1992-93. The Library presently has a collection of 44804 books besides a collection of reports of international seminars and conferences organised by international agencies like UNESCO, OECD, ILO, UNICEF, etc.

Journals

The Library/Documentation Centre receives 350 national and international periodicals mainly in educational planning, administration, management and other allied fields. All important articles appearing in these journals are indexed. 2503 articles were indexed from these journals during the year.

Newspaper Clippings

Apart from books and journals, the Library/Documentation Centre also maintains a special collection of newspaper clippings relating to educational planning and administration. The Library/Documentation Centre presently has 150 subject files.

Non-print Material

The Library is a multi-media resource centre. It has, video cassettes, audio cassettes, films, microfilms and microfiches. The present stock consists of 6 films; 35 video cassettes; 80 audio cassettes; 54 micro films; and 58 microfiches.

Current Awareness Service

To provide the readers with a current awareness service about the contents of the journals on education received

during the fortnight, the Library continued its fortnightly mimeographed publication "Periodicals on Education: Titles Received and their Contents".

Other Sources

A computerized monthly list of additions to the Library/Documentation Centre was also prepared about documents and articles of interest and new arrivals. Library prepared 103 bibliographies for the various programmes organised by the Institute during the period.

Documentation Centre

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

During the year 695 documents were added to the Centre. Presently, the Centre has 13,649 documents consisting of state gazetteers, state census handbooks, educational surveys, state educational plans, five years plans, budgets, state university handbooks, basic source books and bibliographies, press clippings, state educational codes, acts, rules and regulations techno-economic and sample surveys, district gazetteers, district census handbooks, annual plans, educational plans, district credit plans, lead Bank reports, district sample surveys, district educational surveys, district statistical handbooks, village and block level plans and studies, research and project reports, resource inventory studies, techno-economic surveys. NIEPA Training Programmes Reports, NIEPA Research Studies, Dissertations submitted by the participants of National and International training programmes organized by NIEPA.

The Documentation Centre disseminates information relating to innovative experiences and new advances in the areas of educational planning and administration through:

- (1) Selected Dissemination of Information (SDI) service for research workers and faculty members;
- (2) Brings out monthly list "Education in India" - Current Press Clipping Services.
- (3) Documentation Lists; and
- (4) Compilation of bibliographies for training programmes.

Documentation Services

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

Computer Centre

The Institute has a well-equipped Computer Centre which provides support to the various training, research and other activities. The following systems are available:

PC/ATs-80286	05
PC/ATs-80386	04
PC/XTs	12

The Desk Top Publishing System with Ventura publishing software caters to the in-house publishing work. In addition of the above mentioned hardware, the Computer Centre is also equipped with the latest PC based software packages and manuals like Lotus 1-2-3 (Rel.3), dBase IV, SPSS PC+ (Ver.4), Softcalc, Softword, Softbase and

Wordstar (Rel.6). For programming purposes COBOL, FORTRAN, PASCAL and 'C' Compilers are used. A number of user-friendly softwares have also been acquired from UNESCO, ILO, ESCAP, UNFPA etc. which are being used for quantitative analysis of education and allied data.

Cartography Cell

The Cartography Cell provides cartographic presentation in training and research. The Cell has developed new methods of presentation of data and information by means of diagrammes, graphs, charts, tables and transparencies for illustration in various training programmes and research projects. This Cell brought out a Hindi Version of 'Education for All - A Graphic Presentation'. This Volume presents educational data for the last 40 years.

Hindi Cell

The Hindi Cell of the Institute not only helps in bringing out the various publications in Hindi but also acts as an agency to implement the Official Language Policy of the Government. During the year, four meetings of the Official Language Implementation Committee were held with a view to ensure the implementation of various provisions of the Official Language Act. On the recommendation of the Committee, training programme in Hindi stenography and typing was conducted. The Hindi Day was also observed.

During the year 4 issues of the Journal in Hindi were brought out. A book entitled 'Sabke Liye Shiksha: Sachitra Prastutikaran' by Shri P.N. Tyagi was brought out by the Cell. A monograph on 'Education in 2000 A.D.' was translated in Hindi during the year.

Organizational Setup

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

The Council

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

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

A list of the members of the Council as on 31st March, 1993 is given at Appendix I.

The Executive Committee

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

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

The Executive Committee is responsible for management of affairs and funds of the Council and has the authority to exercise all powers of the Council. A list of the members of the Executive Committee as on 31st March, 1993 is given at Appendix II.

The Finance Committee

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

The Finance Committee scrutinises the accounts and budget estimates and makes recommendations on proposals for new expenditure and other financial matters. A list of the members of the Finance Committee as on 31st March, 1993 is given at Appendix III.

The Planning and Programme Committee

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

(Department of Education). A list of the Members of the PPC is given in Appendix IV.

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

Academic Units

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

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

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

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

Task Forces and Committees

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

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

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

Administrative Set up

The Administration and Finance set up comprises four Sections and two Cells, namely, Academic Administration, Accounts, Personnel Administration, General Administration, Training Cell and Coordination Cell. The Academic Administration and Coordination Cell report directly to the Registrar. Personnel and General Administration Sections and Training Cell are supervised by

Administrative Officer under the overall charge of the Registrar. The Finance Officer is in-charge of the Finance and Accounts Section. Consequent upon the superannuation of the Acting Registrar on 31.01.1993, the Finance Officer officiated as Acting Registrar.

The total staff strength of the Institute as on 31.3.1993, was 180. The category-wise cadre strength of the Institute is given below:

<i>Cadre Posts</i>	<i>Number</i>
Faculty	34
Academic Support	27
Administration and Finance	36
Secretarial and Technical Staff	38
Group D	45
<i>Total</i>	<i>180</i>

Staff Changes

Prof. Satya Bhushan

Director, NIEPA retired on 31.05.1992.

Dr. Brahm Prakash

Resigned to join "Education Division of the Asian Development Bank", Manila w.e.f. 18.01.1993.

Dr. G.D. Sharma

Proceeded on deputation with IIE, Pune as Director w.e.f. 01.02.1993.

Dr. M. Mukhopadhyay

Proceeded on deputation with National Open School as Chairman w.e.f. 29.01.1993.

K.L. Dua

Administrative Officer and Acting Registrar retired on 31.01.1993.

B.H. Sridhara

Systems Analyst resigned w.e.f. 18.01.1993

Visits Abroad

Dr. R. Govinda

On extra-ordinary leave w.e.f. 14.01.93 to take-up Resident Fellowship at the IIEP, Paris. Invited by Unesco for preparation of training material for Regional Workshop

for Planning and Management Personnel of Literacy and continuing Education at Bangkok, 27-29 August, 1992.

Prof. Shri Prakash

Visited Seville, Spain to Chair the session on Economic Development at the Tenth International Conference on Input Output Techniques and to present one paper to Plenary and Another to Workshop session of the same Conference, from 28th March to 1st April, 1993.'

Dr. Jaya Indiresan

Visited Shastri Indo-Canadian Institute from 16.09.1992 to 21.10.1992. Visited various Universities of U.S.A. and Germany while on EOL from 22.10.92 to 24.11.92. Participated in the workshop on Academic Exchange and Institution Building at the National University of Singapore, 7-10 April 1992 and presented the paper "Student Mobility in Institutions of Technology in India".

Dr. Y.P. Aggarwal

Visited World Bank, Washington to prepare a "Human Resource Strategy paper covering Population, Education, Nutrition and Health" from 07.12.1992 to 28.12.1992.

Study Leave

Dr. Kusum K. Premi

Granted Study leave w.e.f. 01.05.1992 to 31.08.1992 for writing a book on "Problem and Strategies of Educational Development of Children in Remote Areas and Difficult Areas of the Country".

Dr. Sushma Bhagia

Extended Study Leave upto 07.05.1992 for writing a book on "Innovation and Year 2000 Curriculum" in collaboration with Prof. Jamia Wallim of University of British Columbia, Canada.

Campus Facilities

The Institute has a four-storeyed office building, seven-storeyed hostel having 48 rooms fully furnished with at-

tached baths and a residential complex having 16 type I quarters, 8 quarters each of Type-II, III, IV & V and the Director's residence.

The work pertaining to extension and upgradation of hostel building which includes the Warden's residence, guest faculty accommodation, additional blocks, enlargement of dining hall, etc., is in full swing and likely to be completed shortly.

Finance

During the year the Institute received a grant of Rs.166.00 lakhs (Rs.93.00 lakhs under Non-plan and Rs.73.00 lakhs under Plan) against Rs.185.25 lakhs (Rs.95.28 lakhs under Non-plan and Rs.89.97 lakhs under Plan) during 1991-92. The Institute had a balance of Rs.25.00 lakhs (Rs.8.50 lakhs under Non-plan and Rs.16.50 lakhs under Plan) at the beginning of the year. Office and hostel receipts amounted to Rs.22.70 lakhs during the year. Thus, against the total receipts of Rs.213.70 lakhs, total expenditure out of Government grants during the year amounted to Rs.178.69 lakhs against Rs.193.02 lakhs during 1991-92.

The Institute had a balance of Rs.54.59 lakhs and received additional funds amounting to Rs.23.59 lakhs during the year for sponsored programmes/studies from other agencies. The expenditure on sponsored programmes and studies during the year amounted to Rs.36.41 lakhs.

The total expenditure during the year against government grants amounted to Rs.178.69 (both Plan and Non-plan) as against Rs.193.02 lakhs during 1991-92. In addition, an expenditure of Rs.36.41 lakhs was incurred on programmes and studies funded by other organisations. The total expenditure during the year both under government grants and funded programmes/studies was Rs.215.10 lakhs.

The audited statement of annual accounts and audit certificate in respect of the Institute is given at Appendix VI.

*Annexure I***List of Training Programmes/
Workshops/Seminars/Conferences
Organised during the Year**

<i>Sl.No.</i>	<i>Name of the Programme</i>	<i>Date & Duration</i>	<i>No. of Participants</i>
I. DIPLOMA PROGRAMMES			
National Diploma			
1.	Twelfth Diploma Course in Educational Planning and Administration for District Education Officers Phase-II (School & Non Formal Education Unit)	February 8-May 10, 1992 (40 days)	14
	Phase-III	July, 28-31, 1992 (4 days)	14*
2.	Thirteenth Diploma in Educational Planning & Administration for DEOs and other personnel (Phase-I)(School and Non-Formal Education Unit)	Nov.2, 1992-Jan. 29, 1993 (89 days)	25
	Phase - II	Jan. 30 - April 29, 1993 (61 days)	25*
Total	2	194	39
International Diploma			
3.	Eighth International Diploma Course in Educational Planning and Administration (Phase - I & Phase - II) (International Unit)	February 3 - August 2, 1992 (124 days)	13
4.	Ninth International Diploma Course in Educational Planning & Administration (Phase I)	February 1 - April 30, 1993 (59 days)	6
Total	2	183	19
II. THEMATIC PROGRAMMES			
Institutional Planning for Heads of Schools			
5.	Meet-cum-Training Programme in Educational Planning and Management for Principals, Head Masters and Rectors of Central Schools for Tibetians, Jointly organised with Central Tibetan Schools Administration (International Unit)	April 13-16, 1992 (4 days)	24
6.	Second Orientation Programme in Institutional Planning and Management for Heads of Secondary and Senior Secondary Schools (Educational Admin. Unit)	June 8-26, 1992, (19 days)	22
7.	Emerging Role of School Principals-Orientation Course for Education officers of KVS and Senior Principals of Kendreya Vidyalayas (Int.Unit)	November 2-6, 1992 (5 days)	20

<i>Sl.No.</i>	<i>Name of the Programme</i>	<i>Date and Duration</i>	<i>No. of Participants</i>
8.	Workshop on Management of Excellence in Education for Principals of Atomic Energy Central Schools and Junior Colleges at AEJC, Anushakti Nagar, Bombay (Organised in Collaboration with Atomic Energy Education Society, Bombay) (Field based-Bombay) (Int. Unit)	May 18-29, 1992 (12 days)	37
Total	4	40	103
UEE and Micro-Level Planning			
9.	Orientation Programme for Resource Persons of Andaman & Nicobar Islands on Micro-Level Planning for Education for All in Collaboration with Education Department of Andaman & Nicobar Islands) (Field based-Port Blair) (SNS/Edl. Policy Units)	Sept 14-25, 1992 (12 days)	26
10.	Training Programme in Planning for UEE at State Level (Edl. Plg. Unit)	Sept 7-12, 1992 (6 days)	11
11.	National Workshop on use of Sample Survey Techniques in Educational Statistics (Edl. Plg. Unit)	March 1-3, 1993, (3 days)	24
Total	3	21	61
Planning and Management of District Institute of Education and Training (DIETs)			
12.	Fifth Training Programme for the Faculty of Planning and Management Personnel of DIETs (SNS Unit)	October 7-23, 1992 (17 days)	28
13.	Sixth Training Programme for the Faculty of Planning and Management Branch of DIETs Rajasthan, Kerala and Tamil Nadu (SNS Unit)	Feb. 15 - March 5, 1993 (19 days)	30
Total	2	36	58
Management of DIETs Library			
14.	Planning and Management of DIETs Library (Library & Documentation)	Sept 14-25, 1992 (12 days)	15
Total	1	12	15
Non-formal, Adult Education and Literacy			
15.	Orientation of Assistant Director of NFE in the State of Rajasthan (Field Based - Udaipur) (SNF Unit)	August 17-20, 1992 (4 days)	31
16.	Regional Workshop for Training in Planning and Management Personnel of Literacy and Continuing Education (Sponsored by UNESCO) (SNF Unit)	August 3-14, 1992 (12 days)	17
Total	2	16	48

<i>Sl.No.</i>	<i>Name of the Programme</i>	<i>Date & Duration</i>	<i>No. of Participants</i>
Planning and Management of Education for Minority and Women			
17.	Orientation Programme in Planning and Management for Heads of Minority Managed Institutions (Edl. Policy Unit)	May 18-29, 1992 (12 days)	18
18.	Orientation Programme an Gender Sensitization in Educational Planning and Management (Int.Unit)	February 22-26, 1993 (5 days)	15
19.	National Workshop on Area Planning for Education and Women's Development (SNS Unit)	December 7-10, 1992 (4 days)	34
Total	3	21	67
Education for the Tribals & Disadvantaged			
20.	Workshop on Planning and Management of Education in Remote Areas (Edl. Policy Unit)	November 17-20, 1992 (4 days)	33
21.	Orientation Programme for State Level Officers on Composite Area Approach to Planning Facilities for Education of the Disabled Children (Field based - Mysore) (SNF Unit)	Sept 21-23, 1992 (3 days)	21
22.	Orientation Programme in Institutional Planning and Management for Heads of Ashram School and District/State-Tribal Welfare Officers (Edl. Admn. Unit)	January 11-22, 1993 (12days)	31.
23.	Orientation Programmes for Field Investigators on Research Methodology on Project "Single Teacher in Tribal Areas of Khamunam and Guntur District of A.P. (Edl. Admn. Unit)	August 17-21, 1992 (5 days)	3
Total	4	24	88
District Level Planning of Education			
24.	Training Programme on District Level Educational Planning (Jointly Organised by Educational Planning and S.N.S Unit)	July 6-11, 1992 (6 days)	8
Total	1	6	8
Economic Policies & Resource Utilisation in Education			
25.	Meeting of New Economic Policies and Financing Education in the Eight Five Year Plan (Edl. Finance Unit)	Sept 28-30, 1992 (3 days)	43
26.	Second Orientation Programme on Resource Utilisation in School (Edl. Admn. Unit)	Feb. 1-5, (5 days)	25
27.	Training Programme on Demographic Pressures on Education (Edl. Plg Unit)	March 15-19, 1993 (5 days)	3
28.	National Seminar on Liberalisation of Indian Economy and its Implication for Education (Edl. Plg.Unit)	January 4-6, 1993 (3 days)	54
29.	Seminar on Educational Statistics with Emphasis on Financial Statistics in India (Edl. Finance Unit)	February 1-2, 1993 (2 days)	50
Total	5	18	175

<i>Sl.No.</i>	<i>Name of the Programme</i>	<i>Date & Duration</i>	<i>No. of Participants</i>
Review of Policy and Programmes in Education			
30.	National Workshop on Implementation of Revised Policies and Programme of ation - 1992 (Edl. Policy Unit)	March 16-19, 1993 (4 days)	7
Total	1	4	7
Computer Applications for Educational Planning and Management			
31.	Orientation Programme on Implementation of COPE (COPE Project)	June 4-5, 1992 (2 days)	4
32.	Training Programme on Computer Application for Management Information system (Edl. Plg.Unit)	November 16-27, 1993 (12 days)	10
33.	Three Training Programme for COPE Cell of Delhi (COPE to Project — Three Programmes)	December 3, 1992 (1 days)	14
35.		December 4, 1992 (1 days)	28
		December 21-31, 1992 (11 days)	7
Total	5	27	63
Planning & Management of Higher Education			
36.	Orientation Programme on Implementation of Autonomous Scheme in Colleges of Orissa at Utkal University Bhubneshwar in Collaboration with Utkal University, (Field Based - Bhubaneswar) (Higher Edn. Unit)	June 3-6, 1992 (4 days)	36
37.	Orientation Programme for Principal and Vice-Principal of Colleges of Rajasthan (Field based - Ajmer) (Hr.Edn. Unit)	July 13-18, 1992 (6 days)	31
38.	Orientation Programme in Planning and Management of Principals of Women Colleges (in collaboration with SNDT Women University (Field based - Bombay) (Hr. Edn.Unit)	August 17-29, 1992 (13 days)	24
39.	Orientation Programme for Educational Administration organised in Collaboration with Directorate of College Education, and Mohan Lal Sukhadia University Rajasthan (Field based - Uadipur) (Hr.Edn. Unit)	Sept 1-7, 1992 (7 days)	36
40.	Orientation Programme for Educational Administration in Collaboration with Directorate of College Education and Academic Staff College University of Rajasthan (Field based - Jaipur) (Hr.Edn.Unit)	November 2-8, 1992 (7 days)	30
41.	Orientation Programme in Planning and Management of Autonomous Colleges (Hr. Education Unit)	November 23 - December 4, 1993 (13 days)	50
42.	Orientation Programme in Planning for Autonomy (Field based - Jaipur) (Hr.Edn.Unit)	January 15-16, 1993 (2 days)	50
43.	National Level Programme in Educational Planning and Administration for College Principals (Hr. Edn. Unit)	January 25 - Feb.12, 1993 (19 days)	49
44.	Orientation Programme on Planning for Development of Colleges in 100 Educationally, Economically and backward Districts (Hr. Edn. Unit)	March 22-28, 1993 (7 days)	12

<i>Sl.No.</i>	<i>Name of the Programme</i>	<i>Date & Duration</i>	<i>No. of Participants</i>
45.	Meeting of Directors of Academic Staff Colleges in Planning and Administration (Hr.Edn. Unit)	July 23-24, 1992 (2 days)	38
Total	10	80	356
Planning and Management of Distance Education			
46.	National Workshop on Planning and Management of Distance Education (Educational Administration Unit)	Sept 9-11, 1992 (3 days)	19
Total	1	3	19
Other Programmes			
47.	Orientation Programme in Training Methodology for Resource Persons (Edl. Admn. Unit)	Feb.15-19, 1993 (5 days)	22
48.	UNESCO Sponsored Training Course on Educational Planning and Management for Sr. Education Officers of People's Republic of China (Jointly organised by Edl. Plg. and Int.Units)	December 8, 1992 January 7, 1993 (31 days)	7
Total	2	36	29
Grand Total	48	721	1155

* This list also includes two on-going Diploma Courses (one National and one International each)

List of Training Programmes Conducted by Various States/UTs to which resource support was provided by NIEPA.

1. Orientation Programmes for Education Officer of Tribal Welfare Department of Madhya Pradesh on Decentralisation and Micro-level Planning organised by Academy of Administration, Government of Madhya Pradesh (May 25-29, 1993).
2. Orientation Programme for Principals of Higher Secondary Schools of Arunachal Pradesh (two programmes organised by Department of Education of Arunachal Pradesh at Itanagar (May 26 to June 6, 1992).
3. Orientation Programme for Field Education Officers and Heads of Schools of Tribal Welfare Department of M.P. organised by Academy of Administration, Government of Madhya Pradesh, Bhopal (June 22- 26, 1992).
4. Workshop of Institutional Planning and Evaluation for Principals of Higher Secondary Schools of Chandigarh organised by State Institute of Education of U.T. at Chandigarh (December 21-24, 1992).
5. Two training Programmes on School Mapping and Micro Planning for Field Functionaries organised by Lok Jumbish Project of Rajasthan at Jaipur (October 8-10, 1992) at Tilonia (January 22- 23, 1993).

- * An Overview of Research Methods in Education
- * Development of Questionnaire/Instruments of Research
- * The Nature of Statistical Data and Probability Distribution
- * Presentation and Analysis of Educational Data
- * Descriptive Statistics Relating to School Education
- * Trend Analysis and Extra-polation
- * Education under Five Year Plans
- * Perspective on Education for All
- * Sample Survey Techniques in Educational Statistics: Methods and Practices
- * Development: Concepts, Philosophy
- * Types of Educational Planning
- * Demand for Education: Concept, Approach and Measures
- * Demographic Analysis for Educational Planning
- * Planning: Economic, Educational and Manpower - Concepts, Approach and Philosophy
- * Perspectives on Development: Concepts, Philosophy and Experience
- * Types of Educational Planning
- * New Economic Policies and Financing Education
- * A Manual for Planning Education at the District level
- * Student Flow as a Base of Enrolment Projections
- * Internal Efficiency on Education
- * Decentralisation and Micro Level Planning in Education: Conceptual and Contextual Considerations
- * Monitoring and Evaluation of Educational Programmes: Concepts and Methods.
- * Education for All: Role of Adult and Non-Formal Education in Developing Countries
- * Indicators of Educational Quality
- * Methods of Measurement of Educational Quality
- * Monitoring and Evaluation: Concepts, Approaches, Principles and Practices Relevant for Basic Education
- * School Mapping: Lessons for Developing Countries
- * Educational Planning: Concepts, Approaches, Process, Products and Actors
- * Disparities in Educational Development: Policy Perspectives and Experiences of Developing Countries
- * Resource Use and Resource Requirements for Educational Development: A Global Perspective
- * Resource Utilisation Patterns and Cost Effectiveness in Educational Development: Global Perspectives
- * Structure and Linkages in Management of an Education System
- * Financing Basic Education

- * **Managing Development: International Experiences**
- * **Educational Management: Concepts, Principles and Approaches**
- * **Educational Leadership Issues: Inter-personal Relations in Education**
- * **The Concept of Work Culture in Developing Countries**
- * **Motivating for Performance: International Experience**
- * **Educational Management Information System**
- * **Conflict Management Skills Relevant for Educational Organisations**
- * **Diffusion of Development: Managerial Approach**
- * **Principles and Practices of Decentralised Planning of Education in India: Current Status**
- * **Human Development Index**

G.D. Sharma

Books, Publication, Research Papers and Reports

"Higher Education: Resource or Policy Crunch", *University News*, 1992.

"Right to Education: Court Succeeded, Where Academia Failed", *University News*, 1992.

"Quality Assurance in a Changing World, Higher Education at Crossroads", jointly with Prof. S.K. Khanna, Global Conference, Canada, May 26-28, 1993.

"Staff Development Programme in Higher Education: An Indian Experience", CDPHE New Delhi, Sponsored by Commonwealth of Learning & UGC, New Delhi.

"Staff Development Programme in Higher Education: An Indian Experience" presented in the Conference of Commonwealth of Learning & UGC, CPDHE, Delhi University.

"Changing Scenerio of Higher Education in 90's: India", Jointly with Prof. S.K. Khanna, 1992 (Mimeo).

Training Material

Module on Institutional Planning.

More Efficient Utilisation of Existing Resources.

Indicators of Internal Efficiency.

Consultancy and Academic Support

Educational Consultants of India Limited - Preparation of Report on Committee on Setting up of Mizoram University.

Ministry of Human Resource Development - for Selection of Chinese Government Scholars.

University Grants Commission - Committee on Autonomous Colleges, Committee on Review of Academic Staff Colleges.

Andhra Pradesh State Council of Higher Education, Andhra Pradesh - on Planning of Higher Education for Andhra Pradesh State.

National Institute of Applied Manpower Research, Delhi University - Centre for Professional Development in Higher Education (CPDHE), Madras University - Autonomous Colleges Commission, Jawaharlal Nehru University - as an expert of Advisory Body of Academic Staff College, Rajasthan Public Service Commission, Daulat Ram College - As member of the Governing Body.

Other Academic Activities

Delivered Inaugural/valedictory address and lectures to 15 different institutions, namely Academic Staff Colleges, university and colleges, and Programme organised by Directorate of Higher Education, Rajasthan.

K.G. Virmani

Training Material

Perspectives on Development: Concepts, Philosophy and Experience (Co-author).

Diffusion of Development: Concepts, Current Status and Approaches in Global Perspective (Co-author).

Educational Management: Concepts, Principles and Approaches.

Educational Management Information System.

Management of Basic Education: Structures, Agencies and Actors.

Managing Decentralized System of Education: Workability of the Concept with Reference to Socialist and other Similar Countries.

Lecture Notes

Managing Development: International Experiences.
 Educational Management: Concepts, Principles and Approaches.
 Educational Leadership Issues: Inter-personal Relations in Education.
 The Concept of Work Culture in Developing Countries.
 Motivating for Performance: International Experience.
 Educational Management Information System.
 Conflict Management Skills Relevant for Educational Organizations.
 Diffusion of Development: Managerial Approach.

Consultancy & Academic Support

Member, Governing Council, Delhi, SCERT.
 Member, Executive Committee, Delhi, SCERT.
 Member, Standing Committee on Financial & Establishment Matters of SCERT, Delhi.
 Member, Programme Advisory Committee, DIET, Moti Bagh (SCERT, Delhi).
 Member of several Selection Committees.
 Chairman, Vidyalaya Management Committee, K.V. Pushpa Vihar, New Delhi.
 Member, Vidyalaya Management Committee, K.V. Masjid Moth, New Delhi.

Other Academic Activities

Visiting Faculty to a number of educational and general management institutions.

Shri Prakash

Books, Publication, Research Papers and Reports

"Spatial Locational Pattern of Educational Institutions in India - A Study of Divergence Between Optimal and Actual Patterns", *Regional Disparities in Educational Development*, edited by S.C. Nuna, NIEPA, 1993.
 "Generalised Dynamic Linkage Pattern As a Base of Convergence of Unbalanced to Balanced Growth Theory : Some Methodological and Theoretical Issues with Application to Indian Economy", *International Journal of Development Planning Literature* Volume No.6, Nos. 3-4.
 "Universalisation of Elementary Education : A Simple General Equilibrium Type Policy Model", *Manpower Journal*, Volume XXVIII, No. 2.
 "Demographic Transition in India and Its Implications for Education", *Perspective in Education*, Volume 8 No.3-4, July-October 1992.
 "A Decomposition Model of Growth of Literacy in India", *Journal of Educational Planning and Administration*, Vol. 5, No. 2.
 "Indicators of Educational Development : Analysis of Average Completed School Years in India, *Journal of Educational Planning and Administration*, Vol.VII No.1, January 1993.
 "No Development Strategy is Relevant for All Times", Interview, *Amrit Sandesh*, Raipur, Andhra Pradesh, December 16, 1992.

Training Material

Sample Survey Techniques in Educational Statistics: Methods and Practices.
 Development: Concept, Philosophy.

Educational Planning: Concepts Approaches, Process, Products and Actors.

Types of Educational Planning.

Demand for Education: Concept, Approach and Measures.

Demographic Analysis for Educational Planning.

Consultancy & Academic Support

University Grants Commission - Improvement of standards of research and teaching of economics at university level; Committee on Vocationalization of Undergraduate Courses in Commerce, Economics and Management.

National Council of Applied Economic Research - Project Advisory Committee of the project on 'Characteristics of R&D Manpower in Central Government Institutions/Laboratories; National Project Advisory Committee for UNDP Study on 'Human Development Indicators'.

MHRD - 10th Finance Commission for preparation of Memorandum for the Commission.

Planning Commission - 'Resources for Literacy'.

M.S.C.E.R.T. - Training of the District Education Officers (Primary Education).

World Bank - Project on Elementary Education in UP to assess Institutional Capabilities for Monitoring and Evaluating the Implementation.

Other Academic Activities

"Theoretical Base of Education-Economy Nexus and Methodology for Accounting of Linkage-Effect in an Input-Output Framework" presented at the plenary session on "Transformation, Integration and Structural Adjustment", Xth International Conference on Input Output Techniques, Spain, March 1993; Chaired the session on Economic Development; delivered a specially invited lecture on 'Compilation of Input Output Tables in India' in a special session on Compilation of Input Output Matrices - International Perspectives at Xth International Conference on Input Output Techniques, Spain, March 1993.

"Liberalisation of Indian Economy and Relevance of Nehru- Mahalnobis Strategy of Development", Background Paper for National Seminar on Liberalisation of Indian Economy and Its Implications for Education held during January 4-6, 1993.

Participated in Seminar and contributed paper on Educational Subsidy in India - Issues of Subsidy in Transport Sector at IIT, New Delhi (May 15, 1992).

Participated in Workshop of Education Secretaries of Northern States to discuss Programme of Action on Management of Education, New Delhi (October 29, 1992).

Participated in Pre-Seminar Workshop on Rail Transport and Economic Development, Jawaharlal Nehru University, New Delhi (November 2, 1992).

M. M. Kapoor

Books, Publication, Research Papers and Reports

Non-Formal Education in India : An Evaluation; A Comprehensive National Level Report; NIEPA (1992) (Mimeo).

Decentralisation and Locational Planning in Education. An Annotated Bibliography; NIEPA (1992) (Mimeo).

Training Material

Monitoring and Evaluation of Educational Programmes: Concepts and Methods.

Decentralisation and Micro Level Planning in Education: Conceptual and Contextual Considerations.

Consultancy & Academic Support

Sweden International Development Agency (SIDA) Lok Jumbish Project for Education for All in Rajasthan on School Mapping and Micro Planning.

World Bank - Study on Institutional Capacity for Project on Education for All in U.P.

Member, Task Force on Educational Administration of Arunachal Pradesh, Government of Arunachal Pradesh.

Member, Empowered Committees on Teacher Education of Ministry of HRD for the States of Bihar, J&K and Arunachal Pradesh.

Member, Steering Committee of the Ministry of HRD, Department of Education on Revision of Scheme of Establishment of DIETs.

Member, Committee on Convergence of COPE and Educational Statistics, Ministry of HRD, Deptt. of Education.

Member, Programme Advisory Committees of the District Institutes of Education and Training, Delhi (Rajinder Nagar, Keshav Puram and Moti Bagh).

Member, Committee on Paper Moderation, State Council of Educational Research and Training, New Delhi.

Member, Task Force on Course Design for Training of Principals and Vice-Principals of Higher Secondary Schools, SCERT, New Delhi.

Associated with Committee on Preparation of Programme of Action (POA), for revised National Policy on Education (1992) of the Ministry of HRD.

Other Academic Activities

'Educational Administration in India: Problems and Prospects' in National Seminar on Education, Bhartiya Shiksha Mandal, New Delhi. (Sept. 13, 1992).

'Micro Planning for UEE : Concept & Methodology' in Meeting of Experts on Modalities for Preparation and Operationalisation of Micro Planning Projects organised by the Ministry of HRD (Feb. 2- 3, 1993).

'Status of Research in Management of Non-formal Education in India: Current Status and Future Framework' in the National Symposium on Status of Research in NFE organised by NCERT (Feb.10-11, 1993).

'Institutional Planning' in Workshop of Principals of Colleges of Teacher Education and Institutes of Advance Studies in Education organised by NCERT (Feb. 22, 1993).

Participated in meetings on 'Project Preparation' and 'Project Appraisal Mission' of World Bank on Project on Education for All in U.P.

Participated in the meetings organised by the Ministry of HRD in connection with formulation of District Primary Education Project with foreign aid.

Resource person in two orientation Programmes organised by Education Department of Arunachal Pradesh at Itanagar for Principals of Higher Secondary Schools (May 26-June 6, 1992).

Resource person in two training programmes organised by Academy of Administration at Bhopal for Education Officers of Tribal Welfare Department of M.P. (May 25-29, 1992 and June 22-26, 1992).

Resource person on 'Project Planning and Management for Literacy Programmes' in Regional Workshop on Literacy and Continuing Education organised by UNESCO (Aug. 3-14, 1992).

Resource person on Evaluation of NFE in Rajasthan organised by NCERT (Sept. 14-15, 1992).

Talk on 'Radio Portblair' on 'Education for All in Andaman and Nicobar' (Sept. 23, 1992).

Participated in Education Secretaries Conference organised by the Ministry of HRD (Oct. 29-30, 1992).

Resource person in All India Meeting of Principals of DIETs at Regional College of Education organised by NCERT at Bhopal (Nov. 3-4, 1992).

Resource person in Training Programme on Institutional Planning and Evaluation organised by State Institute of Education of Chandigarh (Dec. 21-24, 1992).

Resource person in meeting on Modalities for preparation and operationalisation of Micro Planning Projects organised by Ministry of HRD (Feb. 2-3, 1993.).

Resource person in meeting on Designing Training Programmes in World Bank Project on Education for All in U.P. at Lucknow (Jan. 7-9, 1993).

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

"Quest for Quality : Interventions Vs. Impact". Chapter in the book *Reforms and Innovations in Higher Education*, Editors Philip G Altbach and Suma Chitnis, Sage Publications, 1993, New Delhi.

"Role of Principals for faculty Development". Chapter in *Landmarks in Management* Volume X, Management of Education - (ed) by B.L. Mathur, Arihant Publishing House, Jaipur, 1993.

"What are College Principals doing for Faculty Development?" *New Frontiers in Education*, Vol.22, 1992.

"What ails reforms and innovations in Higher Education", *Industrial Economist*, Vol. 25, 1992.

"Perceived work Environment of Women Principals", *University News*, Vol. 30, 1992.

"Significant Advances in Higher Education", *Industrial Economist*, Silver Jubilee Issue, 1993.

Book Review

Planning Imperatives for the 1990, by Fincher, Comeron in *Journal of Educational Planning and Administration*, July 1992.

Consultancy & Academic Support

Commonwealth Secretariate London - Study on Student Mobility.

UGC - Review Committee for Women's Study Centres.

Other Academic Activities

Participated in the Workshop on Academic Exchange and Institution Building at the National University of Singapore, 7-10th April, 1992 and presented the paper "Student Mobility in Institutions of Technology in India".

Seminar on Student Learning Orientation and Adult Work Values at the University of Manitoba, Winnipeg, October 16, 1992.

Seminar on A Cross Cultural Perspective on Student Learning at the University of Michigan, October 28, 1992.

Seminar on Environmental Protection and Developing Countries, Parliament Annexe, May 12, 1992.

Seminar on Educating International Students in India : Opportunities and Strategies organised by Ed.CIL, March 5, 1993.

Seminar on Social Awareness among people and Professional Response, School of Planning and Architecture, March 23, 1993.

National Seminar on Developing Learning Skills, National Open School, March 26, 1993.

Visiting Professor under the Shastri Indo-Canadian Faculty Research Award at the Centre for Higher Education Research and Development at the University of Manitoba, Canada.

M. Mukhopadhyay*Books, Publication, Research Papers and Reports*

Edited April issue of *Media and Technology* for Human Resource Development.

Edited *Educational Technology* for months of April, May and June.

Other Academic Activities

Directed a one-day Workshop on Pedagogy of computer Education in India International Centre on 30th May, 1992.

Conducted Evaluation of Total Literacy Programme in Bankura.

Participated in the meeting of the external Evaluation Team on Total Literacy Campaign in Cooch Behar District, West Bengal on 11th August, 1992.

Presented a Seminar in NIEPA on Managing Additional Demands for Elementary Education in India.

Completed the Evaluation of Total Literacy Programme in Midnapur.

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

Educational Planning at Grassroots. New Delhi: Ashish Publishing House, 1992.

Rural Urban Inequalities in Education: A Study on Returns to Education, Human Capital Formation and Earnings Differentiation. Monograph Series No.2, Dharwad: Centre for Multi-Disciplinary Research, 1992.

"Budgetary Reforms and Subsidies in Higher Education," *Economic and Political Weekly* 28 (6) (6 February 1993): 245-48.

"Privatization of Higher Education." In *Higher Education in International Perspective: Towards the 21st Century* (eds. Z. Morsy and P.G. Altbach), New York: Advent Books, and Paris: Unesco, 1993, pp.59-71. [Reprinted also in *Journal of Higher Education* 16 (2) (Spring 1993): pp. 239-58].

"Financing Higher Education in India," Chapter 2 In: *Higher Education Reform in India: Experience and Perspectives* (eds. S. Chitnis and P.G. Altbach), New Delhi, Sage, 1993, pp. 41-83.

"East Asia", in E. King and M A Hill, eds. *Women's Education in Developing Countries*, Baltimore: Johns Hopkins University Press. 1993, pp. 247-84.

"Investment in Education in East Asia." *ASEAN Economic Bulletin* (Singapore) 9 (3) March 1993, pp. 301-22.

"Financing Elementary Education in the Eighth Five Year Plan", *Journal of Education and Social Change*, 6(3), October - December, 1992, pp.69-80. (jointly with N.V. Varghese)

"Education and Wage Earnings". In: *The Encyclopedia of Educational Research* (Editor-in-Chief: M.C. Alkin). New York: Macmillan, for the American Educational Research Association, 1992, pp.419-23. [jointly with George Psacharopoulos].

"Investment in Research and Development in India." *Asian Economies* (South Korea) no. 82 (September 1992), pp. 40-65.

"From Economic Growth to Human Development: A Commentary on Recent Indexes of Development," *International Journal of Social Economics* 19 (2), 1992, pp. 31-42.

"Development of Education in Asia," *Asian Economies* (South Korea) no.80 (March 1992), pp. 57-107.

"Education, Health, Nutrition, and Demographic Changes: A Review of Evidence on Asia," *Indian Journal of Labour Economics* 35 (2) April-June 1992, pp. 113-22.

"Student Loans in Financing Higher Education in India," *Higher Education* 23 (4) (June 1992) Special issue on 'Student Loans in Developing Countries' (ed. M Woodhall), pp. 389-404.

"Utilization of Resources in Education," *Progressive Educational Herald* 7 (1) October 1992 (Annual Number), pp. 28-33.

"The Capitation Fee Colleges: Some Issues," *Journal of Higher Education* 16 (1) Autumn 1992, pp.129-36. [Also appeared in *University News* 30 (51) 21 December 1992: 1-6.]

"Discriminatory Pricing in Education". *Journal of Education and Social Change* 6 (1) April-June 1992, pp. 43-67. [jointly with N.V. Varghese].

Effects of Adjustment on Education: A Review of Asian Experience". [Background Paper for the Unesco Policy Discussion Paper on 'The Impact of Austerity, Adjustment, and Restructuring on Education: Options for Policy Makers, Donors and International Cooperation'. Paris: Unesco (January 1993)].

"Economic Reforms and Investment Policies in Education", Special Lecture delivered at the Silver Jubilee Year Conference of the Rajasthan Economic Association. Jaipur: University of Rajasthan (12-14 March 1993) (mimeo).

"Education and Structural Adjustment", *Prospects* (Unesco) 22(4) 1992 (in press).

"Funding Higher Education: Some Issues and Proposals", National Seminar on financial and Academic Administration of Universities, Allahabad: Govind Ballabh Pant Social Science Institute (1993 March) (mimeograph).

"Education and Unemployment in India", *New Education Journal/Education and Society*, 1992 (in press).

"Education and Political Development in Asia", Eighth World Congress of Comparative Education. Prague, Czechoslovakia: Charles University (June 1992) (mimeograph).

Book Reviews

'Bangladesh: Vocational and Technical Education Review' (World Bank) *Economics of Education Review* 11 (3) 1992, pp. 272-73.

'The Child and the State in India' (M Weiner) *Journal of Educational Administration* 30 (2) 1992, pp. 77-78.

'Thinking about Growth' (M. Abramovitz) [and] Restoring Economic Equilibrium (T.W. Schultz) *Journal of Educational Planning and Administration* 7 (1) January 1993, pp. 143-46.

'Economic Challenges in Higher Education' (C.T. Clotfelter et al) [and] Keeping Colleges Affordable (M.S. McPherson and M.O. Schapiro) *Journal of Educational Planning and Administration* 6 (4) October 1992, pp. 431-33.

'Educating Economists' (eds. D Colander and R Brenner) *Journal of Educational Planning and Administration* 6 (3) July 1992, pp. 326- 27.

'Financing of Education' (M. Muzamil) *Administrative Change*, 1992.

'Economic Value of Education' (ed. M Blaug) [and] Economics, Culture and Education: Essays in Honour of Mark Blaug (ed. G. K. Shaw) *Journal of Educational Planning and Administration* 6 (2) April 1992, pp. 213-16.

'Education for Development' (G Psacharopoulos and M Woodhall). *Journal of Social and Economic Studies* (1992-93).

Training Material

New Economic Problems and Financing Education (for a Seminar at NIEPA).

Effective Utilisation of Resources in Education (for a Workshop at NIEPA).

Consultancy & Academic Support

University Grants Commission and IGNOU, on various Committees.

Participated in the Tenth Finance Commission meetings with Economists and Educationists.

Vice-Chairman of the Consultative Meeting of Experts on Education, Adjustment and International Cooperation held at UNESCO, Paris.

Member of the Governing Body of Satyawati College, and Indira Gandhi Institute of Sports and Physical Education (University of Delhi).

Other Academic Activities

Participated in the National Seminar on Financial and Academic Administration of Universities, with Special Reference to Uttar Pradesh. Allahabad: Gobind Ballabh Pant Social Science Institute and the Bharatiya Arthik Shodh Sansthan. (23-24 March 1993).

Participated in the Silver Jubilee Year Conference of the Rajasthan Economic Association. Jaipur: University of Rajasthan (12-14 March 1993). [Delivered a Special Lecture].

Participated in Seminar on Educational Statistics with Emphasis on Financial Statistics. New Delhi: National Institute of Educational Planning and Administration (February 1-2 1993).

Participated in Annual Conference of the Indian Society for Labour Economics. New Delhi: Jawaharlal Nehru University (January 2-4 1993).

Participated in National Seminar on 'Manpower and Employment Implications of Economic Restructuring.' New Delhi: Institute of Applied Manpower Research (3-4 December 1992).

Participated in National Colloquium on 'Right to Education as a Fundamental Right.' New Delhi: University Grants Commission and Association of Indian Universities (5-6 September 1992).

Participated in Implications of New Economic Policies on Methodologies of Forecasting Manpower. New Delhi: India International Centre/Industrial Development Services Ltd. (April 1992).

Participated in The Tenth Finance Commission's Meeting with Economists and Educationists. New Delhi: Vigyan Bhawan (March 5 1993).

Participated in UGC Conference of Vice-Chancellors 1992 on 'Financing of Higher Education'. Pondicherry: University of Pondicherry, (February 23 1993).

Participated in Consultation Meeting of Experts on Education, Adjustment and International Cooperation: Unesco's View. Paris: Unesco, 21-24 September 1992 [Elected: Vice-Chairman of the Meeting].

Participated in Implications of New Economic Policies on Methodologies of Forecasting Manpower. New Delhi: India International Centre/Industrial Development Services Ltd. (April 1992).

Kusum K. Premi

Books, Publication, Research Papers and Reports

"Source Book on Environmental Education for Elementary Teacher Educators", (co-editor), UNESCO. (Mimeo.)

"Protective Discrimination and Regional Disparities in Education", A Case study Tribes in India" in the Book *Regional Disparities in Education* edited by S.C. Nuna, NIEPA 1993.

"Universal Primary Education in Remote Areas: A case study of Ladakh (Leh)" in *New Frontiers in Education*, Vo.XXLI, No.1 January-March 1992, Published in August 1992.

"Education for All: The Concern Areas" in *Demography India*, Volume 20, No.1, 1991, brought in July 1992.

"Equity and Efficiency: Factors Affecting Internal Efficiency of Educational Systems in Remote Areas" in *Perspectives in Education*, Volume 9, No.2, 1993.

"Training of Teacher Educators: Planning and Management Dimensions" in Source Book of Environmental Education for Teacher Educators, UNESCO (mimeo).

"Educational Situation of Child in India: An Over-View" in *Child in India*, NIPPCCD. (in press)

"Education of Scheduled Castes and Scheduled Tribes: Policies and Issues" in *Issues in Education* by Dr. Atma Ram. (in press).

Training Material

Disparities in Education: Policy Perspective and Experiences of Developing Countries, NIEPA (Mimeo).

Consultancy and Academic Support

Department of Women Studies, NCERT in their various Research Studies and Preparation of Training manual; support to ICSSR Panel for reviewing Research studies.

Member Programme Advisory Committee, DIET, Kesavpuram.

Member Education Committee, for DIETs, Delhi.

Other Academic Activities

Participated in Workshop on 'Finalisation of Training Manual on Methodology on Women Education and Development' organised by the NCERT from March 29 to April 3, 1993.

Participated in a one week seminar on "Delivery of Health Services: Socio Culture Aspect" organised by Public Health Department of University of Hawaii from June 22-26, 1992.

Participated in a Workshop on "Development of Training Material for Key-level personnel under innovative pilot project on promotion of primary education for girls and disadvantaged groups in rural and remote areas organised by NCERT from October 4 and 5, 1992.

Participated in "National Workshop on Implementation of Revised NPE & POA: Education for Women's Equality", organised by NCERT, December 2-4, 1992.

Participated in the Regional Workshops for Operationalising POA organised by MHRD at Delhi, Bangalore and Calcutta.

Talk on 'Radio Port Blair' on Educational Development in Remote Areas (Sept. 22, 1992).

Sushma Bhagia*Books, Publication, Research Papers and Reports*

Self-learning module on "Decision Making" Published by M.D. University, Rohtak, Directorate of Distance Education.

Training Material

"Role of Adult and Non-formal Education in Developing Countries" for UNICEF sponsored training course on Educational Planning and Management for Senior Educational Officers of Republic of China.

"Linkages of Adult Education with Development Agencies and Programmes for Promoting Female Literacy" for National Workshop on Education and Women Development (December 7-10, 1992).

Consultancy & Academic Support

Professional support to Delhi Saksharta Samiti to develop research proposals for strengthening literacy activities with regard to evolving an evaluation system for Total Literacy Campaigns at Delhi, (November 11-25, 1992).

Academic resource support to the Directorate of Adult education in organising Programme of Training of Trainers in TLC for the Personnel of State Resource Centres at Bhubaneswar (March 23-27, 1993).

Other Academic Activities

Participated in meetings at Delhi Saksharta Samiti Office to develop research proposals for strengthening literacy activities, with regard to evolving an evaluation system for Total Literacy Campaigns in Delhi, November 11-25, 1992

Participated in the interaction with the Distinguished visitors from fifteen countries for Sub Regional meeting of the National Commission for Cooperation with UNESCO at South and Central Asia, organised by the Indian National Commission, Ministry of Human Resource Development, February 2, 1993

Presented paper on "Role of Adult and Non-formal Education in Developing Countries", and acted as a Resource Person for UNICEF sponsored Training Course on Education Planning and Management for Senior Educational Officers of Peoples Republic of China (December 8, 1992 - January 7, 1993).

Presented Papers on "Simulation and Role Play in Education for All", "Management of Change", and "Time Management" in the Programme on Training of Trainers in TLC, organized by the DAE, MHRD at Bhubaneswar (March 23-27, 1993).

R.S. Sharma*Books, Publication, Research Papers and Reports**Book Review*

"50 years of Indian Journal of Adult Education" by Sachdev J.L. Subhash D. in *Journal of Educational Planning and Administration*, Vol. V, No.3, July 1991.

Training Material

"Structure and Linkages in Management of an Educational system".

"Monitoring and Evaluation of Educational Plan".

Consultancy & Academic Support

Member of Review Committee on "Post Fixation Norms of Teaching and Non-Teaching Staff of Directorate of Education Delhi Administration".

Consultancy to Bihar State Govt. Education Department in connection with the establishment of 16 DIETs in the State.

Consultancy in the preparation of Tools and designing of modalities for execution of the project : UNDP - South Orissa Education Project, to the authorities of Education Department of Orissa State.

Review of Tool : Institutional Evaluation for Delhi Administration Schools; A Project Under-taken by the State Council of Educational Research and Training; Delhi Administration.

NCERT, Department of Teacher Education, New Delhi.

DIET, Old Rajandar Nagar, New Delhi.

D.A.V. Institutions Management Committee, Chitra Gupta Road New Delhi.

Y.P. Aggarwal

Books, Publication, Research Papers and Reports

Report of the Project "Districtwise Analysis of the Disparities in the Literacy Rates of Scheduled and Non-Scheduled Population in India", (mimeo.)

Paper on 'Education and Human Resource Development' as an input for India country paper on Population to be presented at Jakarta, Indonesia, prepared by the Ministry of Health and Family Welfare (May, 1992).

Study entitled, 'Education and training Sector in India: A Review', for the World Bank Mission in India.

Consultancy & Academic Support

Member, National Core Team, Bihar Education Project.

World Bank - Consultancy to an expert group meeting on Human Resource Development organized by the Population and Human Resource Department of the World Bank.

Consultancy to World Bank Project on Basic Education Project, U.P.

Educational Consultants India Ltd. - formulation of a project proposal for the development of an educational complex in Koraput District of Orissa.

Other Academic Activities

Participated in an expert group meeting on Human Resource Development organised by the Population and Human Resource Department of the World Bank, Washington (December 7-28, 1992).

Participated in the Project Preparatory Meetings with the Government of India, World Bank, Government of U.P. and other organisations for the preparation of Basic Education, Project, U.P.

Participated in the meetings held by Department of Education, MHRD in connection with the formulation of DPEP (January to March, 1993).

K. Sudha Rao

Books, Publication, Research Papers and Reports

Autonomous Scheme: Myths and Realities: *University News*, AIU, New Delhi, March 1993.

Training Material

Onus of Affiliating System of Colleges in India.

Restructuring of Courses at Under-graduate level: Why and How?

Girls Education in India: Maps and Gaps.

Autonomous Scheme Implementation: State of Art.

N.V. Varghese

Books, Publication, Research Papers and Reports

"Educational Planning at the District Level", in J.B.G. Tilak, *Educational Planning at Grassroots*, New Delhi, Ashish Publishing, 1992 (Chapter 5, pp.61-80).

"Women and Work : An Examination of Female Marginalisation thesis in the Indian context", in A.N. Sharma and S. Sing Ed. *Women and Work : Changing Scenario in India*, (reprint from Indian Journal of Labour Economics Vol.34) Delhi, B.R. Publishing, pp.58-70.

"Inter disciplinary and Educational Research in India", *Perspectives in Education*, Vol.8, No.2, 1992

"Quality of Primary Education : An Empirical Study", (with R. Govinda) *Journal of Educational Planning and Administration*, Vol.6, No.1, 1992.

"Discriminatory Pricing in Education", (with J.B.G. Tilak) *Journal of Education and Social Change*, Vol.6, No.1, 1992 pp.43-67.

"Inter-School Variations in Student Achievement : An Analysis of Primary Schools in Five Selected Localities", (with R. Govinda), *Perspectives in Education*; Vol.9, No.1, 1993, pp.15-34.

"Lending for Learning : A commentary, (Review Article) *Perspectives in Education*, Vol.8, Nos.3-4, 1992 pp.233-244.

Book Reviews

Economy, Planning and Policies (PRG Nair) *Journal of Educational Planning and Administration*, Vol.6, No.1, 1992, pp.97-98.

Social Dimension of Structural Adjustment in India, (ILO - ARTEP), *Journal of Educational Planning & Administration*, Vol. 6, No.3, pp.322-23.

Quality of Primary Education : A study of Selected Schools in Baigachak, Madhya Pradesh, (with R. Govinda), New Delhi, NIEPA, 1992 (mimeo).

Quality of Primary Education : A Study of Selected Schools in Rewa Block, Madhya Pradesh, (with R. Govinda), New Delhi, NIEPA, 1992 (mimeo).

Quality of Primary Education : A Study of Selected Schools in Dongargaon Block, Madhya Pradesh (with R. Govinda), New Delhi, NIEPA, 1992 (mimeo).

Quality of Primary Education : A Study of Selected Schools in Dabra Town, Madhya Pradesh, (with R. Govinda) New Delhi, NIEPA, 1992 (mimeo).

Quality of Primary Education : A Study of Selected Schools in Indore City, Madhya Pradesh, (with R. Govinda), New Delhi, NIEPA, 1992 (mimeo).

"Financing Elementary Education in the Eight five Year Plan" (with J.B.G. Tilak) paper prepared for the NDC Committee on Literacy, NIEPA, 1992 (mimeo).

Other Academic Activities

National Workshop on EFA (Dhumkuria Project), Bhopal August, 1992.

Workshop on Micro-Level Planning in Education, Udang, West Bengal, 19-22 October, 1992.

National Seminar on Manpower and Employment Implications of New Economic Policy (IAMR, New Delhi, 3-4 December, 1992).

Seminar on Private Initiatives and Public Policy, India International Centre, New Delhi 12-13 December, 1992.

Labour Economic Conference, JNU New Delhi 2-4 Jan, 1993.

Workshop on District Planning in Education (Dhumkuria Project) Bhopal, 29-30 January, 1993.

Workshop on Baseline Survey, Lucknow 2-3 March, 1993.

Participated in the project preparation of U.P. Primary Education Project, April 1992.

S.C. Nuna

Books, Publication, Research Papers and Reports

Source Book on Environmental Education for Elementary Teacher Educators (Co-edited) UNESCO (Mimeo).

Regional Disparities in Educational Development (ed.), South Asian Publisher, New Delhi, 1993, pp. XXVI+500.

Development of Education in India 1990-1992, NIEPA and Ministry of Human Resource Development, New Delhi (Jointly with Tayal & James), pp.54.

"Introductory Overview" in Sheel C. Nuna (ed.), *Regional Disparities in Educational Development*, South Asian Publishers, New Delhi, pp. XVII-XXVI.

"Planning for Minimization of Regional Disparities in Educational Development" in Sheel C. Nuna (ed.), *Regional Disparities in Educational Development*, South Asian Publishers, New Delhi, pp.55-77.

"Tribal Education : Planning Interventions in the context of Regional Disparities" in Sheel C. Nuna (ed.), *Regional Disparities in Educational Development*, South Asian Publishers, New Delhi, pp. 207-227.

Consultancy & Academic Support

President, Centre for Developmental Initiatives, G-14, K. Block, Saket, New Delhi.

Co-Chairperson of the NAGI's Commission on Geography of Education.

Member Advisory Board, U.P. Mahila Samakhya Project.

Other Academic Activities

Resource Person, Workshop on Indicators of Women and Development, NCERT, New Delhi (February 17-18, 1993).

K. Sujatha

Books, Publication, Research Papers and Reports

"Teachers in Tribal Sub-Plan Area" published in *Journal of Educational Planning and Administration*, Volume-VI, No.IV, October, 1992.

Other Academic Activities

Visited Tribal Districts of Madhya Pradesh alongwith UNESCO Team in connection with Dhumkuria Project.

Sudesh Mukhopadhyay

Books, Publication, Research Papers and Reports

"Imbalances in Education and Rehabilitation of Disabled: The National Scenario". In Nuna, S.C. (Ed.) "*Regional Disparities in Educational Development*", South Asian Publishers Pvt. Ltd., New Delhi and NIEPA, 1993, pp.228-242.

"Adapting AIDS Material for Training of Community Health Workers", *Media and Technology*, January 1993.

Other Academic Activities

"Educating the Women with Handicaps", paper presented at the National Workshop on Planning for Education and Women's Development, 1992.

"Composite Area Approach as Facilitator for Community Based Rehabilitation", paper presented at NORAD sponsored workshop at Bangalore, 1992.

"Planning and Management of NFE: Some Networking Strategies." Paper presented at 'A Workshop towards a South and South East Asia Network for Environmental Education', International conference organised at CEE Ahmedabad, February 1993.

"Networking for Environmental Concern and Non-formal Environmental Education", paper presented at SASEANNE, CEE, Ahmedabad, February 1993.

Anjana Manglagiri

Books, Publication, Research Papers and Reports

Book Review

Storming the Tower: Women in the Academic World by S. Lie and V.E. O'Leary. London, Kogan Page, 1990 in *Journal of Educational Planning and Administration*, Vol. VII, No. 1, January, 1993

Consultancy & Academic Support

Consultant UNDP, New Delhi for doing field work and producing a study on basic education for the South Orissa Education Project.

Annexures

Member of the National Core Group of MHRD's District Primary Education Programmes under the Social Safety Net for "Gender Issues in Educational Planning" and Team Leader for Orissa State

Member of National Resource Group of Mahila Samakhya, MHRD

Other Academic Activities

Presented findings of the study entitled: *South Orissa Education Project: A Study* at the Workshop sponsored by Governments of Orissa and India, UNDP and German Agency for Technical Cooperation, Bhubaneswar, November 30 - December 4, 1992.

Resource Person in Training Programme on Micro planning and School Mapping, Lok Jumbish Parishad, Jaipur, October 8-10, 1992.

Resource Person for Conference on Social Development, Indian Society for Applied Behavioural Science, New Delhi, March 4, 1993.

Participated in meeting of Delhi Saksharta Committee to Develop research proposal for strengthening literacy activities.

Nirmal Malhotra

Books, Publication, Research Papers and Reports

"Information Problems of Educationists in India", *University News*, Vol. 30, No.8, February 17, 1992.

"Information Services and User Response", *University News*, Vol. 31, No.2, January 11, 1993.

Consultancy & Academic Support

Provided consultancy and professional support to SIE, Chandigarh; DIET, Moti Bagh; Vidyodaya, Cochin; National Open School; NCERT; and DELNET.

Arun C. Mehta

Books, Publication, Research Papers and Reports

"A Note on Educational Statistics in India", *JEPA*, No. VII, January 1993.

"Districtwise Population Projections for Rajasthan, 1991 Census", *Rajasthan Economic Journal*, No. 1, January 1991 (Published in August, 1992).

Co-author of a Chapter on Rajasthan in UNESCO Sponsored Project on use of Sample Survey Technique in Educational Statistics.

Training Material

Diagnostic and Planning Model for Integrated Planning of Literacy and U.P.E. in Regional Workshop on Planning and Management of Literacy and Continuing Education, NIEPA, New Delhi, August 3-14, 1992.

'Educational Statistics in India' in 'Seminar on Educational Statistics with Emphasis on Financial Statistics in India, NIEPA, New Delhi, February 1-2, 1993.

'Student Flow as a Base to Enrolment Projections', China Programme, NIEPA, New Delhi.

Practical Exercises on Enrolment and Population Projections for DEPA/IDEPA Programmes, NIEPA, New Delhi.

Practical Exercises on Use of Computers in Education (15 Exercises), NIEPA, New Delhi.

Paper on 'Enrolment Projections and Goals of EFA', for Training Programmes on Demographic Pressures in Education, NIEPA, New Delhi.

Other Academic Activities

Participated in the International Seminar on 'Computerisation of Universities: An Indo-Canadian Perspective', India International Centre, New Delhi, organised by Gujarat University, Ahmedabad and University of Regina, Regina, Canada, February 15-17, 1993.

Participated in the Workshop to Finalise the State/District Profile on various Indicators of Women's Education & Development in Haryana, NCERT, New Delhi, February 17-18, 1993.

Ranjana Srivastava

Books, Publication, Research Papers and Reports

"State Problems of Education and Sampling Procedure" in *Sample Survey Technique in Education Strategies*, UNESCO, (mimeo).

"Illustrative Data Analysis: Gujarat" in *Sample Survey Technique in Educational Statistics*, Unesco, (mimeo).

"Policy studies in Education, Representation of Public, Managerial and Technical Interests in Policy Adoption and Policy Adjudication", Course Unit in M.Ed. Correspondence Course of M.D. University, Rohtak.

"Professional Dynamics - Planning, Education and Operational Planning at Class Room and Institutional Level; Use of Technology in Management", Course Unit in M.Ed. Correspondence Course of M.D. University, Rohtak.

Training Material

Educational Planning in India" in Diploma Programme in Educational Planning and Administration NIEPA (mimeo).

Educational Planning Processes, NIEPA, (mimeo).

Eighth Five Year Plan, NIEPA (mimeo).

Efficiency in Education, NIEPA, (mimeo)

Planning for 1990's and beyond, NIEPA (mimeo).

Educational Planning Processes, NIEPA (mimeo)

Diagnostic and Projection Techniques: Demographic Analysis Cohort Analysis, Prioritization and Target Setting, NIEPA (Mimeo).

International Experiences in Educational Planning Processes, NIEPA, (mimeo)

Internal Efficiency of Education, NIEPA (mimeo)

Disparities in Education, NIEPA (mimeo)

Measurement of Internal Efficiency of Education - A Review, NIEPA (mimeo).

Consultancy and Academic Support

Consultancy services to IGNOU in Diploma in Higher Education Programme.

Selection Committee of B.Ed. Teacher-Trainees at Department of Education, Central Institute of Education, University of Delhi.

Other Academic Activities

Participated in Trainers' Workshop on Project Sustainability for Social Sectors organized by World Bank and Rajasthan Institute of Public Administration (RIPA) at Jaipur (April 28 - May 8, 1992).

Participated in National Workshop on Area Planning for Education and Womens' Development at NCERT, New Delhi (December 7-10, 1992).

Resource Faculty for IGNOU's Diploma Course in Higher Education.

Pramila Menon

Training Material

Contributed a chapter "Mobilising Community Support for Conservation : Participation and Education" in a Source Book on Environmental Education for Elementary Teacher Educators.

"Source Book on Environmental Education for Elementary Teacher Educators" (Co-editor), UNESCO, (Mimeo).

Other Academic Activities

Participation in meetings at the National Institute of Adult Education, and Delhi Saksharta Samiti Offices with regard to evolving an Evaluation System for Total Literacy Campaigns in Delhi (October 21, 1992).

Participated in a 'National Seminar on Implementation of N.P.E. and Revised POA' with special focus on Education for Women's Equality (DEC. 2-4, 1992) at NCERT.

Participated in a 'Workshop for Development of Training Material for Key level Personnel under the Innovative Pilot Project on Promotion of Primary Education for girls and Disadvantaged groups in the Rural and Remote Areas' (February 4-5, 1993) at NCERT.

Participated as an Indian Delegate in the Regional Workshop in Planning and Management of Literacy and Continuing Education (Sponsored by UNESCO) NIEPA.

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

'Problems of Wastage in School Education: Dropouts at Elementary Level' in *Journal of Educational Planning and Administration*, Vol.V, No.2, April 1991.

Book Review

'Education, Religion and Modern Age (by M.S. Khan) in *Journal of Educational Planning and Administration*, Vol.VI, No.3, July 1992.

'One School Many Cultures (OECD) in *Journal of Educational Planning and Administration*, Vol, VI, No.4, October 1992.

Training Material

A Self Study paper on 'Principles and Practices of Decentralised Planning of Education in India: Present Status'.

'Need for Sample Survey and Use of Sample Survey Techniques in Various Socio-economic Fields' (co-author).

Other Academic Activities

Participated in the International Seminar on 'Computerisation of Universities. An Indo-Canadian Perspective' organised by Gujarat University Ahmedabad on February 15-17, 1993 at India International Centre, New Delhi.

Developed Question Bank for the Blocks 4&5 of the Course No. ESO- 02 (Society in India) for the under-graduate students of Indira Gandhi National Open University, New Delhi.

Y. Josephine**Books, Publication, Research Papers and Reports**

"Critical Analysis of Financial Policies in Women's Educational Development", *New Frontiers in Education*.

Appendix I

Members of the NIEPA Council (As on 31.3.1993)

President

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

Vice-President

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

Ex-Officio Members

3. Professor G. Ram Reddy
Chairman
University Grants Commission
Bahadurshah Zafar Marg
New Delhi.
4. Shri S.V. Giri
Education Secretary
Ministry of Human Resource Development
Department of Education
Shastri Bhawan
New Delhi.
5. Shri S. K. Banerjee
Financial Adviser
Ministry of Human Resource Development
Department of Education
New Delhi.
6. Shri A.R. Bandyopadhyay
Additional Secretary
Department of Administrative
Reforms and Public Grievances
Room No. 514, Sardar Patel Bhawan
Sansad Marg
New Delhi.

7. Dr. N.K. Sengupta
Secretary
Planning Commission
Yojana Bhawan
New Delhi.

8. Dr. K. Gopalan
Director
National Council of Educational
Research & Training
New Delhi.

Education Secretaries

9. Shri C.K. Sangtam
Education Secretary
Education Department
Govt. of Nagaland
Civil Secretariat
Kohima-797001
10. Shri R.K. Srivastava
Special Commissioner & Secretary
HRD Department
Govt. of Bihar
Patna-800015
11. Shri Dev Swarup
Commissioner-cum-Secretary
Education Department
Govt. of Himachal Pradesh
Shimla-171002
12. Smt. M.V. Garde
Secretary (School & Higher Education)
Govt. of Madhya Pradesh
D-2/13, Char Imali
Bhopal-462004
13. Shri K.S. Sarma
Secretary
Education Department
Govt. of Andhra Pradesh
Hyderabad-500022

14. Smt. N. Sathyavathi, IAS
Education Secretary
Education Department
Chief Secretariat
Pondicherry-605001

Directors of Education/DPIs

15. Shri Haran Thanga
Director of School Education
(Secondary, Primary and Adult)
Mizoram
Aizawal-790001
16. Smt. Gouri Nag
Director of Public Instruction
Govt. of West Bengal and
Ex-Office-Secretary
Education Department
Writers Buildings
Calcutta-700001
17. Shri B.P. Khandelwal
Director of Education
Uttar Pradesh
18-Part Road
Lucknow-226001
(Camp Office, Hq. at Allahabad)
18. Shri P.S. Bhardwaj
Director of College Education
Govt. of Rajasthan
Jaipur
19. Shri K.K. Vijaykumar
Director of Public Instruction
Jagathy
Trivandrum-695014
20. Shri G.D. Sharma
Director of Education
Union Territory of Lakshadweep
Kavaratti-682555

Eminent Educationists

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

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

Faculty Member of NIEPA

27. Dr. G.D. Sharma (upto 31.01.93)
Senior Fellow & Head
Higher Education Unit
- 27a. Dr. K.G. Virmani (w.e.f. 01.02.1993)
Sr. Fellow & Head
International Unit
28. Dr. (Mrs.) Kusum K. Premi
Fellow & Head
Educational Policy Unit
29. Dr. Arun C. Mehta
Associate Fellow
Educational Planning Unit

Members of Executive Committee (Not included above)

30. Dr. R.V. Vaidyanatha Ayyar
Joint Secretary (Planning)
Ministry of Human Resource Development
Department of Education
Shastri Bhawan
New Delhi.

31. Shri M.R. Kolhatkar
Adviser (Education)
Planning Commission
Yojana Bhawan
New Delhi.

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

33. Shri D.A. Paneerseivam
Director, SCERT
6, ITI Compund College Road
Madras.

34. Shri Baldev Mahajan
Joint Director
NIEPA.

35. Registrar
NIEPA.

Secretary

Appendix II

Members of Executive Committee (As on 31.03.1993)

-
- | | | | |
|--|----------|---|-----------|
| 1. Director
NIEPA. | Chairman | 7. Shri D.A. Paneerseivam
Director
SCERT
6, ITI Compund College Road
Madras. | |
| 2. Dr. R.V. Vaidyanatha Ayyar
Joint Secretary (Planning)
Ministry of Human Resource Development
Department of Education
Shastri Bhawan
New Delhi. | | 8. Professor Krishna Kumar
Department of Education
Delhi University
Delhi. | |
| 3. Shri S. K. Banerjee
Financial Adviser
Ministry of Human Resource Development
Department of Education
Shastri Bhawan
New Delhi | | 9. Shri Baldev Mahajan
Joint Director
NIEPA. | |
| 4. Shri M.R. Kolhatkar
Adviser (Education)
Planning Commission
Yojana Bhawan
New Delhi. | | 10. Dr. G.D. Sharma (w.e.f. 31.2.1993)
Senior Fellow & Head
Higher Education Unit
NIEPA. | |
| 5. Shri Dev Swarup
Commissioner-cum-Secretary (Education)
Government of Himachal Pradesh
Shimla-171 002. | | 10a. Dr. K.G. Virmani (upto 31.01.1993)
Senior Fellow & Head
International Unit
NIEPA. | |
| 6. Shri L.P. Pandey
Director (Primary Education)
Government of Uttar Pradesh
Directorate of Education
Nishatganj, Lucknow. | | 11. Dr. (Mrs.) Kusum K. Premi
Fellow & Head
Educational Policy Unit
NIEPA. | |
| | | 12. Registrar
NIEPA. | Secretary |

Appendix III

Members of Finance Committee
(As on 31.03.1993)

- | | | | |
|--|----------|--|-----------|
| 1. Director
NIEPA | Chairman | 4. Shri Baldev Mahajan
Joint Director
NIEPA | |
| 2. Shri S. K. Banerjee
Financial Adviser
Ministry of Human Resource Development
Department of Education
New Delhi | | 5. Shri C.K. Sangtam
Educational Secretary
Civil Secretariat
Government of Nagaland
Kohima-797001. | |
| 3. Dr. R.V. Vaidyanatha Ayyar
Joint Secretary (Planning)
Ministry of Human Resource Development
Department of Education
New Delhi. | | 6. Registrar
NIEPA | Secretary |

Appendix-IV

List of Members of Planning and Programme Committee (As on 31.03.1993)

-
- | | | |
|--|----------|--|
| 1. Director
NIEPA | Chairman | 9. Shri C.A. Deokar
Director of Education
(Primary & Secondary Education)
Government of Maharashtra
17-Ambedkar Road
Pune- 411 001. |
| 2. Shri Baldev Mahajan
Joint Director
NIEPA | | 10. Dr. Sanat Kumar Biswas
Nuclear Scientist
P-19, Old Ballygunj Road
Calcutta. |
| 3. Dr. R.V. Vaidyanatha Ayyar
Joint Secretary (Planning)
Ministry of Human Resource Development
Department of Education
Shastri Bhawan
New Delhi. | | 11. Dr. Satyapal Ruhela
Professor in Education
Institute of Advanced Studies in Education
Jamia Millia Islamia
Jamia Nagar
New Delhi. |
| 4. Shri M.R. Kolhatkar
Adviser (Education)
Planning Commission
Yojana Bhawan
New Delhi. | | 12. Shri Shakeel Ahmed
Vice-Chancellor
Bihar University
Muzaffarpur. |
| 5. Shri Y.N. Chaturvedi
Secretary
University Grants Commission
Bahadurshah Zafar Marg
New Delhi. | | 13. Dr. (Smt.) Gargi
Former Vice-Chancellor
Bundelkhand University
Jhansi. |
| 6. Smt. M.V. Garde
Principal Secretary (Higher Education)
Government of Madhya Pradesh
Vallabh Bhawan
Bhopal - 462 004. | | 14. Dr. (Mrs.) R. Debi
Professor of Education
Gauhati University
P.O. Gopinath Bordoloi Nagar
Guwahati-781 014 (Assam). |
| 7. Shri K. Vijay Kumar
Secretary
General Education Department
Government Kerala
Thiravananthapuram-650 001. | | 15. Dr. Rajendra Jain
President
International Law Association
Indore Branch
Ujjain. |
| 8. Smt. Manju Gupta
Director of Secondary Education
Government of Haryana
30, Bay Building, Sector-17
Chandigarh-160017. | | |

16. Dr. K.G. Virmani
Senior Fellow & Head
International Unit
NIEPA.
17. Shri M.M. Kapoor
Senior Fellow & Head
SNS Unit
NIEPA.
18. Professor Shri Prakash
Senior Fellow & Head
Educational Planning Unit
NIEPA.
19. Dr.G.D.Sharma (upto 31.01.1993)
Senior Fellow & Head
Higher Education Unit
NIEPA.
- 19a. Dr. Jaya Indiresan (w.e.f. 01.02.1993)
Senior Fellow
Higher Education Unit
NIEPA.
20. Dr. J.B.G. Tilak
Senior Fellow & Head
Educational Finance Unit
NIEPA.
21. Dr. Kusum K. Premi
Fellow & Head
Educational Policy Unit
NIEPA.
22. Dr. (Mrs.) Sushma Bhagia
Fellow & In-charge
SNF Education Unit
NIEPA.
23. Ms. K. Sujatha
Fellow
Educational Administration Unit
NIEPA.
24. Registrar
NIEPA.

Secretary

Appendix V

Faculty and Administrative Staff (As on March 31, 1993)

Mahajan, Baldev., Joint Director

Educational Planning Unit

Prakash, Shri., Senior Fellow & Head
Mehta, Arun C., Associate Fellow
Srivastava, Ranjana., Associate Fellow
Zaidi, S.M.I.A., Associate Fellow
Aggarwal, Prabha Devi., Senior Technical Assistant

Educational Administration Unit

Mehta, C., Fellow (on leave abroad)
Sujatha, K., Fellow
Josephine, Y., Associate Fellow
Narula, Manju., Senior Technical Assistant

Educational Finance Unit

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

Educational Policy Unit

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

School & Non-formal Education Unit

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

Higher Education Unit

Indiresan, Jaya., Senior Fellow & Head
Rao, K. Sudha., Fellow
Wizarat, Kausar., Senior Technical Assistant

Sub-National Systems Unit

Kapoor, M.M., Senior Fellow & Head
Sharma, R.S., Fellow
Nuna, S.C., Fellow
Varghese, N.V., Fellow

Jalali, J., Associate Fellow (on study leave)

Biswal, Kamalakanta., Senior Technical Assistant

International Unit

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

Library & Documentation Centre

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

Hindi Cell

Roy, S.B., Hindi Editor

Publication Unit

Ajwani, M.M., Assistant Publication Officer

Academic Support

Mehta, Arun C., Incharge, E.D.P.R. Unit, w.e.f. 19.10.1992
Tyagi, P.N., Cartographer (Computer Applications)
Panda, B.K., STA (Coordination)
Prasad, Yogeshwar., Training Assistant

Administration & Finance

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

Research Project Staff

Project Fellow

Goyal, J.C.
Sinha, Neelam

Project Associate Fellow

Rehman, M.M.
Tyagi, R.S.
Satpathy, A.
Singh, G.P.

Mazumdar, S.

Mohd. Ansari, Programme Officer (Programmes Systems)

Rao, Raghu Ram

Khan, Neyaz

Project Assistants

Kathuria, Pushpa

Buragohain, Tarujyoti

Sircar, Basobi

Sinha, A.K.

Mathew, George

Saluja, Anjana

Mohd. Zamir

Murthy, K. Dakshina

Kumar, Vinay

Mishra, P.K.

Joshi, M.M.

Rama, Rohini

Batra, Sonia

Haider, Gulam

Bandhu, Vishwa

Farooqui, Jamaluddin (Project Cartographer)

ANNUAL ACCOUNTS AND AUDIT REPORT

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

Receipts

Opening Balance		
Cash in Hand	10,125.00	
Imprest	1,000.00	
Cash at Bank	7,957,431.40	7,968,556.40
Grants in aid received from Government of India		
Non-Plan	9,300,000.00	
Plan	7,300,000.00	16,600,000.00
Office Receipts		
Licence Fee	89,763.00	
Water and Electricity Charges	6,892.00	
EDPR Receipts	15,366.00	
Photocopier Receipts	119,531.00	
Sale of Condemned Articles, etc.	1,564.00	
Other Misc. Receipts	104,919.00	
Royalty on Publications	10,483.00	
Leave Salary & Pension Contributions	30,527.00	
Charges for use of Staff Car	1,800.00	
Capital Value of Pensionary	270,778.00	
Programme Receipts	105,655.00	757,278.00
Hostel Rent		370,013.00
By Way of Gifts & Donations (Library Books)		4,285.00
Interest		
Interest on Interest Bearing Advances	99,549.00	
Interest on Short-term Deposits	492,485.00	
Interest on Investment of G.P.F/C.P.F.	157,829.00	
Interest on Saving Bank Account	6,782.40	756,645.40
Security Deposits		10,000.00
Sponsored Programme and Studies		
Programme & Study Receipts		2,359,220.00

PLANNING AND ADMINISTRATION

Period from 1.4.1992 to 31.3.1993

		<i>Payments</i>	
Establishment Expenses			
Salaries: (Non-Plan)			
Faculty	3,674,655.00		
Support for Prog. Execution	904,680.00		
General Administration	1,994,084.00		
Finance and Accounts	371,700.00		
Pension and Gratuity	665,278.00		
Interest on GPF/CPF Employer's Share	602,713.00		
Travelling Expenses	15,024.00		8,228,134.00
Staff Training			17,000.00
Salaries: (Plan)			
Faculty	441,234.00		
Support for Prog. Execution	102,424.00		
Generation Administration	73,804.00		
Finance and Accounts	45,618.00		663,080.00
Office Expenses			
Non-plan	1,667,545.50		
Plan	1,030,726.00		2,698,271.50
Hostel			
Recurring Expenditure (Non-Plan)	210,146.00		
Recurring Expenditure (Plan)	125,064.00		
Non-recurring Expenditure (Plan)	17,905.00		353,115.00
Academic Activities (Non-Plan)			
Programme Expenses	1,060,304.00		
Microprocessor Charges	147,057.00		
Photocopier Charges	323,497.00		1,530,858.00
Academic Activities (Plan)			
Research Studies			
Recurring Expenditure	721,452.00		
Non-Recurring Expenditure	23,400.00		744,852.00
Scheme of Assistance	31,150.00		
Publication	176,324.00		
Library Books/Documentation	390,995.00		598,469.00
Academic Support			
Advertisement Charges	75,604.00		
Stationery Charges	304,438.00		
Trunkcall Charges	293,341.00		
Programmes	13,656.00		687,039.00
By Way of Gifts & Donations (Books)			4,285.00
Furniture & Fixtures	342,810.00		
Other Office Equipment	896,419.00		
Typewriters	11,790.00		
Staff Car	27,416.00		1,278,435.00

<i>Receipts</i>		
Recoverable Advances		
Cycle Advances	4,470.00	
Scooter Advances	48,560.00	
Festival Advances	37,420.00	
House Building Advances	144,989.00	
Motor Car Advances	94,458.00	
Fan Advances	800.00	
Computer Advances	51,540.00	382,237.00
Received from L.I.C.		182.00
TOTAL		29,208,416.80

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

Payments

Deposits (Plan)		
Deposits with CPWD (Plan)		646,435.00
U.D. Amount Disbursed		10,125.00
Sponsored Programmes and Studies		
Recurring Expenditure	3,387,140.00	
Non Recurring Expenditure	253,564.00	3,640,704.00
Recoverable Advances		
Fan Advance	1,200.00	
Car Advance	65,200.00	
Cycle Advances	4,800.00	
Scooter Advances	50,560.00	
Festival Advances	48,600.00	
House Building Advances	224,200.00	394,560.00
Miscellaneous Advance		24,262.00
Closing Balance		
Cash in Hand	3,950,000.00	
Imprest	1,000.00	
Cash at Bank	3,737,792.30	7,688,792.30
		<hr/> 29,208,416.80 <hr/>

Sd/-
(Baldev Mahajan)
Joint Director
National Institute of Educational Planning and Administration

**NATIONAL INSTITUTE OF
EDUCATIONAL PLANNING AND ADMINISTRATION**

Details of Closing Balance as on 31st March, 1993

<i>Head of Expenditure</i>	<i>Opening Balance</i>	<i>Grants-in-Aid</i>	<i>Other Receipts</i>	<i>Total</i>	<i>Payment</i>	<i>Balance</i>
Non-Plan	849,894.23	9,300,000.00	2,270,458.40	12,420,352.63	12,072,505.50	347,847.13
Plan	1,649,561.53	7,300,000.00	0.00	8,949,561.53	5,796,290.00	3,153,271.53
Sponsored Programmes/Studies	5,458,975.64	2,359,220.00	0.00	7,818,195.64	3,640,704.00	4,177,491.64
U.D. Amount	10,125.00	0.00	0.00	10,125.00	10,125.00	0.00
Earnest Money	0.00	0.00	10,000.00	10,000.00	0.00	10,000.00
Amount Recovered (SLI Scheme)	0.00	0.00	182.00	182.00	0.00	182.00
TOTAL	7,968,556.40	18,959,220.00	2,280,640.40	29,208,416.80	21,519,624.50	7,688,792.30

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

National Institute of Educational Planning and Administration

Sd/-
(Baldev Mahajan)
Joint Director

National Institute of Educational Planning and Administration

**NATIONAL INSTITUTE OF
EDUCATIONAL PLANNING AND ADMINISTRATION**

Income and Expenditure Account for the Year 1992-93

<i>Expenditure</i>		<i>Income</i>	
Establishment Expenses	8,891,214.00	Grant-in-Aid	16,600,000.00
Office Expenses	2,698,271.50	Less Grants Capitalised	
Staff Training	17,000.00	Office Items	1,319,740.00
		Library Books	390,995.00
Hostel Expenses	335,210.00		1,710,735.00
Academic Activities	3,146,823.00	Office Receipts	757,278.00
		Hostel Rent	370,013.00
		Less Last Year	920.00
			369,093.00
		Accrued for the year	3,970.00
Excess of Income Over Expenditure	1,683,083.50		373,063.00
		Interest	756,645.40
		Less last year	4,649.40
			751,996.00
TOTAL	16,771,602.00		16,771,602.00

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

National Institute of Educational Planning and Administration

Sd/-
(Baldev Mahajan)
Joint Director

National Institute of Educational Planning and Administration

NATIONAL INSTITUTE OF EDUCATIONAL
Balance Sheet as at the

<i>Liabilities</i>			
Grants Capitalised			
Balance as per Last Balance Sheet	28,130,857.82		
Additions during the Year	1,710,735.00		
Additions (by Adjustment)	3,445,792.77		
Less Capital Investment Written Off	335,333.00		32,952,052.59
Sponsored Programme Receipts			
Receipts Capitalised	720,693.00		720,693.00
COPE/MIS Project			
Balance as per Last Balance Sheet	694,455.00		
Additions during the year	75,417.00		769,872.00
System of Monitoring of UEE			
Balance as per year	24,359.00		
Additions during the year	144,288.00		168,647.00
World Bank (Etawah Project)			23,400.00
Development of Colleges (UGC Sponsored)			2,775.00
Excess of Income over Expenditure			
Balance as per Last Balance Sheet	12,123,007.93		
Addition during the Year	1,683,083.50		
Additions by Adjustment	60,952.00		
Less Expenditure during the Year	3,445,792.77		10,421,250.66
Assigned Programmes & Studies			
Balance as per Last Balance Sheet	5,479,662.04		
Additions during the Year	2,359,220.00		
Less Expenditure during the Year	3,640,704.00		4,198,178.04
Provident Fund			
Balance as per Last Balance Sheet	4,555,118.00		
Additions during the Year	2,854,414.00		
Less Withdrawal during the Year	1,613,048.00		5,796,484.00
Gifts and Donations			
Balance as per Last Balance Sheet	85,177.31		
Additions during the Year	4,285.00		89,462.31
Earnest Money			
Received during the Year			10,000.00
Deposits			
Balance as per Last Balance Sheet	3,500.00		
Additions during the Year	0.00		
Less clearance during the Year	0.00		3,500.00

PLANNING AND ADMINISTRATION

Close of 31st March, 1993

		<i>Assets</i>	
Land and Buildings			
Balance as per Last Balance Sheet	17,373,369.78		
Additions by Adjustment	3,445,792.77		
Other Additions during the Year	0.00		20,819,162.55
Furniture & Fixtures, including Staff Car, Computers, Type Writers, etc.			
Balance as per Last Balance Sheet	9,581,805.42		
Additions during the Year	1,565,620.00		
Less by Disposal during the Year	329,957.00		10,817,468.42
Library Books			
Balance as per Last Balance Sheet	2,700,366.93		
Additions during the Year	390,995.00		
Addition by Way of Gifts and Donations	4,285.00		
Less Written Off	5,376.00		3,090,270.93
Provident Fund Investments			
Balance as per Last Balance Sheet	4,080,000.00		
Additions during the Year	1,120,000.00		
Less Withdrawal during the Year	200,000.00		5,000,000.00
Deposits			
Balance as per Last Balance Sheet	55,990.00		
Additions during the Year	0.00		55,990.00
Deposits with CPWD			
Balance as per Last Balance Sheet	8,495,212.77		
Additions during the Year	646,435.00		
Less by Refund	0.00		
Less by Adjustment	3,445,792.77		
Additions Payment by Adjustment	60,952.00		5,756,807.00
Recoverable Advances			
Motor Car Advances	334,184.00		
House Building Advances	445,850.00		
Festival Advances	32,640.00		
Cycle Advances	3,590.00		
Scooter Advances	92,470.00		
Computer Advances	140,805.00		
Fan Advances	400.00		1,049,939.00
Miscellaneous Advances (NIEPA)			45,012.00
Transfer TA Advances			7,000.00
Miscellaneous Advances (NCT-II)			20,686.40

<i>Liabilities</i>		
U.D. Amount		
Balance Amount during the Year	10,125.00	
Additions during the Year	0.00	
Less clearance during the Year	10,125.00	0.00
<hr/>		
TOTAL		55,156,314.60

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

<i>Assets</i>			
Remittance			
G.S.L.I Scheme			
Balance as per Last Year	4,914.00		
Additions during the Year	0.00		
Less Received during the Year	182.00		4,732.00
Accrued Income on Hostel Rent			
Balance of Last Year	920.00		
Recovered during the Year	920.00		
Additions during the Year	3,970.00		3,970.00
Accrued Interest on S.B. Account PF			
Balance as per Last Balance Sheet	4,649.40		
Additions during the Year	0.00		
Less Recovered during the Year	4,649.40		0.00
Cash Balance			
Cash in Hand (Cheque)	3,950,000.00		
Imprest	1,000.00		
Current Account (C-4)	3,737,792.30		
PF S.B. Account (T-2)	796,484.00		8,485,276.30
			55,156,314.60

Sd/-
 (Baldev Mahajan)
 Joint Director
 National Institute of Educational Planning and Administration

**NATIONAL INSTITUTE OF
EDUCATIONAL PLANNING AND ADMINISTRATION**

Proforma Account for the Assigned Programmes/Studies as at the Close of 31st March, 1993

<i>Sl.No.</i>	<i>Name of Programme/Study</i>	<i>Opening Balance as on 1.4.92</i>	<i>Receipts During the Year</i>	<i>Total</i>	<i>Expenditure</i>	<i>Balance</i>
1.	National Commission on Teachers-II					
	- Central Technical Unit	98,832.05	0.00	98,832.05	0.00	98,832.05
	- Organization of Commission Visits					
2.	Experimental Project for Non-formal Education - An Evaluation Study (Ministry of Education)	24,923.36	0.00	24,923.36	0.00	24,923.36
3.	Experimental and Innovative Prog. for Education at Elementary Level including NFE (COPE) and MIS for District Education Officers (Ministry of Education)	921,038.30	0.00	921,038.30	483,810.00	437,228.30
4.	Study on Beneficial Linkages between Education and Employment (Planning Commission)	13,372.90	0.00	13,372.90	0.00	13,372.90
5.	More Efficient Utilisation of Existing Facilities (Planning Commission)	18,037.00	0.00	18,037.00	0.00	18,037.00
6.	International Diploma in Educational Planning and Administration	937,397.14	249,087.00	1,186,484.14	308,495.00	877,989.14
7.	Study on Equity, Quality and Cost in Higher Education (UGC Sponsored)	20,954.13	0.00	20,954.13	0.00	20,954.13
8.	Project on Mechanism of Allocation of Resource for Higher Education (UGC Sponsored)	12,000.00	0.00	12,000.00	0.00	12,000.00
9.	Effective Utilisation of Hiring of Computers (UGC Sponsored)	12,750.00	0.00	12,750.00	0.00	12,750.00
10.	Micro-level Educational Planning and Management as a Measure for Decentralization	8,944.61	0.00	8,944.61	0.00	8,944.61
11.	Inter-Regional Training Course in Environmental Education, (UNESCO)	45,360.15	0.00	45,360.15	18,111.00	27,249.15
12.	One week National Training Seminar on Environmental Education Programme (UNESCO)	153,109.40	0.00	153,109.40	0.00	153,109.40
13.	Environmental Education for South Asian Countries	(-) 4,423.00	4,423.00	0.00	0.00	0.00
14.	Author's Contract : Guidelines on Environmental Education	52,000.00	0.00	52,000.00	52,000.00	0.00
15.	Six Week Training Programme for DEOs (Adult Education)	116,419.00	0.00	116,419.00	116,419.00	0.00

<i>Sl.No.</i>	<i>Name of Programme/Study</i>	<i>Opening Balance as on 1.4.91</i>	<i>Receipts During the Year</i>	<i>Total</i>	<i>Expenditure</i>	<i>Balance</i>
16.	Review Committee on NPE	136,203.00	0.00	136,203.00	136,203.00	0.00
17.	Use of Sample Survey Techniques for Education	48,323.00	284,000.00	332,323.00	123,611.00	208,712.00
18.	System of Monitoring of Elementary Education	2,046,614.00	0.00	2,046,614.00	569,724.00	1,476,890.00
19.	Education for All in U.P. (World Bank) Pre-Proj. Activities (Etawah)	(-) 95,541.00	0.00	(-) 95,541.00	246,430.00	(-) 341,971.00
20.	Evaluation Study of Educational Technology Scheme	634,122.00	0.00	634,122.00	373,337.00	260,785.00
21.	Evaluation Study of Scholarship at Secondary Stage for Talented Children from Rural Areas (M/HRD)	78,885.00	0.00	78,885.00	18,524.00	60,361.00
22.	Orient. Prog. for the Distt. Level Edn. Officers on Composite Area Approach to Planning Facilities for Disabled Children (June 18-20, 1991)	63,147.00	0.00	63,147.00	63,147.00	0.00
23.	D.I.E.T. Programme	88,470.00	0.00	88,470.00	3,562.00	84,908.00
24.	DIET Programme (R.S. Sharma)	16,082.00	193,000.00	209,082.00	195,787.00	13,295.00
25.	DIET Programme for Librarians	42,485.00	50,000.00	92,485.00	51,859.00	40,626.00
26.	Training of Foreign Nominees under SCAAP Programme	9,000.00	0.00	9,000.00	0.00	9,000.00
27.	Lok Jumbish Programme (M/HRD)	53,145.00	0.00	53,145.00	1,861.00	51,284.00
28.	SAARC Expert Group Meeting	(-) 71,988.00	0.00	(-) 71,988.00	6,828.00	(-) 78,816.00
29.	Trends of Development of Universities in India (UGC Sponsored)	0.00	300,000.00	300,000.00	258,870.00	41,130.00
30.	Women's well being in India at the Grass Root Level (M/HR)	0.00	162,100.00	162,100.00	16,125.00	145,975.00
31.	Development of Colleges in Eduly. and Econoly under Dev. Distt. (UGC Sponsored)	0.00	200,000.00	200,000.00	118,961.00	81,039.00
32.	Regional Workshop on Planning and Management of Literacy and Continuing Education (August 3-14, 1992)	0.00	140,350.00	140,350.00	140,350.00	0.00
33.	Preparation of Source Book for Elementary Teacher Education	0.00	113,400.00	113,400.00	113,400.00	0.00
34.	Development of Education in India	0.00	0.00	0.00	7,262.00	(-) 7,262.00
35.	Training Course in Educational Planning and Management in NIEPA — Six Members of the Chinese Association for Science Technology	0.00	294,000.00	294,000.00	146,070.00	147,930.00

<i>Sl.No.</i>	<i>Name of Programme/Study</i>	<i>Opening Balance as on 1.4.92</i>	<i>Receipts During the Year</i>	<i>Total</i>	<i>Expenditure</i>	<i>Balance</i>
36.	An Assessment of Educational Research and Evaluation Capacity in U.P. (World Bank Project — IIInd Phase)	0.00	368,860.00	368,860.00	56,152.00	312,708.00
37.	Western Region Meeting and Workshop for Operation Programme of Action (20.1.93 to 21.1.93)	0.00	0.00	0.00	13,806.00	(-) 13,806.00
TOTAL		5,479,662.04	2,359,220.00	7,838,882.04	3,640,704.00	4,198,178.04

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

Sd/-
(Baldev Mahajan)
Joint Director
National Institute of Educational Planning and Administration

**NATIONAL INSTITUTE OF
EDUCATIONAL PLANNING AND ADMINISTRATION**

Receipt and Payment Account for GPF/CPF for the Year 1992-93

<i>Receipts</i>		<i>Payments</i>		
Opening Balance	475,118.00	Advances and Withdrawals	1,613,048.00	1,613,048.00
Contribution and Refund of Advance	2,251,701.00	Investment in Term Deposits	1,120,000.00	
		Less Withdrawals	200,000.00	920,000.00
Interest on GPF/CPF and Employers Share of CPF	602,713.00	Closing Balance		796,484.00
TOTAL	3,329,532.00			3,329,532.00

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

National Institute of Educational Planning and Administration

Sd/-
(Baldev Mahajan)
Joint Director

National Institute of Educational Planning and Administration

Audit Certificate

I have examined the Receipt and Payment Account/Income and Expenditure Account for the year ended 31st March, 1993 and the Balance Sheet as on 31st March, 1993 of the National Institute of Educational Planning and Administration. I have obtained all the information and explanation that I have required, and subject to the observations in the appended Audit Report. I certify, as a result of my audit, that in my opinion these accounts and Balance Sheet are properly drawn up, so as to exhibit a true and fair view of the state of affairs of the National Institute of Educational Planning and Administration according to the best of information and explanations given to me and as shown by the books of the organisation.

Place: New Delhi
Date :

Sd/-
Director General of Audit
Central Revenues
New Delhi

**Audit Report on the Accounts of
National Institute of Educational Planning and Administration
for the Year 1992-93**

1. Introduction

The National Institute of Educational Planning and Administration (Institute) formerly known as National Staff College for Educational Planners and Administrators was established as a society registered under the Societies Registration Act, 1860. The main objectives of the Institute is to undertake, aid, promote and coordinate research in various aspects of educational planning and administration.

The audit of the accounts of the Institute has been entrusted under Section 20(1) of the Comptroller and Auditor General of India's (Duties, Powers and Conditions of Service) Act, 1971 for a period of five years from 1991-92 to 1995-96.

2. The Institute is financed by Grants from the Central Government and other institutions. An analysis of receipt and payments of the Institute for the year 1991-92 and 1992-93 is given below:

(Rs. in lakhs)

<i>Receipts</i>			<i>Payments</i>		
<i>Particulars</i>	<i>1991-92</i>	<i>1992-93</i>	<i>Particulars</i>	<i>1991-92</i>	<i>1992-93</i>
1. Opening Balance	44.69	79.69	1. Establishment/Office Expenditure	70.32	102.48
2. Grants from Govt. of India			2. Academic Programme	35.66	29.63
(a) Plan	89.97	73.00			
(b) Non-Plan	95.28	93.00			
3. Receipt under sponsored programmes	51.36	23.59	3. Capital Expenditure	8.01	17.11
4. Other Receipts	24.25	22.80	4. Sponsored Programmes	32.17	36.41
			5. Others	79.70	29.56
			6. Closing Balance	79.69	76.89
TOTAL	305.55	292.08		305.55	292.08

3. Comments on Accounts

House Building Advances (Rs. 4,45,850/-) included a sum of Rs. 40,400/- outstanding against an officer who was unauthorisedly absent from duty since December 1989. The doubtful nature of recovery has not been disclosed.

Place : New Delhi

Date :

Sd/-
Director General of Audit
Central Revenues
Audit Certificate

Para-wise Comments on the Audit Report on the Accounts of NIEPA for the Year 1992-93

Audit Observation

Reply

1. Introduction

The National Institute of Educational Planning and Administration (Institute) formerly known as National Staff College for Educational Planners and Administrators, was established as a society registered under the Societies Registration Act, 1860. The main objectives of the Institute is to undertake, aid, promote and co-ordinate research in various aspects of educational planning and administration.

No comments

2. The audit of the accounts of the Institute has been entrusted under Section 20(i) of the Comptroller and Auditor General of India's (Duties, Powers and Conditions of Service) Act, 1971 for a period of five years from 1991-92 to 1995-96.

No comments

The Institute is financed by Grants from the Central Government and other institutions. An analysis of receipts and payments of the Institute for the years 1991-92 and 1992-93 is given below.

(Rs. in lakhs)

<i>Particulars</i>	<i>Receipts</i>	
	<i>1991-92</i>	<i>1992-93</i>
1. Opening Balance	44.69	79.69
2. Grants from Government of India		
a) Plan	89.97	73.00
b) Non-Plan	95.28	93.00
3. Receipt under sponsored Programme	51.36	23.59
4. Other Receipts	24.25	22.80
Total	305.55	292.08

No comments in respect of receipts

(Rs. in lakhs)

<i>Particulars</i>	<i>Payments</i>	
	<i>1991-92</i>	<i>1992-93</i>
1. Establishment/Office Expenditure	70.32	102.48
2. Academic Programme	35.66	29.63
3. Capital Expenditure	8.01	17.11
4. Sponsored Programme	32.17	36.41
5. Others	79.70	29.56
6. Closing Balance	79.69	76.89
Total	305.55	292.08

No comments

3. Comments on Accounts

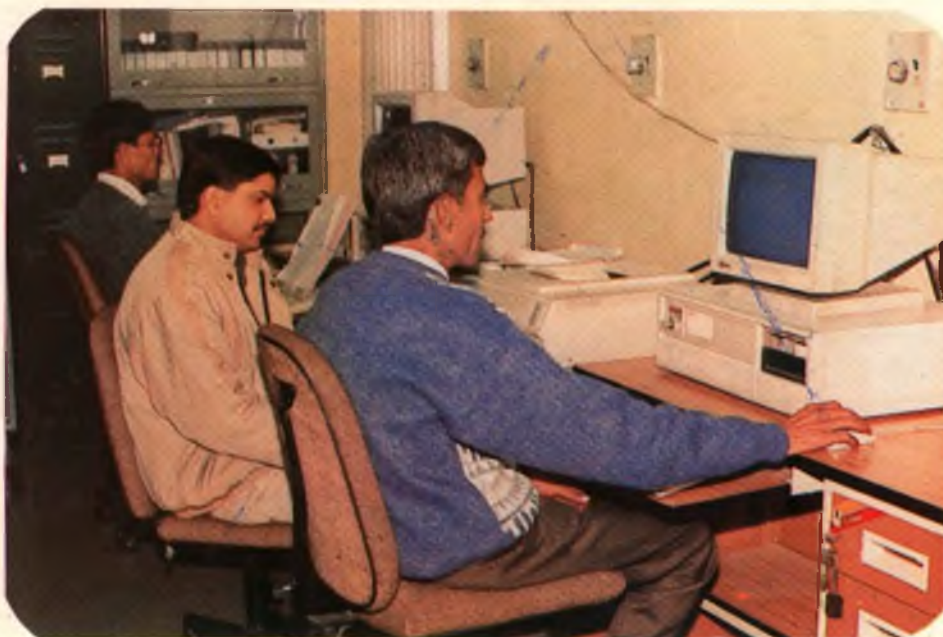
House Building Advance

House Building Advance (Rs.4,45,850/-) included a sum of Rs.40,400/- outstanding against an officer who was unauthorisedly absent from duty since December, 1989. The doubtful nature of recovery has not been disclosed.

The officer proceeded abroad on study leave w.e.f. 01.04.87 to 31.12.89 and has not reported back for duty in NIEPA so far. This matter has already been reported to the Finance and Executive Committee of the Institute. A decision has already been taken to file a suit against the officer for effecting the recovery. The pensionary benefits admissible to the officer will not be released till the recovery is effected from him.



A view of NIEPA Library



Staff at work on Institute's Desk Top Publishing System

18/9/12

SCANNED



Ms. Selja, Deputy Minister, visits NIEPA for the Council Meeting



Inaugural session of the College Principals' Programme