

Annual Report

1986-87



National Institute of
Educational Planning
and Administration

ANNUAL REPORT 1986-87

NIEPA DC



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**NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION
17-B, SRI AUROBINDO MARG
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ACKNOWLEDGEMENTS

The National Institute of Educational Planning and Administration (NIEPA) is indebted to its President, Minister of State for Education, Ministry of Human Resource Development, Government of India, for her guidance. The Institute is grateful to other distinguished members of the Council for their keen interest and help in its affairs. The Institute is thankful to the experts who spared their valuable time to serve on its various Committees, act as resource persons and helped in many other ways.

The Institute expresses its gratitude to the Ministry of Human Resource Development (Department of Education); Department of Personnel and Training; Ministry of Defence; Planning Commission; States and Union Territories (Department of Education); National Council of Educational Research and Training; Directorate of Adult Education, Government of India; University Grants Commission; Association of Indian Universities; Indian Council of Social Sciences Research; National Informatics Centre; University of Delhi; Jawaharlal Nehru University; Jamia Millia Islamia; Indira Gandhi National Open University; Indian Institute of Public Administration; Institute of Applied Manpower Research; Central Board of Secondary Education; Kendriya Vidyalaya Sangathan; and Central Tibetan Schools Administration who collaborated with NIEPA and extended all cooperation in carrying out its activities. Thanks are also due to all organisations, colleges and schools which received the participants of various programmes during their field visits.

The Institute would like to express its profound appreciation of the cooperation received by it from UNESCO; World Bank; United Nations Development Programme; International Institute of Educational Planning, Paris; United States Educational Foundation in India; Commonwealth Fund for Technical Cooperation, London; Support of the Government of India under Indian Technical and Economic Cooperation; Special Commonwealth African Assistance Plan (SCAAP); and Colombo Plan for Education Officers from Third World Countries for the implementation of sponsored programmes.

The Institute expresses its gratitude to the Governments of Bangladesh, Bhutan, Botswana, Burma, Ethiopia, France, Ghana, Kenya, Malawi, Malaysia, Maldives, Namibia, Nepal, North Yemen, South Yemen, Pakistan, Phillipines, Sri Lanka, Tanzania, Uganda, U.S.A., Yugoslavia and Zambia for interest in its activities during the year.

The Institute also records with appreciation the work done by the members of its staff, at all levels, without whose participation and dedication its programmes could not have been successfully implemented.

AN OVERVIEW

1. The National Institute of Educational Planning and Administration, formerly known as the National Staff College for Educational Planners and Administrators, was established by the Government of India as an autonomous institution in 1970 by taking over the Asian Institute of Educational Planning and Administration which had been set up in 1962 under an agreement with the UNESCO.

DECADES OF PIONEERING SERVICE

2. February 1987 marked an important landmark in the history of the Institute on completion of two and a half decades of its pioneering service in the area of educational planning and administration by developing a wide spectrum of training and research programmes of substantial utility and providing valuable professional support to the Government of India, States, National and International Organisations and a large number of countries particularly of the Third World.

MAIN FUNCTIONS

3. Main functions of the institute include training of educational planners and administrators; research; consultancy and advisory services; and diffusion of innovations. The report covers the main activities of the Institute during the period from April 1986 to March 1987. Some of the major highlights of the Institute's activities during this period were as follows :

TRAINING PROGRAMMES/WORKSHOPS/SEMINARS

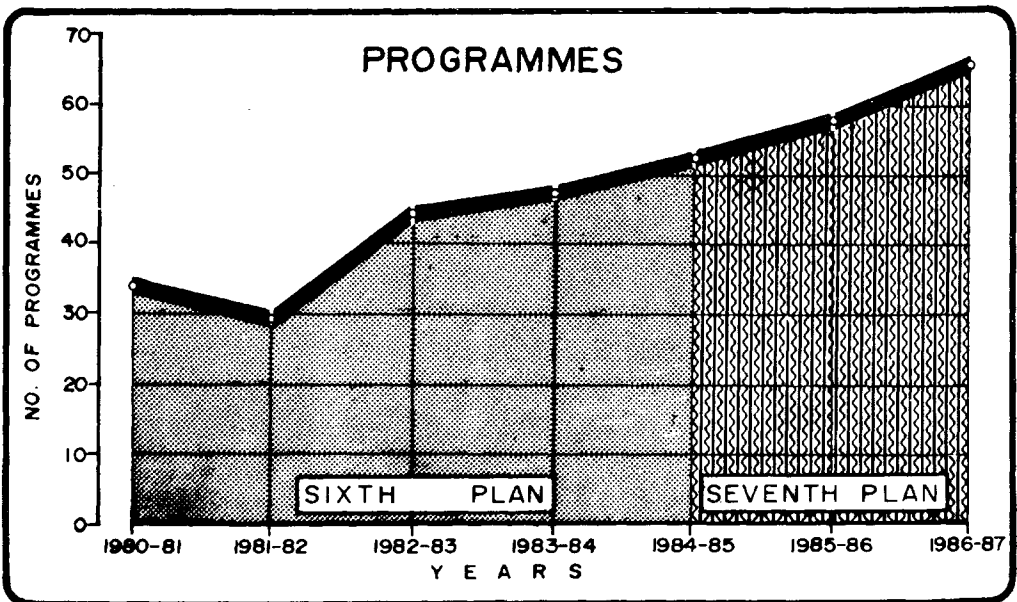
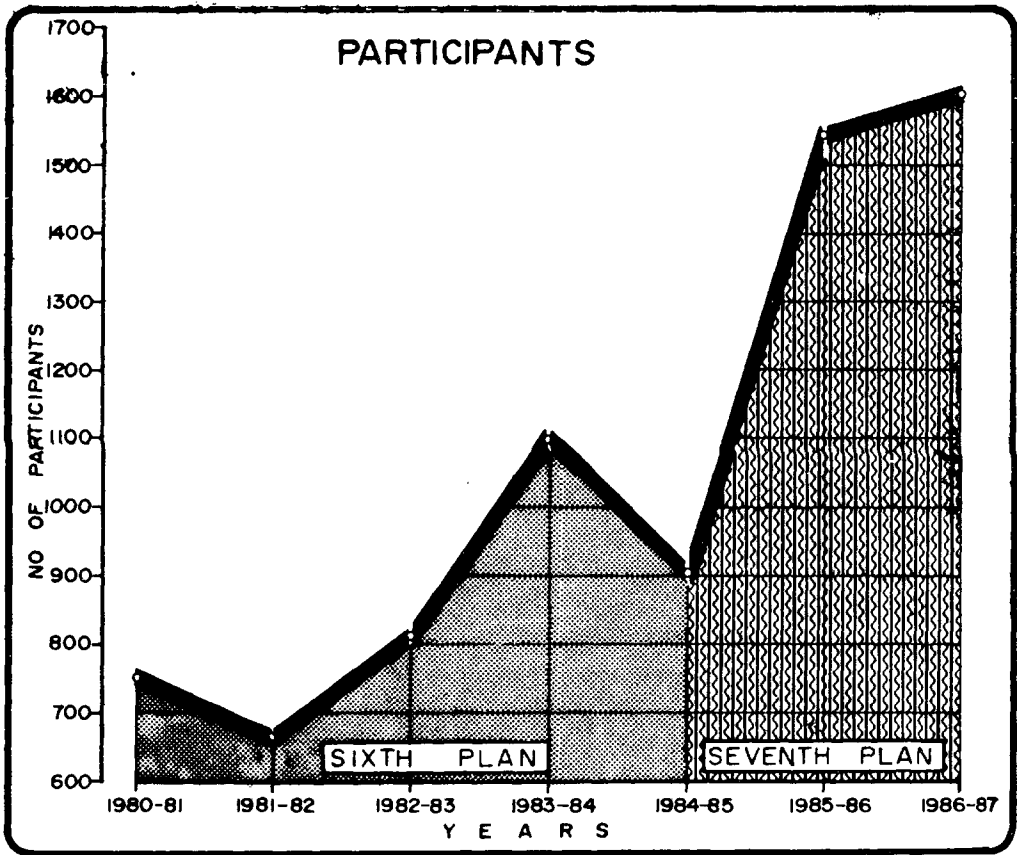
4. During the year, the Institute organised 65 programmes, as against 57 in 1985-86. Of the 65 programmes, 62 programmes were at national and sub-national levels and 3 were international programmes.

(a) Participation

The number of participants during the year was 1,591 which was a record in any single year since the inception of the Institute.

Of the total of 1591 participants, 1375 participants came from States and UTs; 133 included officers of the Government of India and other national institutions and 83 were from 25 foreign countries.

Regionwise the highest participation was from Northern Region (547), followed by Western Region (392), Eastern Region (254) and Southern Region (182).



TRAINING ACTIVITY

Statewise, the highest participation was from Madhya Pradesh (219), followed by Punjab (183), Uttar Pradesh (104) and Maharashtra (80). The nine educationally backward states sent a large number of participants totalling to 632 representing 46% of the total participation from the States.

(b) Diploma Courses

During the year, the Institute organised 2 Diploma Courses in Educational Planning and Administration for District Education Officers from States/UTs. 31 officers from 10 States/UTs participated in these Diploma Courses.

One International Diploma was also organised during the year. This Diploma Course has become quite popular. We received 35 nominations but could accommodate 24 participants only from 16 countries from Asia and Pacific region.

Two Diploma Courses for District Education Officers and one International Diploma Courses which started during 1985-86 were also completed during the year.

(c) Regular Programmes

The Institute has been organising a number of programmes on regular basis over the past few years. Some of these important programmes organised during the year included :

- (i) 3-weeks orientation programme in educational planning and administration for senior school administrators; and
- (ii) 3-weeks orientation programme in educational planning and administration for principals of colleges.

The Institute also conducted programmes for School Principals, University Finance Officers and Heads of Science Departments of Colleges.

(d) Special Programmes

22 special programmes, workshops and seminars were organised to meet the specific needs of trainees at the requests or in collaboration with Department of Personnel and Training (4); Ministry of Defence (1); Department of Education (1); State Government of Punjab (5); Union Territory of Goa (1); Kendriya Vidyalaya Sangathan (2); Central Tibetan School Administration (1); University Grants Commission (3); UNESCO (2); USEFI (1); and World Bank, Planning Commission and IAMR (1).

The Institute also participated in Massive Training programme for Teachers organised by NCERT in which planning and management module was prepared by the Institute.

(e) Priority and New Areas

The priority areas mentioned in the National Policy on Education - 1986 and Programme of Action like micro level planning, school mapping, school complexes, institutional planning and evaluation, universalisation of elementary education, education in tribal areas, education as an instrument for removal of disparities, planning of education for minorities, adult and non-formal education, monitoring and evaluation, computer application to educational planning, application of technology, management of change, autonomous institutions and minority managed institutions etc. were given special emphasis in the training programmes.

(f) Inter-disciplinary Approach

All the training programmes were of inter-disciplinary nature. Practical work, syndicate work, use of educational technology, computer, films, videos and overhead projectors formed the core of training programmes. The participants were taken for field visits wherever found necessary.

(g) Evaluation

Each training programme has invariably an element of evaluation built into it. In the programmes of longer duration such as 6-months Diploma programme for District Education Officers and IDEPA, the evaluation of the programme was a continuous process.

RESEARCH AND STUDIES

5. During the year, 19 research studies were completed, 10 studies were in progress and 2 new studies were sanctioned.

(a) Sponsored Studies

Of 19 completed studies, 13 studies were sponsored by Ministry of Human Resource Development (Department of Education) (9); ICSSE (1); ESCAP, Bangkok (1); IIEP, Paris (1); and UNESCO (1).

(b) Expenditure

The expenditure on Research and Studies against the government grants showed an upward trend and increased to Rs. 3.63 lakhs from 2.97 lakhs during 1985-86. The Institute also mobilised substantial funds to the tune of Rs. 4.27 lakhs under funded research programmes. The total expenditure under Research and Studies both against government grants and funded studies aggregated to Rs. 7.90 lakhs.

(c) Scheme of Assistance

The Institute also finalised a Scheme of Assistance for Studies with a view to aid and promote research in the area of educational planning and administration. The scheme will come into operation from next year.

(d) **Completed Studies**

19 studies completed during the year included :-

1. A Study of Educational Finance with special reference to Equality of Opportunity and Equalisation of Education Opportunity in India - A Case Study of School Education in Kerala and Uttar Pradesh (Sponsored by ICSSR)
2. Role Performance of Heads of Colleges
3. Personnel Structure in Engineering Colleges
4. Inventory Management in Engineering Colleges
5. Experimental projects for Non-formal Education for Children of 9- to 14 age group for Universalisation of Elementary Education in 13. 9 Educationally Backward States (sponsored by Ministry of Human Resource Development (Department of Education)
14. Monograph on Education and Development
15. Higher Education and Employment in India
16. Human Resource Development Problems, Policies and Perspectives in India with special emphasis on Health, Nutrition and Education and Training (sponsored by ESCAP, Bangkok)
17. Education and Labour Market : A Survey of Indian Evidence (sponsored by IIEP, Paris)
18. Equity, Quality & Cost in Higher Education (sponsored by UNESCO)
19. History of Education and Development in Kerala.

(e) **On-going Studies**

Mention may be made of the on-going action research project in a cluster of 20 villages of Punhana block of Mewat area, one of the educationally most backward areas of the State. The State Government of Haryana is planning to replicate the model developed in other areas of the state with the objective of universalisation of elementary education. Another action research is in progress in the field of higher education in selected colleges in Haryana to analyse the problems of development and efficient functioning of colleges.

Some of the other important on-going studies include Indian Education in Year 2000 - A Long Term Perspective; Management of Change - Towards an India Model; Literacy in India - A Spatio Temporal Analysis (1901-1981); and Review Study on Condensed Courses of Education and Vocational Programmes for Adult Women undertaken in collaboration with the Central Social Welfare Board.

(f) **New Studies**

In the context of the implementation of New Education Policy, 2 studies on School Mapping and Second All-India Survey on Educational Administration were sanctioned.

OCCASIONAL PAPERS

6. Two occasional papers with the following titles were brought out:-

- (i) Inter-State Variations in Financing of Education : A Regional Perspective; and
- (ii) Educational Finances in India.

IMPLEMENTATION OF NATIONAL POLICY ON EDUCATION - 1986

7.1 The Institute was closely associated with the Ministry of Human Resource Development (Department of Education) in the evolution of National Policy on Education - 1986 from inception and subsequently in formulation of its Programme of Action and developing implementation strategies. The National Seminar on Implementation Strategies of National Policy on Education - 1986, which was inaugurated by Shri Rajiv Gandhi, the Prime Minister of India, provided valuable insight into its operational dimensions and made concrete and practical suggestions for implementation. A series of seminars and workshops were organised for developing implementation strategies in priority areas under the new policy.

7.2 The faculty of the Institute also participated in various Tasks Forces and Working Groups, conferences, seminars, workshops and review meetings organised by the Ministry of Human Resource Development (Department of Education), State Government/UTs, Universities, National Council of Educational Research and Training, University Grants Commission etc. for implementation of the policy.

7.3 The Institute also identified selected areas in the National Policy on Education, prepared guidelines for their implementation and provided assistance at national and sub-national levels in project formulation, preparation of implementation plans and conduct of training programmes.

7.4 Some of the important areas taken up during the year included :-

- (i) Micro-level Planning

School Mapping (Elementary and Secondary) including location of residential schools for Schedule Castes and Schedule Tribes and Operation Black-Board;

School Clusters; and

Institutional Planning and Management and evolving Criteria for Appraisal of Institutions.

(ii) Institutional Arrangements

Autonomous Colleges;

State Levels Institutes in Educational Planning and Administration (SIEPAs);

District Institutes of Education & Training (DIETs);
and

Village Education Committees.

(iii) Vocationalisation of Education

(iv) Second All India Survey of Educational Administration

ADVISORY SERVICES TO STATES/UTS/UNIVERSITIES/OTHER ORGANISATIONS/
COUNTRIES

8.1 The Institute helped the State Government of Jammu & Kashmir in the re-organisation of its Education Department and Pondicherry University in setting up Directorate of Innovations and Rural Constructions.

8.2 The faculty provided advisory services in the area of planning and management of continuing education and early childhood care; designing and re-designing of training courses; operationalisation of action plans for development of education among workers; and establishment of schools to various bodies including Punjab University, Educational Consultants India Limited, State Council of Educational Research and Training, Haryana, Shramik Vidyapeeth, Faridabad, Haryana and Psycho-Educational Society sponsored by the Ministry of Home Affairs.

8.3 The faculty also provided consultancy to the Republic of Maldives to develop an Atoll-wise Action Plan and prepared a Manual on Micro Level Educational Planning and Management for Regional Office - Unesco, Bangkok.

DIFFUSION OF INNOVATIONS

9. The Institute brought out a mimeographed report with the title "Autonomy and Accountability" on the study visit to autonomous colleges which were considered by the University Grants Commission in framing revised guidelines for autonomous colleges for implementing National Policy on Education - 1986. The Institute is also bringing out a publication based on the study visit to Madhya Pradesh on 'Earn While You Learn' Scheme.

NIEPA COLLOQUIUM

10. A series of 10 colloquiums was organised on a wide variety of themes ranging from implementation of National Policy on Education to educational developments in different parts of the world.

NATIONAL AWARD

11. The Fifth All-India Competition was held under the programme of National Award for Innovative concepts and Practices in Educational Planning and Administration. Four entries with the following titles were awarded prizes :-

- (i) Education for Creative Thinking;
- (ii) School Community Interplay for Better Schools;
- (iii) School Complex - An Implemented Project; and
- (iv) Searching Logical Gaps to Educate the Child.

NEW ACADEMIC UNIT

12. A new academic Unit of Distance Education and Educational Technology was set up in January, 1987 primarily to develop intervention strategies in planning and management of Distance Education and Educational Technology. The new unit would endeavour to produce self-learning modules and audio-visual software on educational planning and management which can be used as Distance Educational material on the subject.

JOURNAL ON EDUCATIONAL PLANNING AND ADMINISTRATION

13. The Institute started bringing out a Journal on Educational Planning and Administration with a view to improve both quantitatively and qualitatively publication of rich research-based and knowledge-based articles and disseminate research findings in the area of educational planning and administration with improved format and get-up in place of Quarterly EPA Bulletin.

PUBLICATIONS

14. Priced and un-priced publications brought out during the year included :

(a) Priced Publications

1. Educational Planning - A Long Term Perspective
2. School Inspection System - A Modern Approach
3. Financial Code for - A University Systems

In Press

1. Indian Schools : A Study of Teacher Pupil Ratio
2. Development and Maintenance of Educational Services : A Study of Norms

(b) Unpriced Publications

1. Methodologies of Teaching in Colleges

In Press

1. Organisational History of Ministry of Education
2. A Monograph on Education and Development

LIBRARY AND DOCUMENTATION SERVICES

15.1 The Institute's Library may claim to be one of the richest libraries in the field of educational planning and administration in the Asian region. It is open throughout the year excepting on national holidays. It continued to bring out its fortnightly mimeographed publication "Periodicals on Education : Titles Received and their Contents". It also contributed annotated references on Indian documents under the heading "Notes on Asian Documents" in the journal "Education in Asia and the Pacific : Reviews, Reports and Notes" brought out by Unesco Regional Office, Bangkok.

15.2 The Documentation Centre continued to bring out educational news from States and Union Territories on the basis of news items in Newspapers and other information received from various States and Union Territories.

CADRE PLANNING

16.1 The cadre planning policy consistently pursued by the Institute aims at strengthening its professional academic capabilities and pinning down the administrative and supporting cadres to the minimum.

16.2 The ratio of faculty and academic support staff to total cadre strength rose from 27.1% as on 1.4.80 to 34.9% on 31.3.87 with a corresponding decrease in the ratio of administrative, secretarial and ministerial staff from 73.9% to 65.1%. The Institute has now a more balanced and effective organisational structure.

16.3 The Institute is increasingly adopting the policy of farming out the work instead of engaging regular staff wherever possible with a view to increase efficiency, accountability and make economies. In pursuance of the above policy, the security of its hostel was entrusted to a private agency from May, 1986.

16.4 Besides the cadre strength which stood at 166 as on 31 March, 1987, there were 25 project staff members on the Institute's strength working on various study projects for specified periods.

HUMAN RESOURCE DEVELOPMENT

17. In-service training of staff was pursued as an important element of Human Resource Development. During the year, five faculty and other members of the staff attended specialised advanced training courses abroad.

GROUP SAVINGS LINKED INSURANCE SCHEME

18. Group Savings Linked Insurance Scheme of the Life Insurance Corporation of India on the pattern of Central Government Employees Group Insurance Scheme introduced in the Institute from March, 1986 was widely welcomed as an important staff welfare measure.

OFFICE PRODUCTIVITY AND REPORTING : AN INNOVATIVE APPROACH

19. An innovative approach of office reporting has been institutionalised which is broad based to cover the key areas of office functioning, namely, personnel, supply and services, estate and construction in addition to monitoring the disposal of receipts.

FINANCE

20.1 The total expenditure during the year against government grants was Rs. 92.99 lakhs (both plan and non-plan) as compared to Rs. 89.63 lakhs (both plan and non-plan) during 1985-86.

20.2 The Institute mobilised substantial funds under sponsored programmes and studies. An expenditure of Rs. 19.10 lakhs was incurred against such funded programmes and studies.

PART I

TRAINING COURSES AND PROGRAMMES

1. Organisation of Training Courses, Workshops and Seminars for the benefit of educational planners and administrators is one of the major functions of the Institute. Training of personnel from the states assumed high priority during the year for developing requisite skills in officers for implementation of National Policy on Education - 1986 and its Programme of Action.

2. The training needs of both national and regional levels and felt needs of different sectors of education were kept in mind in drawing up the annual training programme. The national priorities such as universalisation of education, adult and non-formal education, education of the minorities, vocationalization of education, involvement of community in educational development, use of educational technology, institutional planning, monitoring and evaluation, making the system to work, etc. were also taken into account.

3. The programme was communicated to the State Governments/UTs, Universities and other concerned institutions at the beginning of the year. Each programme was also separately announced well in advance so that officers could be sponsored in time to take advantage of the institutional programmes.

4. During the year, the Institute has organised 65 training courses/workshops and seminars for different educational functionaries from within the country and from abroad. In addition, 3 programmes of the previous year were continued. A total of 1,591 persons were trained during the year.

BROAD CLASSIFICATION AND PARTICIPATION

5.1 The broad classification of the programmes, their duration and extent of participation is given below :

Table 1.1

Broad Classification, Duration and Participation in Programmes

Sl No	Code No	Title	Dates & Duration	No. of participants	Programme person-days
National Policy on Education					
1.	09.1/86-87	National Seminar on Implementation Strategies of N.P.E.	June 26 - 29, 1986 (4 days)	64	256
2.	07.4/86-87	National Workshop on Diagnostic Study of Educational Management in India and Development of Strategies for Implementation of New Education Policy	Sept. 22 - 24, 1986 (3 days)	7	21
3.	05.3/86-87	National Workshop on Training of Trainers in Educational Planning and Administration in relation to NPE	Oct. 13 - 17, 1986 (5 days)	8	40
4.	07.6/86-87	Workshop on School Mapping	Oct. 28 - 29, 1986 (2 days)	16	32
5.	05.5/86-87	National Workshop on School Complexes	Dec. 17 - 19, 1986 (3 days)	31	93
				17	442

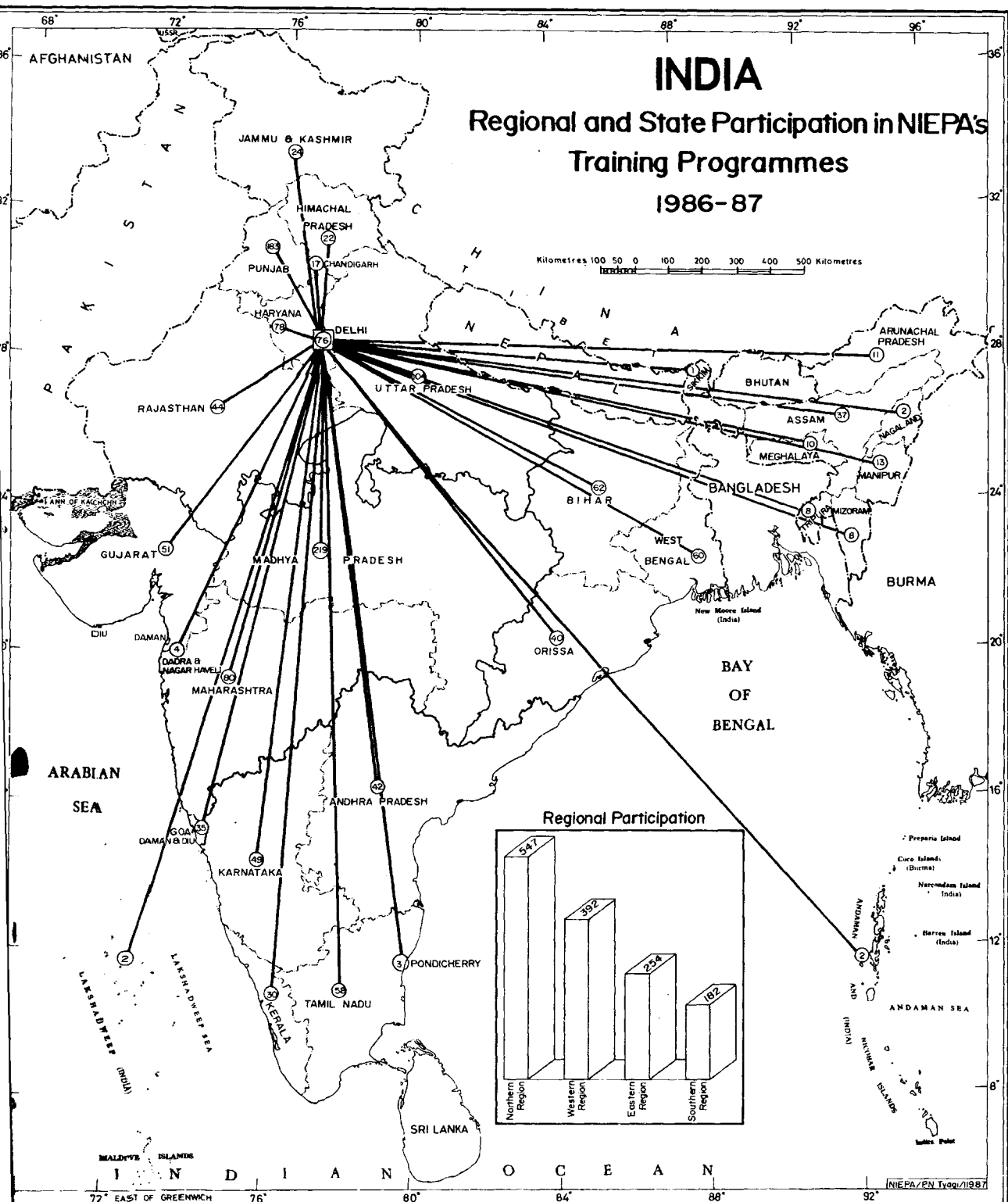
Planning and Management for Women, Minorities and Weaker Sections

6.	04.8/86-87	Training Programme on Linking Education with work in Tribal Areas	March 2-6, 1987 (5 days)	25	125
7.	08.8/86-87	Seminar on Women in Educational Administration in India	Mar.17-19, 1987 (3 days)	30	90
8.	04.2.1/86-87	Workshop on Achieving Universalisation of Elementary Education in Tribal Area of Baster District	April 23-25, 1986 (3 days)	45	135

INDIA

Regional and State Participation in NIEPA's Training Programmes 1986-87

Kilometres 100 50 0 100 200 300 400 500 Kilometres



Survey of India map with the permission of the Surveyor General of India.

The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate base line. The boundary of Meghalaya shown on this map is as interpreted from the North-Eastern Areas (Re-organisation) Act 1971, but has yet to be verified.

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17.	02.1.1/86-87	Orientation Programme on Implementation of Higher Secondary Education in Punjab - I	April 7-11 1986 (5 days)	23	115
18.	02.1.2/86-87	---- do ---- II	April 28 - May 2, 1986 (5 days)	44	220
19.	02.2/86-87	Training Course in Educational Planning and Management for Senior School Principals and Education Officers of Kendriya Vidyalaya Sangathan	May 19-30, 1986 (12 days)	30	360
20.	02.1.3/86-87	Orientation Programme on Implementation of Higher Secondary Education in Punjab - III	June 2-6, 1986 (5 days)	38	190
21.	02.1.4/86-87	---- do ---- IV	June 9-13, 1986 (5 days)	22	110
		Fifth Diploma Course in Educational Planning and Administration for District Education Officers (3rd phase)	June 16-21, 1986 (6 days)	24*	144
22.	02.5/86-87	Training Programme in Educational Management for Sainik Schools	June 16-27, 1986 (12 days)	19	228
23.	02.1.5/86-87	Orientation Programme on Implementation of Higher Secondary Education in Punjab - V	June 21-25, 1986 (5 days)	27	135
24.	05.1/86-87	Sixth Pre-Induction Training Programme for DEOs	July 1- Dec. 31, 86 (184 days)	18	3312
25.	02.7/86-87	Seminar on Educational Planning and Administration for Principals of Central Schools for Tibetans	Sept. 29 - Oct. 8, 1986 (10 days)	15	150
26.	02.8/86-87	Workshop for KVS Education Officers	Nov. 3-7, 1986 (5 days)	25	125

27.	8.5/85-86	Workshop on Experience of Third World Countries of UEE	Nov.17-19, 1986 (3 days)	18	54
28.	08.6/86-87	Orientation Programme for Women Secondary School Principals	Nov.24-Dec. 5, 1986 (12 days)	26	312
29.	05.4/1/86-87	Seventh Pre-Induction Training Programme for DEOs	Dec.1, 86- May 31, 87 (121 days)	13	1573
30.	05.6/86-87	Workshop in School Management for Educational Planners and Administrators of Goa, Daman & Diu with a focus on the implementation of NPE	Jan.19-30, 1987 (12 days)	27	324
	05.1/86-87	Sixth Pre-Induction Programme in EP&A for DEOs (3rd phase)	March 2-6, 1987 (5 days)	15	75

				469	407 9160

* Not added in the total as already included in the 2nd phase.

Planning and Administration for Adult and Non-formal Education

31.	04.1/86-87	Workshop on Planning for Policy Implementation : A Model for Developing Action Plans for Adult Education	April 7-8, 1986 (2 days)	29	58
32.	07.1/86-87	Workshop on Preparation of Analytical Tools for Evaluation Study of Non-formal Education at Elementary Stage in Nine Educationally Backward States	April 14-17, 1986 (4 days)	15	60
33.	07.2/86-87	Workshop of State Project Directors of Evaluation Study Regarding Centrally Sponsored Scheme of Non-Formal Education at Elementary Stage	June 19-24, 1986 (6 days)	18	108

34. 05.2/86-87	Orientation Programme in Planning and Management of Adult Education with special reference to NEP for DAEO	Aug. 11-14, 1986 (4 days)	39	156
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16	101	382
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Management of Technical and Vocational Education

35. 02.4/86-87	Workshop on Development of Implementation Strategies for Vocationalisation at Plus Two Stage	June 30 - July 4, 1986 (5 days)	42	210
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36. 02.9/86-87	Orientation Programme in Planning and Management of Technical Education	Nov. 10-14, 1986 (5 days)	23	115
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10	65	325
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Planning and Management of Higher Education

37. 06.1/86-87	Seminar-cum-workshop on Planning and Management of Policy Thrust Areas in Higher Education	June 11 - 14, 1986 (4 days)	26	104
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38. 06.2.1/86-87	Orientation Programme in Educational Planning and Administration for College Principals	October 6 - 24, 1986 (19 days)	22	418
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39. 06.2.2/86-87	Orientation Programme in Educational Planning and Administration for Principals of Women's Colleges	Nov.10- Dec. 2, 86 (23 days)	21	483
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40. 06.3/86-87	Workshop on Teaching Learning Methodology for Teachers of Dronacharya Government College, Gurgaon	Nov. 9 1986 (1 day)	30	30
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41. 06.2.3/86-87	Orientation Programme in Educational Planning and Administration for College Principals	Feb. 9 - 27, 1987 (19 days)	21	399
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42. 06.4/86-87	Orientation Programme in Planning and Management of Science Education for Heads of Science Departments of Colleges	March 23 - 28, 1987 (6 days)	25	150
			72	145 1584

Educational Planning

43. 01.1.1/86-87	Refresher Programme in Educational Planning for IAS Officers - I	April 14 - 18, 1986 (5 days)	26	130
44. 01.1.2/86-87	----- do ----- - II	April 28 - May 2, 1986 (5 days)	24	120
45. 02.3/86-87	Workshop on Micro-level Holistic Project Management	June 2-4, 1986 (3 days)	13	39
46. 01.1.3/86-87	Refresher Programme in Educational Planning for IAS Officers - III	July 21-26, 1986 (6 days)	20	120
47. 01.1.4/86-87	----- do ----- - IV	July 28- Aug.2, 86 (6 days)	25	150
48. 01.3/86-87	Seminar on Methodologies of Educational Planning	Aug. 18 - 22, 1986 (5 days)	28	140
49. 01.4/86-87	Training Programme on Quantitative Methods for Educational Planning	Dec. 8 - 24, 1986 (17 days)	16	272
			47	152 971

Educational Finance

50. 03.1/86-87	Orientation Programme in Financial Planning and Management in Education	April 14 - 25, 1986 (12 days)	11	132
51. 03.2/86-87	Seminar on Financing and Equity in Education	Sept. 29 - Oct.3, 1986 (5 days)	16	80

52.	03.3/86-87	Orientation Programme in Management of University Finances	Oct. 20-24, 1986 (5 days)	35	175
53.	03.4/86-87	Workshop on Methodology for Determining Norms for Institutional Level Functionaries	Nov. 3-7, 1986 (5 days)	14	70
54.	03.5/86-87	Seminar-cum-Workshop on Performance Budgeting and Zero Based Budgeting	Jan. 12-16, 1987 (5 days)	33	165
				32	109 622

Educational Technology

55.	02.11/86-87	Workshop on Management of Educational Technology in Implementation of National Policy on Education	March 23-24, 1987 (2 days)	24	48
56.	01.2/86-87	Use of Computer in Educational Planning and Management	May 12-22, 1986 (11 days)	22	242
				13	46 290

Other National Programmes

57.	07.3/86-87	Technical Workshop on Indicators of Educational Development	Aug. 26-29, 1986 (4 days)	27	108
58.	04.5/86-87	Training Programme on Equity in Education	Sept. 1-5, 1986 (5 days)	16	80
59.	02.6.86-87	Workshop on Management of Educational Change	Sept. 22-26, 1986 (5 days)	11	55
60.	07.5/86-87	Technical Workshop on Forms Design and Control upto District Level Educational Administrators	Oct. 6-9, 1986 (4 days)	14	56
61.	04.6/86-87	Workshop-cum-Seminar on Educational Development in Kerala	Oct. 27-28, 1986 (2 days)	9	18

62.	02.10/86-87	Seminar on Research and Training in Educational Administration	Mar. 2-6, 1987 (5 days)	15	75
				25	392

International Programmes

	08.3/85-86	On-going Training Programme Second International Diploma in Educational Planning and Management	Feb. 20 - Aug. 19, 1986 (141 days)	10	1410
63.	08.1/86-87	First Regional Conference of Educational Planners and Administrators of Asia and the Pacific	April 23-24, 1986 (2 days)	6	12
64.	08.3/86-87	Workshop in Indian History, and Culture for Social Studies Supervisors and Curriculum Consultants from USA	July 7 - Aug. 13, 1986 (38 days)	25	950
65.	08.7/86-87	Third International Diploma in Educational Planning and Administration	Jan. 14 - July 13, 1987 (77 days)	24	1848
				258	4220

Table 1.2

Classification-wise Summary of Programmes

Sl. No.	Classification	Programme Days	No. of Participants	Programme Person Days
1.	National Policy on Education (5 Programmes)	17	126	442
2.	Planning and Management for Women, Minorities and Weaker Sections (10 Programmes)	42	283	1071
3.	Planning and Management of Schools (15 Programmes)	469	407	9160

4.	Planning and Administration of Adult and Non-formal Education (4 Programmes)	16	101	382
5.	Management of Technical and Vocational Education (2 Programmes)	10	65	325
6.	Planning and Management of Higher Education (6 Programmes)	72	145	1584
7.	Educational Planning (7 Programmes)	47	152	971
8.	Educational Finance (5 Programmes)	32	109	622
9.	Educational Technology (2 Programmes)	13	46	290
10.	Other National Programmes (6 Programmes)	25	92	392
11.	International Programmes (3 Programmes)	258	65	4220
----- Total 65 programmes*		1001	1591	19459

* In addition, 3 continuing programmes were completed during the year.

5.2 The objectives unit-wise listing and other details of programmes are given at Annexure I.

5.3 Details of national, regional, level-wise and international participation are given below :

PARTICIPATION IN NIEPA'S PROGRAMMES

1986-87

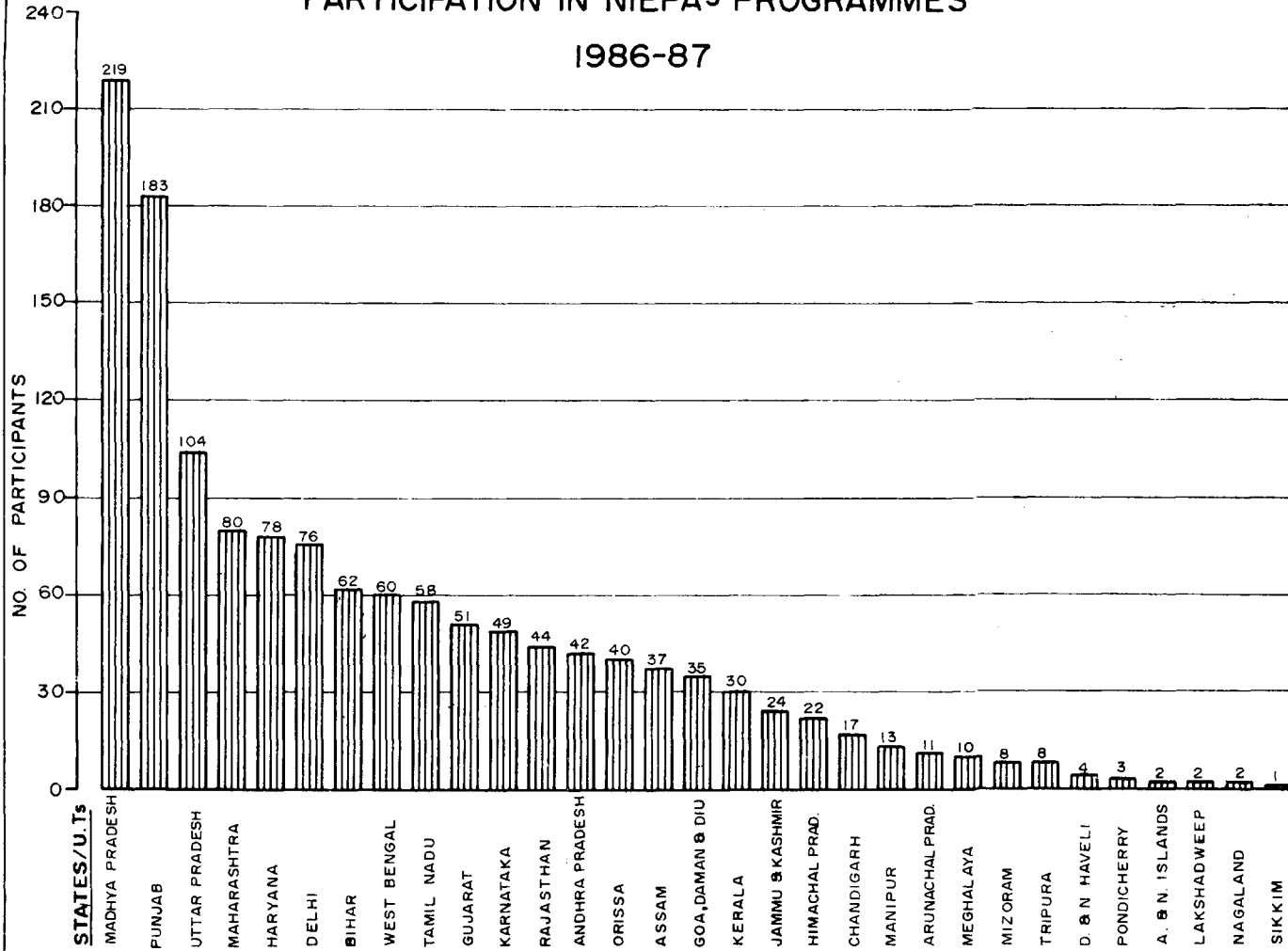


Table 1.3

National Participation

S.No.	State/UTs/Other Organisations	Participation
1.	Andhra Pradesh	42
2.	Assam	37
3.	Bihar	62
4.	Gujarat	51
5.	Haryana	78
6.	Himachal Pradesh	22
7.	Jammu & Kashmir	24
8.	Karnataka	49
9.	Kerala	30
10.	Madhya Pradesh	219
11.	Maharashtra	80
12.	Manipur	13
13.	Meghalaya	10
14.	Nagaland	2
15.	Orissa	40
16.	Punjab	183
17.	Rajasthan	44
18.	Sikkim	1
19.	Tamil Nadu	58
20.	Tripura	8
21.	Uttar Pradesh	104
22.	West Bengal	60
23.	Andaman & Nicobar Islands	2
24.	Arunachal Pradesh	11
25.	Chandigarh	17
26.	Dadra & Nagar Haveli	4
27.	Delhi	76
28.	Goa, Daman & Diu	35
29.	Lakshadweep	2
30.	Mizoram	8
31.	Pondicherry	3
	Total	1375
	Government of India and other organisations	133
	Grand Total	1508

Table 1.4

Region-wise Participation

Northern Region	547
Western Region	392
Eastern Region	254
Southern Region	182
Total	1375

Table 1.5

Level-wise Participation

School Principals	290
DEOs	152
Other School Personnel	204
Adult Education Officers	48
Finance Officers	35
Statistical Officers	16
College Principals	111
Other University Personnel	135
Others	517
Total	1508

Table 1.6

International Participation

S.No.	Name of the Country/ International body	No. of participants
1.	Bangladesh	3
2.	Bhutan	1
3.	Botswana	1
4.	Burma	2
5.	Ethiopia	1
6.	Fiji	2
7.	France	1
8.	Ghana	3
9.	Kenya	1
10.	Malawi	1
11.	Malaysia	2
12.	Maldives	2
13.	Mauritius	2
14.	Namibia	3
15.	Nepal	4
16.	North Yemen	1
17.	Pakistan	1
18.	Philippines	1

19.	South Yemen	1
20.	Sri Lanka	6
21.	Tanzania	4
22.	Uganda	1
23.	USA	25
24.	Yugoslavia	1
25.	Zambia	4
	Total	74

International Bodies

	World Bank	4
	UNESCO	2
	UNICEF	3
	Total	9
	Grand Total	83

5.4 Practically all the States and UTs participated in the various programmes at the Institute. There were 1,375 participants from the States and UTs, as against 1,354 participants during the preceding year. The highest participation was from Madhya Pradesh (219), followed by Punjab (183), UP (104), and Maharashtra (80). The nine educationally backward states sent a large number of participants totalling to 632 representing 46 % of the total participation from the States.

5.5 Apart from the States and Union Territories, 133 officers from the Government of India and other national institutions like National Council of Educational Research and Training, Planning Commission, University Grants Commission, Jawaharlal Nehru University, Indira Gandhi National Open University, Delhi University, Directorate of Adult Education, etc. participated in the training programmes.

5.6 83 participants came from 25 foreign countries and international bodies like UNICEF, UNESCO, and World Bank.

5.7 Total number of participants both national and international during the year was 1,591.

DIPLOMA COURSES

6. The following two Diploma courses were conducted during the year under report :

- (a) Diploma in Educational Planning and Administration for District Education Officers of India; and
- (b) International Diploma in Educational Planning and Administration for Officers from other countries.

INTERNATIONAL PARTICIPATION IN NIEPA'S PROGRAMMES 1986-87



(a) **Diploma Course for District Education Officers**

7.1 This Diploma was introduced in July, 1983. During the year, the Institute organised two pre-induction diploma programmes for DEOs. 31 officers from ten states and UTs participated in the two diploma programmes. The state-wise break-up of the participants for the 6th and 7th Diploma Programmes conducted during the year was as follows :

Table 1.7

State-wise Participation in Diploma Courses for District Education Officers

State	6th Diploma	7th Diploma	Total
Andhra Pradesh	2	-	2
Gujarat	-	1	1
Karnataka	3	3	6
Kerala	3	-	3
Madhya Pradesh	-	1	1
Maharashtra	-	1	1
Rajasthan	1	-	1
Uttar Pradesh	4	4	8
West Bengal	4	-	4
Delhi	1	3	4
T O T A L	18	13	31

7.2 Diploma Programme consists of three phases. Phase I consists of three months of intensive curriculum work of 15 credits at the Institute, Phase II consists of three months supervisory project work in the District of the trainee, and Phase III consists of 4-6 days viva-voce on the Project Report. The course content of the Diploma Courses was redesigned in the light of feedback received from the participants of the previous courses. The emphasis was on upgradation of managerial skills, preparation of action plans, syndicate work, with emphasis on individuals area of work. Institutional planning, school mapping, school complexes, quality improvement, institutional evaluation, development of leadership, resolution of crisis, etc. were also dealt with in the Diploma Programme.

7.3 Participants of 5th and 6th Diploma programmes completed the programme successfully and were awarded Diploma of the Institute. Participants of the 7th Diploma programme have completed first two phases of the programme and will be awarded diploma after submission of their project reports and their evaluation.

(b) **International Diploma in Educational Planning and Administration**

8.1 This Diploma was introduced in January 1985. The second IDEPA continued upto August 1986. Third IDEPA Programme started on 14th

January 1987 and 24 participants from 16 countries participated in the programme. Country-wise participation is as follows :

Table 1.8

Country-wise Participation in International Diploma Programmes

Name of the Country	3rd IDEPA
1. Burma	2
2. Ethiopia	1
3. Fiji	1
4. Ghana	2
5. Kenya	1
6. Malaysia	2
7. Malawian	1
8. Maldives	1
9. Mauritius	2
10. Namibia	2
11. North Arab Republic Yemen	1
12. Nepal	1
13. South Democratic Yemen	1
14. Sri Lanka	4
15. Tanzania	1
16. Uganda	1
Total	24

8.2 The Diploma course consists of two phases. Three months of intensive curricular work at the Institute and three months of supervisory project work on the job. The curriculum is divided into two parts i.e. core and specialised. While the core provided the basic concepts and techniques of educational planning and administration, the specialisation took the form of advanced work in some selected areas by the participants. The various themes covered in the course include : Quantitative aspects of educational planning, project planning, monitoring and evaluation, organisational behaviour, personal management, finance management, office management, etc. The academic content of the course was supplemented with field visits in Delhi and in States of Maharashtra, Tamil Nadu and Kerala. These field visits were planned to enable the participants to have first hand experience of Indian situation which could help them to draw relevant inferences for solving problems of their own country.

8.3 The course fee and other costs of the participants were met by UNDP, Commonwealth Fund for Technical Cooperation (CFTC), other foreign agencies and Government of India.

PRIORITY AREAS

9.1 Priority areas mentioned in the NPE and POA like micro level planning, universalisation of elementary education, education as an instrument for removal of disparities, monitoring and evaluation,

institutional planning, adult and non-formal education, computer application to educational planning, planning of education for minorities, autonomous institutions, application of technology, management of change, etc. were given special emphasis in the training programmes.

9.2 Workshop on Micro level Holistic Project Management developed guidelines for implementation of projects. Seminars on research problems of educational administration were organised to encourage educational institutions to take up research on problems of educational planning and administration. Special care was taken in training principals of minority managed institutions, institutions with predominance of SC & ST, and better management of Science Departments.

9.3 Management and coordination of adult education programme as a mass movement, women's education, workshop on experience of third world countries in adult education, vocationalisation, open learning system were also other important areas chosen for training.

9.4 The Institute organised four training programmes for IAS Officers. Secretaries and senior level IAS officers from most of the States participated in the programmes. These programmes were highly rated.

9.5 Zero based budgeting, norms for institution level management, university finance management were also taken up for training.

9.6 Evaluation study of non-formal education programme, diagnostic study of educational management, development of indicators of educational development, form design and control for efficient management, data management system were also special areas of training.

NEW AREAS COVERED

10.1 Training of Principals of Minority Managed Institutions with an objective of improving their institutional efficiency and utilising these institutions for spreading of UEE in their neighbourhood was an important new area covered. Use of computers in planning and management of education was another important new area covered. Special programmes were organised for principals of secondary schools of Punjab for implementing higher secondary education in the state. A workshop on planning of policy implementation was organised to develop a model of action plan for adult education. Regional Conference of Educational Planners and Administrators of Asia and Pacific was also organised. Strategies for achieving UEE in tribal areas of Bastar and management of incentives for SCs and STs, Seminar-cum-Workshop on indicators of educational development, management of educational change, form design and control for improving administrative efficiency, school mapping, workshop on experiences of third world countries in achieving UEE, evolving norms for school complexes, special programmes for UTs like Goa, were some of the new areas covered during the year.

10.2 The Institute also participated in massive Training Programmes for Teachers organised by NCERT. The planning and management module was prepared by NIEPA.

ON GOING PROGRAMMES

11. In addition to the Diploma Programmes for DEO and IDEPA and special programmes, a number of ongoing programmes were organised :

- (a) Training Programme in Educational Planning and Administration for Senior Principals and Education Officers of KVS
- (b) Training Programme for Principals and Directors of Central Tibetan Schools
- (c) Orientation Programme in Planning and Management of Adult Education
- (d) Orientation Programme in Educational Planning and Administration for Senior Educational Administrators
- (e) Management of University Finances
- (f) Orientation Programme in Educational Planning and Administration for College Principals and Heads of Science Departments.

INTERNATIONAL PROGRAMMES

12. The Institute conducts every year programmes at the request of international organisations like UNESCO, United States Educational Foundation in India (USEFI), and some other organisations. This year a Seminar on Methods of Planning was organised in collaboration with World Bank, IIPA, and Planning Commission. 28 experts in different aspects of educational planning and administration participated in the Seminar. A regional Conference of Educational Planners and Administrators of Asia and Pacific was also organised. Workshop on Experience of Third World Countries in achieving UEE was another important international programme.

MATERIAL PREPARATION AND FIELD VISITS

13.1 In all programmes advance action was taken to prepare the relevant material necessary for training programmes. The programmes also generated materials by way of study reports, documents, case studies and action plans. In case of Diploma Programme, the report of research projects undertaken by the participants also became useful training material.

13.2 The participants were taken to field visits wherever found necessary. The visits included various institutions like NCERT, Planning Commission, UGC, National Informatic Centre, Ministry of Human Resource Development, Schools and Colleges, Non-formal Centres and innovative projects. All these helped the data collection for the preparation of reading materials. It also helped the participants to

get first hand information of the working situation in different institutions. Some reading materials and reports were also produced in Hindi.

INTER-DISCIPLINARY APPROACH

14. In every programme there was a Task Force which included members of the faculty from different units and in some cases experts from outside to give a better orientation for the training programme. All the programmes were of inter disciplinary nature. While the management of the programme is vested with one of the academic units of the institute other units provide resource persons and support for conducting the programme and also in giving academic input. Practical work, syndicate work, use of educational technology, computer application formed the core of the training programme. Videos and overhead projectors were also used. Research findings, strategies of action research and lessons learnt in other areas in community participation were taken as case studies for the training programmes.

EVALUATION

15. Each training programme has an element of inbuilt evaluation. In the programmes of longer duration such as Six month Diploma programmes for DEOs and IDEPA, the evaluation of the programme is a continuous process. There is an evaluation by the participants of the course every month. Apart from evaluation at the end of the programme, there is an evaluation of each module of programme. In Diploma Courses besides the evaluation of the course by the participants, the participants were in turn evaluated on the basis of assignments, tests, group and individual work, term papers, participants seminar and syndicate work. Evaluation of the programme is generally done during the course of the programme and readjustment in the course structure is done in the light of the reaction of the participants. The answers to the structured questionnaire and programme evaluation by the participants is also utilised for restructuring and updating the programmes.

PART II

RESEARCH AND STUDIES

1. The research activities of the Institute are directed towards investigating the empirical situations in the field of educational planning and administration at macro and micro levels for purposes of generating knowledge, relevant data and providing feedback for policy issues and probable solutions to the field problems. The training programmes are also being continuously fertilised by the findings of the research studies.

2. During the year, the expenditure on research and studies against government grants was Rs. 3.63 lakhs against Rs. 2.97 lakhs during 1985-86. The Institute also mobilised substantial additional funds to the tune of Rs. 4.27 lakhs under funded research programmes. The total expenditure under research and studies both against government grants and funded studies aggregated to Rs. 7.90 lakhs.

3. 19 research studies were completed during the year and 10 studies were in progress. 2 Occasional Papers were also brought out.

4. The Institute has recently finalised a Scheme of Assistance for Studies with a view to aid and promote research in the area of Educational Planning and Administration. The scheme will come into operation from next year. This will help to diversify the areas of research and at the same time promote research by other organisations and individuals.

5. Special mention may be made of the Evaluation Study of Non-Formal Education Programme at Elementary Stage in nine educationally backward states, namely, Andhra Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal, undertaken at the request of the Ministry of Human Resource Development (Department of Education). The findings of the Study, it is expected, will provide greater insight into the operational dynamics of the scheme and thus have significant bearing on the policy and the programme of Non-Formal Education.

6. Some of the other studies completed during the year included : Study on Role Performance by the College Heads; Personnel Structure and Inventory Control Management in Engineering Colleges; and Monograph on Education and Development in India.

7. Mention may be made of the on-going action research project in 20 villages of Punhana Block of Mewat area, one of the educationally most backward areas. Motivated by the substantial increase in enrolment both of boys and girls and reduction in the drop-out rates in the project area, the state government is planning to replicate the model developed in other areas of the state with the objective of universalisation of elementary education. Another action research

project is in progress in the field of Higher Education in selected colleges in Haryana to analyse the problems of development and efficient functioning of the colleges.

8. Mention may also be made of the on-going studies on : Indian Education in the year 2000 - A Long Term Perspective; Management of Change - Towards an Indian Model; Literacy in India - A Spatio Temporal Analysis (1901-1981); and Review Study of Condensed Courses of Education and Vocational Programmes for Adult Women undertaken in collaboration with Central Social Welfare Board.

9. In the context of the implementation of the New Education Policy, two new studies, namely, Study Project on School Mapping and Second All India Survey of Educational Administration have been sanctioned.

STUDIES COMPLETED

10. The Studies completed during the year included :

- (1) **A Study on Educational Financing with Special Reference to Equality of Opportunity and Equalisation of Education Opportunity in India - A Case Study of School Education in Kerala and Uttar Pradesh. (ICSSR Sponsored) (03/CBP/05)**

The research team comprised of Dr. C.B. Padmanabhan, Project Director and Shri B. Shiva Reddy, Project Associate.

The main objectives of the Study are : to examine the changes in the sources of educational finance in the light of equality and equity goals; and to analyse the financing mechanism for education including grants-in-aid system and its effect on distribution of educational opportunities.

The Study is mainly empirical-cum-analytical in nature and is limited to school education in the two states, namely, Kerala and Uttar Pradesh. The main sources of data are the published and the unpublished material of the Ministry of Human Resource Development, (Department of Education) both of the Central and State Governments, Plan documents, Budget Reports and Statistical Abstracts of the States concerned. Publications of NCERT, such as All India Educational Administration also provided information related to the Project.

Data on educational development between 1956-57 and 1980-81 at school level were collected in order to examine whether disparities in educational facilities have narrowed during this period in the two states. The collected data included number of institutions, enrolment, enrolment ratios etc., with a view to examine the distribution of educational facilities among different segments of population.

The Study is divided into 8 chapters with an Introduction; Methodology and Sources of Data; Educational Development; Sources of Finance; Inter-Sectoral and Intra-Sectoral Allocation of Public Expenditure on Education; Grants-in-aid System and Equalisation of

Educational Opportunity; Distribution of Benefits and Costs of Public Expenditure on School Education. The last Chapter deals with Summary and Conclusions.

Alongwith an examination of the growth of total, per capita and percentage of GDP and budgeted expenditure on education, the educational development in Kerala and Uttar Pradesh as well as growth of inequality has been examined on the basis of the number of districts which are lagging behind the State. It has been found that though Kerala has inequalities, it has succeeded in achieving greater equality than Uttar Pradesh.

This had led to an examination of pattern of financing in both the States. In particular, it was found that Kerala had been giving higher priority to expenditure on elementary education than Uttar Pradesh while Uttar Pradesh had been devoting an increasing percentage to higher education. Per student expenditure in Kerala for primary schools has been higher than Uttar Pradesh but per student (passing expenditure) has been lower in Kerala because of the high percentage of student passing and not dropping out in contrast to Uttar Pradesh. Further, Kerala had a tradition of promoting literacy and girls education. As a result of all the above aspects relating to financing of education, Kerala has achieved greater equality than Uttar Pradesh.

Policy Conclusions

Some of the more important policy conclusions emerging from the Study are the following :-

- (i) Even though the magnitude of financial availability for education is important, it is also important to pay attention to the way in which allocation are made by a higher level to a lower level of government.
- (ii) Secondly, the present interpretation of equality is limiting itself to socio-economic aspects only. Even for achieving equality in this respect, enough resources have not been spent either in the aggregate or in terms of the number of scholarships. Also the regional aspect of inequality has not been adequately taken into account. Therefore, there are inequalities among the different districts and blocks in Uttar Pradesh and Kerala. Of course, they exist in other states also.

An important way of eliminating the regional inequality is through regionalisation of financial policies in education. The dimensions of such regionalisation have been elaborated and the changes in the planning methods needed are suggested. In particular, it is necessary to divide the state into blocks as has been done in Tamil Nadu on the basis of per capita income. The block with the highest per capita income will be induced to mobilise more resources for education and suitable matching grants will be given. Blocks with the lowest per capita income will be helped to overcome their difficulties of resource availability. In any case, data regarding educational development at district and block level will have to be used in

ascertaining the needs for resources and planning for educational development in every state.

(2) Role-Performance of Heads of Colleges (02/EAD/02)

The research team of the study comprised of Dr. N.M. Bhagia, Project Director, Ms. Nalini Juneja/Shri D.H. Shrikant/Ms. Promila Yadav, Project Assistant.

The main objectives of the Study are : to identify the roles of Heads of Colleges; to explore the frequency of performance of different types of roles by the heads; and to find the relationship of some factors with the role-performance of the college heads.

The functions of Heads of Colleges, as perceived by them, the teachers and the students were specified so as to identify the roles which Heads of Colleges are called upon to play. The functions thus collected were grouped under ten roles with the help of experts. The roles were labelled as Planner and Innovator; Office Manager; Resource Facilitator; Supervisor of the Instructional Programme; Promoter of Co-curricular Activities; Staff Evaluator and Motivator; Mentor and Reconciliator; Academician and Teacher; Representative of the College; and Bridge Builder with the Community. A questionnaire consisting of 83 items was constructed on the basis of the functions under the different roles. A stratified random sample of 51 colleges out of 129 colleges in the National Capital Region was selected for the purpose of the Study. The sample included Government and privately managed colleges, aided and unaided colleges as well as co-educational and women colleges. Apart from Principals of these colleges, the sample included 4-5 lecturers of the colleges.

The tools for this Study comprised the Role-Performance Questionnaire (RPQ), Personality Data Questionnaire (PDQ), Cattell's 16 Personality Factor Questionnaire (PFQ), and Organisational Health Questionnaire (OHQ).

RPQ and OHQ were administered on lectures of colleges while PDQ and PFQ were administered on the Heads of Colleges. The data, complete in all respects, was received from 28 colleges. It was analysed with the help of computer after formulating necessary tables.

Major Findings

I. Performance of Various Roles

- (i) The most frequently performed role by the College Head is that of "Office Manager". The next most frequently performed roles are that of "Mentor and Reconciliator" and "Representative of the College". The roles connected with Academic Management get the last ranks on the frequency of their performance.
- (ii) While comparing the perceptions of role-performance of the Heads by the teachers and the time spent by the Heads on each role, it is found that for the roles "Office

Management", "Resource Facilitator" and "Staff Evaluator and Motivator", there is relatively little difference between the perceptions of teachers and the heads. On the other hand for the roles "Planner & Innovator", "Supervisor of the Instructional Programme", "Academician & Teacher" and "Promotor of Curricular Activities", the heads reported spending a fairly large chunk of time, but the lecturers felt that the roles were not being performed to that extent.

II. Role-Performance and Personal Variables

- (i) There is no significant difference between Ph.D. holders and non-Ph.D.'s among college heads in the performance of various roles.
- (ii) There is no significant relationship between experience of college heads and their performance on various roles.
- (iii) There is no significant difference between the college heads who have experience of vice-principalship and those who did not have the experience in the performance of various roles.
- (iv) There is no significant difference between the college heads who have some kind of training and those who did not have any kind of training in the performance of various roles.
- (v) There is a very significant negative co-relation between age of the college heads and their performance in respect of the role "Promoter of Co-Curricular Activities". This shows that the Younger College Heads perform this role more frequently than the older College Heads.
- (vi) There is no relationship between age of the college heads and their performance on the other roles.

III. Role-Performance and Personality Factors

- (i) There is a significant negative co-relation between the personality factor "Reserved Vs. Outgoing" and the role "Staff Evaluator and Motivator". This shows that a college Head who is reserved (cool, critical and precise in perusal of standards) more often performs the role of "Staff Evaluator and Motivator".
- (ii) There is a significant positive co-relation between the personality factor "Sober Vs. Enthusiastic" and the performance of the roles "Academician and Teacher", "Representative of the College", and "Bridge Builder with the Community". This shows that a college head who is enthusiastic (cheerful, talkative, frank, expressive and carefree) is likely to perform more often these roles which are concerned with human relationship.

- (iii) There is a significant negative relationship between the personality factor "Forthright Vs. Polished" and the role of "Staff Evaluator and Motivator". This indicates that a polished college head (who does not hurt his staff members, is analytic and worldly experienced, and has intellectual and unsentimental approach to situations) is likely to perform more often the role of "Staff Evaluator and Motivator".

IV. Role-Performance and Organisational Health

- (i) There is a significant positive co-relation between "Goal Focus" on the part of the staff and performance of the roles of college Heads. This indicates that better the "Goal Focus" in a college, higher is the performance of a college Head on all the ten roles.
- (ii) There is a significant positive co-relation between "Communication Adequacy" in colleges and performance on various roles of college Heads. This suggests that higher the "Communication Adequacy" in a college, higher is the performance of the Head of the college on all the roles.
- (iii) There is a significant positive co-relation between "Optimal Power Utilisation" in colleges and performance of College heads on the roles "Planner and Innovator" and "Office Manager". This suggested that higher the "Optimal Power Equalisation" in a college better is the performance of the college Heads on the roles "Planner and Innovator" and "Office Manager".
- (iv) There is a significant positive co-relation between "Resource Utilisation" in colleges and performance of college Heads on all the roles in a college. This suggests the higher the "Resource Utilisation" in a college, the better is the performance of the college Heads on all the roles.
- (v) There is a significant positive co-relation between "Cohesiveness" in colleges and performance of college Heads on various roles except the role "Representative of College". This suggests that higher the "Cohesiveness" in a college, better is the performance of the college Head on the roles barring the role "Representative of College".
- (vi) There is a significant positive co-relation between "Morale" in colleges and performance of college Heads on the roles "Planner and Innovator", "Office Manager", "Resource Facilitation", "Supervisor of the Instructional Programme", "Staff Evaluator and Motivator", and "Mentor and Reconciliator". This suggests that higher the "Morale" in a college, better the performance of college Heads on the roles mentioned above.

- (vii) There is a significant positive co-relation between "Innovativeness" in colleges and performance of college Heads on various roles except the role "Representative of the College". This suggests that higher the "Innovativeness" in a college, better the performance of the college Head on all the roles barring the role "Representative of the College".
- (viii) There is a significant positive co-relation between "Autonomy" in colleges and performance of college Heads on the role "Office manager". This suggests that higher the "Autonomy" in a college, better is the performance of the college Head on the role "Office Manager".
- (ix) There is a significant positive co-relation between "Adaptation" in colleges and performance of college Heads on the roles "Planner and Innovator", "Office Manager", "Resource Facilitator", "Supervisor of the Instructional Programme", "Staff Evaluator and Motivator", and "Mentor and Reconciliator". This suggests that better the "Adaptation" in a college better the performance of the college Head on the roles "Planner and Innovator", "Office Manager", "Resource Facilitator" "Supervisor of the Instructional Programme", "Staff Evaluator and Motivator", and "Mentor and Reconciliator".
- (x) There is a significant positive co-relation between "Problem Solving Adequacy" in colleges and performance of college Heads on all the roles except the roles "Promoter of Co-curricular Activities", and "Representative of College". This suggests that higher the "Problem Solving Adequacy" in a college, better is the performance of a college Head on all the roles barring the roles, "Promoter of Co-curricular Activities", and "Representative of College".

Recommendations

The following recommendations are made on the basis of the finding of the Study :

- (i) Since the College Head appears to be more of an administrator than an instructional leader and spends most of his time in dealing with routine administrative chores, in order to make it possible for him to play a role which is more befitting to his background and profession, the following suggestions are made :
 - (a) Delegation of administrative duties and authority among members of the faculty would enable the college head to devote more of his time for instructional leadership. This suggestion is well known and, in fact, has been advocated from time to time.
 - (b) Creation of a post of Administrative Manager in college which would allow more time to a college head to perform the role of an institutional leader. The incumbent of this post

should have specialised training in Educational Administration to take responsibility for many of the administrative duties of the College Head.

- (ii) There is a need for imparting knowledge and skills of effective communication to the Heads of Colleges in order to eliminate a communication gap which results because of the differences in perceptions of the Head and his/her staff with regard to performance of certain roles related to instructional leadership of the College Head.
- (iii) There seems to be a need of re-assessment of the criteria for the selection of Heads of Colleges. Doctoral qualifications, experience as principal and vice-principal and chronological age need not be given undue emphasis because they do not seem to be related to role performance of college heads. On the other hand, the study suggests that some personality factors may be given importance while selecting the College Heads. A College Head who is cool and precise in persual of standards, and the one who is polished, who does not hurt his staff members and who has intellectual and unsentimental approach to situation, performs the role of "Staff Evaluator and Motivator" more often. An enthusiastic College Head performs the roles concerned with human relationships more often.
- (iv) One of the finding that there is no difference between the role-performance of Principals with or without professional training need not be viewed as disheartening damper on training of College Heads. In fact, it points out the need of modifying the nature of training programmes. A fullfledged skill based programme in College Administration is recommended for College Heads for equipping them with knowledge and skills about their roles.
- (v) It is imperative to make the College Heads aware of the various dimensions of Organisational Health in a college. The understanding and insight into improving the Organisational health would help them in performing their roles better.

(3) Personnel Structure in Engineering Colleges (02/EAD/03)

The research team of the study comprised of Dr.M.Mukhopadhyay, Project Director and Shri C.R.K. Murthy, Project Assistant.

The main objectives of the study are : to study the existing personnel structure at different levels in the Institutions; to study the variations among the departments with respect to personnel structure at various levels; to find out the preceptions of the personnel with regard to desired structure of personnel; and to propose modifications in the personnel structure of engineering institutions.

The Study was carried out in two stages. The first stage was basically a survey of the existing staff which was carried out in 42 Institutions by mailed questionnaires as well as by personal visits. The second stage of the study was carried out by delphi method. The

first phase of delphi was done on 20 institutions and developed the basic framework of personnel structure. The second phase was carried out on 160 departments of engineering and non-engineering subjects.

The major findings of the study based on survey of 39 colleges were :

- (i) The staff-student ratio varies widely among the colleges and also among the departments within the colleges. The overall ratio is 1:12.
- (ii) The mean teacher-student ratio among the various departments vary. In Civil Engineering the ratio was 1:21, in mechanical it was 1:18, in case of electrical the ratio was 1:15 and in metallurgy the ratio was 1:10.
- (iii) The mean ratio in terms of number of professors, assistant professors and lecturers also varies widely among colleges as well as among various departments. In case of civil and mechanical engineering, the mean ratio is 1:2.7:5.3, 1:2.6:5.5 respectively.
- (iv) The ratio between faculty and non-faculty was also not uniform - the technical staff are comparatively more than the clerical staff available per faculty. This ratio again varies widely between RECs and SECs and UECs.
- (v) The structures in terms of levels of staff in workshop, library, and central office also varies. Almost without exception, Regional Engineering Colleges are better manned, if not over-staffed at times, compared to State Engineering Colleges and University Engineering Colleges.

The findings, based on a two stage delphi consisting of 125 respondents, were :

- (i) All respondents suggested that the teacher-student ratio should be 1:10.
- (ii) 85% of the respondents said each faculty post should be open, so that every one gets opportunity for promotion on the basis of performance.
- (iii) Contradictory to this suggestion, 50% of the respondents opted fixed proportion of Professor, Assistant Professors and Lecturers.
- (iv) Respondents suggestion for the ratio needed among the three categories is more or less same, i.e. about 1:2:4.
- (v) The respondent suggestion on requirement of technical and clerical staff varied widely. In case of clerical staff it ranges from 14-106 per hundred faculty and 7-200 technical staff per hundred faculty.

Main Recommendations

- (i) Unlike the present practice, the number of posts of academic faculty at various levels should not have any fixed proportion, instead of student-teacher ratio, analysis of actual workload in the department, should be the instrument of academic manpower planning.
- (ii) There should be 40-50 clerical staff per 100 faculty in a college, in case of technical staff requirement would vary from department to department.
- (iii) In dealing with the workload the conventional step down approach with higher levels of faculty is not justified. The variation between the junior and senior faculty except in administrative position should be restricted to only 10-15%. Depending upon the interest and efficiency, senior faculty may also have higher teaching load whereas junior faculty with better research skills can have time off from teaching for research.

The present study is an exercise in examining the state of the art of personnel pattern in the engineering colleges. This study needs to be followed up by actually carrying out work study and load analysis of each department in a college and then coming out with a rational structure of personnel for the college.

(4) Inventory Management in Engineering Colleges (02/EAD/04)

The research team of the study comprised of Dr. M.Mukhopadhyay, Project Director and Shri C.R.K. Murthy, Project Assistant.

The main objectives of the project are : to study annual allocation of budget on consumables and equipments; to study the system of procurement, storage and distribution of various items; to find out space cost (holding cost), staff cost; to compare the various models of inventory management across the different types of engineering colleges and estimate the management effectiveness; and to propose optimally effective method of inventory management for engineering college.

This was a descriptive survey instead of a purely cross sectional survey, indepth case studies were undertaken on various aspects of management of inventory. The case study approach was adopted in view of the details as well as dynamics which are part of inventory management.

The case studies were conducted on 28 engineering colleges from different parts of the country. The instruments used for data collection were questionnaires, proformae and interview guides.

Major Findings

- (i) Out of the 28 colleges studied, it was found that five colleges have centralised Inventory Management System, seven have partially centralised Inventory Management System and 16 others practise Decentralised Inventory Management System;
- (ii) Mean per student expenditure on consumables in RECs was Rs.260.30, in state and university colleges it was Rs.200.00 and Rs.169.43 respectively;
- (iii) It was found that, larger the inventory, more are the chances of choosing decentralised model.
- (iv) The mean annual staff cost in these 28 colleges was Rs.1,03,381 for mean cost of consumables of Rs.2,62,000.00.
- (v) The space occupied by inventory ranges from 800 sq.ft. to 5995 sq.ft. In terms of foregone rental the range was Rs.20,000.00 to Rs.1,49,875.00.
- (vi) Power of cash purchase among the 28 colleges ranges from from Rs.50.00 to Rs.500.00.
- (vii) The management efficiency as determined by the ratio between cost of consumables and cost of management (Staff + space cost) vary widely between 0.35 and 4.85. Mean efficiency is 1.85.

Recommendations

- (i) In most of the colleges, comprehensive list of inventory was not available. A comprehensive list of items alongwith quantity required per annum, preferably with a trend analysis of such requirements during the last five years should be preferred as the first step towards streamlining inventory management.
- (ii) Items thus identified should be subjected to ABC analysis for further understanding of the character of inventory.
- (iii) Compensatory central funding to the state and university colleges should be initiated to rationalise consumables cost per student and to bring it at par with AICTE norms.
- (iv) Management of inventory should preferably be decentralised. As a step towards this, budget on consumables should be allocated to each department.
- (v) Power of cash purchase should be raised to 20% of the annual budget. Such power should be vested with principals, and with Heads of Departments in case of departmental budgets.

- (vi) In keeping with the emerging trend of minimum to zero inventory at any given time, engineering colleges should hold a minimum size of inventory at any given time since in most of the cases purchases are locally made.
- (vii) For storage, conventional equipments are used. This leads to unnecessary waste of space in the cup-boards and racks. Storage cabinets should be designed for each store separately in keeping with shape, size and nature of material to be stored. The design and fabrication can be treated as projects for the students.
- (viii) In none of the colleges computer was applied for inventory management. In order to increase the efficiency of inventory management, particularly with a decentralised model, computer should be applied.

(5-13) Experimental Projects for Non-formal Education for Children of 9-14 age group for Universalisation of Elementary Education in Nine Educationally Backward States. (Sponsored by the Ministry of Human Resource Development - Department of Education) (07/SNS/06.1-06.9)

07/SNS/06.1	Andhra Pradesh
07/SNS/06.2	Assam
07/SNS/06.3	Bihar
07/SNS/06.4	Jammu & Kashmir
07/SNS/06.5	Madhya Pradesh
07/SNS/06.6	Orissa
07/SNS/06.7	Rajasthan
07/SNS/06.8	Uttar Pradesh
07/SNS/06.9	West Bengal

The research team comprised of Shri M.M. Kpoor, Fellow & Head; Late Shri G. Khurana, Project Fellow; Dr.S.Q.A. Naqvi and Shri Arun C. Mehta, Associate Project Fellows; and Shri V. Rama Rao, Shri J.P. Malik and Shri S.C. Baral, Project Assistants.

The main objectives of the study are to: identify the areas of success and failures; and suggest possible fresh approaches for restructuring of the programme to attain the desired objectives.

The Study covers Evaluation of NFE Scheme, run both by Government and voluntary organisations in all these States. It is very comprehensive evaluation study which covers various aspects of this scheme particularly its academic, financial, structural and administrative aspects. The Institute undertook an evaluation of its administrative, financial and structural aspects whereas the NCERT undertook evaluation of its academic aspects. In May 1985, the study design was finalised at a national level technical workshop and sent to the State Governments. In August, 1985 a Technical Workshop was also organised to finalise tools, tabulation plan and guidelines to conduct field survey.

Two districts were selected on random basis from each of the nine States where this programme was under implementation. One district was amongst the districts having literacy rate below the State average and one from those having literacy rate above the State average. However, in case of Uttar Pradesh, two additional districts were also selected for this purpose. In each district, two blocks/taluks were selected on random basis on similar lines where this programme was under implementation. In each selected block, 10 primary NFE centres and two middle level centres, which had been functioning for more than a year were selected on random basis. Village/urban areas with selected NFE centres were taken as sample villages/urban areas for this Study.

Accordingly, a sample of 20 districts, 40 blocks/taluks, 425 NFE centres (440 Primary level+25 Middle level), 118 schools, 2095 learners in NFE centres, 425 Instructors, 37 Supervisors, 1489 dropouts (645 from NFE centres+844 from schools), 798 children who never attended schools, 1674 knowledgeable persons upto district level and seven voluntary organisations was covered under this Study.

Major Findings

The general assessment is that the non-formal education system has established itself well inspite of number of academic, financial, organisational and administrative bottlenecks. From 1980-81 to 1984-85, there had been four fold increase in number of NFE Centres in the nine educationally backward states. The percentage of these centres at primary level to formal schools has increased from about 8% to more than 30% during this period. Out of 241 districts in these states, 240 districts have been covered under this scheme.

Academic Aspects

It was found that there are four kinds of non-formal education models being practised in the nine states covered under the study :

- (a) **NFE Models**
 - (i) **Formal Curriculum Model** - The States of J & K and Orissa are practising this model. They have adopted the curriculum, instructional material and pupil-evaluation of the formal system. No specific training programme for the instructors has been undertaken. It is apparent from this study that these two states have taken non-formal education programme like part time educational activity of the formal system.
 - (ii) **Condensed Formal Curriculum Model** - Four States, viz., Assam, Bihar, Madhya Pradesh and Uttar Pradesh are practising this model with varying number of teaching hours. The system of pupil evaluation is prevalent in these states; but it differs from state to state on the basis of its emphasis on formative or submative evaluation. Training of the instructors has been organised in the states of M.P. and U.P. and efforts have also been made to develop training material.

- (iii) **Partly Integrated Model** - Andhra Pradesh and West Bengal have partly integrated curriculum under this programme. In Andhra Pradesh, integration has been affected in subject areas such as Natural and Social Sciences. In West Bengal, integration has been visualised with the experiences for better living in the family and in the society. Language and Mathematics are taught as separate subjects. In both these states, the pupils evaluation is formative in nature and the training of instructors has also been undertaken.
- (iv) **Integrated Curriculum** - Rajasthan is the only State that follows this pattern. Except Mathematics all subjects, namely, language, Environmental Studies, SUPW, Health and Hygiene have been integrated. The instructional materials have been specifically developed keeping this approach in view. Unit-wise tests, which are formative in nature, have been adopted in this State. The training of the instructors is also undertaken by SCERT, Udaipur.

(b) **Pupils' Achievement under Different Models**

With the help of specially developed tests, a comprehensive study of performance of pupils was made in formal and non-formal systems of education under different models. The main findings are as under :-

- (i) **Formal Curriculum Model** : In J & K, it was found that subject-wise cumulative academic achievement of non-formal education children is better than the achievement of formal school children at level I. Similarly, at Level II equivalent to classes III-V of formal school, it was found that the performance of non-formal education learners was again better than their counterparts in the formal system.

The main score in language is better in case of non-formal education children than the formal system, whereas in other subject areas like Mathematics, EVS and the cumulative achievement, it is almost at par.

- (ii) **Condensed Model** : In Assam it was found that the cumulative performance of non-formal education children was slightly below the performance of formal school children. In M.P. a similar analysis leads to the conclusion that NFE children have performed better than their counterparts in the formal school, whereas at level II the formal school children show better achievement in language, Mathematics and Social Studies than the non-formal education children. But in General Science, the non-formal education children have an edge over the formal school children.
- (iii) **Partly Integrated Model** : In A.P., it was found that the picture varies from block to block. In one block the performance of non-formal education children was similar to that of formal school; in another block the non-formal education children had better achievement than their

counterparts in the formal school. Still in another district, where voluntary agencies were covered, the performance of non-formal education children was found better than their counterparts in the non-formal system at both levels i.e. Level I and Level II, significantly.

Locational Pattern

Certain guidelines were laid down in the scheme for location of NFE Centres but it was found that :

- (i) None of the States conducted survey prior to location of centres to identify the places of concentration of clientele group and their requirements;
- (ii) The needs of backward areas or communities were not given adequate weightage. About 80% of the centres, in the areas selected for survey, were found to have been started within walking distance of less than two kilometres from the primary schools. About 46% of the centres were established within the range of less than two kilometers among themselves.
- (iii) Only five states, namely, Assam, Bihar, H.P., Orissa and U.P. have started middle level centres. There is no middle level NFE Centres for girls in any of the states.
- (iv) The practice of closing or shifting centres after two years without saturating the requirements of the target group in a particular area adversely affected the effectiveness of the scheme and lead to wastage. This practice was particularly found in States of U.P., West Bengal and Orissa. In these States more than twenty thousand centres were reported to have been closed down or shifted between 1981 to 1985.
- (v) About one third of the total centres covered under this study were functioning in the Instructor's house. The school building particularly in rural areas, was the second choice, for locating these centres. Only 8% of centres were located in community centres and about 9% in religious places whereas about 2% of the centres were functioning in open spaces. Community centres were mainly utilised in urban areas especially for girls centres.
- (vi) The centres function for two hours daily in all States except Orissa where the duration is three hours. In majority of cases timings were fixed in accordance to the convenience of learners. Hardly 4% of the learners expressed their dissatisfaction about timings in the centre.
- (vii) About 25% of local leaders, 19% of local teachers and 14% of parents expressed their dissatisfaction about the location of centres.

Enrolment Pattern

- (i) As compared to formal schools, over the years, enrolment of learners had increased remarkably in NFE centres. The growth is further more in the prescribed categories i.e. scheduled castes, scheduled tribes and girls both at primary and middle levels.
- (ii) Enrolment in NFE Centres increased at faster rate in developed districts as compared to under-developed districts selected for this study.
- (iii) About 49% of centres had enrolment of 30 or above at primary level. About 19% of centres were reported to have enrolment of less than 21.
- (iv) Attendance was checked on day of visit to centres. In primary centres, attendance of about 75% was found in about 50% of centres; attendance of 50 to 75 per cent found in about 38% centres and in about 12% of centres attendance was less than 50%. Attendance among SC/ST was, however poor as compared to other communities but in case of girls it was higher.
- (v) About 44% of learners attended NFE Primary centres for more than 200 days during the whole session and only about 21% of learners attended it for less than 100 days. However, among SC/STs, the situation was not found satisfactory.
- (vi) About 58% of learners, dropped out after completion of 9 months and 18% between 6 to 9 months and 14% in the first three months. The incidence of dropping out was high among SC/ST. As compared to boys, this rate was higher among girls.
- (vii) According to the scheme, the prescribed age-group for learners is 9-14 years but in survey it was found that about 18% were of less than 9 years and 8% above 14. This variation was high among SC/ST and girls. Majority of overage children were found in rural areas whereas in urban areas, under-age were in majority.
- (viii) About 75% of Instructors followed the technique of door to door contact for enrolment of learners.
- (ix) Most of the learners belonged to poor families having income up to Rs. 400/- per month. Only one-third of learners were coming from families with income of more than Rs.400/- per month.
- (x) About 21 per cent of learners in NFE Centres had come from dropouts of formal schools.
- (xi) On sample checking, about 6% of the learners were found to be attending both formal school and NFE Centres.

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- (x) About 21 per cent of learners in NFE Centres had come from dropouts of formal schools.
- (xi) On sample checking, about 6% of the learners were found to be attending both formal school and NFE Centres.

- (xii) Publicity of the programme is very weak as more than half of the learners were informed about this programme by the Instructor.

Management of Physical Resources

- (i) System of purchase and distribution of teaching learning material was found to be inadequate, ineffective and time-consuming. Central purchase system was not found suitable.
- (ii) At primary level, about 48% centres were found having black-board, 20% having almirah, 22% tatpatti and teacher guides, 36% slate pencil, 34% copies and 8% flash cards.
- (iii) About 24% centres were having electricity facilities, 38% lantern facilities, 1% petromax and 38% did not have any such facility.
- (iv) About 35% centres had no drinking water facility.
- (v) 74% of centres had no toilet facility.
- (vi) About 11% of primary centres had provision for benches, 47% dari-mats and the remaining no such facility.
- (vii) Textbooks were provided to all learners. In Orissa, less than 25% of learners were reported to have received textbooks.
- (viii) The distribution of stationery was found to be poor in almost all the states. Except in States of U.P. and Bihar only 15% learners in other states received stationery.
- (ix) Transportation of material to centres was found to be one of the problems with the states as the Central scheme did not provide for transportation costs.

Instructors in NFE Centres

- (i) Percentage of female instructors was about 27 and those belonging to Scheduled Castes was only 10% and scheduleld tribes 8%.
- (ii) About 46% of Instructors had family income upto Rs. 200/- per month & 21% had monthly family income of more than Rs.600/-.
- (iii) As the selection policy lays emphasis on local persons, it was observed that about 77% of instructors belonged to villagers in which centres were located.
- (iv) About 22% of Instructors were below matric, 64% matric/Hr. Secondary and 14% graduate and above.

- (v) About 45% of Instructors were found trained in NFE. The duration of training had been 3 to 10 days. Whatever training had been given was found to be not adequate.
- (vi) The system of recruitment of instructors varied from state to state but it was generally observed that there was no regular system for this purpose. Minimum qualifications prescribed for recruitment also varied from state to state. About 37% of Instructors were appointed through selection committees, 49% through direct recruitment and about 14% through nomination or recommendations.
- (vii) The prescribed monthly rate of remuneration of instructor under the scheme is Rs. 105/- at primary level and Rs. 125/- at middle level. In J & K and Uttar Pradesh, Instructors were getting only Rs.50/- per month. In M.P. monthly remuneration was Rs.50/- but the balance payment was linked to output of successful learners from centres. At middle level in U.P., payment was made @ Rs.60/- p.m. and M.P. @ Rs.75/- per month.
- (viii) Though almost all the instructors were of the opinion that the rate of remuneration paid to them was very meagre, about 88% of them expressed their willingness to continue as instructor.
- (ix) Only about 18% of Instructors were paid their remuneration regularly. For the remaining, majority of the delay ranged between 3 to 5 months.

Administration, Direction and Supervision

- (i) In accordance with national norms, full time coordinators were to be appointed in each district. In States of Bihar, J & K and West Bengal, they were not appointed. In States where they were appointed, it was found that their services were not fully utilised for NFE as they were assigned duties in general school education.
- (ii) Against norm of 40 centres per supervisor in 1984-85, the national average was about 111. This made the supervision of the NFE centres very weak. In West Bengal this ratio was 1:450.
- (iii) About 60% of supervisors were below 40 years of age. Only about 7% of supervisors were under-graduate. About 74% of the supervisor had also degrees in teaching/education. In the sample selected, only about 16% supervisors were female. About 60% of supervisors had experience of more than six years.
- (iv) Only half of supervisors were given training ranging from one to two weeks in supervision of NFE Programme.

- (v) 76% of supervisors were located in Offices of DEO/DIS whereas others were located in BEO or Project Office.
- (vi) About 55% of centres were located at a distance of more than 20 kms. from supervisor's office.
- (vii) About 54% of supervisors were reported to have visited the centres six times during the year under study but 33% of supervisors had not visited NFE Centres at all.
- (viii) During field visits, generally supervisors spent about an hour in a NFE Centre.
- (ix) About half of the supervisors were involved in the process of starting of centres, selection of instructors and distribution of materials.

(14) Monograph on Education and Development (04/SCN/13)

Project Team consisted of Dr.S.C.Nuna, Co-ordinator & Shri O.D. Tyagi, Cartographer.

The phenomenal expansion of the educational system of India during the last three decades of planned development can best be evaluated in the context of its role in shaping the destiny of the nation which has been emphasised time and again. With about 6.9 lakhs institutions and 11.4 crore student population it is one of the largest system in the world. Gross enrolment ratio at primary level in the year 1960-61 was only 63 per cent which has risen to 117 per cent in 1984-85. Similarly, progress of girls' education has taken a leap forward with a gross enrolment ratio of 69.20 per cent in the year 1984-85. However, the retention rate being only 38.6 percent at primary level (1974-75 to 1978-79), the constitutional objective of universalisation of elementary education remains a far cry. The literacy rate has also increased from 16.67 per cent in 1951 to 36.23 per cent in 1981. Notwithstanding such a growth pattern 425 million illiterate population is cause enough for serious concern.

This scenario of educational development cannot be divorced from overall achievements in economic development. A virtual self sufficiency in agricultural production, high growth rate of industrial production, sharp decline in population below the poverty line can be considered as significant achievement. Yet about 36 per cent population living below poverty line indicates that we shall have a long way to go.

Framework of Analysis

The present work seeks to present a synoptic view of educational development in the context of developmental indicators. It is hoped that such an analysis will help in increasing our understanding of the existing situation and will also provide a direction in which efforts will have to be made to foster linkages between education and development. More specifically, this emphasises that the programmes of educational development will have to be evolved in a broader

developmental perspective. In order to strengthen this process of hypothesisation the analysis is attempted at macro, meso and micro levels. Attributes analysed at various levels are presented below :

Macro Level (World Perspective)

- I. Adult Literacy and Group of Economies
- II. Illiteracy and Per-capita Income
- III. Illiteracy and Crude Birth Rate
- IV. Illiteracy and Life Expectancy

Macro Level (Scenario in Indian States)

- I. Literacy Rate, 1981
- II. Female Literacy Rate, 1981
- III. Married Females in Age-group 15-19 as Percentage to Females in Corresponding Age-group, 1981
- IV. Infant Mortality Rate (1981) defined as infant deaths per 1,000 live births
- V. Per Capita Income, 1983-84
- VI. Population Below Poverty Line, 1977-78
- VII. Sectoral Distribution of Net State Domestic Product, 1982-83
- VIII. Per-capita Budgeted Expenditure on Education, 1983-84
- IX. Expenditure on Education as Percentage of Total Budget, 1983-84.

Micro-level (District Patterns)

- I. Literacy Rate, 1981
- II. Female Literacy Rate, 1981
- III. Age-specific Enrolment Ratio, Rural Boys, 1978
- IV. Age-specific Enrolment Ratio, Rural Girls, 1978
- V. Sex Ratio, Defined as Number of Females per 1,000 Males, 1981
- VI. Decennial Population Growth Rate, 1971-81
- VII. Couple Protection Rate Defined as Couples Effectively Protected as Percentage to Estimated Number of Couples in Productive Age-group, 1984 (in view of non-availability of data at district level, the study of Assam, Manipur, Meghalaya, Nagaland, Sikkim and the Union Territories is based on State/UT level data).

- VIII. Agricultural Productivity in Rs./Hectare, 1970's
- IX. Agricultural Labourers as Percentage to Total Population, 1981
- X. Urban Population as Percentage to Total Population, 1981
- XI. Voting Participation Defined as votes Polled as Percentage to Electorate at Parliamentary Constituency Level, 1984.
- (15) **Higher Education and Employment in India : A Review (Sponsored by IIEP, Paris) (01/EPL/04)**

The study was conducted by Dr. N.V. Varghese.

The objective of the study is to provide a synthesis of findings of the IIEP studies, on the theme, in an analytical frame so as to derive and generalise some of the conclusions arrived at by individual studies.

Conclusions

With the expansion of higher education the main shift, so far as enrolment are concerned, is from urban elites to rural elites. However, the policy of protective discrimination has helped in improving the representation of the weaker sections in higher education.

There is a positive association between low family income and choice of low rewarding streams like Arts, Science and Commerce faculties.

Employment opportunities are better in metropolitan cities. Professional graduates find it easy to find a job. There is voluntary unemployment and is positively associated with the family income.

Though education is an important factor in job selection, within the educated personal, contacts and political connections play an important role in job-selection.

Professional graduates earn more than their counterparts in general education. Income of the father and family income are important variables in explaining earning differentials of individuals.

While education is essential for job entry, on-the-job training is important for job performance. Therefore, education and on the job training should be seen as complements rather than substitute.

(16) Human Resource Development Problems, Policies and Perspectives in India with special emphasis on Health and Nutrition and Education and Training (Sponsored by ESCAP, Bangkok) (01/BP/05)

The study was conducted by Dr. Brahm Prakash and Dr. Yash Aggarwal.

In spite of the fact that there has been a manifold expansion of infrastructure as well as enrolments at various levels, there is much more to be done before the target of UEE can be realised. In such a scenario, the quality of education has suffered both on account of resource constraints as well as the managerial inefficiency. The persistence of low levels of educational development in some sectors is seemingly associated with their socio-economic characteristics and hence the mere provision of educational infrastructure without the related inputs for the development of human resources may not yield the desired result.

HRD being a long term multi-faceted phenomena, its development naturally continues beyond one's formal education. It is partly with a view to overcome the inherent limitations of the formal education to provide the necessary skills that the training was considered as a major input for enhancing productivity and facilitating the upward mobility of the workers. The rapid industrialisation and the associated technological changes have made it imperative that the skills of the workforce are updated periodically. In the developing countries characterised by the co-existence of technologies of different vintages, the role of training in developing human resources becomes more difficult but nevertheless demands special consideration.

The developing countries are now faced with a rapidly increasing size of their population due to sharp reduction in the crude death rates without a corresponding reduction in the birth rates. As a consequence, the limited facilities like health, education, nutrition and drinking water are under severe strain. As is the case with education, the provision of basic health and sanitation facilities have remained highly lopsided and inequitous.

After having analysed the issues facing the development of human resources, it is apparently clear that the problematique of HRD is to be viewed in a holistic manner for it to be relevant for the late developing societies. Such countries need the programme of HRD which can yield the maximum results in the shortest time by maintaining the continuum of development.

(17) Education and Labour Market : A Survey of Indian Evidence (Sponsored by IIEP, Paris) (01/NVV/03)

The study was conducted by Dr. N.V. Varghese

The major objectives of the study are to provide an empirical picture of employment and unemployment of the educated in India; and to highlight the salient features of the conclusions arrived at by the studies on the theme of employment and unemployment of the educated in India.

Conclusions

Over a period of time there is a structural shift in employment from primary to secondary and further to tertiary sectors. This shift is accompanied by an increasing utilisation of educated manpower. At present, tertiary sector is the major consumer of educated manpower in India.

A good proportion of the workforce in India is illiterate. Urban areas and organised sectors consume relatively higher proportion of the educated. Within the organised sector, service sector is the major employer of educated persons in India. In the general - education based occupations, there is a quantification escalation and this tendency is not so pronounced in the case of technical/professional education based occupations.

Educated unemployment is increasing in India. Incidence of unemployment is highest among graduates in Arts followed by graduates in Science and Commerce. Unemployment is higher among higher educated women. Unemployment is higher among the third divisioners.

(18) Equity, Quality and Cost in Higher Education (Sponsored by UNESCO) (06/GDS/04)

The research team consisted of Dr. G.D. Sharma, Project Director and Mr. Sahroj Mohanty/Mr.Taqueer, Project Assistants.

The major objectives of the study are to investigate problems and its uses concerning equity, quality and cost in higher education in participating countries; to bring together and analyse the experience of participating countries on these aspects; and to suggest policies, strategies and measures to promote equity and improve equality through cost-effective methods.

Logico-normative approach was adopted to discuss the philosophical basis and concepts of equity, quality and cost in higher education. Expanding this approach the concepts of equity, quality and cost were defined as a framework for further empirical analysis.

Empirical analysis was attempted on the basis of global data pertaining to various dimensions of equity, quality and cost as well as sample data collected from colleges having different characteristics and located in different parts of the country.

Major Findings

Some of the major findings of the study are :

There has been significant thrust on promoting equity, improving quality and making education cost effective under the paradigm-II i.e. after independence. Whereas objective of quality was of little importance under the paradigm-I i.e. colonial rule, quality and cost were also viewed in a narrow sense.

However, inspite of best policy statements and initiatives, the equity continues to be still far from reach; quality with relevance is still eluding and inspite of increasing resource inputs investment in it is less than "minimum critical level".

There is no conflicting relationship between equity and quality, quality and cost. If proper inputs and educational processes are ensured they seem to move together harmoniously.

(19) History of Education Development in Kerala (04/AM/14)

The research team for this study comprised of Prof. K.M. Pannikar, Hony. Consultant; and Shri A. Mathew, Project Associate Fellow.

The study aims at comprehensively analysing the educational developments in a historical perspective. In particular the study has sought : (i) to examine the growth of education in Kerala - under the erstwhile Travancore - Cochin States and the Malabar province of the Madras Presidency - since the 1980s; (ii) to analyse in greater details the nature and direction of educational development in Kerala after its formation in 1956; (iii) to identify the factors which conduced the faster growth and equitable spread of education and (iv) to delineate those features of Kerala's educational development, valuable for Kerala's own educational planning and management in future, but also those worthy of emulation by other states.

The methodology adopted for this study includes survey and collection of historical sources from Archives and Education Departments in New Delhi, Travancore, Cochin and Tamil Nadu as well as State Planning Board, Trivandrum and Planning Commission.

Findings

The state of Kerala in India owes her uniqueness to many factors, but the most prominent is her level of literacy and achievement in other levels of education. When compared to the Indian literacy rate of 36.34 per cent, Kerala's pre-eminence is easily evident with a near cent per cent enrolment in the 6-14 age group, more than 70 per cent of her people literate and her female literacy of more than 65 per cent. In matters of regional, social, rural-urban and male-female disparities, Kerala has the most equitable literacy and educational system.

The quantitative dimension is as awesome as the equitable character of Kerala's educational system. Judged by indicators like provision, utilisation and performance in terms of attainment standards, Kerala stands first in India. Kerala's determination to sustain an allocation of 36-38 per cent of the state's expenditure, representing 7 per cent of the state's income, on education, accounts partly for this impressive record.

However, what makes Kerala's educational development unique is the manner in which it was brought about. Kerala's premier position in the educational map of India was not an incidental fall out of an

expansion revolution, initiated from a vantage point of resource abundance and a high degree of industrial and economic development. But this was brought about within the constraints of economic backwardness and resource scarcity through a deliberate interweaving of the favourable social traditions in favour of education in the process of educational planning. This is what is to be noted by other states in their struggle against illiteracy and ignorance, a struggle which has gained a decisive thrust in the context of the National Policy on Education, 1986.

The study has drawn its inferences based on a careful examination of the evolution of Kerala's educational system in the context of her socio-economic processes underlying and influencing it over the last 150 years. It is shown that despite being similar in respect of indigenous educational situation at the beginning of the 19th century, as well as in respect of educational policy, Kerala's distinction seems to lie in the more sincere implementation of educational policies by the erstwhile Travancore and Cochin rulers as compared to British India or even Malabar which was part of the British Madras Presidency.

The programme of expansion of modernisation of the States' administration, economy, society as well as the programme of educational development was forged to reinforce one another.

In this whole endeavour of raising the administration, economy, society, in general, and education, in particular, the rulers of Travancore and Cochin accorded a prominent place to the Christian missions. This was amply rewarded by their yeoman service to the cause of education, particularly those of the lower castes and low cast converts. In fact, the Christian missions, through their involvement in education and raising the social standing of the lower castes and their converts were instrumental in setting in motion the social modernization of Kerala society. Thus, expansion, combined with equitable spread of education, put Travancore and Cochin in the forefront of the educational map of India even in the beginning of this century. Subsequent decades witnessed a relentless surge forward of this process.

The very type of modernization pursued during the 19th century had also contained within it seeds of certain negative features. The social status attached to education, learned professions and government employment, in itself an outcome of the type of modernization, began to induce further expansion of the educational system. Together these had a two-fold result - the further expansion of an already excessively liberal education system and the emergence of communal competition in the educational field. This communal competition increased progressively with the education employment mismatch. Thus, we find the native ruler of Travancore and Cochin confronted, during the first half of this century, with the questions of reform and reorganisation of the educational system, on the one hand, and the regulation of the private agencies, on the other.

The whole gamut of the educational system - its structure, pattern, organisation and administration, curriculum, its relevance,

the teachers, the place and role of private agencies, etc., - had been subjected to a thorough scrutiny once in 1932 and again in 1945. While the internal efficiency of the educational system had experienced a relative improvement, neither in the matter of its excessive liberal character, nor in the control of the private managements, did the 1940s and 50s witness much change.

A decisive effort was made during 1957-58, through the Kerala Education Bill, to stem the ascendance of the private managements who had nearly two thirds of the educational system under their control. This was so stoutly resisted by the private managements which later won their right to the appointment and management of their educational institutions without state interference. Thus, the ability of the government to intervene and redirect the educational system remained limited and restricted. The education system as it developed since the 1960s, reflects, in many respects, the accentuation of the problems allowed to grow and gain in magnitude.

These are seen in the crisis of a lack of industrial development reinforcing the education-development imbalance, the unabated social demand for education, the accentuation of communalisation and commercialisation of, and corruption in education, the mounting educated unemployment, and the like. At the same time the inherited social traditions in favour of education have been so strong, for the very reason of a lack of an alternative socially attractive profession, that both Government and the people of Kerala are prepared to maintain the education even at the cost of great sacrifices and more pressing needs. It is this pressure and commitment which sustains Kerala's lead in literacy and its equity inspite of all other hurdles.

STUDIES IN PROGRESS

11. The following studies undertaken by the Institute were at various stage of progress as indicated in Annexure II :

(a) On-going Studies

- (1) Indian Education in the year 2000 - A Long Term Perspective. (01/E.PL/01)
- (2) Action Research based on Innovative Practices in Educational Planning and Administration with the Objective of Universalisation of Elementary Education in a cluster of 20 Villages in Punhana Block, District Gurgaon, Haryana. (G/SBN/18)
- (3) Management of Educational Change : Towards an Indian Model (02/EAD/05)
- (4) Literacy in India : A Spatio Temporal Analysis (1901-1981). (04/SCN/15)
- (5) Mechanism Allocation of Resources for Higher Education. (IIEP, UGC-NIEPA Project). (06/GDS/05)

- (6) Development and Efficient Functioning of College - An Action Research Study. (06/GDS/06)
- (7) Education and Employment of Women in the Commonwealth : Policy and Planning Implications. (Sponsored by CCEA) (08/UN/01)
- (8) Effective Utilisation of Resources in Higher Education - A Case Study. (Sponsored by UGC) (03/JBGT/05)
- (9) Review Study of "Condensed Courses of Education and Vocational Programmes : for Adult Women" (CSWB and NIEPA). (04/KP & SCN/16)
- (10) Educational Productive Work : From Work Experience Programmes to Socially Useful Productive Work - The Indian Experience (UNESCO sponsored) (G/SR & JJ/19)

(b) **Sanctioned Studies**

- (1) Study Project on School Mapping (07/SNS/07)
- (2) Second All India Survey of Educational Administration (07/SNS/08)

OCCASIONAL PAPERS

12. Occasional Papers brought out during the year included :

- (1) **Inter-state Variations in Financing of Education : A Regional Perspective (NO. 11)**

This paper was written by Dr. C.B. Padmanabhan.

There have been many efforts for removal of inequalities in Indian education and it is well known that complete equality has not yet been achieved, even some of glaring inequalities have not yet been wiped out. In fact, there is a certain lopsidedness in approach for removal of inequality in so far as inequalities of a socio-economic nature are concerned. But another kind of inequality of a spatial nature a regional one had not received even that much attention.

The monograph under consideration is an effort to focus attention on regional dimension of inequality of spatial dimension which is borne out in the absence of rational criteria for allocating resources among different states of country or within a state. Every state has a number of district and allocation to such districts is not based on the needs of individual district. Consequently, there is a great deal of inequality even in such a basic matter like per capita expenditure on education. The present monograph has described the situation in this respect and suggested solutions for overcoming this problem or inequality by way of changes in planning methods.

(2) Educational Finances in India (NO. 12)

This paper was written by Dr. J.B.G. Tilak

The paper presents a review of growth of educational finances in India during the post-independence era, diagnose the problems associated with educational finances and then to make a few suggestions to improve the situation. The paper analyses in detail, both at current and constant prices, (a) the growth in expenditure on education in absolute terms and as a proportion of GNP, budget, etc., (b) source-wise contribution of finances to education : the governments, local bodies, non-governmental sources such as students/parents in the form of fees, and other maintenance expenditure, and other voluntary contributions such as donations and endowments, (c) pattern of allocation of resources to education : plan and non-plan allocations; and centre-state transfer of resources; (d) pattern of intra-sectoral allocation of resources within education, i.e., between different layers of education; and (e) unit costs of education. These aspects are discussed at all-India level, and at the same time a few major inter-state disparities are highlighted. A review of this kind is hoped to apprise the reader with a detailed and useful account of the achievements and failures regarding the financial aspects of education in India.

PART III

ADVISORY, CONSULTANCY AND SUPPORT SERVICES

1. One of the important functions of the Institute is to provide advisory, consultancy and support services in the area of educational planning and administration. the Institute's activities in this regard may be broadly classified as under :-

- (i) Advisory and Support Services;
- (ii) Funded Research Studies and Projects;
- (iii) Specific need-based programmes; and
- (iv) Other Academic Inputs.

2. A brief account of some of these important activities is given below :

ADVISORY AND SUPPORT SERVICES

(a) Implementation of the National Policy on Education - 1986

Right from the day, the Government of India announced its decision in December, 1984 to formulate a New Policy on Education, the Institute was called upon to provide its professional, advisory and support services to the Ministry of Human Resource Development (Department of Education) in formulating the New Policy. After declaration of the National Policy on Education - 1986, it helped the Ministry in formulating its Programme of Action. The Institute attached top priority to the implementation of National Policy on Education and Programme of Action in its activities. During the year, major contribution of the Institute in this regard was in the following areas :-

(1) Development of Implementation Strategies

The Institute organised a National Seminar in June, 1986 to work out the implementation strategies of National Policy on Education - 1986 for which experts from India and abroad were invited. The Seminar which was inaugurated by Shri Rajiv Gandhi, Prime Minister of India, provided concrete and practical suggestions for implementation of National Policy on Education.

The other important Seminars and Workshops organised by the Institute for developing implementation strategies for National Policy on Education included a Workshop on Planning for Policy Implementation : A Model for Developing Action Plan for Adult Education (April, 1986); Seminar-cum-Workshop on Planning and Management of Policy Thrust Areas in Higher Education (June, 1986); Workshop on Development of Implementation Strategies for Vocationalisation at +2 Stage (June-July, 1986); Orientation Programme in Planning and Management for Adult Education with special reference to National Policy on Education for District Adult Education Officers (August, 1986); National Workshop on Diagnostic Study of Educational Management in India and

Development of Strategies for Implementation of National Policy on Education (September, 1986); Training Programme on Planning and Management of Minority Educational Institutions particularly with reference to New Thrusts in National Policy of Education (December 1986 - January, 1987); Workshop on Management of Educational Technology and Implementation of National Policy on Education (March, 1987).

The Faculty of the Institute also participated in the Directors of Education, Secretaries of Education and Education Ministers' Conference organised by the Ministry of Human Resource Development (Department of Education) on National Policy on Education; Review Meeting on Implementation of National Policy on Education organised by the Ministry of Human Resource Development (Department of Education); Training Programme for District Adult Education Officers of the Southern Region on Strategies for Implementation of National Policy on Education relating to Adult Education, organised by the Directorate of Adult Education, Government of India, at Madurai Kamaraj University, Madurai; Workshop on Preparation of Textbooks for different classes under National Policy on Education - 1986 (NCERT); National Workshop on Preparing Guidelines for Planning and Management of Integrated Education of the Disabled (NCERT); National Workshop on Modules Developed for massive Orientation of Teachers in the National Policy on Education (NCERT); Seminar on National Policy on Education and Programme of Action of Equity in Higher Education for Scheduled Castes and Scheduled Tribes (JNU).

(2) Participation in Meetings in the Context of Implementation of National Policy on Education.

The Faculty of the Institute was represented on the following Working Groups and Task Forces set up in connection with the preparation of Programme of Action and Implementation Strategies for National Policy on Education and made valuable contribution in their deliberations and other meetings :

(a) Task Force and Working Groups in the Ministry of Human Resource Development (Department of Education) : (i) Task Force on Higher Education; (ii) Working Group on Vocationalisation of Higher Education; (iii) Task Force on Technical and Management Education; (iv) Task Force on Secondary Education; (v) Task Force on Elementary Education including Non-formal Education and Operation Blackboard; (vi) Task Force on Delinking Degrees from Jobs and National Testing Service; (vii) Task Force on Teachers and Teachers' Training; (viii) Task Force on Management of Education; (ix) Task Force on Technology Mission of Education; and (x) Working Group on Development of Performance Appraisal System for Teachers in Technical Educational Institutions.

(b) State Level Working Groups/Task Forces - NPE

Task Force of Delhi Administration on Implementation of the National Policy on Education - 1986.

Task Force of Delhi Administration on Performance Appraisal of Teachers, Principals and Vice-Principals of Schools.

(c) Other Meetings

Meeting with Human Resource Development Minister to discuss Programme of Action for Adult Education and Language Policy.

Meeting on Implications of General Findings of the Evaluation Study of Non-formal Education for reviewing the Existing Scheme of Non-formal Education of the Ministry of Human Resource Development.

Review Meeting on Implementation of National Education Policy at the Ministry of Human Resource Development.

Meeting of the Executive Committee on Navodaya Vidyalaya of the Ministry of Human Resource Development.

Non-formal Education Expert Group Meeting at NCERT on Development of Strategies and Materials for Training of NPE Instructors and Supervisors in relation to National Policy on Education, 1986.

Meeting at UGC in connection with Autonomous Colleges.

Meeting with Minister-in-charge and other Senior Officials of Education Department of West Bengal on setting up of State Level Centre and District Institutes of Education Technology.

(3) Programmes Implementation under Selected Aspects of NPE

Institute identified selected areas in the NPE, prepared guidelines for their implementation and provided assistance at National and Sub-National Levels in Project formulation, preparation of implementation plans and conduct of training programmes. Some of these important activities included :

(i) School Mapping and Operation Blackboard : The Institute organised a National Workshop of experts in October, 1986 to prepare guidelines for undertaking exercises on School Mapping as envisaged under the National Policy on Education. The guidelines formulated were forwarded to various States and Union Territories for their guidance. These guidelines also contained a suggested format for preparation of project proposals on Operation Blackboard.

A study project on School Mapping was also finalised with a view to undertake critical study of the existing processes and methodologies of locational planning with particular reference to norms and standards for the provision of educational facilities in various States and Union Territories.

(ii) School Complexes : The Institute organised a National Workshop of Experts in December, 1986 to prepare guidelines for operationalising the concept of School Complexes as envisaged under the National Policy on Education. The guidelines formulated were forwarded to various States and Union Territories for their guidance.

(iii) State Level Centres in Educational Planning and Administration : The Institute prepared guidelines for setting up State Level Centres for Educational Planning and Administration and circulated them to various States and Union Territories for guidance.

(iv) Vocationalization of Education : The Institute rendered professional support to the Committee set up by the Ministry of Health to estimate manpower requirements and work out other details for health related vocational courses. The report of the Committee was finalised.

The Institute also helped the Directorate of Education, Union Territory of Lakshadweep in designing the Vocational Programme and introducing fisheries technology/coir matting in schools.

(v) Second All India Survey of Educational Administration : A Study Project on Second All India Survey of Educational Administration was finalised as part of Implementation Strategy for National Policy on Education.

(vi) District Institutes of Education and Training (DIET) : The Institute helped the Ministry of Human Resource Development (Department of Education) in preparation of a detailed project proposal for establishment of District Institutes of Education and Training as envisaged in the National Policy on Education and its Programme of Action.

(vii) Institutional Evaluation : A Working Group was set up to evolve criteria of institutional evaluation at school stage. A number of meetings of the Working Group were held.

The Institute helped the Education Departments of Delhi Administration and Uttar Pradesh in preparation of Tools for Institutional Planning and Evaluation of Secondary Schools.

(viii) Other Selected Aspects of NPE : The Institute also prepared guidelines for implementation on the following other aspects of the National Policy on Education :

- (i) **Village Education Committees :** With particular reference to Decentralisation and Community Participation in Education;
- (ii) **Micro Level Planning :** For Universalisation of Elementary Education.
- (iii) **Forms Design and Control :** In Educational Administration - based on findings of the Technical Workshop.

The Institute also helped the Education Department of Haryana in developing a model for Forms Design and Control at District Level in the State.

(ix) Implementation Plans at State - Level

The Institute helped the states of Haryana, Jammu & Kashmir and Uttar Pradesh and UTs of Delhi and Lakshadweep in preparation of Implementation Plans for National Policy on Education.

(b) Task Forces on Universalisation of Elementary Education

The Institute is represented on Task Forces on Elementary Education set up by the Ministry of Human Resource Development for the nine Educationally Backward States and a National Committee at the Central level. The members of faculty took part in the meetings of these Task Forces and made considerable contribution in helping States to prepare action plans.

(c) Annual Plan Discussion

The Institute was represented on Working Groups on Education of different States®Union Territories on Education Sector held in the Planning Commission during the year.

(d) Re-organisation of Education Department of Jammu & Kashmir

Helped the State Government of J & K in re-organisation of Education Department on functional basis at different levels.

(e) Advisory Services to Universities and other Organisations

Advisory Services by the Institute and its faculty members to the universities and other organisations included :

(i) Setting up of Directorate of Innovations and Rural Constructions by Pondicherry University

(ii) Continuing Education : Organising Programmes in Continuing Education by Punjab University.

(iii) Designing of Training Programmes : two training programmes - one of six-months duration and another of nine months duration for five Women Education Officers of Somalia, at the request of Educational Consultants India Limited.

(iv) Re-designing Training Programmes : for District Education Officers, Sub-Divisional Educational Officers, Deputy Educational Officers and other Officials at the request of the State Council of Educational Research and Training, Haryana.

(v) Operationalisation of Action Plan of Development of Education Among Workers and Families of Faridabad Complex : at the request of Shramik Vidyapeeth, Faridabad, Haryana.

(vi) Planning and Management of Early Childhood Care and Education in Mewat Area of District Gurgaon, Haryana : at the request of the Psycho-Educational Society sponsored by Ministry of Home Affairs.

(vii) Allotment of Land in NOIDA for Establishment of Educational Institutions : at the request of Educational Consultants India Limited.

(f) Atoll-wise Action Plan of the Republic of Maldives

Provided consultancy to the Republic of Maldives to develop an Atoll-wise Action Plan in Implementation of Education and Human Resource Development.

(g) Manual on Micro-Level Educational Planning and Management for UNESCO

Prepared a Manual on Micro level Educational Planning and Management for Regional Office of UNESCO, Bangkok.

(h) Dissemination of Information on Educational Developments

To strengthen the information system in regard to the latest developments in the area of educational planning and administration in States/UTs, the Institute strengthened the system for collection of information about such developments from various sources like Regional Newspapers, reports from State Correspondents, State Departments of Planning, Education and Finance etc. This information was disseminated by the Institute through Quarterly E.P.A. Bulletin in the form of 'News from the States'. From January, 1987 onwards, it was substituted by Monthly Resume of 'Educational News from States'.

FUNDED RESEARCH STUDIES AND PROJECTS

3.1 At the request of the Ministry of Human Resource Development (Department of Education), the Institute undertook an Evaluation Study on Non-formal Education Programme at Elementary Stage in 9 educationally backward states. The Institute also completed a study on Educational Financing with special reference to Equality of Opportunity and Equalisation of Education Opportunity in India sponsored by Indian Council of Social Sciences Research.

3.2 In collaboration with Central social Welfare Board, the Institute has undertaken a Review Study of Condensed Courses of Education and Vocational Programmes for Adult Women. Another study, namely, Mechanism Allocation of Resources for Higher Education has been undertaken by the Institute in collaboration with University Grants Commission and International Institute of Educational Planning, Paris. Also, a Study on Effective Utilisation of Resources in Higher Education has been undertaken at the instance of University Grants Commission.

3.3 At the request of ESCAP, Bangkok, UNESCO, CCEA and IIEP, Paris, the Institute undertook a number of studies. Three of these studies, namely, Human Resource Development Problems, Policies and Perspectives in India with special emphasis on Health and Nutrition and Education and Training (sponsored by ESCAP, Bangkok); Education and Labour Market : A Survey of Indian Evidence (sponsored by International Institute of Educational Planning, Paris); and Equity, Quality and Cost in Higher Education (sponsored by UNESCO) were completed. Two studies, namely, Education and Employment of Women in Commonwealth; Policy and Planning Implications (sponsored by Commonwealth Council of Educational Administration); and Educational Productive Work; From Work Experience Programme to Socially Useful Productive Work - the Indian Experience (sponsored by UNESCO) are in progress.

SPECIFIC NEED-BASED PROGRAMMES

4.1 The Institute organised a number of special training programmes, workshops and seminars to meet specific needs at the request in collaboration with :

- (a) Central Ministries;
- (b) States and Union Territories;
- (c) National Level Organisations; and
- (d) International Organisations.

4.2 These programmes included :

- (a) (i) A series of 4 programmes in Educational Planning and Management for IAS Officers at the request of Department of Personnel and Training, Government of India;
- (ii) Programme for Sanik School Principals at the request of the Ministry of Defence; and
- (iii) A Workshop on Preparation of Analytical Tools for Evaluation Study of Non-formal Education at Elementary Stage in Nine Backward States at the request of the Ministry of Human Resource Development (Department of Education), Government of India.
- (b) (i) A series of five orientation programmes in Implementation of Higher Secondary Education at the request of the State Government of Punjab; and
- (ii) A Programme in School Management for Educational Planners and Administrators of UT at Panaji, Goa at the request of the Administration of Goa, Daman and Diu.
- (c) (i) Two training programmes for Senior Principals and Education Officers of KVS at the request of Kendriya Vidyalaya Sangathan; and
- (ii) A series of three Orientation Programmes in Educational Planning and Administration for College Principals at the request of the University Grants Commission.

- (d) (i) National Workshop on Diagnostic Study of Educational Management in India to develop the strategies for implementation of Education Policy on Education at the request of UNESCO Regional Office, Bangkok; and
- (ii) A Workshop on Indian History and Culture for Social Studies Supervisors and Curriculum Consultants from the United States of America at the request of USEFI.
- (e) (i) A programme for Principals and Directors of Central Tibetan Schools jointly with Central Tibetan Schools Administration;
- ii) A seminar on Methodologies of Educational Planning in collaboration with Economic Development Institute, World Bank, Planning Commission and Institute for Applied Manpower Research; and
- (iii) Regional Workshop on Planning and Management of Women's Education in South East Asia in collaboration with UNESCO.

OTHER ACADEMIC INPUTS

5. The faculty of the Institute participated in the Meetings/Seminars/Workshops etc. organised by Central Ministries and other organisations covering various sectors of education and important policy issues as detailed below :-

(i) Central Ministries

Different meetings and conferences of Central Advisory Board of Education (CABE), Education Ministers, Education Secretaries and Directors of Education of various States/UTS organised at National and Regional Levels during the year. At these meetings, the Institute made suggestions for strengthening of educational administration and for professionalisation of cadre of educational planners and administrators. The guidelines on School Mapping and Operation Blackboard, School complexes and State Level Centres were also circulated in the Education Secretaries' and Education Ministers' Conferences held in February, 1987.

Meeting of Action Taken Report on the assurances given by Human Resource Development Minister in Rajya Sabha.

Expert Committee Meeting on Health, Manpower Planning and Development of Ministry of Health and Family Welfare.

Meeting at the Planning Commission regarding report on Education and Employment.

Seminar on India : Visions of its Future at Osmania University, Hyderabad by Department of Science and Technology, Government of India.

National Development Council Meeting

(ii) National Council of Educational Research and Training

Meeting on organisation of Evaluation Study of Non-formal Education to discuss the Evaluation of its academic aspects.

Meeting to discuss conversion of Regional Colleges of Education into Regional Centres.

National Workshop on Preparing a Handbook on Planning and Management of the Integrated Education of the Disabled.

Orientation Course for Key Personnel of Non-formal Education.

National Seminar on Curriculum for Higher Secondary Education.

Workshop to develop scripts on Developmental and Career Guidance for Radio Programmes.

Seminar on Values & Processes for Empowerment of Women through Education.

Meeting of the Book Review Group.

Meeting of the Study Group set up for Studying the Success Story of Education in Kerala at Trivandrum.

Meetings of Expert Committee on Preparation of Norms for Educational Developmental of North East Hill Areas.

Workshop in connection with the "Evaluation of the Text-books at Elementary Stages from the National Integration Point of View".

(iii) University Grants Commission

Meeting to consider Programme of Orientation of Newly Recruited Teachers.

Meeting regarding Orientation Programme for Academic Staff.

Meeting of Expert Committee on Travel Grants.

Task Force Meeting on Higher Education.

Meeting regarding Banaras Hindu University Ammendment Act Committee.

(iv) Universities/Colleges

Annual Meeting of Association of Indian Universities and National Conference on Distance Education, Gujarat University, Ahmedabad.

Meeting of the Governing Board Committee of Vocational College of Study.

Meeting of Jamia Millia State Resource Centre Advisory Committee.

Meeting on Educational Studies at Zakir Hussain Centre, Jawaharlal Nehru University, New Delhi.

Meeting on University Teachers at the School of Correspondence Course, University of Delhi, Delhi.

Meeting at Jawaharlal Nehru University regarding DHTP Project.

Governing Body Meeting of Dayal Singh College, New Delhi.

Meeting of Governing Body at Moti Lal Nehru College.

Meeting of Governing Body of Rajdhani College.

Meeting of the Committee appointed by the Vice-Chancellor, Delhi University regarding School of Correspondence Courses and Continuing Education.

Governing Body Meeting of School of Correspondence Courses, University of Delhi.

Conference of Distance Education Organised by AIU, (Association of India Universities), Gujarat University and Indira Gandhi National Open University at Ahmedabad.

Seminar on Education and National Development in the 21st Century, Organised by Banaras Hindu University, Banaras.

Workshop on Curriculum Reforms and Management, Goa University, Goa.

(v) Institute of Applied Manpower Research

Panel Discussion on Education and Employment Linkages.

Panel Discussion on "Rectifying Manpower Imbalances : Issues and Policies".

Seminar on 'Population, Human Resources & Development Planning'.

(vi) Kendriya Vidyalaya Sangathan

Meeting of KVS Committee to review the functions of Vidyalaya Management Committee.

Meeting of KVS Academic Advisory Committee.

Meeting of the Committee of Kendriya Vidyalaya School to Consider a testing design for Class VIII.

Meeting of KVS Committee for Rejuvenation of Training Centres of KVS.

Management Committee Meetings of Kendriya Vidyalaya, Sadiqnagar, and Sadik Vihar.

(vii) Schools

Meeting of Secondary Education Board of Aligarh Muslim University at Aligarh.

Meeting of the Managing Committee of the Sardar Patel Vidyalaya.

Meeting of Group for Promotion of Moral Education, Bharatiya Vidya Bhawan, New Delhi.

Conference of the Council of Board of Secondary Education (COBSE), organised at Rajasthan State Institute of Public Administration, Jaipur.

Conference of Headmasters of Secondary and Higher Secondary Schools organised by Videnbha Headmaster's Association at Khamgaon.

(viii) States

Meeting of Officers of the State Education Department regarding Progress and Difficulties in Implementing the Integrated Action Plan of UEE in Ramtek Block, Nagpur.

Working Group Meeting Special Needs of North-Eastern States/UTs for their Educational Development.

Adult Education Advisory Committee Meeting of J & K State, Jammu.

Discussion on Action Research in Education at the Directorate of Education, Delhi Administration, Delhi.

(ix) Others Meetings/Seminars/Workshops/Panel Discussions

Steering Committee Meeting of Indian Association for Education Technology.

Executive Committee Meeting of Indian Association for Educational Planners and Administrators, New Delhi.

Meeting of National Council of Child Education with regard to their academic activities.

Meeting of National Committee for Grants-in-Aid for Non-formal Education to Voluntary Organisations.

Meeting Regarding Degree Holders Technical Personal Data Survey Project at CSIR, Pusa Complex, New Delhi.

Meeting of the State Executive Committee of National Foundation for Teachers Welfare, Delhi Administration, Delhi.

Seminar on Zero Based Budgeting conducted by the Indian Institute of Public Administration.

Panel discussion on 'Social Science Research and Problem of Inequity' organised by Indian Association of Social Science Institution held at Indian Institute of Public Administration.

Discussion on Focus on some Imbalances in Indian Economy at National Council of Applied Economic Research, New Delhi.

Crisis in World Education, a Seminar Organised by Comparative Education Society of India at India International Centre, New Delhi.

J.P. Naik Seminar on Education for All, Indian Institute of Education, Pune.

Seminar on Educational Planning at the Tata Institute of Social Sciences. (TISS)

Seminar on Economics of Higher Education, Allahabad.

National Conference organised by All India Federation of Teachers' Organisation.

ICSSR Seminar on "Housing and Urban Development".

Seminar on Social Science Perspective on Equity.

Discussion on the Revision of Curriculum for Teachers Training Institute at the Elementary Level with special reference to the Inclusion of Topic of Working with the Community at SCERT, Gurgaon.

Third National Conference of Women's Studies, Chandigarh.

Seminar on Data Base in Indian Economy held at Srinagar.

Workshop on Science and Technology for Regional Development of Mewat (Haryana) at Sohna, Gurgaon.

Regional Seminar on Education at Nehru Memorial Library.

Discussion on Community Development Projects at Vidyan Ashram, Pabal, District Pune and Ralegan Shindi, District Ahmednagar.

Special Hindi Workshop organised by Rajabhasha Sangthan, Chanakyapuri, New Delhi.

PART IV

OTHER ACADEMIC ACTIVITIES

1. Training, research, consultancy and advisory services in educational planning and administration form the major activities of the Institute. Other important academic activities of the Institute include :

- (a) diffusion of innovations in the field of educational planning and administration;
- (b) initiating discussions on basic issues and objectives of educational policy;
- (c) giving National Award for Innovative concepts and practices in educational planning and administration;
- (d) academic contribution by the faculty members in the activities of other organisations and the areas of their specialisation; and
- (e) receiving delegates and visitors.

2. A brief account of such academic activities during the year is given below:

DIFFUSION OF INNOVATIONS

3.1 The Institute has documented information about the successful experiments and innovations in the area of educational planning and administration from various States and Union Territories for organising inter-state study visits on a regular basis of Senior Educational Planners and Administrators for inter-change of experience and to enable them to observe and study in depth these innovative experiments with a view to promote cross-fertilisation of ideas and open up possibilities of extension and replication of successful experiments and innovations to other States.

3.2 Based on the observations of the Study Team which visited autonomous colleges in the State of Tamil Nadu in February, 1986 to study the development and experiences of autonomous colleges so as to help in implementing the New Education Policy, as well as benefit the Colleges aspiring for autonomous status, the Institute has brought out a mimeographed report of the Study Visit with the title "Autonomy and Accountability". Quick findings of the Study Visit Report were shared at the time of formulation of New Education Policy and development of Programme of Action. These findings were also considered at the time of framing the Revised Guidelines for Autonomous Colleges by the University Grants Commission. A detailed Report of the Study Visit including the profiles of the autonomous colleges and Revised Guidelines on Autonomous Colleges by the University Grants Commission have been widely circulated for the benefit of Autonomous Colleges as

well as affiliated colleges. The report is structured into five sections comprising of Section 1 - Concept and Practice of Autonomy and Accountability; Section 2 - Process, Problems and Critical Issues of Autonomous Functioning; Section 3 - Impact of Autonomous Functioning; Section 4 - Structural and Procedural Changes Required to Strengthen the Concept of Autonomy and Accountability; and Section 5 - Policy Suggestions.

3.3 The Institute is also bringing out a publication based on the Study Visit to Madhya Pradesh in February, 1985 to have a close look on "Earn While You Learn Scheme" for wider dissemination of this innovative scheme aimed at linking education with productive work. The monograph is structured into 3 sections comprising of Section 1 - Introduction; Section 2 - Earn While You Learn - The Scheme; and Section 3 - A Synthesis of Observations and Perceptions.

NIEPA COLLOQUIUM

4.1 NIEPA Colloquium is a professional forum for discussion and exchange of views on important issues in education and development to enable the faculty to sharpen its conceptualisation, strengthen its theoretical base and contribute to greater clarity on basic issues and objectives of educational policy. All the participants of various training programmes and others interested were invited to participate in the colloquium.

4.2 During the year, ten colloquium were organized. Themes of various sessions covered implications for implementation of New Education Policy; educational developments in different parts of the world and aspects of educational planning and administration. The speakers were drawn from a variety of organizations, which included universities and specialised institutions in India and abroad. The details of the various themes discussed are given below:

S.No.	Date	Topic	Speaker
1.	May 22, 1986	New Education Policy- Implications for Implementation	Dr. M.B. Buch Former Head, CASE, M.S. University, Baroda.
2.	July 24, 1986	Transition from School to Higher Education	Prof. G. Beswick Prof. of Higher Education, University of Melbourne Australia.
3.	August 20, 1986	Educational Research in Hungary : The State of Art	Prof. Thomas Kozma Hungary.
4.	October 1, 1986	Contemporary Scene in China	Dr. Brahm Prakash Senior Fellow NIEPA.

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|-----|-------------------|---|---|
| 5. | October 13, 1986 | Educational Development
in Kerala | Dr. P.V. Michael
Tharkan. |
| 6. | December 18, 1986 | Inservice Training of
Workers in Factories :
The Siberian Experience | Prof. Amatoly G.
Shanturen
Chairman of
Irkustsk Medical
Institute. |
| 7. | January 6-9, 1987 | Workshop on System
Approaches, Cybernetics
and the Nature of Human
and Social System | Prof. Leo. M. Elison
Colgate University
New York (USA). |
| 8. | January 9, 1987 | Seminar on Educational
Planning and
Administration | Prof. Mulholm
Skilbeck
Vice-Chancellor
Dececon University
Australia. |
| 9. | February 9, 1987 | Educational Planning and
Administration in Kenya | Mr. G.K. Koetch
Senior Educational
officer, Kenya. |
| 10. | February 26, 1987 | Special Education in
Canada | Dr. W.C. Nesbit
Prof. & Coordinator
of Special Education
New Foundland,
Canada. |
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National Award for Innovative Concepts and Practices in Educational Planning and Administration

5.1 The National Award for Innovative Concepts and Practices in Educational Planning and Administration was instituted during 1982-83 with the following main objectives:

to promote innovative practices in educational planning and administration at the micro level;

to stimulate District Education Officers to cogently describe and meaningfully abstract generalisation from experiences of innovative experimentation and their creative thinking thereon; and

to provide means through which the results of such experimentation, research and creative thinking may be disseminated.

5.2 The participants are required to present a paper on any topic relating to innovations and experimentation in the field of educational planning and administration. There is a provision of a maximum of 10 prizes of Rs. 1000/- each for the award winning papers.

During 1985-86, the scope of the Competition was widened to include Deputy Education Officers and Heads of Secondary Schools.

5.3 The Fifth All India Competition was held during the year. As against 7 entries received in 1985-86 of which only two were selected, during this year the Institute has received 17 entries out of which only four have been awarded. This was most satisfying both in term of number of entries as well as the number of awards given in any year since inception of the award. The names of prize winners during the year alongwith the titles of their essays are as follows:

Sl.No.	Name	Titles of the Essays
1.	Shri E.V. Joseph Principal, K.V.S. Cochin.	Education for Creative Thinking
2.	Shri C. David Prof. and Coordinator, Vocationalisation of Education, State Institute of Education, Bhopal, Madhya Pradesh.	School Community Interplay for Better Schools
3.	Shri B.D. Patil Headmaster Brahmanand Vidyalaya Brahmanand Nagar Maharashtra.	School Complex - An Implemented Project
4.	Shri S.L. Singhal Headmaster Govt. Secondary School Samuchi, Rajasthan.	Searching Logical Gaps to Educate the Child

5.4 In view of the limited response under the Scheme of All India Prize Competition, it has been decided to discontinue the Scheme. A New Scheme of State Level Awards in Innovative Concepts and Practices in Educational Planning and Administration is, however, being formulated. A Committee has been constituted under the Chairmanship of Prof. Shib K. Mitra, Ex-Director, NCERT to formulate the New Scheme of State Level Awards. The State Awardees will be invited at the Institute for a meet and for being honoured in an appropriate manner.

ACADEMIC CONTRIBUTION OF THE FACULTY IN SPECIALISED AREAS

6.1 The faculty of the Institute provides academic inputs in the training and research activities of other academic and professional bodies, serve as members of academic and official committees/delegations and publish research papers and books in the areas of their specialisation, etc.

6.2 The Institute provided faculty support in programmes organised by various State Governments and Union Territories; Universities, Colleges and Schools in different parts of the country; different Boards of Schools, State Institutes of Education, Teachers Training Colleges and Administrative Training Institutes; National Council of Educational Research and Training, Kendriya Vidyalaya Sangathan, Indian Institute of Public Administration; Institute for Applied Manpower Research; Adult Education Association, Comparative Education Society of India; All India Federation of Teachers Organisations and Vanasthali Rural Development Centre, Pune.

6.3 A brief account of such academic contribution of the faculty is given in Annexure III.

DELEGATES AND VISITORS

7.1 The Institute received delegates from different parts of the country and abroad. The visitors included eminent dignitaries including Ministers, Vice-Chancellors and other eminent educationists and educational administrators and planners.

7.2 A list of some eminent visitors is attached at Annexure IV.

PART V

ACADEMIC UNITS

1. The faculty of the Institute is organised into the following nine academic units :

1. Educational Planning
2. Educational Administration
3. Educational Finance
4. Educational Policy
5. School & Non-formal Education
6. Higher Education
7. Sub-National Systems
8. International
9. Distance Education and Education Technology

2. The unit on Distance Education and Education Technology has been newly set up with the approval of Executive Committee in its meeting held on 5.1.1987 and is likely to be operationalised soon.

ROLE OF ACADEMIC UNITS

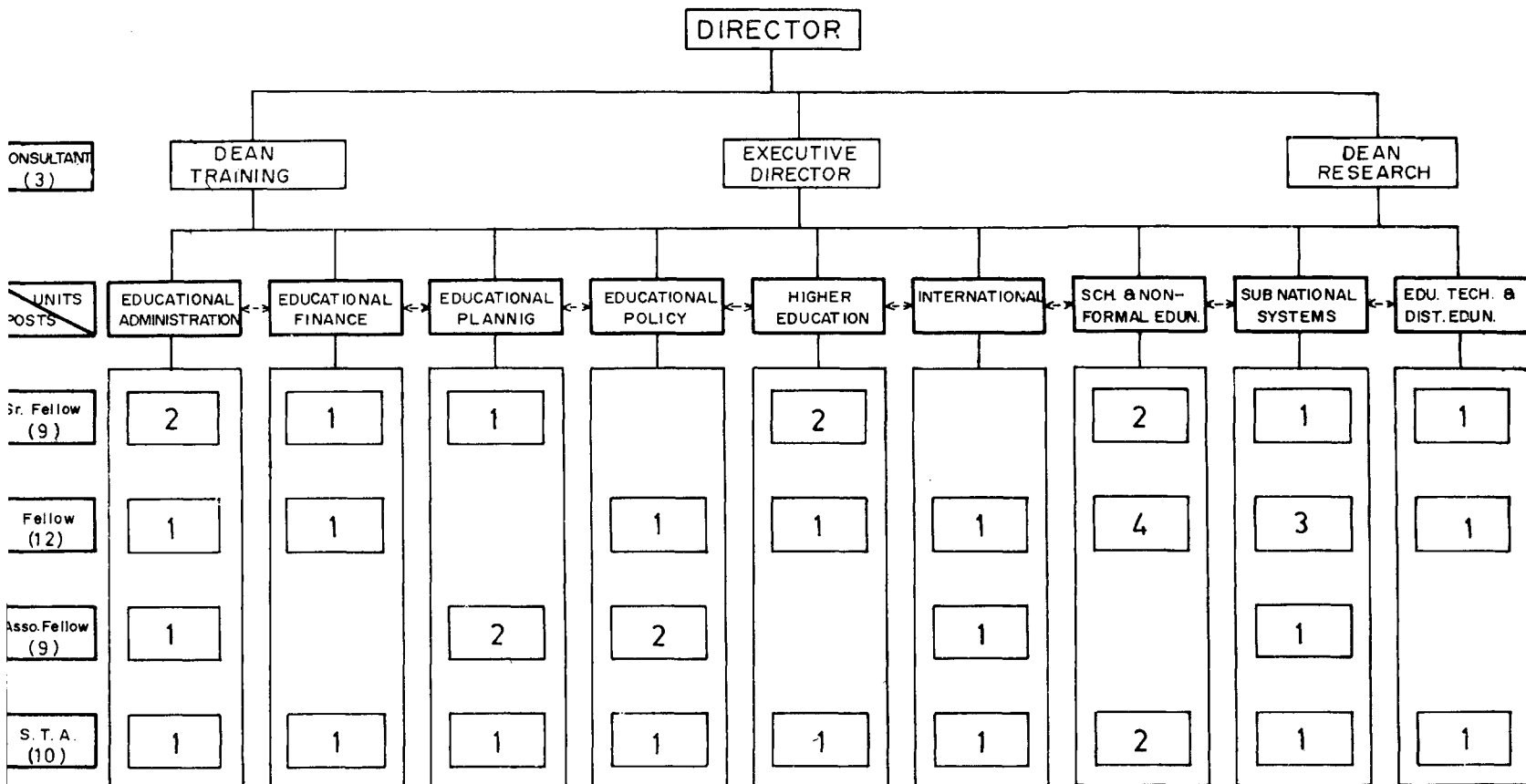
3.1 The Academic Units are expected to function with full responsibility for development and execution of various training and research programmes and providing consultancy and advisory services in the areas entrusted to them subject to the policies of the Institute and availability of funds. The units are expected to:

- (i) plan and schedule various training and research programmes;
- (ii) consider proposals for advisory and consultancy services;
- (iii) coordinate all programmes within the Institute in their respective areas of functioning as allotted to them;
- (iv) consider the course content and research design for the various training and research programmes of the unit; and
- (v) perform any other duties as may be assigned from time to time.

3.2 The Heads of the Units are expected to provide leadership to the members of their unit, coordinate their activities and help them in the performance of their duties, convene meetings from time to time to consider, plan and schedule various training and research programmes and other activities of the Unit. They exercise necessary supervision of the work of the faculty and other members of the Unit under the general supervision of Director, Executive Director, Dean (Training) & Dean (Research).

3.3 The Academic Units function on long-term continuing basis. Special Task Forces and Committees are constituted by the Director from time to time for specific programmes. Advisory Committees consisting of experts are also constituted to advise, suggest and monitor the progress of various research projects taken up by the Institute.

ACADEMIC SET-UP



NOTE: One Sr. Fellow and two Fellows hold the posts on personal basis against the post(s) of Fellow and Associate Fellows respectively.

3.4 The broad nature of tasks that are being handled by these Units is indicated below :

Educational Planning Unit

4.1 Educational Planning has two broad dimensions. Firstly, it deals with bi-directional linkages of education with other socio-economic sectors in the context of development and change. Secondly, it helps in the appraisal of the performance of the educational sector itself and determines the strategies to be adopted for realisation of its goals. The Educational Planning Unit attempts to study both these aspects in detail with a view to bring out their policy implications in an integrated manner. It plays an important role as a professional group in support of the Department of Education; the Planning Commission, and the state governments. In order to be able to do so, the Unit attempts to develop expertise both in the sphere of scenerio building and in the more rigorous area of modelling as well as system analysis as applied to education. Due to the position of the institute, the activities involve collating of research and new knowledge for long term planning and strategic management of education. It views education as a sub-system of total social system as well as a pace-setter change-agent.

4.2 More specifically, the studies and training in the area of educational planning seek to analyse and provide linkages between Education and Demography, Education and Training, Education and Employment, as also Inter-sectoral Linkages within Education, Projection of Manpower Requirements in Educational Planning and Regional and Institutional Planning in Educational Sphere. The activities of the Unit focus on Education under Plans, Multi-level Planning and Long Range Futuristic studies based on Quantitative Models and Techniques.

4.3 The academic programmes of the Unit, other than advisory, consultancy and support services, included :

Training Programmes

The Unit organised seven programmes with a total duration of 54 days and 161 participants. These included a series 4 Refresher Programmes for IAS Officers. (Refer Annexure-I programmes at Code Nos. 01.1-7/86-87).

Research Studies

01/EPL/01	Indian Education in the Year 2000 - A Long Term Perspective	In Progress
01/NVV/02	Review of IIEP Research Studies on Educational Development in India (IIEP Sponsored)	Completed
01/NVV/03	Education and Labour Market : A Survey of Indian Evidence	Completed

01/NVV/04	Higher Education and Employment in India - A Review (IIEP Sponsored)	Completed
01/BP/05	Human Resource Development - Problems, Policies and Perspectives in India with Special Emphasis on Health and Nutrition and Education and Training (ESCAP Sponsored)	In Progress

Educational Administration Unit

5.1 Modernisation of educational administration to meet the challenges of existing responsibilities and the new tasks that emerge from time to time is a continuous process. While efforts have to be made for structural improvement of the administrative systems, quicker results in the immediate future could be obtained through functional improvement of existing system and chiefly by improvement of personnel management and morale of the institutions.

5.2 Improving the efficiency of educational administration through professional growth of educational administrators is one of the prime concerns of the Institute. 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 super-institutional levels. While on the one hand, it helps to modernise educational administrative machinery, on the other, it 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 the society in general and educational development in particular. Special stress is laid on areas such as Institutional Management, Delegation, Leadership, Decision Making, Motivation, Communication, Management of Conflicts, Time Management, Human Resource Development, Management of Technical and Vocational Education, Management of Innovations and Change, Personnel Evaluation, Institutional Evaluation etc. relevant to the Field of Education.

5.3 The academic programmes of the unit, other than advisory, consultancy and support services, included :

Training Programmes

The unit organised fifteen programmes with a total duration of 89 days and 351 participants. These included a series of 5 programmes on Implementation of Higher Secondary Education in Punjab; and 4 programmes for Educational Functionaries from Kendriya Vidyalaya Sangathan, Sainik Schools and Central Tibet Schools. (Refer Annexure-I programmes at code Nos.02.1-15/86-87).

Research Studies

02/EAD/02	Role Performance of Heads of College	Completed
02/EAD/03	Personnel Structure in Engineering Colleges	Completed
02/EAD/04	Inventory Management in Engineering Colleges	Completed
02/EAD/05	Management of Educational Change : Towards an Indian Model	In Progress

NIEPA Colloquium

During the year 10 colloquium were organised by the Unit.

Educational Finance Unit

6.1 Rapid population growth and phenomenal expansion of education at all stages in a country like India have led to a serious constraint on availability of finances for education. Effective management of educational finance hence assumes great significance.

6.2 The Educational Finance Unit accordingly engages itself on training and strengthening capabilities of Finance Officers in State Departments of Education and Universities. It familiarises them with the latest developments and trends in education and acquaints them with modern methods and techniques of financial management. It develops their knowledge and skills in areas like PPBS, Resource Utilisation, Costing, Monitoring of Expenditure, Non-monetary Inputs for Educational Development, etc. In the wake of NPE 1986 stress has been laid on the clarification of its financial implications and implementation.

6.3 The academic programme of the Unit, other than advisory, consultancy and support services included :

Training Programmes

The unit organised five programmes with a total duration of 32 days and 109 participants. These included one programme each of Management of University Finances and Zero-based-Budgeting. (Refer Annexure-I at programmes code Nos.03.1-5/86-87).

Research Studies

03/EFN/04	A Study on Educational Financing with Special Reference to Equality of Opportunity and Equalisation of Education Opportunity in India - A Case Study of School Education in Kerala and Uttar Pradesh	Completed
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Occasional Papers

No. 11 Inter-State Variation in Financing of Education : A
Regional Perspective.

No. 12 Educational Finances in India.

Educational Policy Unit

7.1 The major concern of the Government in the post independence period has been to give increasing attention to education as a factor vital to national progress. It is continuously striving to provide access of education to all, transform the educational system to relate it to the needs of the society and to raise the quality of education. Educational facilities are being provided in rural and other backward areas and the education of girls, scheduled tribes and physically handicapped is receiving particular emphasis. Education is also being viewed from the point of view of future perspective.

7.2 The Unit addresses itself to some of the important issues of educational policy in India and the Third World. The major issues with which the unit is concerned are : Education and Development - their Inter-relationship; Issues of Quantity and Quality and Equity and Efficiency; Education and Change and Issues of Tradition and Modernity; and Centralisation Vs. Decentralisation in Education and Centre-State Relations under Concurrency. The research and training activities of the Unit relate to one or more of these areas.

7.3 The academic programmes of the unit, other than advisory, consultancy and support services included :

Training Programmes

The unit organised ten programmes with a total duration of 38 days and 274 participants. These included three programmes for Education Officers from Tribal Areas of Bastar District, Madhya Pradesh and one programme each on Planning for Policy Implementation; Management of Incentives for Scheduled Castes and Scheduled Tribes; Planning and Management of Ashram Schools; and Minority Educational Institutes. (Refer Annexure-I programmes at code Nos.04.1-10/86-87).

Research Studies

04/SCN/13	Monograph on Education and Development	Completed
04/AM/14	Study on History of Education Development in Kerala	Completed

04/SCN/15	Literacy in India : A Spatio Temporal Analysis (1901-1981)	In Progress
04/KP&SCN/16	Review Study of "Condensed Courses of Education" and "Vocational Programmes" for Adult Women (CSWB & NIEPA)	Completed

School and Non-formal Education Unit

8.1 The Unit addresses itself to the various problems and issues involved in the management of school and non-formal education and finding alternative strategies to solve those problems, by arranging training of the school principals and other officers concerned with school and non-formal education. These programmes aim at improving professional competencies of these officers so that they can discharge their responsibilities more efficiently and effectively.

8.2 India has given a very high priority to the programme of universalisation of elementary education. Extension of educational opportunity to all with special attention to girls and children belonging to deprived sections of the community has resulted in considerable expansion of school education since Independence. Since the formal school education has to be supplemented by the non-formal part-time and own-time education, the administration of education has assumed new dimensions. The programmes of removal of adult illiteracy are also being given a great deal of emphasis.

8.3 The district, as an administrative unit of the Indian polity, has a particular vitality which is the outcome of its ecological homogeneity, dialectal uniformity and historical continuity. The District Education Officer in charge of educational planning and administration at the crucial level of the district is, in more senses than one, the kingpin of the educational system in India. The Unit accordingly organises a six-month Diploma Course in Educational Planning and Administration for District Education Officers consisting of three months of intensive curricular work at the Institute and three months of supervised project work in the districts of their appointment. It is supplemented by short duration seminars/workshops for Education Secretaries, Directors/Additional Directors/Joint Directors/Deputy Directors of Education and other senior officers.

8.4 The academic programmes of the Unit, other than advisory, consultancy and support services, included :

Training Programmes

The unit organised eight programmes with a total duration of 383 days and 209 participants. These included a Diploma Programme for District Education Officers; a National Workshop on School Complexes; a Training of Trainers in Relation to New Education Policy; a Programme for Adult Education Officers; and a Workshop in School Management for Educational Planners and Administrators of Goa, Daman and Diu. (Refer Annexure-I programmes at code Nos.05.1-8/86-87).

01/NVV/04	Higher Education and Employment in India - A Review (IIEP Sponsored)	Completed
01/BP/05	Human Resource Development - Problems, Policies and Perspectives in India with Special Emphasis on Health and Nutrition and Education and Training (ESCAP Sponsored)	In Progress

Educational Administration Unit

5.1 Modernisation of educational administration to meet the challenges of existing responsibilities and the new tasks that emerge from time to time is a continuous process. While efforts have to be made for structural improvement of the administrative systems, quicker results in the immediate future could be obtained through functional improvement of existing system and chiefly by improvement of personnel management and morale of the institutions.

5.2 Improving the efficiency of educational administration through professional growth of educational administrators is one of the prime concerns of the Institute. 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 super-institutional levels. While on the one hand, it helps to modernise educational administrative machinery, on the other, it 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 the society in general and educational development in particular. Special stress is laid on areas such as Institutional Management, Delegation, Leadership, Decision Making, Motivation, Communication, Management of Conflicts, Time Management, Human Resource Development, Management of Technical and Vocational Education, Management of Innovations and Change, Personnel Evaluation, Institutional Evaluation etc. relevant to the Field of Education.

5.3 The academic programmes of the unit, other than advisory, consultancy and support services, included :

Training Programmes

The unit organised fifteen programmes with a total duration of 89 days and 351 participants. These included a series of 5 programmes on Implementation of Higher Secondary Education in Punjab; and 4 programmes for Educational Functionaries from Kendriya Vidyalaya Sangathan, Sainik Schools and Central Tibet Schools. (Refer Annexure-I programmes at code Nos.02.1-15/86-87).

Research Studies

02/EAD/02	Role Performance of Heads of College	Completed
02/EAD/03	Personnel Structure in Engineering Colleges	Completed
02/EAD/04	Inventory Management in Engineering Colleges	Completed
02/EAD/05	Management of Educational Change : Towards an Indian Model	In Progress

NIEPA Colloquium

During the year 10 colloquium were organised by the Unit.

Educational Finance Unit

6.1 Rapid population growth and phenomenal expansion of education at all stages in a country like India have led to a serious constraint on availability of finances for education. Effective management of educational finance hence assumes great significance.

6.2 The Educational Finance Unit accordingly engages itself on training and strengthening capabilities of Finance Officers in State Departments of Education and Universities. It familiarises them with the latest developments and trends in education and acquaints them with modern methods and techniques of financial management. It develops their knowledge and skills in areas like PPBS, Resource Utilisation, Costing, Monitoring of Expenditure, Non-monetary Inputs for Educational Development, etc. In the wake of NPE 1986 stress has been laid on the clarification of its financial implications and implementation.

6.3 The academic programme of the Unit, other than advisory, consultancy and support services included :

Training Programmes

The unit organised five programmes with a total duration of 32 days and 109 participants. These included one programme each of Management of University Finances and Zero-based-Budgeting. (Refer Annexure-I at programmes code Nos.03.1-5/86-87).

Research Studies

03/EFN/04	A Study on Educational Financing with Special Reference to Equality of Opportunity and Equalisation of Education Opportunity in India - A Case Study of School Education in Kerala and Uttar Pradesh	Completed
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National Award (Refer Part IV)

Organised Fifth All India Competition for the National Award for Innovative Concepts and Practices.

Higher Education Unit

9.1 The demands and aspiration of the people for higher education have increased manifold in India since Independence. The number of universities, colleges and other institutions of higher learning has gone up considerably. They produce the bulk of its trained and educated manpower. Moreover, the colleges and universities, in addition to imparting and generating knowledge are also required to involve themselves with developmental activities in the community and provide requisite support to community through extension activities.

9.2 The Unit focusses on improving the competencies of key persons in higher education, namely, College Principals, Directors of College Developmental Councils, Dean of Students' Welfare, Head of Departments, Registrars and other officers of Universities by organising training programme in collaboration with University Grants Commission and other bodies. It lays stress on Modern Techniques of Planning and Management of Institutions of Higher Education in the changing Socio-economic Situations. The programmes emphasise on Linking Higher Education with National Development and raising the Efficiency of Institutions of Higher Education through Modern Techniques of Decision-making, Inter-personal Relationship, Office Management, Financial Management and Improving Teaching-learning Process by Making the Courses Socially Relevant, Introducing New Methodologies of Teaching, Improving Student Services etc. Techniques of Evaluation of Institutions, Teachers and Students are also discussed.

9.3 The academic programmes of the unit, other than advisory, consultancy and support services, included :

Training Programmes

The unit organised six programmes with a total duration of 72 days and 145 participants. These included a series of 3 programmes for College Principals and one programme for Heads of Science Departments. (Refer Annexure-I programmes at code Nos.06.1-6/86-87).

Research Studies

06/GDS/04	Equity, Quality and Cost in Higher Education (UNESCO sponsored)	Completed
06/GDS/05	Mechanism Allocation of Resources for Higher Education (IIEP-UGC-NIEPA)	In Progress
06/HRE/06	Development and Efficient Functioning of Colleges - An Action Research Study	In Progress

Diffusion of Innovations

10. Brought out a mimeographed report of the Study Visit of Autonomous Colleges with the title "Autonomy and Accountability".

Sub-National Systems Unit

11.1 For effective planning and administration of education, it is essential to study its spatial dimension particularly in the context of a country like India where differences of growth and development are quite significant in different regions. Even within a state, there are some districts or blocks which are less developed than others and their problems and needs are quite unique in themselves. In view of the plurality of cultures and socio-economic conditions and also because development and planning have to be related to the local environment, a decentralised approach, keeping in view the national goals and strategies, has to be adopted.

11.2 The Sub-National Systems Unit, accordingly, keeps its ears to the ground as far as educational development in the various parts of the country is concerned and helps in their monitoring and evaluation. It is continuously developing specialised field experience and knowledge in respect of the five regions, viz., Northern, North-Eastern, North-Western, Southern and Western regions of India. It has also developed Specialisations in Educational Planning at Micro Level with particular reference to School Mapping, Institutional Planning and Evaluation, Project Planning and Management Information System.

11.3 Apart from organising training, research and consultancy with special reference to the regional and state level problems and needs, the Unit also brings the successful experiments and innovations of various States and Union Territories in Educational Planning and Management to the notice of other States and Union Territories by fertilisation of ideas and experiments. It has been helping various State Governments and Union Territories in reorganising their Education Departments and strengthening their educational administration on modern lines.

11.4 The academic programmes of the Unit, other than advisory, consultancy and support services, included :

Training Programmes

The unit organised seven programmes with a total duration of 42 days and 109 participants. The programmes included a National Workshop on School Mapping; a Technical Workshop on Indicators of Educational Development; and a National Workshop on Diagnostic Study of Educational Management in India and Development of Strategies for Implementation of New Education Policy. (Refer Annexure-I programmes at code Nos.07.1-7/86-87).

Research Studies

07/SNS/06.1-06.9	Nine Evaluation Reports Under Project on Evaluations of Non-formal Education at Elementary Stages in the 9 Educationally Backward States (Sponsored by the Ministry of Human Resource Development (Department of Education)	Completed
07/SNS/07	Study Project on School Mapping	Sanctioned
07/SNS/08	Second All India Survey of Educational Administration	Sanctioned

Diffusion of Innovations

12. Monograph on 'Earn While You Learn Scheme' is being finalised for publication.

International Unit

13.1 Promotion of regional cooperation and international understanding with specialised focus on Educational Planning and Administration is one of the major aims of the Institute. To this effect, exchange of information, expertise and sharing of existing resources is seen as a necessary step for developing collective self reliance as a means for self-sufficiency.

13.2 Since its inception as a national apex organisation in the field of educational planning and administration, the Institute has been extending cooperation to other Asian and African countries on a continuous basis on requests from UNESCO, UNDP, UNICEF and SIDA and the National Governments themselves. The International Unit tries to meet the growing needs in the area of international cooperation and exchange of views and experiences in educational planning and administration especially among the Third World countries.

13.3 It extends the training facilities and renders consultancy services to neighbouring South Asian countries and other countries of Asian and African region. These programmes are aimed at assisting these countries in educational planning and administration and as such beamed at senior education personnel who can serve as trainers of other educational functionaries in their respective countries and thus help to have a multiplier effect of training.

13.4 The academic programmes of the unit other than advisory, consultancy and support services, included :

Training Programmes

The unit organised nine programme with a total duration of 159 days and 173 participants. The programmes included one International

Diploma and four programmes for Women Educational Administrators. (Refer Annexure-I programmes at code Nos.08.1-9/86-87).

Research Studies

08/UN/01	Education and Employment of Women in the Commonwealth : Policy and Planning Implications (sponsored by CCEA)	In Progress
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Distance Education & Educational Technology Unit

14.1 Over the last two decades, the Distance Education is steadily spreading in the country both at higher as well as secondary level. At the higher level, there are more than 34 universities and institutes offering correspondence education programmes in various fields ranging from Liberal Arts, Science, Technology and Agriculture. At the secondary level, such programmes are available on a wide variety of subjects offered by number of Boards of Secondary Education and the Open School.

14.2 National Policy on Education : 1986 and the Programme of Action lay special emphasis on Distance Education and Educational Technology. Educational Technology, in particular, has been conceived as an ally to (i) increase the outreach of education to the so far unreached educand population, (ii) improving the quality of education, and (iii) creating a stimulating learning environment. Similarly, in the NPE and POA, Distance Education and Open Learning System have been conceived to provide a quality alternative to education for those who are on the job or those who find it difficult to attend a programme in the conventional institutes. The success of the Distance Education and Educational Technology would depend very heavily upon proper planning and management.

14.3 The new unit on Distance Education and Educational Technology has been created in NIEPA primarily to develop intervention strategies in Planning and Management of Distance Education and Educational Technology. The Unit would have the following three broad areas of activities :-

1. Planning and Management of Distance Education System including Correspondence Education Programmes;
2. Planning and Management of Educational Technology;
3. Distance Education in Educational Planning and Management.

14.4 While it is not visualised to offer a formal programme of Distance Education on Educational Planning and Management, the new Unit would endeavour to produce self-learning modules and audio-visual software on Educational Planning and Management which can be used as distance education material on the subject.

14.5 The new Unit would organise workshops, orientation programmes and seminars on Distance Education as well as on Educational Technology. Similarly, it would initiate research on some of the critical problems of Planning and Management of Distance Education and Educational Technology. As a part of research programme, studies in the area of Distance Education and Educational Technology would look into the various critical areas like Preparation of Learning Materials and Modules, Cost Effectiveness, Monitoring and Evaluation etc.

PART VI

ACADEMIC INFRASTRUCTURE

1. Library, Documentation Centre, Publication Unit, Hindi Cell, Data Bank, Cartographic Cell and Electronic Data Processing and Reprographic (EDPR) Unit provide strong base and support to the growing and multi-facet programmes, research and other academic activities of the Institute.

2. A brief account of some of the important activities of the above units is given below:

LIBRARY

3.1 The Institute's Library may claim to be one of the richest libraries in the field of educational planning and administration in the Asian Region. It maintains a well stocked library in educational planning and administration and inter-disciplinary subjects. Over the years it has developed into a centre of serious study and learning with the provision of uninterrupted library and documentation service throughout the year, better environment and improved physical facilities. It serves not only the faculty, research scholars and participants of the various programmes but also other organisations through the inter-library loan system. The Library reading room facilities are open to all.

Books

3.2 During the period under review 1300 documents were added to the library. The library presently has a collection of 40,243 books besides a rich collection of reports of International Seminars and Conferences organised by International Agencies like UNO, UNESCO, OECD, ILO, UNICEF, etc.

Journals

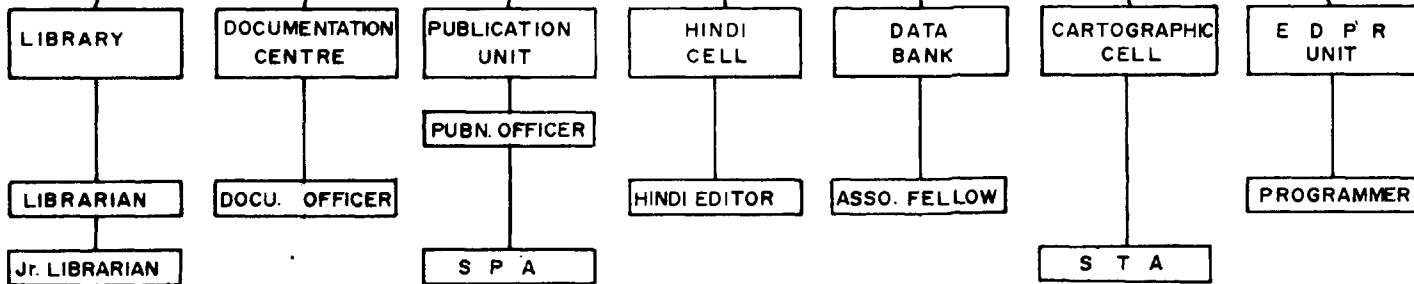
3.3 The library receives 325 periodicals mainly in educational planning, administration, management and other allied fields. All important articles appearing in these journals are indexed. 3500 articles were indexed from these journals during the year.

Circulation of Books

3.4.1 During the period under review 42,100 documents were issued to the participants of various programmes, faculty and on inter-library loan to other institutions.

3.4.2 16,210 documents were used by the research scholars in the Library.

SUPPORTING SET-UP



Newspaper Clippings

3.5 Apart from books and journals, the Library also maintains a special collection of Newspapers Clippings relating to educational planning and administration. The Library presently has 150 subjects files.

Current Awareness Services

3.6.1 To provide the readers 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".

3.6.2 Monthly lists of additions were also prepared for updating the readers with important articles of interest and fresh arrivals.

Selective Dissemination of Information

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

Bibliography

3.8 Library prepared bibliographies for each programme organised by the Institute during this period.

Regional Information Retrieval

3.9 The Library contributed annotated references on Indian documents under the heading "Notes on Asian Documents" in the Journal "Education in Asia and the Pacific; Reviews, Reports and Notes" brought out by Unesco Regional Office, Bangkok.

Modernization of Library

3.10.1 To develop our library as a Multi Media Resource Centre, we have started adding non-print material in our collection. During the period under report, library acquired microfilms, microfiches, video cassettes films and audio cassettes.

3.10.2 An IBM-PC/AT compatible computer with 2 MB memory and 40 MB Hard disk and 2 minifloppy drives High Density and DSDP, has been installed for use of Library Information System. The CDS/ISIS software provided by UNESCO is being used for Library Information Management.

Gift to the Library

3.11 Shri S.C. Chhabra, former Secretary, University Grants Commission has gifted his valuable collection on Higher Education to our Library.

II. DOCUMENTATION CENTRE

4.1 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 Centre works in close collaboration with the "Sub-National Systems Unit" so as to enable the Institute to perform its function as a clearing house of information and experience.

4.2 The Centre collects reference material on education and related areas concerning Educational Planning and Administration mostly published by the State/Union Territory Education Departments, district authorities and institutions at the sub-national level. The main thrust of the Centre is on collection, storage and dissemination of information upto district level.

4.3 At present, there are nearly ^{7,100 - 0}~~7,254~~ documents in the Centre consisting of state gazeteers, state census, handbooks, educational surveys, state educational plans, Five Year Plans, budgets, state university handbooks, state documents on socio-economic, cultural, history, basic source books and bibliographies, press clippings, ~~state~~ educational codes, acts, rules and regulations, techno-economic and sample surveys, district gazeteers, 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.

News from States/Union Territories

4.4 The Centre subscribes to ¹³~~12~~ regional newspapers covering news from different States and Union Territories. Files containing press cuttings from these newspapers, covering educational news in respect of all the States and Union Territories are maintained at the Centre for reference. Education news from States/Union Territories are also compiled on the basis of the news items in these newspapers and other information received from various States and Union Territories and published every month.

Documentation and Information Service

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

1. Selected Dissemination Information (SDI) service for research workers and faculty members;
2. Documentation Lists; and
3. Compilation of annotated bibliographies for training programmes.

PUBLICATION UNIT

5.1 One of the main objectives of the Institute is to publish, print and publish papers, periodicals and publications and specially to publish Journal on Educational Planning and Administration in furtherance of the objectives of the Institute.

5.2 The Institute started bringing out a Journal on Educational Planning and Administration with a view to improve both quantitatively and qualitatively publication of rich research-based and knowledge-based articles and disseminate research findings in the area of educational planning and administration with improved format and get-up in place of Quarterly EPA Bulletin.

5.3 The Unit also brought out priced publications, un-priced publications, mimeographed reports and research publications. A list of various publications brought out by the Institute is given below:

A. Priced Publications

1. Educational Planning - A Long Term Perspective
edited by Moonis Raza
2. School Inspection System - A Modern Approach
by R.P. Singhal, N.M. Bhagia,
T.K.D. Nair & V.A. Kalpande
3. A Financial Code for University Systems
by M.L. Sobti

In Press

1. Indian Schools : A Study of Teacher Pupil Ratio
by R.P. Singhal
2. Development and Maintenance of Educational Services : A Study of Norms
by M.M. Kapoor & Kusum K. Premi

Publication of the following titles has also been taken up :

1. Cost of Supply of Education at Micro Level : A Case Study of Two Education Clusters in the District Gurgaon, Haryana
by J.B.G. Tilak
2. Mobilisation of Additional Resources for Education - Certain States in India
By C.B. Padmanabhan
3. Resources for Education in India
by J.B.G. Tilak & N.V. Varghese
4. School Education in India - A Regional Dimension

5. Earning while Learning
by M.M. Kapoor
6. Accounts Code for the University System
by M.L. Sobti
7. SC/STs in IITs
by Kusum K. Premi

B. Unpriced Publications

1. Journal of Educational Planning and Administration - Vol.1
No.1
- 2-3. Annual Report for the year 1985-1986 (English and Hindi
Versions)
4. Methodologies of Teaching in Colleges

In Press

1. Organizational History of Ministry of Education
by A. Mathew
2. A Monograph on Education and Development
by S.C. Nuna

C. Mimeographed Publications

The Institute brought out mimeographed publications in respect of Research Studies, Occasional Papers and Reports of various training programmes.

HINDI CELL

6.1 The Hindi Cell provides valuable support in the training programmes and other academic activities of the Institute. It functions under the direction of NIEPA Official Language Implementation Committee. Three meetings of the above Committee were held under the chairmanship of Director. A meeting of the Sub-Committee of Official Language Implementation Committee was also held on 8.12.86 under the chairmanship of Registrar.

6.2 Parliamentary Committee on Official Language visited the Institute on 15.4.86 and made various suggestions for further implementation and promotion of Official Language in the Institute's work.

6.3 Some of the important activities of Hindi Cell included translation in Hindi of Annual Report; Institute's Brochure; Schedule of Training Programmes/Workshops/Seminars for 1986-87; Memorandum of Association and Rules of NIEPA; and various research articles and training material.

6.4 The Hindi Cell also prepared a number of reports of the Programmes in Hindi.

6.5 The first bilingual quarterly resume in Hindi and English of the Institute was brought out for July-September, 1986. This is being brought out in bilingual form since then.

6.6 The Hindi Cell also helped in promoting the use of Hindi in official work. 45 forms were translated from English to Hindi for use in the Institute's work. Arrangements were also made for correspondence in Hindi with Hindi speaking States.

DATA BANK

7.1 NIEPA has established a District-wise Data Bank mainly based on secondary sources with the following main objectives :

- (i) to assist the researchers of the Institute in the process of data collection, processing and analysis;
- (ii) to facilitate the computerization of data relating to different research projects undertaken at NIEPA;
- (iii) to build up adequate district level data base for educational planning at the district level; and
- (iv) to store the computerized data in a systematic manner so that it may be retrievable for future use.

7.2 Ultimately, it would help in developing sound basis for micro-level planning in education which forms an important ingredient of Institute's training activities.

7.3 During the year under review the following district-wise information on 25 States and UTs which consists of about 430 districts were collected mainly from secondary sources and made available at a single place.

(a) Demography

Population for the census years 1971 & 1981; SC & ST Population; Urban Population; Rate of Growth of Population during 1971-81; Area; Density of Population; Sex Ratio; and Literacy Rates for Male/Female/Total for the years 1971 & 1981.

(b) Primary Level

For the Years 1970-71 and 1976-77

Enrolment in I-V classes separately for Total and Girls; SC & ST Enrolment; Gross Enrolment Ratios; Number of Primary Schools; Number of Primary Teachers; and Enrolment in Primary Schools; and Expenditure on Primary Schools.

CARTOGRAPHIC CELL

8.1 The Cell provides assistance in pictographic data presentation through maps, diagrams, charts and transparencies in the institute's research, training and other activities.

8.2 A special spraying and colouring equipment was acquired during the year which was used in preparing big size display charts and maps.

8.3 During the year, 130 maps and diagrams were prepared for various research studies. Special pictographic transparencies emphasising the thrust in education for the future and present were also developed. Graphs and maps were also prepared for the research projects on Personnel Structure in Engineering Colleges; Inventory Management in Engineering Colleges; Literacy in India : A Spatio-Temporal Analysis; Development and Efficient Functioning of Colleges : An Action Research Study; Indian Education in the Year 2000 - A Long-term Perspective; Punhana Block - Action Research Project; Hindi and English Annual Reports; Journal of Educational Planning and Administration etc.

8.4 In addition, 115 maps, charts, transparencies and other posters were also developed as input in the Training Programmes; meeting of Parliament Advisory Committee; and Occasional Papers etc.

ELECTRONIC DATA PROCESSING AND REPROGRAPHIC UNIT (EDPR)

9. The Unit is engaged in creating adequate data base for educational planning and administration and to assist in the use and application of modern electronic equipment in the areas of administration and management. The Unit is also organising computer demonstrations for the participants of different programmes to acquaint them with the use and functioning of computer in educational planning and administration. The EDPR Unit worked in close cooperation with the Data Bank for their data processing needs.

(a) Word Processing

A brief description of the equipments installed in the Unit is :

1. HCL-System 2 with 64 KB memory, two disk drives of 1 MB each, 1 disk drive of 80 KB and a 132 column letter quality printer with a speed of 35 cps.
2. HCL Workhorse with 64 KB memory, two dual density disk drives of 200/80 KB each compatible with HCL-SYSTEM 2.
3. HCL Workhorse II with two terminals having 1 MB memory, one hard disk drive, one mini floppy drive of 80/200/400/800 KB and a 132 column 24 pin writer printer with a speed of 216 cps.
4. 2 BBC Class Computers with one dot matrix printer.

Various research papers and reading materials/reports of various training programmes were brought out on the word processor.

A number of packages relating to different areas of administration and accounts have also been developed for use in computerised data processing alongwith computerisation of salary bills and financial accounting.

(b) Photocopying

1. U-BIX KILBURN 1600 MR Photocopier
2. MODI XEROX Photocopiers (2)

The photocopiers were extensively used for bringing out multiple copies of different reports, reading materials, articles etc. which resulted in more efficient delivery system in academic and other activities of the Institute.

PART VII

ADMINISTRATION AND FINANCE

1. The Institute is fully financed by the Government of India. It is headed by the President. Shrimati Krishna Sahi, Minister of State for Education, Ministry of Human Resource Development took over as the President, NIEPA Council on 12th May, 1986 on relinquishment of the office by Shrimati Sushila Rohtagi, Minister of State for Education.
2. The Council, the Executive Committee, the Finance Committee and the Programme Advisory Committee constitute the organs of policy frame of the Institute.
3. The Director is the Principal Executive Officer of the Institute and is appointed by the Government of India. He is assisted by the Executive Director in Administration and Finance and Deans in Training and Research.
4. Registrar is the Head of Office and also the Chief Vigilance Officer. The Administration Division consists of four secretarial sections namely, General Administration - I (Supplies, Services and Security); General Administration - II (Estate and Office Management); Personnel; Academic Administration and three other Units, namely, Training Cell, Duplicating and Photocopying Units. Administrative Officer is in-charge of General Administration I and II sections as well as Training Cell, Duplicating and Photo Copying Units. Finance Officer is in-charge of Account Section.

ORGANS OF POLICY FRAME

Council

- 5.1 Council is the apex body of the Institute.
- 5.2 It shall be the function of the Council to further the objectives of the Institute and exercise general supervision of all the affairs of the Institute.
- 5.3 It is headed by the President who is nominated by the Government of India. The Director of NIEPA is its Vice-President. It has on it top executives from the 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, Planning Commission and Department of Personnel and Administrative Reforms); Director, National Council of Educational Research and Training; Six Education Secretaries and Six Directors of Education (five from states and one from union territory); six eminent educationists; all members of the Executive Committee; and one member of the NIEPA Faculty. Registrar, NIEPA acts as Secretary of the Council.

Administration and Finance

Divisional Set-up

DIRECTOR

EXECUTIVE DIRECTOR

DEAN TRAINING

REGISTRAR

FINANCE OFFICER

ADMN. OFFICER

S. O. (A)

S. T. A.

S O (P)

S.O. (AA)

S. O. (EP)

Asst Incharge

ACCOUNTS

ACADEMIC COORDINATION

PERSONNEL

ACADEMIC ADMN.

GEN. ADMN-II (E P)

GEN. ADMN. I (S S S)

PHOTOCOPY UNIT

TRAINING CELL

DUPLICATING

5.4 A list of the members of the Council as on 31st March, 1987 is given at Appendix I.

5.5 The Eighth Meeting of the Council was held on 4th February, 1987.

Executive Committee

6.1 The Executive Committee carries on the administration and management of the affairs of the Institute.

6.2 It consists of the Director of the Institute as 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; and the Executive Director, NIEPA. Registrar, NIEPA acts as Secretary of the Executive Committee.

6.3 A list of members of the Executive Committee as on 31st March, 1987 is given at Appendix II.

6.4 Twenty-fourth meeting of the Executive Committee was held on 5th January, 1987.

Finance Committee

7.1 The Finance Committee scrutinises the accounts and budget estimates and makes recommendations to the Executive Committee on proposals for new expenditure and other financial matters.

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

7.3 A list of the members of the Finance Committee as on 31st March, 1987 is given at Appendix III.

7.4 Twenty-fourth meeting of the Finance Committee was held on 5th January, 1987.

Programme Advisory Committee

8.1 The Programme Advisory Committee makes recommendations on training, research and other programmes and examines the academic aspects of the work of the Institute.

8.2 It consists of the Director as its ex-officio Chairman; representatives of the Ministry of Human Resource Development (Department of Education); Planning Commission; University Grants Commission; National Council of Educational Research and Training; State Education Secretaries and Directors of Public Instruction; Academicians; Executive Director; Deans, Training and Research, NIEPA and such other members as may be nominated by the Executive Committee.

Registrar, NIEPA acts as Secretary of the Programme Advisory Committee.

8.3 A list of members of the Programme Advisory Committee as on 31st March, 1987 is given at Appendix IV.

8.4 The Fourteenth meeting of the Programme Advisory Committee and its adjourned meeting were held on 8th August, 1986 and 3rd October, 1986 respectively.

CADRE PLANNING

9.1 Cadre Planning in the Institute has received careful attention with the objective of strengthening its professional academic capabilities and pinning down the administrative and supporting cadre to the minimum to continuously tilt the balance in favour of the former for increasing the overall organisational effectiveness in the emerging organisational system.

9.2 A comparative picture of the strength of different cadres in the Institute as on 1.4.1980 and 31.3.1987 is given below :

Sl.No.	Cadre Posts	1.4.80	31.3.87	Addl. Posts Created
1.	Faculty (Director, Consultants, Senior Fellows, Fellows & Associate Fellows)	21 (20.3%)	35 (21.1%)	+14
2.	Academic support (Publication Officer, Librarian Gr. I, Documentation Officer, Computer Programmer, Hindi Editor, Senior Technical Assistant, Librarian Gr.II, Senior Publication Assistant, Librarian Gr.III, Hindi Translator & Senior Professional Assistant)	7 (6.8%)	23 (13.8%)	+16
3.	Administrative and Secretarial Staff	26 (25.3%)	38 (22.9%)	+12
4.	Technical Staff (P.S. to Director, Sr. P.As, Sr. Steno- graphers, Machine Operator, Junior Stenographers, Drivers, Computer & Electrician, Library Attendent, Sr. Gestetner Operator)	21 (20.4%)	28 (16.9%)	+7

5.	Class IV	28 (27.2%)	42 (25.3%)	+14
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	Total	103	166	+63
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9.3 The cadre strength of the Faculty and Academic support almost doubled from 28 as on 1.4.80 to 58 as on 31.3.87. During the same period, the increase in administrative, secretarial and ministerial staff was less than 50%. The Institute has now a more balanced and strong organisational set-up.

9.4 Besides the cadre strength of the staff which stood at 166 as on 31st March, 1987, there were 25 project staff members on the above date.

STAFF CHANGES

10.1 Shri C.R.K. Murthy joined as Project Associate Fellow for the Study of 'Management of Educational Change' on 19th May, 1986.

10.2 Shri Iftkhar Ahmed joined as Project Associate Fellow for the Study on 'Indian Education in the Year 2000 - A Long-term Perspective' on 2nd June, 1986 and left on 30th September, 1986.

10.3 Dr.(Mrs.) Shakti R. Ahmed, Senior Fellow, Higher Education, NIEPA was relieved on 2nd June, 1986 on deputation to take up her new assignment as Professor of Chemistry, Indira Gandhi National Open University, New Delhi from 3rd June, 1986.

10.4 Shri Ataur Rahman joined as Project Associate Fellow for the Study on 'Indian Education in the Year 2000 - A Long-term Perspective' on 12th June, 1986.

10.5 Shri L.S. Ganesh, Associate Fellow, Educational Planning left the Institute on 23rd June, 1986.

~~1986.~~ Shri B.H. Sridhara joined as Computer Programmer on 18th August,

10.7 Shri V.V. Chiplunkar, Director of Education, Maharashtra State, Pune, joined as Consultant on 1st September, 1986.

IN-SERVICE TRAINING

11. In-service training of both academic and other staff was pursued as an important element of human resource development. In pursuance of this policy, the faculty and other staff members in the Institute were deputed to a number of in-service training programmes in the country and abroad as detailed below for their professional growth and development :

INTERNATIONAL PROGRAMMES

Ms. Nirmal Malhotra, Librarian attended training in Library & Information Science at Loughborough University, U.K. under the Technical Cooperation Training Programme from October 7, 1985 to May 9, 1986.

Ms. Meena Srivastava, Senior Technical Assistant attended six-months' specialised course for Development Administrators under Italian Government Scholarship at Rome (Italy) from November 10, 1985 to May 10, 1986.

Dr.(Mrs.) Sushama Bhagia, Fellow School & Non-formal Education Unit; Shri M.M. Rehman, Senior Technical Assistant; and Ms. Nalini Juneja, Senior Technical Assistant participated in 2 months' Course of State Organisation and Management Development under Indo-Italian Technical Cooperation Scheme at Rome (Italy) from 7th April, 1986.

NATIONAL PROGRAMMES

Dr. N.V. Verghese, Associate Fellow, Educational Planning attended a 2-day programme on "Real Resource Planning" held at I.A.M.R. New Delhi from 23rd to 24th August, 1986.

Mrs. Anita Kumari, Shri L.S. Rawat; and Shri J.S. Aswal, Lower Division Clerks attended Hindi Typing Training at the Centre of Hindi Teaching, R.K. Puram, New Delhi from August 28 to January 20, 1987.

Shri R.P. Saxena, Registrar attended Training Course for Chief Vigilance Officers in the Central Vigilance Commission's Office, New Delhi from March 9-13, 1987.

GROUP SAVINGS LINKED INSURANCE SCHEME

12. Group Saving Linked Insurance Scheme of the Life Insurance Corporation of India on the pattern of Central Government Employees Group Insurance Scheme was introduced in the Institute w.e.f. March, 1986 as a staff welfare measure. Under the scheme, the employees in categories A, B, C & D have been provided an insurance cover of Rs. 80,000/-, Rs.40,000/-, Rs.20,000/- and Rs. 10,000/- respectively.

RULES AND REGULATIONS OF NIEPA

13. Review, up-dating, consolidation and inclusion of new provisions in the Service Regulations of NIEPA have been undertaken for consideration of the Committee constituted for the purpose by the Ministry of Human Resource Development (Department of Education). An attempt has been made to reinforce the rules by making new provisions for appointments to the posts of Emeritus Professors, National Fellows and Visiting Fellows for enhancing academic capabilities of the Institute; provide more facilities to the faculty by grant of sabbatical and academic leave and liberalising provisions of study leave etc. and also simplify the procedures prescribed under the Rules

for smooth and efficient functioning of the Institute. Two sittings of the Committee were held on 2nd & 19th February, 1987.

DELEGATION OF POWERS

14. The wide ranging redelegation of financial and administrative powers on functional and decentralised basis to the various levels of administrative and academic functionaries from Director to Executive Director, Dean Training and Heads of Units and from Registrar to Administrative Officer and Section Officers has accelerated the pace of work, removed bottlenecks and delays and resulted in quick decision making.

ECONOMY

15. With the enforcement of norms laid down for duplication of reading/background material, reports, individual papers, printing of cover pages and issue of different items of stationery for distribution among the participants etc. keeping in view the nature of training programmes, seminars, workshops, conferences and other activities, substantial savings have been made in the use of stationery which is a major item of expenditure in the Institute.

MODERNISATION OF ACCOUNTS AND ADMINISTRATION

16. Systematic efforts are being made to bring possible areas of administration and accounts under computerisation. Salary bills of the regular staff and financial accounting have been computerised. Monthly statement of cadre and project staff strength prepared through computerisation enabled regular review of cadre and project staff and resulted in better cadre planning and management. Programme for computerisation of inventory control system has also been developed.

PROGRAMME REPORTING

17. Quarterly Resume (mimeographed) of the activities and important developments in the Institute contain information about the training programmes conducted, status and progress of the Research Studies and other academic activities of the Institute. A copy of the Resume is sent to President, NIEPA Council, Education Secretary and other members of NIEPA Council, members of the Executive, Finance and Programme Advisory Committees, State Education Secretaries etc.

OFFICE PRODUCTIVITY AND REPORTING : AN INNOVATIVE APPROACH

18. With a view to ensure quick despatch of work and increase office productivity, an innovative approach has been adopted to institutionalise an effective system of office reporting in the Institute which is broad based to cover the areas of office functioning, namely, personnel, supply and services, estate and construction in addition to monitoring the disposal of receipts. Even limited operationalisation of the system has resulted in perceptible improvement in office functioning and elimination of delays.

FARMING OUT THE WORK

19. The Institute has adopted the practice of farming out the work instead of engaging regular staff wherever possible with a view to increase efficiency, accountability and make economies. In this context, the Institute had already entrusted the catering service of the hostel and office to a private contractor. The Institute entrusted the security of its hostel to a private security agency from May, 1986. It has also been decided to entrust the security of the residential complex and operation of the water pumps and generator set on contractual basis.

WORK CULTURE AND EFFICIENCY

20. The Institute can take legitimate pride in the dedicated work put in by its faculty and other staff without which it would not have been possible to achieve its multi-dimensional growth. The Institute earned special appreciation of the Ministry of Human Resource Development (Department of Education) for the valuable professional, technical, secretarial and other help rendered by it in the evolution of New Policy on Education and Programme of Action. The faculty and other staff of the Institute worked day and night shoulder to shoulder with the personnel of the Department of Education during the above important phase of evolution and implementation of Education Policy. Besides maintaining high standards of efficiency throughout the year, they have always risen to occasion when there are special demands on them.

NIEPA CAMPUS

20.1 Construction of Director's residence was completed and the same was occupied by the Director in June, 1986. Construction of 8 type II and 8 Type III quarters is also nearing completion.

A shed with provision of parking 5-6 cars and scooters was constructed for the Institute's type V residential complex which did not have this facility.

21.2 A generator set was installed with a view to provide uninterrupted electricity supply to the Electronic Data Processing and other operational units, lecture halls and seminar rooms to increase, in particular, the efficiency of the training programmes and other academic activities of the Institute.

21.3 Construction of third floor was taken up with a view to partly overcome serious shortage of office accommodation. Its construction is in progress.

21.4 With a view to overcome serious shortage of office accommodation and keeping in view the long range requirements of the Institute, the Ministry of Human Resource Development (Department of Education) is being pursued to provide additional area of about 15-20 acres of land in the Institutional area in its close proximity.

HOSTEL

22.1 The training programmes organised by the Institute at New Delhi are residential. The participants are accommodated in a seven storeyed hostel which has 48 fully furnished rooms with attached bath. Each room has been furnished with two beds.

22.2 The rent for the rooms with upgraded facilities is Rs.100/- per person per day for single occupation and Rs.75/- per person per day if these are occupied by two persons. The room rent for other rooms is Rs.10/- per participants and Rs.20/- per occupant for non-participants per day. The receipts from hostel during the year amounted to Rs.3.03 lakhs as against Rs.2.06 lakhs during the preceding year.

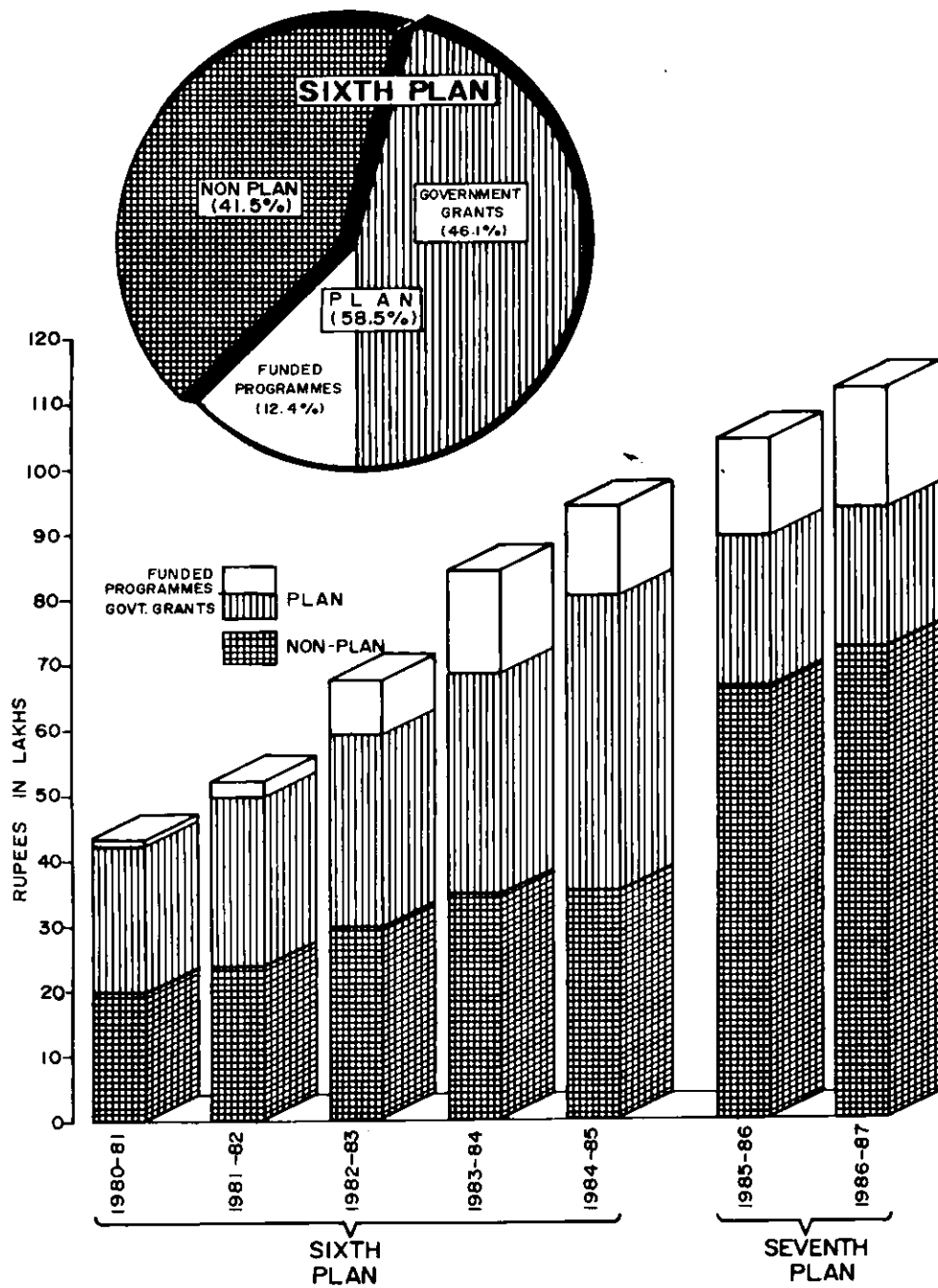
22.3 It has been decided to construct Warden's residence, faculty guest rooms and store room; extend the capacity of the dining hall to meet the growing requirements and provide upgraded facilities in kitchen in the hostel. Their drawings are being finalised.

FINANCE

23.1 During the year 1986-87, the Institute received a grant of Rs.89.06 lakhs (Rs.67.42 lakhs under Non-plan and Rs.21.64 lakhs under Plan) against Rs.85.58 lakhs (Rs.60.41 lakhs under Non-plan and Rs.25.17 lakhs under Plan), during 1985-86. The Institute had a balance of Rs.6.98 lakhs (against Government Grants) at the beginning of the year and the office and hostel receipts amounted to Rs. 11.57 lakhs. Thus, against the total receipts of Rs. 107.62 lakhs, the total expenditure out of Government grants during the year was Rs. 92.99 lakhs.

23.2 In addition, the Institute received funds amounting to Rs. 20.67 lakhs for conduct of Programmes and Research Studies from the Ministry of Education, ICSSR, UNESCO etc. and the expenditure on these during the year was Rs. 19.10 lakhs.

FUNDS FLOW



TRAINING PROGRAMMES

01/E.PL EDUCATIONAL PLANNING UNIT

1. 01.1-4/86-87 Refresher Programmes in Educational Planning for IAS Officers (April 14-18, 1986); (April 28 - May 2, 1986); (July 21-26, 1986); and (July 28 - August 2, 1986).

At the instance of the Department of Personnel and Training of the Government of India, the Institute organised a series of four refresher programmes in Educational Planning for IAS Officers. The main objectives of the programmes were to acquaint the participants with critical issues relating to educational development in India; to expose the participants to the context of educational planning; and to introduce the participants to the methodology and strategies of educational planning. 26, 24, 20 and 25 IAS Officers participated in the four programmes respectively.

The programmes were managed by Dr. Brahm Prakash as Programme Director, Dr. Y.P. Aggarwal as Programme Coordinator and Dr. N.V. Varghese as Rapporteur General. Dr. L.S. Ganesh helped in the computer demonstration.

5. 01.2/86-87 Workshop on Use of Computers in Educational Planning and Management (May 12-22, 1986).

The workshop on Computers which was second of its kind was organised to expose and sensitise state level educational officers to some of the uses of computers in the field of educational planning and management. The main objectives of the workshop were to work out and portray on operational views of educational planning to the participants; to familiarise them with computer based methods of quantitative analysis of the educational system; to make them aware of computer based techniques/analysis in the area of educational planning and to improve the participants' understanding about education and allied data. The workshop was attended by 22 participants from States and Union Territories.

The workshop was managed by Dr. Brahm Prakash, Dr. L.S. Ganesh, Dr. N.V. Varghese and Shri M. Srivalasan.

6. 01.3/86-87 Seminar on Methodologies of Educational Planning (August 18-22, 1986).

The Institute organised a five day seminar on Methodologies of Educational Planning in collaboration with Economic Development Institute, World Bank, Planning Commission and Institute of Applied Manpower Research.

The main objectives of the seminar were based on sharing the experience in planning education in India covering methodological, theoretical and empirical research, with the World Bank team and in turn sharing World Bank's experience in planning education in other developing and developed countries. World Bank specialists and Indian experts totalling 28 participated in the seminar.

The management team of the Seminar comprised of Professor Satya Bhushan, Seminar Director; Dr. Brahm Prakash, Associate Director; and Dr. J.B.G. Tilak, Convenor; Dr. Y.P. Aggarwal and Dr. N.V. Varghese.

7. 01.4/86-87 Training Programme on Quantitative Methods for Educational Planning (December 8-24, 1986).

The Institute organised a training programme on Quantitative Methods for Educational Planning. The main objectives of the programme were to acquaint the educational officers with techniques/methods of quantitative analysis in educational planning and management; to upgrade the skills and performance abilities of the educational officers in quantitative methods; and to introduce officers to computers and their use in educational planning and management. 16 participants attended the programme.

The management team of the programme comprised of Dr. Brahm Prakash, Programme Director, Dr. N.V. Varghese, convenor and Dr. Y.P. Aggarwal.

02/E.AD EDUCATIONAL ADMINISTRATION UNIT

8. 02.1-5/86-87 Orientation Programmes on Implementation of Higher to Secondary Education in Punjab (April 7-11, 1986); (April 28 - May 2, 1986); (June 2-6, 1986); (June 9-13, 1986) and (June 21-25, 1986).

The Institute was called upon to conduct a series of five Orientation Programmes on Implementation of Higher Secondary Education for the Principals of Colleges and Senior Secondary Schools of Punjab for implementing the +2 stage of education. The main objectives of the programme were to familiarise the concepts fundamental to the philosophy, rationale and scheme of study of 10+2 scheme pattern of higher secondary education; to plan implementation of +2 stage of education in their respective Institutions to analyse some of the organisational aspects as well as behavioural dynamics of management of schools and the colleges. The programme was attended by 23, 44, 38, 22 and 27 principals in 5 programmes respectively.

The programme was managed by Dr. M. Mukhopadhyay, Dr.(Ms.) K. Sudha Rao and Shri C.R.K. Murthy.

13. 02.2/86-87 Training Course in Educational Planning and Management for Senior Principals and Education Officers of Kendriya Vidyalaya Sangathan (May 19-30, 1986). 12

This programme was organised by the Institute from May 19-30, 1986. The main objectives of the programme were to acquaint the participants with some of the modern concepts of Educational Planning and Management; to familiarise them with new educational trends and programmes of qualitative improvement in school education, with special reference to Kendriya Vidyalayas; to conceptualise appropriate roles, skills and knowledge required for head of a school and educational officers as effective institutional/educational leader; and to formulate institutional plans for improving school management. The programme was attended by 30 participants from Kendriya Vidyalayas of states and union territories. 30

The programme was managed by Dr. K.G. Virmani, Shri C. Mehta, Dr. S.C. Nuna, and Shri D.H. Srikant.

14. 02.3/86-87 Workshop on Micro-level Holistic Project Management (June 2-4, 1986). 3

The main objectives of this workshop were to examine the linkage between education and development; to examine the experience of management of developmental projects run by voluntary bodies and government organisations and to identify management strategies of development projects in order to replicate particularly in governmental sector. The workshop was attended by 13 participants. 13

It was managed by Dr. M.Mukhopadhyay and Shri C.R.K. Murthy.

15. 02.4/86-87 Workshop on Development of Implementation Strategies for Vocationalisation at Plus Two Stage (June 30 - July 4, 1986). 5

The main objectives of this workshop were to take stock of present status of vocationalisation in those states that have introduced Vocational Education; to identify the critical issues that require attention of the planners and administrators; and to work out the implementation strategies for the identical issues. The programme was attended by 42 participants. 112

The programme was managed by Dr. K. Sudha Rao.

16. 02.5/86-87 Training Programme in Educational Management for Sainik School Principals (June 16-27, 1986). 12

This programme was taken up with the main objectives of acquainting the participants with new trends in educational thinking and programme of qualitative improvements in school education, with special reference to Sainik Schools; familiarising them with some of the modern concepts of educational management at Institutional level; conceptualising appropriate roles, skills and knowledge required for a head of school to get as an effective institutional/educational

leaders; and raising competencies among participants to formulate Institutional Plans for improving school management. The programme was attended by 19 Sainik School Principals. 19

The programme was managed by Shri C. Mehta, Ms. Meena Srivastava and Shri S.M.I.A. Zaidi.

17. 02.6/86-87 Workshop on Management of Educational Change (September 22-26, 1986). 5

The Institute organised a Workshop on Management of Educational Change with the objective of designing of framework of the Study and to draft the instruments for national - state and institutional levels separately. The workshop was attended by 11 participants 11

The management team of the programme comprised of Dr. M. Mukhopadhyay, Programme Director; Shri C.R.K. Murthy and Shri M. Kandan.

18. 02.7/86-87 Seminar on Educational Planning and Management for Principals and Rectors of Central Schools for Tibetans (Simla : September 29 - October 8, 1986). 10

Seminar on Educational Planning and Management for Principals and Rectors of Central Schools for Tibetans was jointly organised at Simla by the Central Tibetan Schools Administration, New Delhi and the National Institute of Educational Planning and Administration, New Delhi.

The major objectives of the Seminar were to familiarise the participants with key concepts in educational planning and management; to conceptualise appropriate roles, skills and knowledge required of an effective educational leader in managing CTSA Schools in India; and to formulate a plan for improved management in schools for Tibetan Children. 15 principals, Rectors and Head Masters of Schools under the CTSA participated in the programme. 15

The management team comprised of Dr. K.G. Virmani, Seminar Director, Dr. H.C. Sharma, Assistant Secretary CTSA, Seminar Coordinator and Ms. Nalini Juneja, Associate Coordinator.

19. 02.8/86-87 Workshop for Education Officers of Kendriya Vidyalaya Sangathan (November 3-7, 1986). 5

The Institute organised a workshop for Education Officers of Kendriya Vidyalaya Sangathan, with the objectives of familiarising the participants with the key concepts in Management and Promotion of Action Research in KVS; identifying areas of Action Research for Institutional Management in Relation to New Education Policy; and to conceptualise appropriate roles and skills required of an Education Officer of KVS for managing action research so that standards of quality of Educational Planning and Management for the KVS may be further raised. 25 Education Officers of KVS from all over the country participated in the programme. 25

The management team of the programme comprised of Dr. K.G. Virmani, Course Director and Ms. Nalini Juneja, Course Co-ordinator.

**20. 02.9/86-87 Orientation Programme in Planning and Management
of Technical Institutions (November 10-14, 1986).** 5

The Institute organised an Orientation Programme in Planning and Management of Technical Institutions. The main objectives of the Programme were to carry out a situational analysis of the engineering institutions to identify the strengths and weaknesses as well as opportunities for the development to examine the national policy on education in technical education and the programme of implementation; to review various aspects of academic and resource management in technical institution; and to understand one-self as the reader of academic organisation. 23 Principals of Engineering Colleges/Dean of Engineering Faculties/Senior heads of departments and a principal of a polytechnic college participated in the programme. 23

The management team of the programme consisted of Dr. M. Mukhopadhyay, Programme Director and Shri C.R.K. Murthy, Programme Assistant.

**21. 02.10/86-87 Seminar on Research and Training in Educational
Administration (March 2-6, 1987).** 5

The seminar was conducted with the following objectives : to share information about research and training activities presently being pursued in Educational Administration; to discuss priorities of research and training in Educational Administration in the context of the National Policy on Education; and to identify areas of action research in Educational Administration in relation to New Education Policy. The Seminar was attended by 15 participants from nine States of Andhra Pradesh, Assam, Bihar, Gujarat, Jammu & Kashmir, Kerala, Madhya Pradesh, Meghalaya, Maharashtra and One Union Territory of Delhi. 15

The Seminar was managed by Dr. N.M. Bhagia, Seminar Director and Ms. Nalini Juneja, Programme Coordinator.

**22. 02.11/86-87 Workshop on Management of Educational Technology :
Implementation of National Policy on Education
(March 23-24, 1987).** 2

The Workshop was conducted with the objectives : to examine the National Policy on Education vis-a-vis Educational Technology; to examine the issues pertaining to planning and management of Educational Technology for implementation of NPE; and to workout detailed action points and guidelines for implementation of NPE and technology in education. The Workshop was attended by 24 participants from nine states of Gujarat, Haryana, Himachal Pradesh, Rajasthan, Orissa, Tamil Nadu, Meghalaya, Madhya Pradesh, West Bengal and Union Territory of Delhi. 24

The Workshop was managed by Dr. M. Mukhopadhyay Programme Director, S/Shri C.R.K. Murthy and M. Kandan, Programme Associates.

03.E.FN EDUCATIONAL FINANCE UNIT

23. 03.1/86-87 Orientation Programme in Financial Planning and Management in Education (April 14-25, 1986).

The problem of finance for education has already reached the proportions of a crisis with increasing financial crisis and budget cuts. Realising this problem the Institute organised orientation programme in Financial Planning and Management in Education. The main objectives of the programme were to develop in the officers better understanding of the present system of financial education at state level and the system of financial management in education in India; to promote an awareness of the techniques of modern financial management in general and of modern management techniques in education in particular; and to promote an awareness of the need for modern practice of financial management in education, particularly in the context of changing educational situations. 11 Senior Government Officers participated in the programme.

The Programme was managed by Dr. C.B. Padmanabhan, Programme Director, Dr. J.B.G. Tilak, Programme Convenor and Ms. Y. Josephine, Programme Associate.

24. 03.2/86-87 Seminar on Financing and Equity in Education (September 29 - October 3, 1986).

The Institute organised a Seminar on Financing and Equity in Education. The objectives of the Seminar were to discuss the present situation regarding financing of education in the light of the Seventh Five Year Plan of India and National Policy on Education, 1986 with special reference to equality of opportunities; to explore different aspects of the attainment of the objective of equality of opportunity in education through financing; and to suggest different ways in which financing mechanism can be used for the purpose of achieving greater amount of equality of opportunity. 16 participants from states and union territories participated in the Seminar.

The management team of the Seminar comprised of Dr. C.B. Padmanabhan, Programme Director; Dr J.B.G. Tilak and Ms. Y. Josephine.

25. 03.3/86-87 Orientation Programme in the Management of University Finances (October 20-24, 1986).

The Institute organised an Orientation Programme in the Management of University Finances. The main objectives of the programme were to enable the participants to appreciate the role of financial administration in universities in the development of the economy in general and in development of the higher education system in India in particular; to promote an awareness of the techniques of modern management in general and of modern financial management in particular, especially from the point of view of their applications in educational administration at the university level; and to assist in

the identification and understanding of the new role and responsibilities of the Finance Officers in the development of the universities. 35 participants attended the programme. 35

The management team of the programme comprised of Dr. C.B. Padmanabhan, Programme Director; Dr. J.B.G. Tilak, Programme Convenor and Ms. Y. Josephine, Programme Associate.

26. 03.4/86-87 Workshop on Methodology for Determining Norms for Institutional Level Expenditure on Education and Flow of Information from Schools (November 3-7, 1986). 5

The Institute organised a workshop on Methodology for Determining Norms for Institutional Level Expenditure on Education and Flow of Information from Schools. The main objectives of the workshop were to ascertain the norms for expenditure at institutional level for different kinds of schools to know whether such norms are being followed and there is a flow of information about it; and to determine how such norms can be made more realistic. 14 participants attended the workshop. 14

The management team of the workshop comprised of Dr. C.B. Padmanabhan, Workshop Director, Dr. J.B.G. Tilak, Workshop Convenor and Ms. Y. Josephine, Programme Associate.

27. 03.5/86-87 Seminar-cum-Workshop on Performance Budgeting/Zero Base Budgeting (January 12-16, 1987). 5

The Seminar-cum-Workshop on Performance Budgeting/Zero Base Budgeting was organised with the main objectives of enabling the Officers to have an idea of Zero-based budgeting which is being adopted by Central Government from 1987-88; enabling them to understand and convert traditional budget into performance budgeting as preliminary to Zero-based budgeting; and to exchange experience among the different states in India regarding reforms. 33 Participants from eleven states of Assam, Himachal Pradesh, Gujarat, Jammu & Kashmir, Karnataka, Kerala, Maharashtra, Manipur, Tamil Nadu, Uttar Pradesh, West Bengal and UTs of Chandigarh, Delhi and Dadra & Nagar Haveli attended the workshop. 33

The management team of the programme comprised of Dr. C.B. Padmanabhan, Workshop Director, K.Karunakar, Convenor and Ms. Y. Josephine as Programme Associate.

04/E.PO EDUCATIONAL POLICY UNIT

28. 04.1/86-87 Workshop on Planning for Policy Implementation : A Model for Developing Action Plans for Adult Education (April 7-8, 1986). 2

The Institute organised a two day workshop on Planning for Policy Implementation : A Model for Developing Action Plans for Adult Education. The main objectives of the workshop were to identify critical areas which hinder the implementation of adult education

programme; and to evolve a model of plan implementation of mass education programmes. 29 participants attended the workshop. 29

The workshop was managed by Dr. Kusum K. Premi, Dr. K. Sujatha, Dr. S.C. Nuna, Dr. A. Mathew and Dr. S.M.I.A. Zaidi.

29 04.2-3/86-87 Workshops on Achieving Universalisation of Elementary Education in Tribal Areas (Bastar District) (April 23 - 25, April 27-29 and May 1-3, 1986). mmm

The Workshops were organised at Kanker (April 23-25, 1986), Dhantewara (April 27-29, 1986), Jagdalpur (May 1-3, 1986) in collaboration with the Bastar Tribal Development Authority. The main objectives of the workshops were to critically analyse the problems in the universalisation of Elementary Education among the tribes and to develop a realistic plan for UEE in the district of Bastar. The participants included project officers, district organisers, circle officers Janpad, Panchayat representatives and teachers from primary and middle schools. The workshops in Kanker and Dantewada were attended by 45 participants each and 52 officials participated in the workshop at Jagdalpur. 45

The management team of the programme consisted of Dr.(Mrs.) Kusum K. Premi, Programme Director, Dr. S.C. Nuna, Programme Co-ordinator and Dr. S.M.I.A. Zaidi, Programme Associate. 5

32. 04.3/86-87 Workshop on Management of Incentives for Scheduled Castes and Scheduled Tribes (May 12-16, 1986). 5

The Institute organised a workshop on Management of Incentives for Scheduled Castes and Scheduled Tribes from May 12-16, 1986. The main objectives of the workshop were to sensitise the participants about the role of incentives in mitigating the consequences of deprivation; to identify the constraints in the effective management of existing incentives schemes; to develop an effective scheme for incentives for various schools stages; and to develop tools for effective implementation, monitoring and evaluation of incentives in education. The workshop was attended by 9 participants from various states and union territories. a

The workshop was managed by Dr. Kusum K. Premi, Dr. K. Sujatha, Dr. S.C. Nuna, Dr. A. Mathew and Dr. S.M.I.A. Zaidi.

33. 04.4/86-87 Orientation Programme on Planning and Management of Ashram Schools for District Level Officers and Heads of Institutions (August 4-8, 1986). 5

The Orientation Programme on Planning and Management of Ashram Schools for District Level Officers and Heads of Institutions was organised by the Institute. The main objectives of the programme were to sensitise the participants to the socio-economic constraints of education and the role of Ashram Schools in the development of education of Scheduled Tribes; to discuss the problems of Ashram Schools; and to

expose the participants to the new techniques of Institutional Planning and Management of schools. The Programme was attended by 26 participants from various states and union territories. 26

The programme was managed by Dr. (Mrs.) Kusum K. Premi, Dr. K. Sujatha, Dr. S.C. Nuna and Dr. S.M.I.A. Zaidi.

34. 04.5/86-87 Training Programme on Equity in Education (September 1-5, 1986). 5

Training Programme on Equity in Education was the third programme in the series which was organised by the Institute. The main objectives of the programme were to sensitise the participants regarding the equity issues in education; to help the participants in making an objective assessment of the incentives, meant for development of education among the deprived; to equip them with strategies for the development of education among weaker sections; and to familiarise participants with methodological tools used in management of inequities. The programme was attended by 16 participants from various states and union territories. 16

The management team of the programme comprised of Dr. K. Sujatha, Programme Director and Dr. S.M.I.A. Zaidi, Assistant Programme Coordinator.

35. 04.6/86-87 Workshop-cum-Seminar on Educational Development in Kerala (October 27-28, 1986). 2

The Institute organised a Workshop-cum-Seminar on Educational Development in Kerala. The main objectives of the Workshop were to gain insights into the nature of educational developments of Kerala, in its various dimensions; to delineate the lessons and inferences that could be learnt and drawn for Kerala's educational development; and to identify the new directions for Kerala's own educational development for the future. 9 participants attended the workshop. 9

The management team of the Workshop comprised of Dr. Kusum K. Premi, Workshop Director; Dr. A. Mathew, Workshop Convenor and Dr. K. Sujatha, Dr. S.C. Nuna and Dr. S.M.I.A. Zaidi.

36. 04.7/86-87 Training Programme on Planning and Management of Minority Educational Institutions (December 29, 1986 - January 2, 1987). 5

Training Programme on Planning and Management of Minority Educational Institutions was organised by the Institute. The main objectives of the training programme were to sensitise participants about new thrusts of National Education Policy (1986) particularly with reference to education of minorities; to expose the institutional heads to new techniques of the institutional planning, management and evaluation aspects; and to make them as catalytic agents for spreading literacy among minorities in the areas where these institutions are located. 18 participants attended the programme. 18

The management team of the programme comprised of Dr. Kusum Premi, Programme Director, Dr. K. Sujatha, Programme Coordinator and Dr. S.M.I.A. Zaidi, Co-ordinator.

37. 04.8/86-87 Training Programme on Linking Education with Work in Tribal Areas (March 2-6, 1987) 5

The training programme was organised with the following objectives : to highlight the need for work oriented education in tribal areas; to identify the strategies for planning work oriented education in line with available national resources; and to explore and suggest ways to strengthen the channels of linking work oriented education with employment. The programme was attended by 25 participants. 25

The management team comprised of Dr. K. Sujatha, Programme Director and Dr. S.M.I.A. Zaidi, Programme Coordinator.

05/SCN SCHOOL & NON-FORMAL EDUCATION UNIT

38. 05.1/86-87 Sixth Diploma in Educational Planning and Administration for DEOs (July 1- Dec. 31, 1986). 18

The sixth pre-induction Diploma in Educational Planning and Administration for District Education Officers was organised with following major objectives : to acquaint the participants with concepts fundamental to educational planning, administration and management; to give them an insight into basic skills and techniques essential to their functioning as educational planners and administrators at the district level; to develop their decision-making ability and to stimulate their critical and innovative thinking to increase their capability of coping with the problems arising out of the increasingly wider role education is expected to play in nation building; and to introduce the participants to elementary techniques of educational research and experimentation. The programme was attended by 18 participants. 18

The programme was managed by Dr. C.L. Sapra, Programme Director, Ms. Zubaida Habeeb and Ms. Rashmi Diwan, Programme Associates.

39. 05.2/86-87 Orientation Programme in Planning and Management of Adult Education with special reference to National Education Policy for District Adult Education Officers (Northern Zone) (August 11-14, 1986). 12

The Institute organised a four day Orientation Programme in Planning and Management of Adult Education with special reference to National Education Policy for District Adult Education Officers from the Northern Zone. The programme was organised in collaboration with The Directorate of Adult Education.

The main objectives of the programme were to acquaint the participants with National Educational Policy (1986) with special reference to educational programmes; to discuss problems and issues of management and planning to operationalise NEP, with reference to Adult

Education; to equip them with main approach to functional literacy programmes for achieving the goal of eradication of illiteracy in a time frame; and to enable them to develop action plans/implementation strategies for eradication of illiteracy through mass approach in their districts. The programme was attended by 39 District Adult Education Officers. 39

The Programme was managed by Dr. C.L. Sapra, Senior Fellow, NIEPA, Smt. Kumud Bansal, Director DAE; Shri D.V. Sharma, Joint Director, DAE; Dr.(Ms.) Sushma Bhagia, Fellow, NIEPA; Shri V.K. Asthana, Deputy Director, DAE; Shri R.S. Jatav, Assistant Director, DAE; Ms. Y. Josephine, STA, NIEPA; Shri Hari Singh Pal, T.A. and Shri O.P. Arya, T.A., DAE.

40. 05.3/86-87 National Workshop on Training of Trainers in Educational Planning and Administration in Relation to New Education Policy - 1986 (October 13-17, 1986). 5

The Institute organised a National Level Workshop on Training of Trainers in Educational Planning and Administration in Relation to New Education Policy. The main objectives of the Workshop were to help the participants to improve their training capabilities, to workout implications of training of functionaries at the Sub-District level in educational planning and administration in relation to NPE-1986, and to develop an operational plan for the training of these functionaries with specific reference to NPE. 8 participants attended the workshop. 8

The management team of the programme comprised of Dr. C.L. Sapra, Workshop Director, Dr. K. Sudha Rao, Programme Coordinator and Ms. Rashmi Diwan, Associate Coordinator.

41. 05.4/86-87 Diploma in Educational Planning and Administration - Seventh Pre-Induction Training Programme for District Education Officers (December 1, 1986 - May 31, 1987) 181

The Institute organised Seventh Pre-induction Training Programme for District Education Officers. The main objectives of the programme are to acquaint the participants with concepts fundamental to educational planning, administration and management; to give them an insight into basic skills and techniques essential to their functioning as educational planners and administrators at the district level; to develop their decision making ability and to stimulate their critical and innovative thinking; to increase their capability of solving the problems arising out of the increasingly wider role education is expected to play in nation building; and to introduce the participants to elementary techniques of educational research and experimentation. 13 participants attended the programme. 13

The management team of the programme comprised of Dr. C.L. Sapra, Programme Director, Ms. Zubaida Habeeb and Ms. Rashmi Diwan, Programme Associates.

42. 05.5/86-87 National Workshop on School Complexes (December 17- 19, 1986, Pune). 3

The Institute organised a National Workshop on School Complexes. The main objectives of the workshop were to provide a forum to the participants to exchange experiences in the establishment and management of school complexes; to provide them an opportunity for an on-the-spot study of Maharashtra Experience of School Complexes both traditional as well as the new model of rapport based school improvement programme; and to formulate suitable guidelines for operationalising the concept of school complexes with the cooperation of the participants. 31 participants attended the workshop

The management team of the workshop comprised of Dr. C.L. Sapra, Workshop Director and Shri C. Mehta, Associate Co-ordinator. Shri B.A. More, Joint Director of Education, Pune, Maharashtra was the Workshop Coordinator.

43. 05.6/86-87 Workshop in School Management for Educational Planners and Administrators of Goa, Daman & Diu with a Focus on the Implementation of National Policy on Education (Panaji, Goa, January 19-30, 1987). 12

The Workshop on School Management for Educational Planners and Administrators of Goa, Daman & Diu was organised with a focus on the implementation of National Policy on Education by NIEPA with the objectives to familiarise the participants with key concepts in Educational Planning and Management; to conceptualise appropriate roles, skills and knowledge required of a head of a school as effective institutional leader; to develop action plan for better school management; and to develop in the participants competence for organising subsequent training programme for Heads of Government Schools in Goa. The Workshop was attended by 27 participants.

The Workshop was managed by Dr.K.G. Virmani & Dr. Brahm Prakash, Senior Fellows of NIEPA.

06/HRE HIGHER EDUCATION UNIT

44. 06.1/86-87 Seminar-cum-Workshop on Planning and Management of Policy Thrust Areas in Higher Education. (June 11-14, 1986). 11

This seminar cum workshop was organised with the main objectives of discussing the thrust areas in higher education; discussing the issues pertaining to make the system perform; and review the structure and evolve the indicators of accountability and performance. The workshop was attended by 26 participants.

The workshop was managed by Dr. G.D. Sharma, Ms. Manju Narula and Ms. Kausar Wizarat.

45. 06.2-3/86-87 **Orientation Programmes in Educational Planning and Administration for College Principals (October 6-24, 1986); (Nov.10-Dec.2, 1986) & (Feb.9-27, 1987).**
- 19
23/9

At the instance of the University Grants Commission, the Institute organised a series of three programmes of three weeks each in Educational Planning and Administration for College Principals. The main objectives of the programmes were to discuss with the participants the role of higher education in national development and issues like equity, quality and efficiency, college and community relationship; future perspectives of higher education etc.; to equip them with modern techniques/methods of (a) planning (b) management (c) improvements in standards (d) College society interaction and (e) evaluation; and to provide an opportunity to participants for interaction and sharing of experiences among the College Principals belonging to various parts of the country as well as with the experts on various aspects of development of Colleges. 22, 21 and 21 College Principals attended the three programmes respectively.

22-1
22-2

The management team comprised of Dr. G.D. Sharma, Programme Director, Shri C. Mehta & Dr. Kausar Wizarat as Programme Associates.

48. 06.3/86-87 **Workshop on Teaching - Learning Methodology for Teachers of Dronacharya Government College, Gurgaon (November 9, 1986).**
- 1

The Institute organised a Workshop on Teaching Learning Methodology of Dronacharya Government College, Gurgaon. The main objectives of the Workshop were, improvement of Teaching Learning Process and Quality of Students; Overall Personality Development of Students i.e. Physical Cultural and Social Behaviour; and college as a Resource Centre for Development of Community. 30 participants attended the workshop.

30

The management team of the workshop comprised of Dr.G.D. Sharma, Workshop Director, Mr. M.M. Rehman, and Dr. Kausar Wizarat.

49. 06.4/86-87 **Orientation Programme in Planning and Management of Science Education for Heads of Science Departments of Colleges (March 23-28, 1987).**
- 6

The orientation programme was conducted with the objectives of acquainting the college teachers with new developments in the field of science and their potentialities, especially in the Indian Context; to explore the possibilities of restructuring of science programmes so as to make them relevant to the needs of community; to orient in new methodologies of planning and management and acquaint them with cost-effective laboratory practices and safety measures in laboratories. The Programme was attended by 25 participants from nine states of Andhra Pradesh, Assam, Gujarat, Haryana, Kerala, Maharashtra, Orissa, Rajasthan, Tamil Nadu and Union Territory of Delhi.

25

The programme was managed by Dr. G.D. Sharma, Programme Director, Dr. Kausar Wizarat, Programme Coordinator, Mr. M.M. Rehman and Mrs. Manju Narula as Programme Associates.

50. 07.1/86-87 **Workshop on Preparation of Analytical Tools for Evaluation Study of Non-Formal Education at Elementary Stage in Nine Educationally Backward States (April 14-17, 1986).** 4

At the instance of Ministry of Education, the Institute organised a Workshop on preparation of analytical tools for evaluation study of Non-formal education at elementary stage in nine educationally backward states. The main objectives of the programme were to undertake appraisal of efficacy of the programme vis-a-vis its objectives to identify areas of success and failures; and to suggest possible fresh approaches for restructuring of the programme to obtain the desired objectives. 15 Project Directors from states participated in the workshop. 15

The Workshop was managed by Shri M.M. Kapoor, Programme Director and Shri G. Khurana, Programme Coordinator.

51. 07.2/86-87 **Workshop of State Project Directors of Evaluation Study regarding Centrally Sponsored Scheme of Non-formal Education at Elementary Stage (June 19-24, 1986).** 6

The main objectives of this workshop were to discuss and finalise the draft reports of the State prepared by the state project teams on Evaluation Study of Non-formal Education. The workshop was attended by 18 participants. 18

The workshop was managed by Shri M.M. Kapoor and Shri G. Khurana.

52. 07.3/86-87 **Technical Workshop on Indicators of Educational Development (August 26-29, 1986).** 4

The Institute organised a four day Technical Workshop on indicators of Educational Development. The main objectives of the workshop were to formulate a conceptual framework for evolving indicators of educational development at macro and micro levels; to discuss conceptual methodological and programmatic issues involved in selection and construction of indicators; and to suggest a statistical information system and to provide data base for regular publication of indicators at the National and State levels. Twenty Seven participants attended the workshop. 27

The workshop was managed by Shri M.M. Kapoor, Programme Director; Shri G. Khurana (Coordinator); Dr. R.S Sharma; Dr. S.Q.A. Naqvi; Shri Arun C. Mehta and Shri B.K. Panda (Asstt. Coordinators).

53. 07.4/86-87 National Workshop on Diagnostic Study of Educational Management in India and Development of Strategies for Implementation of New Education Policy (September 22-24, 1986) (UNESCO-Sponsored). 3

At the suggestion of UNESCO Regional Office, Bangkok and as a followup of the Diagnostic Study, the NIEPA organised a National Workshop on Diagnostic Study of Educational Management. The main objectives of the Workshop were to discuss the findings of the Diagnostic Study of Educational Management in India and Planning and Management Implications of New Education Policy; to suggest strategies for implementation of various programmes and projects in priority areas; to provide training directions and input for the development of training programmes in educational planning and management; and to prepare a design for Second All India Survey of Educational Administration.

Seven State and national level experts in the area of educational planning and management, coordinators of Diagnostic study in five selected states of Jammu & Kashmir, Madhya Pradesh, Assam, Maharashtra and Tamil Nadu and members of the National Advisory Committee participated in the Workshop.

The Workshop was managed by Shri M.M. Kapoor, Programme Director, Shri G.Khurana and Dr. R.S. Sharma, Programme Coordinators and Shri Arun C. Mehta and Shri B.K. Panda, Assistant Coordinators.

54. 07.5/86-87 Technical Workshop on Forms Design and Control upto District Level Educational Administration (October 6-9, 1986). 14

The Institute organised a Technical Workshop on Forms Design and Control upto District Level Educational Administration. The main objectives of the Workshop were to analyse contents and use of various types of forms already in use; to study the existing system of forms design and control; and to develop a set of new forms to replace the existing ones. 14 participants attended the workshop.

The management team of the workshop comprised of Shri M.M. Kapoor, Dr. R.S. Sharma, Programme Director and Shri B.K. Panda, Programme Co-ordinator.

55. 07.6/86-87 National Workshop on School Mapping (October 28-29, 1986). 2

The Institute organised a National Workshop on School Mapping. The main objectives of the Workshop were to prepare draft formats for conduct of field survey and preparation of proposals for school mapping to suggest norms and standards for provision of educational facilities at elementary stage; to discuss process and organisational structure needed for school mapping at various levels; and to finalise study proposal for study project on school mapping by NIEPA. 16 participants attended the Workshop. 16

The management team comprised of Shri M.M. Kapoor, Programme Director, Dr. R.S. Sharma, Programme Coordinator and B.K. Panda, Associate Coordinator.

56. 07.7/86-87 Fourteenth Orientation Programme in Educational Planning and Administration for Senior Educational Administrators (January 19 - February 6, 1987). CA

The fourteenth Orientation Programme for Senior Educational Administrators was organised with the objectives; to acquaint the participants with some of the important concepts and techniques of educational planning and administration; to familiarise them with the National Policy on Education 1986, its implementation strategies, current issues and problems of planning and administration of school education; and to enable them to acquire professional competence and effectiveness as educational administrators and supervisors. ✓

12 participants attended the programme from 8 States and 2 Union Territories namely, Gujarat, Haryana, Jammu & Kashmir, Karnataka, Madhya Pradesh, Meghalaya, Rajasthan, Uttar Pradesh and Union Territories of Chandigarh and Dadra & Nagar Haveli.

The management team of the programme comprised of Shri M.M. Kapoor, Dr. R.S. Sharma, Dr. N.V. Varghese, Dr. S.C. Nuna, Mrs. Jayashree Jalali and Shri B.K. Panda.

08/INT INTERNATIONAL UNIT

57. 08.1/86-87 First Regional Conference of Educational Planners and Administrators of Asia and the Pacific (April 23-24, 1986). ✓

The Institute organised a two-day Conference of Educational Planners and Administrators of Asia and the Pacific on the theme; strategies for universalisation of elementary education with the assistance of UNESCO. The objectives of the conference were to provide an international forum for a critical review and appraisal of progress achieved and obstacles encountered in attaining the goals and objectives of universalisation of elementary education in Asia with particular reference to low enrolment countries; and to formulate forward looking strategies of implementation for the advancement of UEE, especially education of girls and socially, educationally disadvantaged children for the period upto 2000. 6 Senior Administrators from Bangladesh, Bhutan, Maldives, Nepal, Pakistan and Sri Lanka attended the Conference. 6

The conference was managed by Dr. Usha Nayar, Ms. Anjana Mangalagiri, Ms. Jayashree Jalali, Ms. Sunita Chugh and Dr. Saroj Pandey.

58. 08.2/86-87 Regional Workshop on Planning and Management of Women's Education in South East Asia (June 16-20, 1986). 5

The Institute with the support of Indian National Commission for Cooperation with UNESCO organised this workshop with the following main objectives : to review the progress of womens' education in the context of their role in development to study the operational strategis with reference to Universalisation of Elementary Education, Secondary and Vocational Education, Higher Education, Technical and Professional Education of Women; to provide a form for education policy makers, planners and administrators for exchange of ideas and experiences on problems of planning and management of womens' education; and to formulate a sub-regional plan of action for equalising educational opportunity for Girls and Women in South Asia with an eye on the Year 2000. The workshop was attended by 7 participants. 7

The workshop was managed by Dr. (Mrs.) Usha Nayar, Ms. Sunita Chugh and Dr. Saroj Pandey.

59. 08.3/86-87 Workshop in Indian History and Culture for Social Studies Supervisors and Curriculum Consultants from the United States of America (July 7 - August 13, 1986). 38

At the request of the United States Educational foundation of India the workshop on Indian History and Culture for Social Studies Supervisors and Curriculum Consultants from the United States of America was conducted with the main objectives : to give the participants an overview of India through the ages, its land and people, its culture and fine arts; to acquaint them with development in agriculture, inudstry, technology and education with the changing socio-economic scene to create an awareness about India's role in promoting International Understanding and peace with special reference to the non-aligned movement; and to help the participants to gain some understanding of Indian History and Culture for Schools in the United States. 25 social studies supervisors and curriculum consultants participated in the Workshop. 25

The management team of the programme comprised of Dr.(Ms.) Usha Nayar, Programme Director; Ms. Sunita Chugh, Programme Coordinator; and Dr. Saroj Pandey, Associate Programme Coordinator.

60. 08.4/86-87 National Workshop on Planning and Implementation of Women's Education (October 13-17, 1986). 5

The Institute organised a National Workshop on Planning and Implementation of Women's Education. The main objectives of the Workshop were to review the progress of the development of Women's education since inependence, the achievements and shortfalls. This would cover both quantitative and qualitative aspects with particular reference to NPE (1986); to work out some implementation and monitoring programme of action for UEE; adult education, vocational education of Women's at second and third level; to provide a forum for

education policy-makers, planners and administrators for exchange of ideas and experience on problems of planning and management of women's education; and to work out the content and the delivery system for orientation of all education personnel on education for women's equality. 26 participants attended the workshop. 26

The management team comprised of Dr. Usha Nayar, Ms. Anjana Mangalagiri, Ms. Jayashree Jalali, and Ms. Sunita Chugh.

61. 08.5/86-87 Workshop on Experience of Third World Countries in Universalisation of Elementary Education (November 17 - 19, 1986) 3

The Institute organised a Workshop on Experiences of Third World Countries in Universalisation of Elementary Education. The main objectives of the Workshop were to study some specific third world models of education; to draw upon the experiences of third world countries, and to draw relevant conclusions from these experiences and look for pertinent strategies for NPE's programme of action in the selected areas. 18 participants attended the programme. 18

The management team comprised of Dr.(Ms.) Usha Nayar, Ms. Jayashree Jalali, and Ms. Sunita Chugh.

62. 08.6/86-87 Orientation Programme for Women Secondary School Principals (November 24-December 5, 1986). 12

The Institute organised a programme for women secondary school principals. The main objectives of the programme were to make them aware of their role as change agents with reference : to Education for Women's Equality as stated in the Programme of Action; to acquaint the participants with basic concepts and techniques of institutional planning and management; and to give them necessary skills as trainers of other women principals. 26 participants attended the programme. 26

The management team comprised of Dr.(Ms.) Usha Nayar, Ms. Jayashree Jalali, and Ms. Sunita Chugh.

63. 08.7/86-87 International Diploma in Educational Planning and Administration (January 14 - July 13, 1987). 180

The International Diploma in Educational Planning and Administration is being organised with the objectives to understand educational development in Third World in the global context; comprehend the basic principles, concepts and techniques of educational planning and administration for application to specific national contexts; develop the skills of analysis, statistical interpretation, forecasting, project preparation, data collection and processing for macro and micro educational planning; appreciate the necessary conditions and needed measures for successful implementation of plans and projects e.g. management information systems, monitoring and evaluating progress; control and financial management; improve their capacities for designing and managing system of mass education, universalisation of Primary education, diversified second level education technical and vocational and higher education and of

alternative approaches that may be used; and foster the spirit of regional cooperation and international understanding through exchange of experiences gained in different national settings.

24 participants attended the programme from 16 Countries, namely, Burma, Ethiopia, Fiji, Ghana, Kenya, Maldives, Malawian Mauritius, Malaysia, Namibia, Nepal, North Yeman, South Yeman, Sri Lanka, Tanzania and Uganda. 24

The management team of the programme comprised of Dr.(Mrs.) Usha Nayar, Programme Director and Ms. Sunita Chugh, Programme Convenor.

64. 08.8/86-87 Seminar on Women in Educational Administration in India (March 17-19, 1987). 3

The Seminar was conducted with the objectives of sensitizing participants with implementation strategies as in NPE (1986), for education for women's equality; provide a forum for discussion on the special problems of women administrators and the role of administration; and work out strategies for professional preparation and development of Women in educational administration.

The programme was attended by 30 educational administrators from fifteen states of Andhra Pradesh, Assam, Bihar, Haryana, Jammu & Kashmir, Gujarat, Himachal Pradesh, Karnataka, Tamil Nadu, Punjab, Rajasthan, Madhya Pradesh, Maharashtra, Meghalaya, and West Bengal and One Union Territory of Delhi. 30

The programme was managed by Dr. Usha Nayar Programme Director, and Mrs. Anjana Mangalgiri Programme Coordinator.

GENERAL

65. 09.1/86-87 Seminar on Implementation Strategies of National Policy on Education (June 26-29, 1986). 4

The main objective of this seminar was to provide an opportunity to the delegates to exchange experiences in respect of policy implementation strategies adopted in different developed and developing countries keeping in view of the socio-economic and cultural context; and to develop operational strategies for implementing some of the selected aspects of the National Policy on Education 1986. The seminar was inaugurated by Prime Minister, Shri Rajiv Gandhi. The seminar was attended by 64 participants. 64

Prof. K.M. Bahauddin, coordinated the work of the seminar. 67

RESEARCH STUDIES

(a) IN PROGRESS

1. Indian Education In the year 2000 - A Long Term Perspective (01/E.P1/01)

The Research team of the study comprised of Dr. Brahm Prakash, Project Director; Shri Iftikar Ahmed, Project Associate and Shri M.M. Khan, Project Associate.

The project had the objectives: to derive a trend based on past developments in education. An exercise would be carried out for each stage of education. e.g. primary, secondary, higher technical and higher non-technical, at all-India level as well as states; to put forth behaviouristic model of education : An attempt would be made to link the size of enrolment, number of teachers, number of institutions, and the amount of expenditure on education with significant socio-economic and demographic variables; to produce a set of annual projections : this would be done for enrolment, the number of teachers, number of institutions and the amount of expenditure upto year 2000; and to derive social, economic and budgetary implications of these projections : This would help in establishing a system of priorities.

The work is in progress. A note of 'All India Education' was prepared. A document on planning for universalisation of Elementary Education and its implications was prepared. The results pertaining to elementary and middle level education were obtained in the computers and some drafts in secondary education graphic representation of the secondary enrolments have been prepared. Final report on elementary education is under preparation.

2. Action Research based on Innovative Practices In Educational Planning and Administration with the objectives of Universalisation of Elementary Education in a cluster of 20 Villages in Punhana Block, District Gurgaon, Haryana. (G/SBN/18)

The research team of the project comprised of Professor Satya Bhushan, Project Director; Dr. Abdul Aziz, Project Associate; Dr. Pramila Menon, Project Assistant & Shri Satpal, Jr. Project Assistant.

The main objectives of the project are : to promote literacy of 6-14 age-group children; involve the community through participative investigation, identification of the problems, formulation of plans and its implementation and monitoring and evaluation; and establish linkages and co-ordination with other developmental agencies and identifying the educational components of their programmes and link it up with UEE.

In the first instance activation of village education committees with emphasis on enrolment was carried out. The process of starting two model adult education centres was also initiated. Efforts are also being made to organise two voluntary organisations one in Punhana Block, and the other one in Sohna Block to promote the cause of education. The process of preparing village profiles has been initiated and information collected and consolidated.

3. Management of Change in Education (02/E.Ad/05)

The research team of the Study comprised of Professor M. Mukhopadhyay, Project Director; Mr. C.R.K. Murthy, Project Associate; and Mr. M. Kandan, Project Assistant.

The study aims at identifying some of the major innovative programmes at the national, state, and institutional levels; studying the process of conceptualisation style of communication process of planning, implementing and institutionalising innovative programmes; identifying the process of effective management of change through multiple case analysis and thereby propose a management model for change.

The collection of literature was completed and tools were finalised in a five days workshop of the project. The data collection is in progress. Information relating to state level studies has been collected in Karnataka, Andhra Pradesh and Tamil Nadu. The compilation and analysis of data of the three above mentioned states are in progress including institution level studies.

4. Literacy in India : A Spatio Temporal-Analysis (1901-1981) (04/SCN/15)

The research team comprised of Dr. S.C. Nuna, Project Director, Shri O.D. Tyagi, Shri Rajpati Ram and Ms. Harijinder Kaur Project Assistants.

The main objectives of the study are : to analyse salient features of spread in literacy during this century; and to develop an explanatory model for explaining regional variations in literacy with a view to formulated strategies in the context of regional diversities.

As for as cross section and temporal analysis is concerned simple as well as multivariate cartographic techniques will form the basic tool of analysis. Interpolation techniques have been used to make data comparable over time will be used. Standard statistical packages will be used for building models for explaining regional variations in literacy.

During the period, literacy data for the decades from 1901 to 1981 was analysed at District Level. The work pertaining to the preparation of base maps was done, secondary data was collected for developing an explanatory model.

5. Resource Allocation Mechanism in Selected Thrust Areas of Higher Education (06/GDS/05)

The research team comprised of Dr. Madhuri R. Shah, Professor Satya Bhushan and Dr. G.D. Sharma.

The Study was formulated with the following objectives : to identify the role of institutions of higher education with regard to development policy issues, i.e. how are institutional responsibility established and to what extent actual allocation of resources is consistent with the original policy prescriptions; to examine interplay of different forces, both internal and external on the mechanism of resources allocation and in terms of its influence on the role of higher education for national development; and to generate a knowledge base for planning and implementation strategies for higher education so as to enable it to play an effective role in national development.

The study is being conducted in 7 selected universities in five selected thrust areas.

The study is in progress. Questionnaires were developed and sent to the scholars and Heads of Departments and Industries. A meeting was also conducted with the scholars.

6. Development and Efficient Functioning of Colleges : An Action Research Study (06/HRE/05)

The research team of the study comprised of Dr. G.D. Sharma Project Director, Dr. K.L. Gakhar, Project Fellow; Shri M.M. Rehman, Project Associate; Dr. Kausar Wizarat, Project Assistant.

The study was formulated with the objectives : to analyse the problems of development and efficient functioning of a selected college; to suggest suitable change, if necessary for development and improvement in the working of the college; to help and persuade the college to implement the suggested changes and other development schemes, namely, COSIP, COHSSIP and ULP and restructuring of courses with a view to linking education with societal needs for introduction of vocational courses; to examine the effect of suggested changes on the working performance of the college; to conceptualise the problems and their remedies and the experiences gained in this process, so as to use this knowledge in the training programmes for college principals.

Questionnaires were developed, and were administered and analysed, in the light of the analysis. The baseline survey report is under preparation alongwith the analysis of the impact of actions taken in part.

7. Education and Employment of Women in the Commonwealth : Policy and Planning Implications. (Sponsored by CCEA) (08/UN/01)

The researcher of the study is Dr.(Mrs.) Usha Nayar.

The major objectives of the study are : To analyse the educational and social policies and development strategies of some Commonwealth countries from the point of view of equality between sexes, to measure progress of women in the areas of education, economy and polity both in terms of absolute participation rates and levels of decision-making especially during the UN Development Decade for women (which has provided common perspectives to women in societies at different levels of development and with different ideological bases, and to share the understandings emerging from this very exploratory work with policy makers, planners and administrators and with scholars of comparative education.

The study is being conducted in six island countries of the Commonwealth namely, Barbados, Fiji, New Zealand, Mauritius, Maldives and Sri Lanka. The field-work has been completed in Barbados, Fiji, and New Zealand.

8. Effective Utilisation of Resources in Education (03/JBGT/04)

The research team of the project comprised of Dr. J.B.G. Tilak, Project Director and Shri K. Karunakar, Project Assistant.

The study was formulated with the following objectives : to examine the efficiency of total expenditure on education as well as the efficiency of the pattern of allocation and utilisation of expenditure in education for different functions; the study is expected to give an idea of 'optimum' resource mix in a school, which help in identifying a 'threshold' level of Physical Resources to be provided for each school. In other words, the study may help in deriving a set of physical norms in the context of Planning School Education.

The study will be based on data collected from a sample of schools in rural and urban areas in India. The data will be based on questionnaires collected from official and un-official sources.

The work of the project started with collection of literature and preparation of questionnaires at present the study is in progress. The questionnaires are being received and process of analysis has been initiated.

9. Review Study of "Condensed Courses of Education" and Vocational Programmes for Adult Women (CSWB & NIEPA) (04/EPO/15)

The research team of the study comprised of Dr. (Mrs) K. Premi and Dr. S.C. Nuna.

The study was formulated with the following objectives : to a review of the present schemes in order to unravel its limitation; rethinking objectives of the schemes in the context of new perspectives on women; and devising new schemes in consonance with emergent thrust on women education.

The study would analyse the secondary data available with Central Social Welfare Board. Six case studies from the State of Rajasthan, Madhya Pradesh, Bihar, West Bengal, Karnataka and Tamil Nadu were undertaken jointly with different organisation.

10. Education and Productive Work : From Work Experience Programmes to Socially Useful Productive Work - The Indian Experience (UNESCO - NIEPA Project) (G/SR & JJ/21)

The research team of the study comprised of Dr. (Mrs.) K. Sudha Rao and Mrs. Jayashree Jalali.

The project is divided into three sections, namely, the conceptual framework and the evaluation in India, a status profile in curriculum organisation, and teacher training, and on a micro study of 'Earn while you Learn scheme' in the Gwalior District of Madhya Pradesh. The study design takes into account both primary and secondary sources of data obtained through three sets of questionnaires administered to the states, and an analysis of state reports on the subject.

The finalisation of conceptual framework and the analysis of the secondary data is already in progress.

(b) SANCTIONED STUDIES

1. Study Project on School Mapping (07/SNS/07)

Project Director : Shri M.M. Kapoor

Duration : 2 years.

Objectives

The main objectives the Project on School Mapping are :-

to undertake critical study of the existing processes and methodologies of locational planning with particular reference to norms and standards for provision of educational facilities in various states and union territories;

to prepare manual of school mapping for guidance of the field staff; and

to organise training programmes in school mapping for resource persons of the States/UTs for organising similar training programmes for their field staff.

Scope and Coverage

The scope and coverage under each of the objective of this study would be as under :-

(i) Critical Study of Existing Processes & Methodologies

System, structure and processes of school mapping.

Norms and standards for provision and rationalisation of educational facilities.

(ii) Preparation of Manual of School Mapping

Techniques of conducting comprehensive area and institutional surveys.

Quantitative techniques of data analysis.

Techniques of preparing area maps and a logarithm and determination of educational regions.

Process of preparing school map network.

Implementation and programme scheduling.

Norms and standards for expansion and rationalisation of educational facilities.

Monitoring and information system.

Infrastructural requirements.

(iii) Training Programmes in School Mapping.

- Training of trainers and field staff

This study would, however, be restricted to school level 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 study would be undertaken for school mapping in urban areas as a part of town planning.

Methodologies

For critical study of the existing processes and methodologies of school mapping, it is proposed to select the following ten States, namely, Jammu & Kashmir, Haryana, Uttar Pradesh, Orissa, Assam, Mizoram, Rajasthan, Maharashtra, Karnataka and Tamil Nadu, representing various region of the country for comprehensive analysis.

In addition to national level report, State Level case studies would be prepared in respect of these States. Draft manual on School Mapping for guidance of the field staff would be discussed and finalised in series of technical workshops to be organised at State and National levels. In these workshops, in addition to educationists, experienced field officers, town planners, regional planners etc. would also take part.

RESEARCH STUDIES

(a) IN PROGRESS

1. Indian Education in the year 2000 - A Long Term Perspective (01/E.P1/01)

The Research team of the study comprised of Dr. Brahm Prakash, Project Director; Shri Iftikar Ahmed, Project Associate and Shri M.M. Khan, Project Associate.

The project had the objectives: to derive a trend based on past developments in education. An exercise would be carried out for each stage of education. e.g. primary, secondary, higher technical and higher non-technical, at all-India level as well as states; to put forth behaviouristic model of education : An attempt would be made to link the size of enrolment, number of teachers, number of institutions, and the amount of expenditure on education with significant socio-economic and demographic variables; to produce a set of annual projections : this would be done for enrolment, the number of teachers, number of institutions and the amount of expenditure upto year 2000; and to derive social, economic and budgetary implications of these projections : This would help in establishing a system of priorities.

The work is in progress. A note of 'All India Education' was prepared. A document on planning for universalisation of Elementary Education and its implications was prepared. The results pertaining to elementary and middle level education were obtained in the computers and some drafts in secondary education graphic representation of the secondary enrolments have been prepared. Final report on elementary education is under preparation.

2. Action Research based on Innovative Practices in Educational Planning and Administration with the objectives of Universalisation of Elementary Education in a cluster of 20 Villages in Punhana Block, District Gurgaon, Haryana. (G/SBN/18)

The research team of the project comprised of Professor Satya Bhushan, Project Director; Dr. Abdul Aziz, Project Associate; Dr. Pramila Menon, Project Assistant & Shri Satpal, Jr. Project Assistant.

The main objectives of the project are : to promote literacy of 6-14 age-group children; involve the community through participative investigation, identification of the problems, formulation of plans and its implementation and monitoring and evaluation; and establish linkages and co-ordination with other developmental agencies and identifying the educational components of their programmes and link it up with UEE.

In the first instance activation of village education committees with emphasis on enrolment was carried out. The process of starting two model adult education centres was also initiated. Efforts are also being made to organise two voluntary organisations one in Punhana Block, and the other one in Sohna Block to promote the cause of education. The process of preparing village profiles has been initiated and information collected and consolidated.

3. Management of Change in Education (02/E.Ad/05)

The research team of the Study comprised of Professor M. Mukhopadhyay, Project Director; Mr. C.R.K. Murthy, Project Associate; and Mr. M. Kandan, Project Assistant.

The study aims at identifying some of the major innovative programmes at the national, state, and institutional levels; studying the process of conceptualisation style of communication process of planning, implementing and institutionalising innovative programmes; identifying the process of effective management of change through multiple case analysis and thereby propose a management model for change.

The collection of literature was completed and tools were finalised in a five days workshop of the project. The data collection is in progress. Information relating to state level studies has been collected in Karnataka, Andhra Pradesh and Tamil Nadu. The compilation and analysis of data of the three above mentioned states are in progress including institution level studies.

4. Literacy in India : A Spatio Temporal-Analysis (1901-1981) (04/SCN/15)

The research team comprised of Dr. S.C. Nuna, Project Director, Shri O.D. Tyagi, Shri Rajpati Ram and Ms. Harijinder Kaur Project Assistants.

The main objectives of the study are : to analyse salient features of spread in literacy during this century; and to develop an explanatory model for explaining regional variations in literacy with a view to formulated strategies in the context of regional diversities.

As for as cross section and temporal analysis is concerned simple as well as multivariate cartographic techniques will form the basic tool of analysis. Interpolation techniques have been used to make data comparable over time will be used. Standard statistical packages will be used for building models for explaining regional variations in literacy.

During the period, literacy data for the decades from 1901 to 1981 was analysed at District Level. The work pertaining to the preparation of base maps was done, secondary data was collected for developing an explanatory model.

5. Resource Allocation Mechanism in Selected Thrust Areas of Higher Education (06/GDS/05)

The research team comprised of Dr. Madhuri R. Shah, Professor Satya Bhushan and Dr. G.D. Sharma.

The Study was formulated with the following objectives : to identify the role of institutions of higher education with regard to development policy issues, i.e. how are institutional responsibility established and to what extent actual allocation of resources is consistent with the original policy prescriptions; to examine interplay of different forces, both internal and external on the mechanism of resources allocation and in terms of its influence on the role of higher education for national development; and to generate a knowledge base for planning and implementation strategies for higher education so as to enable it to play an effective role in national development.

The study is being conducted in 7 selected universities in five selected thrust areas.

The study is in progress. Questionnaires were developed and sent to the scholars and Heads of Departments and Industries. A meeting was also conducted with the scholars.

6. Development and Efficient Functioning of Colleges : An Action Research Study (06/HRE/05)

The research team of the study comprised of Dr. G.D. Sharma Project Director, Dr. K.L. Gakhar, Project Fellow; Shri M.M. Rehman, Project Associate; Dr. Kausar Wizarat, Project Assistant.

The study was formulated with the objectives : to analyse the problems of development and efficient functioning of a selected college; to suggest suitable change, if necessary for development and improvement in the working of the college; to help and persuade the college to implement the suggested changes and other development schemes, namely, COSIP, COHSSIP and ULP and restructuring of courses with a view to linking education with societal needs for introduction of vocational courses; to examine the effect of suggested changes on the working performance of the college; to conceptualise the problems and their remedies and the experiences gained in this process, so as to use this knowledge in the training programmes for college principals.

Questionnaires were developed, and were administered and analysed, in the light of the analysis. The baseline survey report is under preparation alongwith the analysis of the impact of actions taken in part.

7. Education and Employment of Women in the Commonwealth : Policy and Planning Implications. (Sponsored by CCEA) (08/UN/01)

The researcher of the study is Dr.(Mrs.) Usha Nayar.

The major objectives of the study are : To analyse the educational and social policies and development strategies of some Commonwealth countries from the point of view of equality between sexes, to measure progress of women in the areas of education, economy and polity both in terms of absolute participation rates and levels of decision-making especially during the UN Development Decade for women (which has provided common perspectives to women in societies at different levels of development and with different ideological bases, and to share the understandings emerging from this very exploatory work with policy makers, planners and administrators and with scholars of comparative education.

The study is being conducted in six island countries of the Commonwealth namely, Barbados, Fiji, New Zealand, Mauritius, Maldives and Sri Lanka. The field-work has been completed in Babados, Fiji, and New Zealand.

8. Effective Utilisation of Resources in Education (03/JBGT/04)

The research team of the project comprised of Dr. J.B.G. Tilak, Project Director and Shri K. Karunakar, Project Assistant.

The study was formulated with the following objectives : to examine the efficiency of total expenditure on education as well as the efficiency of the pattern of allocation and utilisation of expenditure in education for different functions; the study is expected to give an idea of 'optimum' resource mix in a school, which help in identifying a 'threshold' level of Physical Resources to be provided for each school. In other words, the study may help in deriving a set of physical norms in the context of Planning School Education.

The study will be based on data collected from a sample of schools in rural and urban areas in India. The data will be based on questionnaires collected from official and un-official sources.

The work of the project started with collection of literatue and preparation of questionnaires at present the study is in progress. The questionnaires are being received and process of analysis has been initiated.

9. Review Study of "Condensed Courses of Education" and Vocational Programmes for Adult Women (CSWB & NIEPA) (04/EPO/15)

The research team of the study comprised of Dr. (Mrs) K. Premi and Dr. S.C. Nuna.

The study was formulated with the following objectives : to a eview of the pesent schemes in order to unravel its limitation; rethinking objectives of the schemes in the context of new perspectives on women; and devising new schemes in consonance with emergent thrust on women education.

The study would analyse the secondary data available with Central Social Welfare Board. Six case studies from the State of Rajasthan, Madhya Pradesh, Bihar, West Bengal, Karnataka and Tamil Nadu were undertaken jointly with different organisation.

10. Education and Productive Work : From Work Experience Programmes to Socially Useful Productive Work - The Indian Experience (UNESCO - NIEPA Project) (G/SR & JJ/21)

The research team of the study comprised of Dr. (Mrs.) K. Sudha Rao and Mrs. Jayashree Jalali.

The project is divided into three sections, namely, the conceptual framework and the evaluation in India, a status profile in curriculum organisation, and teacher training, and on a micro study of 'Earn while you Learn scheme' in the Gwalior District of Madhya Pradesh. The study design takes into account both primary and secondary sources of data obtained through three sets of questionnaires administered to the states, and an analysis of state reports on the subject.

The finalisation of conceptual framework and the analysis of the secondary data is already in progress.

(b) SANCTIONED STUDIES

1. Study Project on School Mapping (07/SNS/07)

Project Director : Shri M.M. Kapoor

Duration : 2 years.

Objectives

The main objectives the Project on School Mapping are :-

to undertake critical study of the existing processes and methodologies of locational planning with particular reference to norms and standards for provision of educational facilities in various states and union territories;

to prepare manual of school mapping for guidance of the field staff; and

to organise training programmes in school mapping for resource persons of the States/UTs for organising similar training programmes for their field staff.

Scope and Coverage

The scope and coverage under each of the objective of this study would be as under :-

(i) Critical Study of Existing Processes & Methodologies

System, structure and processes of school mapping.

Norms and standards for provision and rationalisation of educational facilities.

(ii) Preparation of Manual of School Mapping

Techniques of conducting comprehensive area and institutional surveys.

Quantitative techniques of data analysis.

Techniques of preparing area maps and a logarithm and determination of educational regions.

Process of preparing school map network.

Implementation and programme scheduling.

Norms and standards for expansion and rationalisation of educational facilities.

Monitoring and information system.

Infrastructural requirements.

(iii) Training Programmes in School Mapping.

- Training of trainers and field staff

This study would, however, be restricted to school level 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 study would be undertaken for school mapping in urban areas as a part of town planning.

Methodologies

For critical study of the existing processes and methodologies of school mapping, it is proposed to select the following ten States, namely, Jammu & Kashmir, Haryana, Uttar Pradesh, Orissa, Assam, Mizoram, Rajasthan, Maharashtra, Karnataka and Tamil Nadu, representing various region of the country for comprehensive analysis.

In addition to national level report, State Level case studies would be prepared in respect of these States. Draft manual on School Mapping for guidance of the field staff would be discussed and finalised in series of technical workshops to be organised at State and National levels. In these workshops, in addition to educationists, experienced field officers, town planners, regional planners etc. would also take part.

Series of training courses would be conducted for District and State level people in School Mapping. The main role of NIEPA would be to train a group of resource persons in each State/UT who would in turn undertake the responsibility of imparting training to field level officers and also to prepare a network of school maps at elementary and secondary level of education.

The study has yet to commence.

2. Second All India Survey of Educational Administration (07/SNS/08)

Project Director : Shri M.M. Kapoor

Duration : 2 years

Introduction

Second All India Survey of Educational Administration is proposed to be undertaken by NIEPA as a part of implementation strategy for New Educational Policy.

Objectives

The main objectives of this survey are :

to undertake comprehensive survey of educational administration in all States/Union Territories and Centre with a view to diagnose the existing system, processes structures and provide plan of action for change over to the system of planning and management as envisaged under the New Educational Policy;

to bring out report for all States/Union Territories and also for Central level;

to bring out thematic reports at the national level on Educational Organisation and Administration including institutional management; personnel administration financial administration; legal foundations of education; and educational planning; and

to prepare case studies on selective innovations in Educational planning and Administration in various States/Union Territories.

The Survey may cover all the State and Union Territories and also Government of India. It may cover all sectors and levels of educational administration. The information on the General Background, Educational System, Educational Policies and Goals, Legal Foundations, Educational Organisation and Administration, Institutional Administration, Personnel Administration, Financial Administration, Inspection and Supervision, Administration of Physical Sources, Educational Planning, Education for Weaker Sections, and Problems and Issues is proposed to be collected through this survey.

The study has yet to commence.

Annexure - III

ACADEMIC CONTRIBUTION OF FACULTY

BOOKS

Dr. Y.P. Aggarwal

Transport Geography of India : Commodity Flows and the Regional Structure of the Indian Economy, Concept Publishers, New Delhi, 1986 (Jointly with Professor Moonis Raza).

Dr. G.D. Sharma

Elite in the Making, Association of Indian Universities, 1986
Chapters in Books.

Dr. Y.P. Aggarwal

A Temporal Analysis of disparities in the Levels of Literacy between Scheduled Caste and Non-Scheduled Population in Maharashtra in Education and Region Development, edited by Dr. J.B.G. Tilak (alongwith V. Muralidhar).

Dr. N.V. Varghese

Higher Education and Unemployment Towards a Tentative Hypothesis in Education and Region Development, edit by Dr. J.B.G. Tilak

Ms. Yazali Josephine

Inter-district Variations and Efforts to Support Education in Andhra Pradesh in Education and Region Development, edited by Dr. J.B.G. Tilak.

RESEARCH PAPERS/ARTICLES PUBLISHED

Dr. R.P. Singhal

Published a paper on 'Secondary Education in India : Future Perspective in NCERTs Silver Jubilee Commomeration Vol. 1986 (both in English and Hindi).

Published a paper on Networking Structure : The Indian Experience of School Complexes" published in Inter-Institutional Co-operative Networking Structure, Kendriya Vidyalaya Sangathan.

Dr. N.M. Bhagia

"Modernisation and Quality of Education" in the Journal of Educational Herald, Volume 17, No. 2.

"Navodaya Vidyalayas" in the Education Quarterly Volume 38, No. 4.

"Training of Educational Administrators in India", in the Journal New Frontiers in Education (accepted).

Alongwith Dr.(Mrs.) Sushma Bhagia published a paper entitled "Role of Computers in Education" in the Rajasthan Board of Journal of Education, Vol. XXVI, No. 2-3.

Dr. (Mrs.) Sushma Bhagia

Published "Leadership Role of School Principal", Educational Herald, Vol.17, No.1, June, 1986.

Published "Modernisation and Quality of Education", Educational Herald, Vol. 17. No.2, July 1986.

Published "Administration of Non-formal Education in India" The Quarterly News Letter (Research-cum-News Journal), Vol. 5-7 No. 9-22, August 1986.

Published "Role of Computers in Education", Co-author Dr. N.M. Bhagia, The Rajasthan Board Journal of Education, Vol. XXII, No. 2-3, September 1986.

Dr. (Mrs.) Usha Nayar

"Education of Women in Indian Planning and Management Issues: in Indian Association of Educational Planning and Administration Bulletin, January, 1987.

"Women in Educational Administration in the Third World - The Indian Case" in Marshall David G. & Newton, Earle H. (eds.) The Professional Preparation and Development of Educational Administration in Developing Areas : The Caribbean, Nipissing, University College of 1986, Ontario.

Dr. Y.P. Aggarwal

Dr. Y.P. Aggarwal together with Professor Moonis Raza published a paper on Higher Education : The Regional Dimension, Journal of Higher Education, Vol. II, Nos. 1 & 2.

Ms. Jayashree Jalali

Non-alignment, Disarmament, Friendship Cooperation - A Mission", published in Amity, July 1986.

Planning and Administration of the New Education Policy in USSR, published in Journal of Indian Planning and Administration, Vol. I, Issue I, NIEPA, July 1986.

"Universalisation of Elementary Education - Innovative Strategies in Asia" in Progressive Educational Herald, Hyderabad (accepted).

REVIEW OF BOOKS/PAPERS

Dr. R.P. Singhal

Review of the paper on "Survey of Administrative Causes Leading to Poor Achievement by Secondary School Pupils at 'O' level in Nigeria" for NCERT.

Dr. C.B. Padmanabhan

Review of the book "A Structural Model for Indian Economy - An Econometric Study" by Shri Narain Sinha.

ADDRESSES/LECTURES DELIVERED TO LEARNED SOCIETIES

Professor Satya Bhushan

Was chief Guest at Annual Function, Dayal Singh College, New Delhi (April 23, 1986).

Delivered a lecture on New Education with special reference to Restructuring of courses at graduate level at Jammu University (May 26, 1986).

Delivered keynote address on the main implications of the New Education Policy and its implication strategies at British Council, New Delhi (September 18, 1986).

Inaugurated the Teachers' Meet in 'Effective Learning' at Apeejay School, Panchsheel Park, New Delhi, (November 8, 1986).

Participated as Panelist in the discussion on "Education in China" at New Delhi (November 8, 1986).

Delivered valedictory address to the participants of the Seminar on Educational Technology and Higher Education at Miranda House, University of Delhi (December 6, 1986).

Delivered a lecture on "Management of Higher Education" at a Seminar organised by JNU, National Education Policy and POA, (March 26, 1987).

Dr. R.P. Singhal

Addressed the staff and students of Bal Bharti Public School on National Goals : Now Schools can help in their realisation (April 7, 1986).

Delivered the inaugural address of training programme for lady Instructors of Adult Education in Delhi, conducted by the Indian Adult Education Association (June 2, 1986).

Delivered a lecture on "Planning and Programming of Implementation of National Educational Policy by Teachers" at Blue Bells School, Kailash Colony, New Delhi (July 2, 1986).

Delivered a lecture on National Education Policy and Teachers at Guru Hari Krishan Public School, Vasant Vihar, New Delhi (July 4, 1986).

Delivered valedictory address at the Orientation Course for Directors and Resource Persons of KVS at New Delhi (October 5, 1986).

Evaluation of Rapport based programme of School Improvement at Unesco's High Level Management Development Workshop on Evaluation of Educational Programmes and Institutions held at Seoul, South Korea (October 20-30, 1986).

Support Services and Infrastructure for all levels of Education in the Sub-regional Meeting of South-Eastern countries organised by APEID in collaboration with NCERT (January 1, 1987).

Served as Resource Person for Training Programme for IAS Personnel on Educational Policy organised by IIPA, New Delhi (February 3, 1987).

Delivered valedictory address at Seminar on Examination Reforms held at the Board of Haryana School Education, Bhiwani (February 25, 1987).

Shri V.V. Chiplunkar

Delivered a talk on the Challenges of Education in general and Universalisation of Elementary Education in particular to primary and secondary teachers, headmasters, officers and non-official members at Ramtek District, Nagpur (September 9, 1986).

Addressed in the following meetings : Secondary Teachers meetings organised by Forms for Innovations at Pune (October 25, 1986); Teachers and Women Workers conducting Orientation Programme in Health and Hygiene for Adolescent Girls, organised by Family Planning Association, at Pune (October 26, 1986); Teachers Officers, Office Bearers and Women Voluntary Workers engaged in the Project Maher at Khandala, District Salana (October 27, 1986); and State Level conference of Headmasters of Secondary and Higher Secondary Schools in Maharashtra on "National Policy on Education - 1986" and Management of Secondary Schools (October 10, 1986).

Gave a talk to the Women Organisers conducting Balwadis in rural areas, organised by Vanasthali Rural Development Centre, Pune at Pune on Challenges of Education with special reference to Pre-School Education and girls Education (November 5, 1986).

Addressed the following : Womens meet at Mari Aichi Wadi, Taluka Khandala, District Satara in connection with Employment and Education of Women and Project Magar (December 13, 1986); College Students - boys and girls of Vidyenthi Sahayak Samiti Pune on Self Development through Self Assessment (December 31, 1986); Pupils of A K. National Vidyalaya Khagaon in appreciation of their community string performance (December 21, 1986); Challenges of Secondary and Higher Secondary Schools (December 21, 1986); Gathering of Primary and Secondary School teachers and Headmasters at the Zilla Parishad High School, Akola on its 125th anniversary (December 22, 1986); NSS Camp at Nimbhara Distrit Akola on Development of Personality (December 22, 1986); and Professional Development of Primary Teachers at Akola (December 22, 1986).

Delivered a talk to primary and school teachers at Savantwadi, District Sindhudur in connection with the National Policy on Education (January 22, 1987)

Addressed a gathering of parents, teachers and Headmasters in connection with the Foster-Parent scheme launched for promotion of girl's education in Maharashtra at Kondhali, District Nagpur (January 3, 1987).

Addressed a Women's meet at Bavda, taluka Khandalees, District Satara, in Maharashtra State in connection with the project Maher related to Women's evaluation (March 4, 1987).

Addressed a meet of Women teachers and Parents at Renuka Swarup Girls' High School, Pune, in connection with Women's Education - responsibility of the Urban educated community (March 6, 1987).

Guided discussions and deliberations of the forum for innovations a group of secondary teachers in Pune (Mach 6, 1987)

Addressed pupils and members of the staff of the Government Vidya Niketan, Aurangabad in connection with the "Self-development the focus of education process (March 8, 1987).

Professor K.M. Bahauddin

Delivered a lecture at the Programme for Newly Recruited Lectures organised by Directorate of Higher Education, Allahabad, at Allahabad (October 18, 1986).

Delivered a lecture on New Education Policy - Issues and Perspectives at Indian Institute of Public Administration, New Delhi (December 19, 1986).

Delivered a lecture on Zero Based Budgeting for Education at IIPA (May 6, 1986).

Dr. C.L. Sapra

Delivered a lecture in the Regional Workshop on Evaluation in History (Class XII) organised by the Central Board of Secondary Education (May 12, 1986).

Presented a paper "Equity and Diversity : Challenges for Educational Administrators - The Indian Experience" at the Sixth intervisitation Programme in Educational Administration at New Zealand.

Delivered a keynote address on "National Policy on Education 1986 and its Implementation with special reference to the Role of Teachers" in the National Conference Organised by All India Federation of Teacher's Organisations (December 29, 1986).

"Universalisation of Elementary Education and the National Policy on Education - 1986" in 13th Refresher Course for IAS Officers organised by the Indian Institute of Public Administration (February 4, 1987).

"Accountability of Various Functionaries of Non-formal Education: in the Orientation Programme for Resource Persons in the NFE Units of State Departments of Education and Voluntary Organisations conducted by NCERT (February 18, 1987).

Dr. N.M. Bhagia

Delivered inaugural address of the Orientation Programme on Educational Administration and Supervision : under the joint auspices of the Chandigarh Chapter, Model Institute for Educational Research and the State Institute of Education, Chandigarh (April 28-30, 1986).

Delivered extension lectures to the staff and students of Shri Mahesh Teachers College, Jodhpur on New Education Policy (July 1 & 2, 1986).

Addressed the staff and members of the Management Committee of Shambhu Dayal Modern School, Sonapat (Haryana) on "National Policy on Education : Quality in Education and Role of Teachers" (October 14, 1986).

Educational Planning and National Development in 21st Century in the "Seminar on Education and National Development in 21st Century; presented the paper at Banares Hindu University, Banares, (November 20-22, 1986).

Delivered a lecture on New Education Policy to the staff and students of Bombay Teachers Training College (January 15, 1987).

Chaired a session in the XXV Annual Conference of Indian Association of Teacher Educators at Kurukshetra (February 21-24, 1987).

Dr. Brahm Prakash

Delivered a lecture on Causes and Remedies : Educated Unemployed at Institute of Applied Manpower Research, New Delhi (June 23, 1986)

Delivered a lecture on "Education and Development" at Haryana Institute of Public Administration, Chandigarh (November 13-14, 1986); "Educational Planning and Manpower" (November 7, 1986); and "Manpower Accounting" and "Economy of Manpower Planning" at IAMR (November 22, 24 & 25, 1986).

Delivered lectures on 'Gandhiku's Educational Philosophy', at Vishwa Yuvak Kendra, Experiments in Living (27.10.1986); and on 'Educational Planning and Manpower Employment Planning at IAMR (October 22, 1986).

Delivered a lecture on 'Educational Planning' at IAMR (December 14, 1986).

Educational Planning and Manpower Linkages at IAMR (January 15, 1987).

"Economics of Manpower Planning and New Education Policy" at IAMR (February 18, 1987).

Indian Education System at Vishwa Yuvak Kendra (February 19 and 26, 1987).

Human Capital Theory - Some recent developments at MS University of Baroda under the UGC scheme (February 23-24, 1987).

Dr. G.D. Sharma

Delivered a lecture on "Education and Employment Linkage" at Institute of Applied Manpower Research (May 14, 1986).

"Role of Federal Finance in Education for All" at the JP Naik National Seminar on Education for All at Pune. (June 21, 1986).

Delivered lectures on Higher Education in the Training Programme for Officers of Education Department, UP at Administrative Training Institute, Nainital (October 16-18, 1986).

Dr. M. Mukhopadhyay

Delivered a talk on Management of Instruction at KVS Sector II, New Delhi (September 28-29, 1986).

Presented theme paper "National Policy on Education and Educational Technology" at Mysore in the XIX Annual Conference of All India Association for Educational Technology on 26 December, 1986.

Was member of Technology Watch Committee appointed by Ministry of Human Resources Development. The Committee met on 6 and 31 March, 1987.

Delivered a lecture on Educational Technology in Higher Education in a National Conference on the theme at Miranda House on 6 December, 1987.

Delivered a lecture on Educational Technology at Lady Irwin College, on 29 August.

Delivered lectures on National Educational Policy and Implementation in IAS Officer Refresher Programme at PSIPA Chandigarh on 25 August, 1987.

Delivered lectures to Teachers of DAV Schools on Educational Technology at HM School, Delhi on 4 and 5 July, 1986.

Delivered a lecture on Preparation of Personnel for Open Learning System in a National Seminar at India International Centre, on January, 1987.

Delivered a lecture on Management of Educational Technology in National Academy of Agricultural Research and Management, Hyderabad on 17 February.

Delivered a lecture on Video-aided Education in NAARM, Hyderabad on 17 February, 1987.

Delivered a lecture on Planning and Management of Educational Technology in ET Cell, SCERT, Delhi on 5 March, 1987.

Delivered a lecture on Concept of Education Technology in SCERT, on 18 March, 1987.

Dr. (Mrs.) Usha Nayar

"Women Education and Equality : The Indian Case", at the Sixth Inter-visitation Programme in Educational Administration.

"Women's Education, Equality and Development" at Third National Conference of Women Studies, Chandigarh (October 1-4, 1986).

Dr. (Mrs.) Kusum K Premi

"Educational Statistics : New Perspectives in the light of National Policy on Education" held at Srinagar (November 3-6, 1986).

Dr. (Mrs.) Sushma Bhagia

Delivered a lecture on "Concept of Continuing Education as Related to Health Manpower Development", in a Seminar for Health Education Functionaries, Organised by National Institute of Health and Family Welfare (April 7, 1986).

Addressed the Staff and Members of the Management Committee of Shambhu Dayal Modern School, Sonapat (Haryana) on "Institutional Improvement" (October 14, 1986).

Addressed the Participants of International Seminar on Non-Aligned and Other Developing Countries, on Literacy and Expansion of School Enrolment, held at Pyong Yang (North Korea), (October 21-27, 1986).

Alternative Approaches in Education in 2001 A.D." in the Seminar on Education and National Development in 21st Century; Presented the Paper at Banaras Hindu University, Banaras. (November 20-22, 1986).

"Teacher Motivation in the Context of National Education Policy" in the 25th Annual Conference of the Indian Association of Teacher Educators at Kurukshetra. (February 21-24, 1987).

Shri T.K.D. Nair

Addressed a public meeting organised by the citizens forum of Trivandrum on Present Impasse in Higher Education at Trivandrum (June 22-24, 1986).

Dr. R.S. Sharma

Delivered lectures on Salient Features of National Policy on Education 1986 and Institutional Planning and Management in the Context of National Policy on Education, 1986, at Gurgaon, Haryana (May 15 & 17, 1986 and May 26 & 31, 1986).

Delivered lectures on Salient Features of National Policy on Education 1986 and Institutional Planning and Management in the Context of National Policy on Education, 1986, to the officers of Gurgaon sub-division in the third and fourth Orientation courses for Elementary School Teachers and Heads (June 6, 8, 17 and 19, 1986).

Delivered the valedictory address to the participants of Training Programme on National Policy on Education 1986, at Government Girls Senior Secondary School, Gurgaon, Haryana (June 15, 1986).

Delivered two lectures in Training Programme of Key Personnel in the "Integrated Education of the Disabled" in the NCERT, Department of Teacher Education on "Human Relations in the Hierarchy of the Organisational set-up (October 12, 1986) and on Supervision, Concept and Principles based on Supervisory Arrangements (October 14, 1986).

Addressed in the Seminar of the Institutional Heads in Haryana State at C.R. College of Education, Rohtak on the Role of Principals in the Implementation of National Policy on Education 1986 and Programme of Action (October 30, 1986).

Dr. Y.P. Aggarwal

Delivered lectures on "National Policy on Education; Planning of Human Resource Development; Progress of UEE in India; Issues in Planning for UEE; School Complexes; Internal Efficiency in Education" at Administrative Training Institute, Nainital (October 3 - 6, 1986).

Dr. S.C. Nuna

Paper presented on "Educational Statistics in India : A Need for Appraisal" in the Seminar on Data Base in Indian Economy held at Srinagar (November 3 - 6, 1986).

Ms. Anjana Mangalagiri

"Crisis in Education Lessons from Latin American Experiences", at the Seminar Organised by comparative Education Society of India and India International Centre (August 23 - 24, 1986).

Ms. Meena Srivastava

Delivered a lecture on 'Economy of the Region Lombardia, Italy' at the Fourth Development Administration Programme, at Institute per la cooperazione, Universitaria at Rome, Italy on April 11, 1986; Financing of Education System in India on April 23, 1986 and Local System of Government in India on May 1, 1986.

Delivered a lecture on the 'Education System in Italy and India' at Navyug School, New Delhi (July 31, 1986).

Annexure IV

SOME DISTINGUISHED VISITORS

Shri Giridhari Gomang, Deputy Minister for Tribal Welfare, Government of India.

Shri J. Veera Raghavan, Secretary, Ministry of Human Resource Development, Government of India.

Shri Anil Bordia, Secretary (Education), Ministry of Human Resource Development, Government of India.

Prof. M.V. Mathur, Member, Fourth Pay Commission, Ministry of Human Resource Development, Government of India.

Prof. B.D. Sharma, Commissioner, SC & ST, Ministry for Tribal Welfare.

Shri V.K. Vora, Education Secretary, Assam.

Shri A.K. Chatterjee, Education Secretary, (Higher Education), West Bengal.

Shri A.K. Basu, Education Secretary (School Education), West Bengal.

Shri L.M. Jain, Education Commissioner, Haryana.

Shri M.A. Laharwal, Education Commissioner, Jammu & Kashmir.

Shri M.C. Verma, Education Secretary, Delhi.

Prof. Yash Pal, Chairman, University Grants Commission, New Delhi.

Prof. K.S. Murthy, Vice Chairman, University Grants Commission, New Delhi.

Prof. Moonis Raza, Vice-Chancellor, University of Delhi, Delhi.

Prof. G. Ram Reddy, Vice-Chancellor, Indira Gandhi National Open University, New Delhi.

Prof. R.L. Pareekh, Vice-Chancellor, Gujarat Vidyapeeth, Ahmedabad.

Prof. Manzoor Alam, Vice-Chancellor, University of Kashmir.

Dr. P.L. Malhotra, Director, NCERT.

Prof. Iqbal Narain, ICSSR, New Delhi.

Dr. R.C. Sharma, Commissioner, Kendriya Vidyalaya Sangathan, New Delhi.

Dr. Malcolm S. Adiseshiah, Chairman, Madras Institute of Development Studies, Madras.

Prof. Rais Ahmed, Ex-Vice-Chairman, University Grants Commission, New Delhi.

Prof. Amrik Singh, Ex-Secretary, Association of Indian Universities, New Delhi.

From Abroad

Two Delegates from the Commission of Higher Education, Ethiopia, visited the Institute.

Mr. Iraj Ayman, Educational Management Adviser, UNESCO Office, Bangkok, Thailand.

Prof. G. Beswick, Higher Education, University of Melbourne, Australia.

Dr. Manzoor Ahmed, Deputy Director, UNICEF, NEW YORK.

Prof. Thomas Kozma, Hungary.

Dr. S.K. Chu, UNESCO Regional Office, Bangkok, Thailand.

Prof. Achen Deleon Street Porecka, Beograd, Yugoslavia.

Prof. Philip Hall Coombs, Essex, USA.

Prof. Michael Debeauvis, Prof. in Comparative Education University of Vincener, PARIS, FRANCE.

Mr. Dean Herane M. Ziegler, New York, USA.

Prof. William Watson Turnbull, Princeton, USA.

Appendix I

**MEMBERS OF COUNCIL
(AS ON 31.3.1987)**

President

Shrimati Krishna Sahi
Minister of State for Education
Ministry of Human Resource Development
New Delhi

Vice-President

Professor Satya Bhushan
Director
NIEPA
New Delhi

Ex-Officio Members

Professor Yash Pal	Chairman, University Grants Commission, Bahadurshah Zafar Marg, New Delhi
Shri Anand Sarup	Education Secretary, Ministry of Human Resource Development, Department of Education, New Delhi
Shri L.S. Narayanan	Financial Adviser, Ministry of Human Resource Development, Department of Education, New Delhi
Shri V.P. Sawhney	Additional Secretary, Ministry of Personnel and Training, Administrative Reforms and Public Grievances and Pensions, New Delhi
Dr.(Mrs.) R. Thamarajakshi	Adviser (LEM & Education), Planning Commission, New Delhi
Prof. P.L. Malhotra	Director, National Council of Educational Research & Training, New Delhi

Education Secretaries

Shri Tong Kho-hao Hangshing	Education Secretary, Government of Manipur, Imphal-795001
Shri A.K. Basu	Secretary, School Education, Education Department, Government of West Bengal, Calcutta
Shri J.C. Pant	Secretary, Education Department, Government of Uttar Pradesh, Lucknow - 226001
Shri R.S. Kumbhat	Secretary, Education Department, Government of Rajasthan, Jaipur - 302004

Thiru T.D. Sunder Raj	Education Commissioner & Secretary, Education Department, Government of Tamil Nadu, Madras - 600009
Shri S. Seetha Raman	Education Secretary, Government of Pondicherry, Pondicherry - 605001

Directors of Education/DPIs

Shri S. Bharali	Director of Higher Education, Government of Assam, Gauhati - 781019
Shri R.D.P. Sandwar	Director of Education, Government of Bihar, Patna - 800015
Ms. Promila Issar	Director of Public Instruction, Government of Haryana, Chandigarh - 160017
Shri R.S. Jambhule	Director of Education, (Primary & Secondary Education), Government of Maharashtra, Pune- 411001
Shri Philipose Thomas	Director of Public Instruction, Government of Kerala, D.P.I. Office, Trivandrum - 695014
Shri D.S. Negi	Director of Education & Adult Education, Delhi - 110054

Eminent Educationists

Professor N.R. Sheth	Director, Indian Institute of Management, Vastrapur, Ahmedabad
Professor Manzoor Alam	Vice-Chancellor, Kashmir University, Srinagar
Professor Nitish De	Director, Punjab State Institute of Public Administration, Chandigarh
Dr. P.D. Shukla	Ex-Chairman, Central Board of Secondary Education, New Delhi - 110057
Dr. K. Venkatasubramanian	Vice-Chancellor, Pondicherry Central University, Pondicherry - 1
Professor Abad Ahmad	Director, South Campus, University of Delhi, Delhi

Members of Executive Committee

Shri P.K. Patnaik	Joint Secretary (Planning), Ministry of Human Resource Development, Department of Education, New Delhi
Dr. R.P. Singhal	Executive Director, NIEPA, New Delhi
	Faculty Member
Professor K.M. Bahauddin	Dean (Training), NIEPA, New Delhi
	Secretary
Shri R.P. Saxena	Registrar, NIEPA, New Delhi.

Appendix II

MEMBERS OF EXECUTIVE COMMITTEE
(AS ON 31.3.1987)

1. Professor Satya Bhushan Chairman
Director
NIEPA
New Delhi.
2. Shri L.S. Narayanan
Financial Adviser
Ministry of Human Resource Development
Department of Education
New Delhi.
3. Shri P.K. Patnaik
Joint Secretary (Planning)
Ministry of Human Resource Development
Department of Education
New Delhi.
4. Shri J.C. Pant
Education Secretary
Government of Uttar Pradesh
Lucknow - 226001
5. Professor N.R. Sheth
Director
Indian Institute of Management
Vastrapur
Ahmedabad
6. Smt. R. Thamarajakshi
Adviser (LEM & Education)
Planning Commission
New Delhi.
7. Dr. R.P. Singhal
Executive Director
NIEPA
New Delhi.
8. Shri R.P. Saxena Secretary
Registrar
NIEPA
New Delhi.

Appendix III

**MEMBERS OF FINANCE COMMITTEE
(AS ON 31.3.1987)**

1. Professor Satya Bhusahn Chairman
Director
NIEPA
New Delhi.
2. Shri L.S. Narayanan
Financial Adviser
Ministry of Human Resource Development
Department of Education
New Delhi.
3. Shri P.K. Patnaik
Joint Secretary (Planning)
Ministry of Human Resource Development
Department of Education
New Delhi.
4. Thiru T.D. Sunder Raj
Commissioner & Secretary
Government of Tamil Nadu
Madras - 600009.
5. Dr. R.P. Singhal
Executive Director
NIEPA
New Delhi.
6. Shri R.P. Saxena Secretary
Registrar
NIEPA
New Delhi.

Appendix IV

**MEMBERS OF THE PROGRAMME ADVISORY COMMITTEE
(AS ON 31.3.1987)**

1. Professor Satya Bhushan Chairman
Director
NIEPA
New Delhi

Ministry of Human Resource Development

2. Dr. T.N. Dhar
Joint Secretary (S & I)
Ministry of Human Resource Development
Department of Education
New Delhi.
3. Shri P.K. Patnaik
Joint Secretary (Planning)
Ministry of Human Resource Development
Department of Education
New Delhi.
4. Shri Y.N. Chaturvedi
Joint Secretary
Ministry of Human Resource Development
Department of Education
New Delhi.

Planning Commission

5. Dr.(Smt.) R. Thamarajakshi
Adviser (LEM)
Planning Commission
New Delhi.

University Grants Commission

6. Professor S.K. Khanna
Secretary
University Grants Commission
New Delhi.

State Education Secretaries and Directors of Public Instruction

7. Shri V.P. Ramarao
Secretary
Govt. of Andhra Pradesh
Hyderabad

8. Shri Ujjal Didar Singh
Director Public Instruction
(Higher Education)
Govt. of Punjab, Chandigarh.

Academicians

9. Professor Iqbal Narain
Member Secretary
ICSSR
New Delhi.
10. Professor V.C. Kulandaiswamy
Vice-Chancellor
Anna University
Madras-600025
11. Professor Shib K. Mitra
Ex. Director, N.C.E.R.T
Ist Floor
B-4/139, Safdarjung Enclave
New Delhi.

NCERT

12. Professor A.K. Jalalludin
Joint Director
NCERT
New Delhi.

Executive Director

13. Dr. R.P. Singhal
Executive Director
NIEPA
New Delhi.

Faculty Members

14. Professor K.M. Bahauddin
Dean (Training)
NIEPA, New Delhi.
15. Dr. C.L. Sapra
Senior Fellow
NIEPA, New Delhi.

Registrar

16. Shri R.P. Saxena
Registrar
NIEPA, New Delhi.

Secretary

**FACULTY AND ADMINISTRATIVE STAFF
(AS ON 31.3.1987)**

Satya Bhushan, Director
R.P. Singhal, Executive Director
K.M. Bahauddin, Dean (Training)
V.V. Chiplunkar, Dean (Research)

Educational Administration Unit

N.M. Bhagia, Senior Fellow & Head
K.G. Virmani, Senior Fellow
C. Mehta, Fellow
Nalini Juneja, Senior Technical Assistant

Educational Finance Unit

C. B. Padmanabhan, Senior Fellow & Head
J.B.G. Tilak, Fellow
Josephine Y. Senior Technical Assistant

Educational Planning Unit

Brahm Prakash, Senior Fellow & Head
S.M.I.A. Zaidi, Senior Technical Assistant (Ad hoc)

Educational Policy Unit

Kusum K. Premi, Fellow & Head
K. Sujatha, Associate Fellow
A. Mathew, Senior Technical Assistant

Higher Education Unit

G.D. Sharma, Senior Fellow & Head
Manju Narula, Senior Technical Assistant (Ad-hoc)

International Unit

Usha Nayar, Fellow & Head
Anjana Manglagiri, Associate Fellow
Sunita Chugh, Senior Technical Assistant (Ad-hoc)

School & Non-Formal Education Unit

C.L. Sapra, Senior Fellow & Head
S.S. Dudani, Fellow
Sushma Bhagia, Fellow
Y.P. Aggarwal, Fellow
K.Sudha Rao, Fellow
Zubaida Habeeb, Senior Technical Assistant
Rashmi Diwan, Senior Technical Assistant

Sub-National Systems and Documentation Unit

M.M. Kapoor, Fellow & Head
R.S. Sharma, Fellow
N.V. Varghese, Fellow
S.C. Nuna, Fellow
Jayashree Jalali, Associate Fellow
B.K. Panda, Senior Technical Assistant (Ad-hoc)

Distance Education and Education Technology Unit

M. Mukhopadhyay, Senior Fellow & Head

Data Bank

A.C. Mehta, Associate Fellow

Research Project Staff

Abdul Aziz, Project Associate Fellow
S.Q.A. Naqvi, Project Associate Fellow
M.M. Rehman, Project Associate Fellow
Harjinder Kaur, Project Assistant
M.M. Khan, Project Programmer
A.R. Khan, Project Assistant
M. Kandan, Project Assistant
C.R.K. Murthy, Project Associate Fellow
S.K. Mohanty, Project Assistant
K. Karunakaran, Project Assistant
Pramila Menon, Project Assistant
Ram Rattan Ram, Project Assistant
Satpal Singh Khatana, Project Assistant
O.D. Tyagi, Project Assistant
Kausar Wizarat, Project Assistant

Library

Nirmal Malhotra, Librarian
Deepak Makol, Junior Librarian

Documentation Centre

N.D. Kandpal, Documentation Officer

Electronic Data Processing and Reprographic Unit

B.H. Sridhara, Computer Programmer

Publication Unit

B. Selvaraj, Publication Officer
M.M. Ajwani, Senior Publication Assistant

Hindi Cell

S.B. Roy, Hindi Editor

Cartographic Cell

P.N. Tyagi, Senior Technical Assistant

Coordination

Ms. Meena Srivastava, Senior Technical Assistant

Office Administration

R.P. Saxena, Registrar

S. Sundararajan, Finance Officer

K.L. Dua, Administrative Officer

G.S. Bhardwaj, Section Officer (Personnel)

T.R. Dhyani, Section Officer (Estate & Personnel)

M.L. Sharma, Section Officer (Academic Administration)

S.R. Choudhary, Section Officer (Accounts) (Ad-hoc)

ANNUAL ACCOUNTS AND AUDIT REPORT

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING

Receipt and payment Account for the

RECEIPT

Opening Balance

Cash in Hand	1,833.20	
Imprest	2,750.00	
Cash in Bank	13,94,410.21	13,98,993.41

**Grants-in-Aid received from
Government of India**

Non-Plan	67,42,000.00	
Plan	21,64,000.00	89,06,000.00

Office Receipts

Licence Fee	43,219.85	
Water and Electricity Charges	2,540.00	
EDPR Receipts	35,063.00	
Other Receipts	6,014.20	
Photocopier Receipts	64,202.40	
Programme Receipts	1,21,909.50	
Employer's Share of C.P.F. forfeited	11,613.00	
Leave Salary & Pension Contributions	4,222.00	
Capital Value of Pensionary Benefits/DCRG	1,20,144.00	
Sale Proceeds of Unserviceable Stores	1,81,316.03	
Recovery towards loss of library books	729.02	5,90,973.00

Hostel

Hostel Rent		3,02,599.00
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Interest

Interest on Deposits	1,904.86	
Interest on Interest bearing Advances	4,169.25	
Interest on Short Term Deposits	24,999.92	
Interest on Saving Bank Account	7,767.05	
Interest on Investment	58,197.57	97,038.65

Sponsored Programmes and Studies

Programme and Study Receipts		20,67,130.00
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Appendix VII

AND ADMINISTRATION, NEW DELHI

Period from 1.4.1986 to 31.3.1987

PAYMENT		
Establishment Expenses		
Salaries		
Non-plan	37,21,209.50	
Plan	33,932.85	
Pension & Gratuity	1,17,473.00	
Provident Fund (Employer's Share of CPF & Interest on GPF/CPF A/Cs.)	2,36,905.88	
Leave Salary & Pension Contributions	14,181.00	
Travelling Expenses	23,574.90	41,47,277.13
Office Expenses (Other Charges)		
Non-plan	12,00,000.00	
Plan	4,18,508.80	
		16,18,508.80
Hostel (Non-Plan)		
Recurring Expenses	2,60,334.60	
Capital Expenses	59,271.10	3,19,605.70
Academic Activities		
Programme Expenses	10,09,520.90	
Research Studies	3,62,855.75	
Course fee	3,500.00	
Library Books (Capitalised)	1,55,120.10	
Publications	1,62,200.45	
Cultural Exchange Programme	12,544.00	
Fellowship & Awards	1,000.00	17,06,741.20
Capital Expenditure		
Typewriters	44,995.50	
Furniture & fixtures	70,596.44	
Other Office Equipments	2,24,999.00	
Staff Car	1,06,782.70	4,47,373.64
Sponsored Programmes and Studies		
Programme & Study Expenditure		19,76,004.36

PAYMENT

Deposits (Plan)

Deposits with CPWD	8,00,073.00	
Suspense Account	1,833.20	
Security	25,760.00	8,27,666.20

Recoverable Advances (Non-Plan)

Cycle Advance	3,670.00	
Scooter Advance	16,800.00	
Festival Advance	25,800.00	
House Building Advance	68,590.00	
Motor Car Advance	1,11,200.00	
Fan Advance	800.00	
Transfer TA Advance	7,000.00	2,33,860.00

Remittance

ADA/CCA	863.30	
CPF of Deptt.	6,075.00	6,938.30

Closing Balance

Cash in Hand	3,264.15	
Imprest	2,750.00	
Cash at Bank	22,91,385.37	22,97,399.52

T O T A L -----
1,35,81,374.85

Sd/-
(R.P. Singhal)
Executive Director
National Institute of Educational
Planning and Administration

Sd/-
(Satya Bhushan)
Director
National Institute of Educational
Planning and Administration

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING

Details of Closing Balance as

Head of Expenditure	Opening balance	Grants-in-Aid	Other Receipts
1. Non-Plan	5,20,960.50	67,42,000.00	11,57,468.95
2. Plan	1,77,794.83	21,64,000.00	-
3. Sponsored programmes and studies	6,74,092.48	-	21,15,648.34
4. Suspense Account	19,207.30	-	3,264.15
5. Remittance	6,938.30	-	-
Total	13,98,993.41	89,06,000.00	32,76,381.44

Sd/-
(S. Sundararajan)
Finance Officer
National Institute of Educational
Planning and Administration
New Delhi

AND ADMINISTRATION, NEW DELHI

at the Close of 31st March, 1987

Total	Payments	Balance
84,20,429.45	73,92,569.98	10,27,859.47
23,41,794.83	19,06,629.49	4,35,165.34
27,79,740.82	19,76,004.36	8,13,736.46
22,471.45	1,833.20	20,638.25
6,938.30	6,938.30	
1,35,81,374.85	1,12,83,975.33	22,97,399.52

Sd/-
(R.P. Singhal)
Executive Director
National Institute of Educational
Planning and Administration
New Delhi

Sd/-
(Satya Bhushan)
Director
National Institute of Educational
Planning and Administration
New Delhi

Income and Expenditure Account

EXPENDITURE

Establishment Expenses	41,47,277.13
Office Expenses	16,18,508.80
Hostel Expenses	2,60,334.60
Academic Activities	15,51,621.10
Excess of Income Over Expenditure	16,57,104.18
T o t a l	<hr/> 92,34,845.81 <hr/>

Sd/-
(S. Sundararajan)
Finance Officer
National Institute of Educational
Planning and Administration

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING

Balance Sheet as at the

LIABILITIES

Grants Capitalised

Balance as per last balance sheet	1,05,11,277.59	
Additions during the year	6,61,764.84	
Additions (by Adjustment)	15,56,330.81	
Less Capital investment written off	98,642.55	1,26,30,730.69

Sponsored Programme Receipts

Receipts Capitalised		2,91,204.00
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Excess of Income over Expenditure

Balance as per last balance sheet	80,12,289.90	
Addition during the year	16,57,104.18	
Less by Adjustment	16,55,267.54	80,14,126.54

Assigned Programmes & Studies

Balance as per last balance sheet	8,66,018.57	
Additions during the year	20,67,130.00	
Less Expenditure during the year	19,76,004.36	9,57,144.21

Provident Fund

Balance as per last balance sheet	11,39,251.00	
Additions during the year	10,33,413.00	
Less Withdrawal during the year	3,74,239.00	17,98,425.00

Suspense Account

Balance as per last balance sheet	19,207.30	
Additions during the year	3,264.15	
Less Clearance during the year	1,833.20	20,638.25

Gifts and Donations

Balance as per last balance sheet	910.52	910.52
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Deposits

Balance as per last balance sheet	2,500.00	2,500.00
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Provident Fund Suspense Account

Provident Fund Remittance		1,050.00
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AND ADMINISTRATION, NEW DELHI

Close of 31st March, 1987

ASSETS

Land and Buildings

Balance as per last balance sheet	55,88,382.51	
Addition during the year	15,56,330.81	71,44,713.32

Equipment and Machinery, Furniture
& Fixtures, Vehicles including
Staff car, Type writers etc.

Balance as per last balance sheet	37,38,678.73	
Additions during the year	5,06,644.74	
Less value of assets written off	97,913.53	41,47,409.94

Library Books

Balance as per last balance sheet	14,76,330.87	
Additions during the year	1,55,120.10	
Less Value written off	729.02	16,30,721.95

Provident Fund Investments

Balance as per last balance sheet	9,48,822.50	
Additions during the year	11,70,000.00	
Less withdrawals	3,28,822.50	17,90,000.00

Deposits**Security Deposits**

Balance as per last balance sheet	48,640.00	
Addition during the year	25,760.00	
Less Refunds during the year	10,000.00	64,400.00

Deposits with C.P.W.D.

Balance as per last balance sheet	67,82,746.57	
Additions during the year	8,00,073.00	
Less by Adjustment during the year	16,55,267.54	59,27,552.03

Recoverable Advances

Motor Car Advance	1,18,000.00	
House Building Advance	3,80,608.05	
Festival Advance	16,800.00	
Cycle Advance	2,600.00	
Scooter Advance	14,425.00	
Fan Advance	400.00	
Transfer TA Advance	7,000.00	
Miscellaneous Advance (NIEPA)	13,330.95	
Miscellaneous Advance (NCT-II)	1,43,407.75	6,96,571.75

Remittances

Balance as per last balance sheet	6,938.30
Additions during the year	-
Less cleared during the year	6,938.30

Total	----- 2,37,16,729.21 -----
-------	----------------------------------

Sd/-
(S. Sundararajan)
Finance Officer
National Institute of Educational
Planning and Administration

Sundry debtors

Balance as per last balance sheet	8,485.70	
Additions during the year	-	8,485.70

Cash Balance

In Hand	3,264.15	
Imprest	2,750.00	
Current Account	22,91,385.37	
GPF/CPF Account	9,475.00	23,06,874.52

	Total	2,37,16,729.21

Sd/-

(R.P. Singhal)

Executive Director

National Institute of Educational
Planning and Administration

Sd/-

(Satya Bhushan)

Director

National Institute of Educational
Planning and Administration

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING

Proforma Account for the Assigned Programmes/

Sl.No.	Name of Programme/Study	Opening balance	Receipt during the year
1	2	3	4
1.	Ministry of Home Affairs (Govt. of India)		
	Research Projects:		
	i) In depth Study of Asharam Schools, and		
	ii) Exposure of SC/ST to Technical Education and Industrial Training	(-) 20,737.75	
2.	Study unit on Educational Development of Scheduled Castes	(-) 95,105.20	
3.	Population Education Project (NCERT)	12,362.45	
4.	National Commission on Teachers-II		
	i) Central Technical Unit		
	ii) Organization of visits of Commission	2,59,981.96	
5.	Experimental Project for Non- formal Education - An Evaluation Study (Ministry of Education)	24,668.80	2,50,200.00 38,796.70
Planning Commission			
Government of India			
6.	Study on Beneficial Linkages between Education & Employment	15,592.10	

AND ADMINISTRATION, NEW DELHI

Studies for the Year 1986-87

Total	Expenditure	Closing Balance
5	6	7

(-) 20,737.75	-	(-) 20,737.75
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(-) 95,105.20	21,293.05	(-) 1,16,398.25
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12,362.45	12,362.45	Nil
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2,59,981.96	32,352.70	2,27,629.26
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3,13,665.50	2,04,792.05	1,08,873.45
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15,592.10	-	15,592.10
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ICSSR, New Delhi

7.	National Fellowship - Prof. S.C. Dube	(-) 14,001.16	-
8.	Senior Fellowship - Dr. J.L. Azad	504.95	-
9.	Preparation of Analytical Mono- graph based on the data collec- ted under the Research Project financing of Social Science Research in India.	9,269.60	-
10.	A Study of Educational Finan- cing with special reference to Equality of opportunity and Equalisation of Education opportunity in India - A case study of school Education in Kerala and Uttar Pradesh	2,514.05	11,650.00

International Programmes & Studies

11.	National Task Force on Diag- nostic Study on Educational Management in India	10,518.47	2,621.23
12.	Study Visit of Education Officers from Bangladesh	(-) 15,179.50	-
13.	Inter Country Study Visits in Educational Management	(-) 971.55	1,001.12
13.	National Multi-disciplinary Workshop on Educational Compo- nents of Rural Development Projects	23,481.12	-
14.	First Regional Conference of Educational Planning and Administration of Asia and Pacific	56,317.95	-
15.	International Diploma in Educational Planning and Administration	5,00,519.08	8,71,668.19
16.	Regional Cooperative Programme in Higher Education Teaching Methodologies	6,157.50	12,390.00
17.	National Workshop on Planning and Management of UPE	3,348.53	-

(-)	14,001.16	1,226.40	(-)	15,227.56
	504.95	-		504.95
	9,269.60	-		9,269.60
	14,164.05	600.00		13,564.05
	13,139.70	13,139.70		Nil
(-)	15,179.50	2,2000.00	(-)	17,179.50
	29.57	29.57		Nil
	23,481.12	-		23,481.12
	56,317.95	56,317.95		Nil
	13,72,187.27	9,12,285.80		4,59,901.47
	18,547.50	-		18,547.50
	3,348.53	3,348.53		Nil

18.	Consultative meeting on Environmental Education	17,751.41	37,910.35
19.	Advance Training Programme on Officer Management for an Officer from Bhutan	15,309.80	-
20.	Regional Workshop on Planning and Management of Women's Education in South Asia	1,27,433.00	-
21.	National Workshop on Co-ordinated Planning and Complementarity between Formal & Non-formal Education (-)	5,720.65	6,296.10
22.	Regional Development Workshop on Micro-level Educational Planning (-)	67,990.10	1,25,480.52
23.	Impact of External Financing of Education (-)	2,432.00	30,000.00
24.	Micro-level Educational Planning and Management as a measure for decentralization - Author's Contract	2,425.71	-
25.	Study Review of Condensed and Vocational Training Courses	-	1,50,000.00
26.	Editing and Printing of Report of Workshop on Teaching Methodologies in Colleges	-	12,500.00
27.	Study on Equity, Quality and Cost in Higher Education	-	50,736.68
28.	Project on Mechanism of Allocation of Resource for Higher Education	-	12,000.00
29.	Development of Human Resources (Education, Training and Health and Nutrition (ESCAP) Bangkok - Author's Contract (Dr. Brahm Prakash)	-	15,168.00
30.	Five Case Studies related to various Phases and Aspects of Educational Management - Author's Contract (Dr. N.M. Bhagia)	-	6,614.21

55,661.76	21,756.01		33,905.75
15,309.80	15,309.80		N11
1,27,433.00	56,165.80		71,267.20
575.45	575.45		N11
57,490.42	27,712.75		29,777.67
27,568.00	-		27,568.00
4,425.71	-		2,425.71
1,50,000.00	1,50,000.00		N11
12,500.00	24,301.70	(-)	11,801.70
50,736.68	8,878.55		41,858.13
12,000.00	3,858.70		8,141.30
15,168.00	-		15,168.00
6,614.21	-		6,614.21

31. UNESCO Higher Education and Employment in India - A Review Author's Contract (Dr. N.V. Varghese)	-	6,553.07
32. National Seminar on Implementation of New Education Policy 1986	-	4,25,543.83

Total	8,66,018.57	20,67,130.00

Sd/-
(S. Sundararajan)
Finance Officer
National Institute of Educational
Planning and Administration
New Delhi

6,553.07

4,368.70

2,184.37

4,25,543.83

4,03,328.70

22,215.13

29,33,148.57

19,76,004.36

9,57,144.21

Sd/-

(R.P. Singhal)

Executive Director

National Institute of Educational
Planning and Administration
New Delhi

Sd/-

(Satya Bhushan)

Director

National Institute of Educational
Planning and Administration
New Delhi

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING

Receipt & Payment Account for

Opening Balance	1,90,428.50
Contribution and Refund of advance	8,21,721.00
Interest, Employers Contribution, etc.	2,11,692.00
Sale of Securities	3,03,608.62
By Transfer from Government Grant Account Towards loss on sale of Government Securities	25,213.88
Suspense Account (PF Remittance)	1,050.00
<hr/> Total	<hr/> 15,53,714.00 <hr/>

Sd/-
(S. Sundararajan)
Finance Officer
National Institute of Educational
Planning and Administration

AND ADMINISTRATION, NEW DELHI

GPF/CPF for the year 1986-87

Advances & Withdrawals	3,62,626.00
Employer's Contributions forfeited by Transfer to Government Grant Account	11,613.00
Investment in Term Deposits	11,70,000.00
Closing Balance	9,475.00

Total	15,53,714.00
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Sd/-
(R.P. Singhal)
Executive Director
National Institute of Educational
Planning and Administration

Sd/-
(Satya Bhushan)
Director
National Institute of Educational
Planning and Administration

AUDIT CERTIFICATE

I have examined the Accounts and Balance Sheet of the National Institute of Educational Planning and Administration, New Delhi for the year ending 31st March, 1987. I have obtained all the information and explanations 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 the Balance sheet are properly drawn up so as to exhibit a true and fair view of the state of affairs of the Institute according to the best of my information and explanations given to me and as shown in the books of the Institute.

New Delhi
Dated : 8.12.1987

Sd/-
(R. KUMAR)
PRINCIPAL DIRECTOR OF AUDIT-I
CENTRAL REVENUES, NEW DELHI.

AUDIT REPORT (for the year 1986-87)

1. General : The National Institute of Educational Planning and Administration, New Delhi is financed mainly by grants from Government of India, Ministry of Human Resource Development (Department of Education), New Delhi. During the year 1986-87, it received grant amounting to Rs.89.06 lakhs (Non-plan Rs.67.42 lakhs and Plan Rs. 21.64 lakhs).

2. Comments on Accounts

2.1 Valuations of Assets : The Institute had assets valuing Rs. 129.23 lakhs as on 31st March 1987 as detailed below :-

	Value (Rs. in lakhs)
(i) Land and Building	71.45
(ii) Equipments, Machinery, Furniture and Fixtures and Vehicles etc.	41.67
(iii) Library Books	16.31
T O T A L	129.23

The Institute had not completed the property register and stock registers containing the detailed records of all assets. As such the value of assets shown in the Balance sheet of the Institute as on 31st March 1987 could not be verified.

2.2 Non-settlement of Advances with Central Public Works Departments

The Balance sheet of the Institute showed outstanding advances amounting to Rs.59.28 lakhs deposited with the Central Public Works

Department for various construction works, as on 31st March 1987.
Year wise break up of these advances deposits is given below :-

Year	(Rs. in lakhs)
Upto 1980-81	1.38
1981-82	9.00
1982-83	1.41
1983-84	1.89
1984-85	14.33
1985-86	19.81
1986-87	8.00
Misc. Works of Maintenance and Repairs	3.46
T O T A L 59.28	

- (a) Although works involving an expenditure of Rs. 18.12 lakhs were completed upto March 1987 yet these advances were still outstanding without adequate justification.
- (b) The authenticity of the figure of Rs.59.28 lakhs shown in accounts could not be verified due to improper maintenance of advance/Deposits Register.

2.3 Assigned Programmes/Studies

- (a) The proforma accounts of assigned programmes/studies for the year 1986-87 appended to the annual accounts revealed that an amount of Rs.1.44 lakhs was advanced to various universities and individual officials, for Research work on the assigned programmes and studies during the period 1983-84 and 1984-85. These advances had been outstanding as the expenditure statement for the concerned universities and officials were not obtained (October, 1987).
- (b) In respect of 4 assigned programmes and studies excess expenditure to the extent of Rs.1.66 lakhs was incurred upto 31st March 1987. The receipt of actual grants from sponsoring agencies viz. Ministry of Home Affairs, International Programmes and Studies etc. was still to be regularised by the competent authority.
- (c) In respect of Assigned Programme detailed below the unspent Balances to the tune of Rs.31,509.50 were not refunded to the sponsoring agencies and were treated as revenue receipts of the Institute, without proper authorisation by the sponsoring agency.

S.No.	Name of the Assigned Programmes/Studies	Amount of unspent balance credited to receipts of Institute
1.	Population Education Project	12,362.45
2.	National Task Force on Diagnostic Study on Educational Management in India	9,883.70
3.	Inter country Study visits in Educational Management	29.57
4.	National Workshop on Planning and Management of U.P.E.	3,348.53
5.	Advance Training Programme on Office Management for an Officer from Bhutan	5,309.80
6.	National Workshop on Co-ordinated Planning and Complementarity between Formal and Non-formal Education	575.45
T O T A L		31,509.50

(d) According to the Balance sheet as on 31st March 1987, the Institute capitalised the receipts of sponsored programmes amounting to Rs.2,91,204/- and the assets acquired out of these Capital receipts were treated as part of assets of the Institute without proper authorisation. The value of these assets could not be varified in audit as no separate stock registers were maintained for the purpose by the Institute.

The terms and conditions governing the treatment of these assets in accounts were not made available to audit.

New Delhi
Dated : 8.12.1987

Sd/-
(R. KUMAR)
PRINCIPAL DIRECTOR OF AUDIT-I
CENTRAL REVENUES, NEW DELHI.

Paragraphwise comments on the Audit Report for the Year 1986-87

Paragraph 1 General : No comments

Paragraph 2.1 : The Institute is already maintaining the Assets Register and the Stock Registers of consumable and non-consumable items and the same were seen by the Audit.

The Institute is maintaining the Assets Register as required under the General Financial Rules and the same was produced to Audit for their scrutiny. Statement showing year-wise details of all the items capitalised upto 1986-87 duly agreed with the balance sheets of the respective years were also given to Audit party for verification of the value of assets. However, these will be again shown to audit during their next visit.

Paragraph 2.2 Non-settlement of Advances with CPWD : The amount of Rs. 59.28 lakhs as shown in the Balance Sheet as at the close of 31st March, 1987 includes the amounts deposited both for construction and maintenance works and not merely for construction works.

Out of Rs. 59.28 lakhs outstanding as on 31.3.87 under CPWD Deposits, Rs. 43.67 lakhs pertain to works which were in progress as on 31.3.87 and hence they can be adjusted only after the works are completed and completion reports and accounts are received from CPWD. As regards the balance of Rs. 15.61 lakhs, the matter is already being pursued vigorously with the CPWD authorities. In the joint review meeting held on 13.10.87 the Superintending Engineer had given an assurance that the accounts for all the completed works will be furnished by 31.3.88. Thus, necessary adjustments will be made on receipt of the accounts from CPWD for the completed works.

Register of Advances in its present form was prepared on the advice of the Audit parties which conducted the audit of the Institute in the preceding years. It is, however, being further revised to give some more details as suggested by the Audit party during the discussions and will be produced during the next audit.

Paragraph 2.3 Assigned Programmes/Studies : (a) An amount of Rs. 1,43,407.75 was outstanding as advance to various Universities etc. as on 31.3.87. Out of this advance, a sum of Rs. 33,182.50 has been adjusted during 1987-88.

As regards the balance amount, the Institute is already pursuing the matter with the Vice-Chancellors of the concerned universities through demi-official letters and telegrams. The intervention of the Secretary, UGC and Special Secretary in the Department of Education, Ministry of Human Resource Development, Government of India has also been sought with a view to settling these outstanding advances without further delay.

The matter has also been taken up with the Education Secretaries of the concerned states.

(b) There are only three such projects. The details of expenditure incurred in excess of the grants received upto 31.3.87 on these projects are given below :

Ministry of Home Affairs (Government of India)

1. Research Projects

(i) Indepth Study of Ashram school; and

(ii) Exposure of SC/ST to Technical Education and Industrial Training Rs. 20,737.75

2. Study Unit of Educational Development of Scheduled Castes Rs. 1,16,398.25

I.C.S.S.R., New Delhi

3. National Fellowship - Prof. S.C. Dube Rs. 15,227.56

TOTAL Rs. 1,52,363.56

The grants in respect of excess expenditure incurred on the projects at Sl.Nos. 1 and 3 have since been received from the sponsoring agencies and their accounts have been closed.

As regards the excess expenditure on the Project at S.No. 2 above, the matter is already under correspondence with the Ministry of Home Affairs. The Ministry of Human Resource Development (Department of Education) has also been requested to take up the matter with the Ministry of Welfare, who are now dealing with this project. It is hoped that the amount will be released soon by that Ministry.

(c) NIEPA receives two types of contracts from UNESCO for running of programmes and undertaking of research studies or for writing papers etc. In one type of contract, UNESCO specifies the amount of contract and submission of accounts at the conclusion of the Project and also refund the unspent balance, if any. In such cases, the Institute always submits the account to UNESCO through the Ministry of Human Resource Development and also refunds the unspent balance, if any. In the other type of contracts the UNESCO specifies the amount of contract and it is an outright grant. No account is required to be furnished to UNESCO. The Institute keeps separate account for such types of contracts also with a view to ensuring that the expenditure on such projects does not exceed the contracted amount. The unspent balance, if any, at the end of the project is transferred to office receipts. In our view this is perfectly in order and there is no other way to close the accounts of such projects. In this connection it may be mentioned that this procedure was followed in the earlier years also and there were no audit comments in this regard.

(d) An amount of Rs. 2,91,204.00 was spent on acquisition of the equipments and other items of capital nature for the conduct of the International Diploma Programme of Educational Planning and

Administration which is now being run every year. The Institute charges course fee of US \$ 3000 per participant plus boarding and lodging fee of US \$ 450 per month; International organisations like CFTC, World Bank, etc. sponsor candidates from the Third World countries for this programme.

The expenditure incurred on items of capital nature for running of the IDEPA programme was met out of the receipts of this programme and the Director, NIEPA is fully competent to incur this expenditure and hence the question of "want of proper authorisation" does not at all arise. All these items already figure in the relevant Stock Registers and we do not see any necessity for opening a separate Stock Register for these items, which in our view, will constitute duplication and wastage of stationery, time and effort. Further there are no separate terms and conditions governing the treatment of these assets and all rules and orders as applicable to assets acquired out of Government grants will apply to these assets also.

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