

Annual Report

1988-89



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

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The Director expresses his gratitude to the Ministry of Human Resource Development (Department of Education); Ministry of Home Affairs (Department of Personnel); Planning Commission; States and Union Territories (Departments of Education); National Council of Educational Research and Training; Directorate of Adult Education, Government of India; University Grants Commission; various universities; Kendriya Vidyalaya Sangathan; Navodaya Vidyalaya Samiti; and other organisations 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.

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

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The Institute was originally started in February, 1962 as the Regional Centre for the Training of Educational Planners, Administrators and Supervisors in Asia, jointly by the Government of India and UNESCO. It was renamed as the Asian Institute of Educational Planning and Administration (AIEPA) in April, 1965. The National Staff College for Educational Planners and Administrators was established by the Government of India in December 1970, and renamed as the National Institute of Educational Planning and Administration (NIEPA) in May, 1979.

During nearly two and a half decades of its existence as the apex institution, NIEPA has rendered pioneering service in the area of educational planning and administration.

The Institute is fully financed by the Government of India and is headed by the President, nominated by the Government of India.

Council is the apex body of the Institute. The Executive Committee carries on the administration and management of the affairs of the Institute. The Finance Committee scrutinises the accounts and budget estimates and makes recommendations on financial matters. The Programme Advisory Committee makes recommendations on training, research and other programmes of the Institute.

Director is the Principal Executive Officer of the Institute and is appointed by the Government of India. He is also the Vice-President of the Council and Chairman of the Executive, the Finance and the Programme Advisory Committees.

Three Consultants, who are full time faculty members, function as Executive Director, Dean (Research) and Dean (Training).

Registrar is the Head of Office and the overall in-charge of personnel and general administration. He is also the Secretary of the Council, the Executive, the Finance and the Programme Advisory Committees. The Finance Officer is in-charge of the Accounts Section.

1.1 Main Functions

The main objectives of the Institute are to undertake research in educational planning and administration, provide training and consultancy services in this field and arrange for orientation of senior educational administrators from the Centre and the States for University and College administrators and to collaborate with other

countries, especially the Asian Region. The Institute acts as a clearing house of ideas and information on research, training and extension in educational planning and administration services and other programmes.

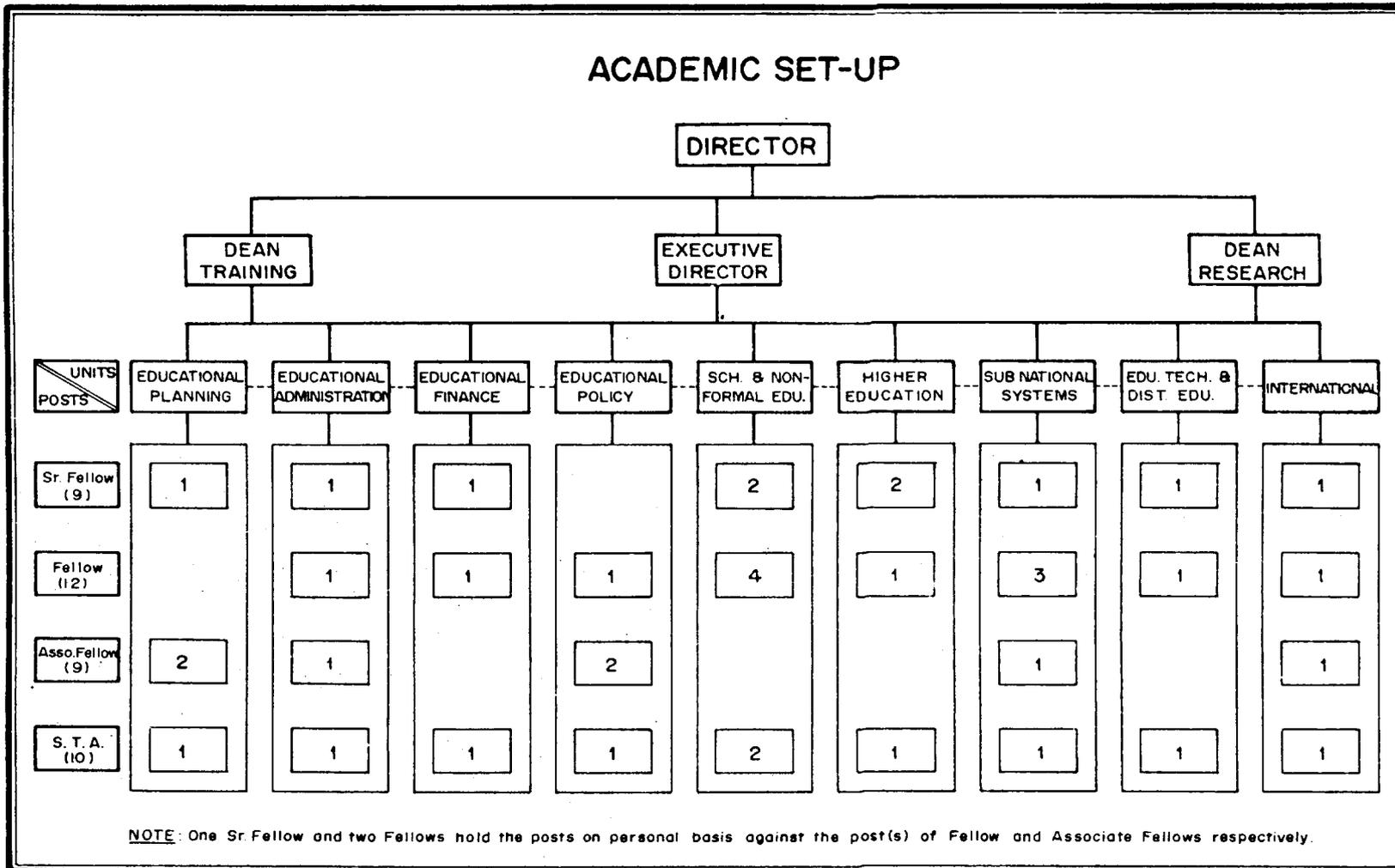
1.2 Academic Units

The faculty of the Institute comprising of 30 members excluding 3 consultants, is organised into the following nine academic units.

- (i) Educational Planning Unit
- (ii) Educational Administration Unit
- (iii) Educational Finance Unit
- (iv) Educational Policy Unit
- (v) School and Non-formal Education Unit
- (vi) Higher Education Unit
- (vii) Sub-National Systems Unit
- (viii) International Unit
- (ix) Distance Education and Educational Technology Unit

The academic units are headed by eight Senior Fellows and one Fellow.

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



NIEPA/P.N. Tyagi/00589

1.3 Task Forces and Committees

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.

The Project Advisory Committees consisting of experts are constituted to advise, suggest and monitor the progress of various research projects taken up by the Institute. An Advisory Board of Research Studies under the Chairmanship of Director, consisting among others all the Heads of Academic Units and Registrar as its Member-Secretary, considers the proposals received under the Scheme of Assistance for Studies.

1.4 Infrastructural Support

The Institute's Library, Documentation Centre, Computer Centre, Data Bank, Publication Unit, Hindi Cell and Cartographic Cell provide a strong base and support to the growing and multi-facet programmes, research and other academic activities of the Institute.

The Library which may claim to be one of the richest libraries in the field of educational planning and administration in the Asian Region, has over the years developed into a centre for serious study and learning with provision of uninterrupted library and documentation service throughout the year, computer facilities, good environment and physical facilities.

The Documentation Centre was established in the Institute in 1982-83 and has built up a substantial documentation on educational planning and administration at state and district levels.

1.5 Campus Facilities

The Institute has a 4-storeyed office building, 7-storeyed hostel having 48 rooms and a residential complex having 16 Type I quarters, 8 quarters each of Types II, III and V and Director's residence. Construction on 8 Type IV quarters is likely to start shortly.

1.6 Activities

The report covers the main activities of the Institute during the period from April, 1988 to March, 1989. Some of the

major highlights of the Institute's activities during this period were as follows :

1.6.1 Training Programmes/Workshops/Seminars

During the year, the Institute organised 66 courses/training programmes/workshops/seminars and diplomas. Of these, 63 programmes were at national and sub-national levels and three were international programmes.

1.6.1.1 Participation

The number of participants during the year was 1453. Of the above total, 1313 participants came from States/UTs; 82 included Officers of the Government of India and other national institutions; and 58 were from 25 foreign countries and international bodies.

Regionwise, the highest participation was from Northern Region (522), followed by Southern Region (347), Western Region (267) and Eastern Region (177).

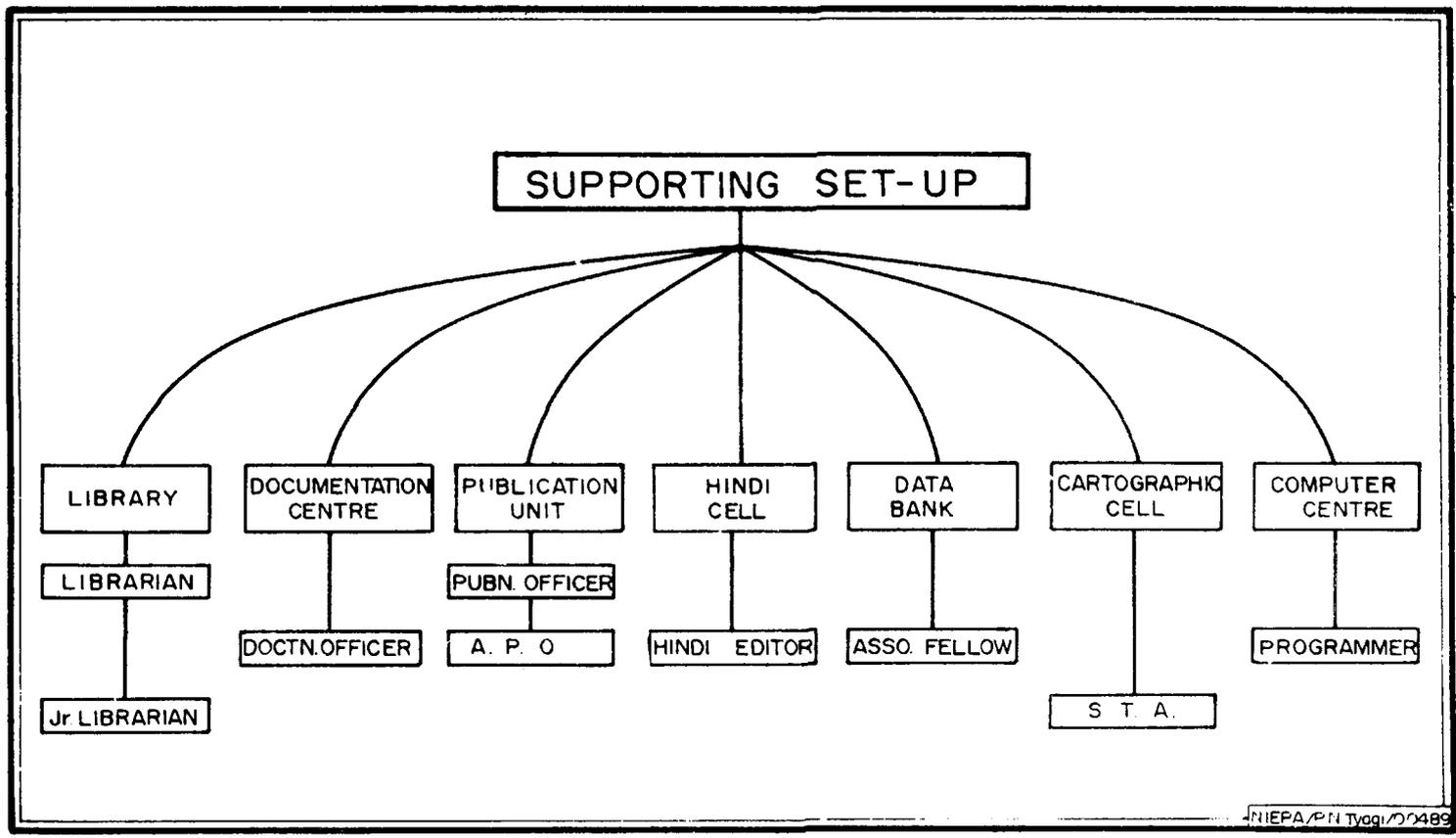
Statewise, the highest participation was from Uttar Pradesh (144) followed by Rajasthan (120), Haryana (111), Maharashtra (110), Tamil Nadu (97) and Lakshadweep (96). The ten educationally backward states sent a large number of participants totalling 570 representing 43.32 per cent of the total participants from the States/UTs.

1.6.1.2 Diploma Courses

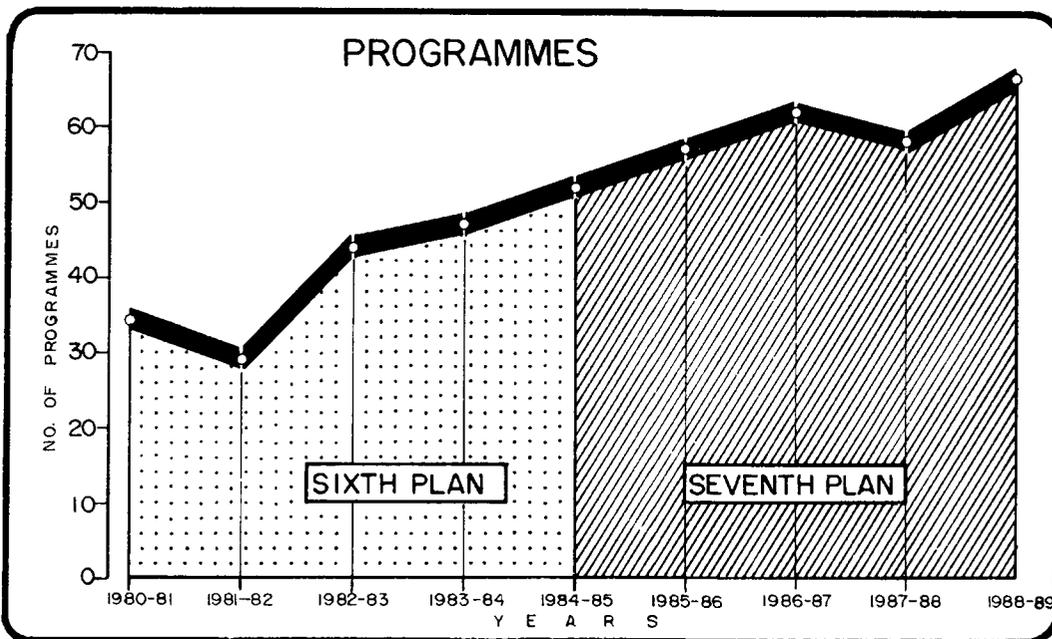
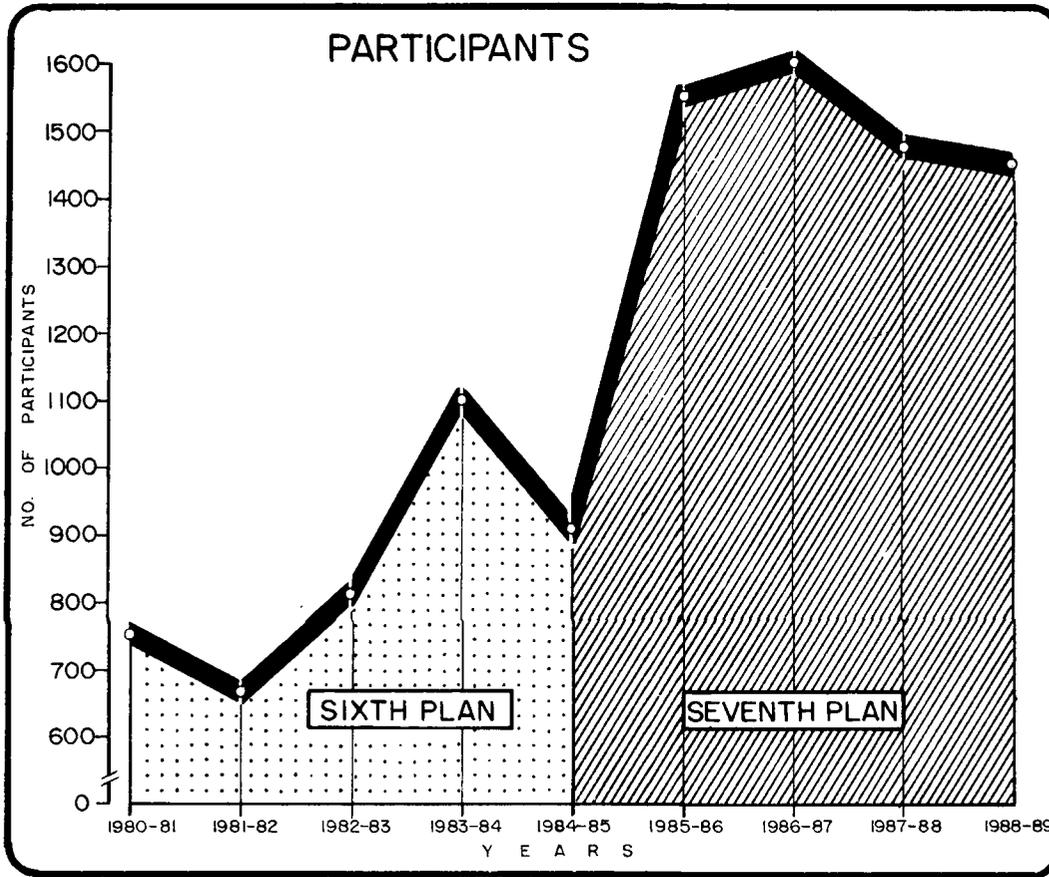
(a) *National Diplomas* : During the year, the Institute organised one Diploma Course for District Education Officers from States/UTs. Another on-going Diploma Course which started during 1987-88 was also completed. Thirty-two officers from 13 States/UTs participated in these Diploma Courses.

A new Diploma Programme in Non-formal and Adult Education is proposed to be started for educational functionaries from State Resource Centres, SCERTs, DRUs, State and District Level functionaries, Voluntary Organisations, Faculty Staff in-charge of Adult, Continuing and Extension Education in the Universities and other organisations dealing with developmental areas.

(b) *International Diploma* : One International Diploma Course was started and another on-going International Diploma Course which had started during 1987-88, concluded. The International Diploma Course has become popular. Fifty-one officers from 27 countries participated in these Diploma Courses.



TRAINING ACTIVITY



For the first time, participants from Cuba, (Latin American Region), Nigeria and Zimbabwe (African Continent), Syria and Jordan (Middle East), Philippines (South East Asia), and Trinidad and Tobago (Pacific Region) participated in the Diploma Programme which started during the year.

1.6.1.3 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-week Orientation Programme in Educational Planning and Administration for Senior Educational Officers; and
- (ii) 3-week Orientation Programme in Educational Planning and Administration for Principals of Colleges.

The Institute also conducted programmes for School Principals, Adult Education Officers and other Educational Functionaries.

1.6.1.4 Special Programmes

The Institute organised 25 special programmes/workshops/seminars to meet the specific needs of trainees at the requests and in collaboration with State Governments (4), Kendriya Vidyalaya Sangathan (2), Navodaya Vidyalaya Samiti (2), University Grants Commission (5), Directorate of Adult Education (7), NCERT (1), Universities (2), UNESCO/UNEP (1), and others (1).

1.6.1.5 Inter-disciplinary Approach

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

1.6.1.6 Evaluation

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

1.6.1.7 Training Material

The Institute prepared a set of 31 modules as self-learning training material on almost all the themes covered under the Mass Training Programme for State/District and Block Level functionaries, a number of case studies, research papers, statistical data on educational planning and management for use in the training programmes and for wider dissemination.

1.6.2 Research

During the year, 4 research studies were completed, 12 studies were in progress and work on 2 new studies is likely to start. These 2 studies were sponsored by the Ministry of Human Resource Development, Department of Education, 1 study was undertaken in collaboration with IIEP, Paris and UGC, and 4 studies were sanctioned under NIEPA's Scheme of Assistance.

The total expenditure under research both against government grants and funded studies aggregated to Rs. 15.5 lakhs as against Rs. 7.97 lakhs during 1987-88.

Response to the NIEPA's Scheme of Assistance for Studies, introduced in June, 1987, has been good. Grants sanctioned under the Scheme during the year rose to Rs. 99,450.00 from Rs. 59,684.00 during 1987-88.

1.6.2.1. Completed Studies

1. Action Research based on Innovative Practices in Educational Planning and Administration with the Objective of Universalization of Elementary Education in a Cluster of 20 Villages in Punhana Block, District Gurgaon, Haryana (Second Phase)
2. Management of Change in Education : Towards an Indian Model
3. Evaluation Study of District Institutes of Education in Jammu and Kashmir State (Under NIEPA's Scheme of Assistance)
4. Mechanism Allocation of Resources for Higher Education (IIEP-UGC-NIEPA)

1.6.2.2 On-going Studies

1. Literacy in India : A Spatio Temporal-Analysis (1901-1981)

2. Action Research based on Innovative Practices in Educational Planning and Administration with the Objective of Universalization of Elementary Education in a Cluster of 20 Villages in Punhana Block, District Gurgaon, Haryana (Third Phase)
3. Development and Efficient functioning of College - An Action Research Project, Gurgaon (Second Phase)
4. A Study of Educational Development of Tribes in Sub-plan Areas in Andhra Pradesh
5. Project on School Mapping
6. Second All India Survey of Educational Administration
7. A Study of Planning and Management of Non-formal Education in Latin America—Implications and Lessons for India
8. Computerised Planning of Elementary Education (Sponsored by Department of Education)
9. Management of Information System for District Officers (Sponsored by the Department of Education)
10. An Enquiry into the Background and Status of Women Executives (Under NIEPA's Scheme of Assistance)
11. Financial Management of Indian Universities (Under NIEPA's Scheme of Assistance)
12. Study of Cost of Distance Education Institutes with Different Class Size (Under NIEPA's Scheme of Assistance)

1.6.2.3 New Studies

1. Indian Education in the Year 2000 : A Long Term Perspective (Phase-II)
2. A District-wise Analysis of the Disparity Between the Literacy Levels of Scheduled Castes and Non-Scheduled Population in India

1.6.3 Implementation of National Policy on Education, 1986

Important highlights of the implementation activities included :

1.6.3.1 Programmes on Selected Aspects of National Policy on Education

The Institute organised 22 programmes on selected aspects of National Policy on Education which included Micro-level Planning, School Mapping and School Complexes (6); Non-formal and Adult Education (10); Principals of Navodaya Vidyalays (2); Directors of Academic Staff Colleges (2); and Principals of Autonomous Colleges (2).

1.6.3.2 Servicing Committees of Central Advisory Board of Education (CABE)

- (i) CABE Committee on Transfer of Teachers
- (ii) CABE Committee on Housing Facilities for Women Teachers
- (iii) CABE Committee on Management of Education

1.6.3.3 National, State, University and District Level Organisations

The Institute provided consultancy in the following areas:

1. Formulation of Guidelines for setting-up of Distance Education Centres in Universities;
2. Preparation of Educational Development Plan for Lakshadweep;
3. Preparation of 20-year Perspective Plan for Arunachal Pradesh;
4. Preparation of Micro Level Model Plan for Educational Development of Bikaner Panchayat Samiti;
5. Preparation of guidelines for the Educational Development of border areas; and
6. Setting-up of District Institutes of Education and Training (DIETs) in different States.

1.6.3.4 Other Implementation Activities

The Institute provided professional support in the preparation of States/UTs Plans of Action and participated in the Working Groups of Eighth Five Year Plan on Statistics, Monitoring and Evaluation; Sub-group on Local Level Planning and Management; Working Group on pre-primary and elementary education; and Sub-group on Early Childhood and Elementary Education. The Institute

also participated in formulation of strategy for training of personnel for National Literacy Mission.

1.6.3.5 International Consultancy

The Institute, in cooperation with UNESCO-UNEP International Environmental Education Programme (IEEP), prepared a document on Environmental Education (EE).

Two faculty members worked for different periods on consultancy assignments with World Bank, and Educational Consultants India Ltd. in Sri Lanka. Another Faculty member worked as resource person under UNESCO Consultancy contract to Afghanistan.

1.6.3.6 Other Advisory and Support Services

The faculty of the Institute provided academic inputs in the training and research activities of other academic and professional bodies, served as members of academic and official committees/delegations and published research data and books in their areas of specialization.

1.7 NIEPA Colloquium

Colloquiums were organised on a variety of themes including vocational training in USSR, Educational Technologies and Trends in Educational Planning.

1.8 National Inventory of Resource Persons

A draft National Inventory of about 600 names of experts recommended by 57 institutions, research organisations, universities and state governments was prepared in the areas of Educational Policy; Planning and Management of Education; Educational Finance; Management for School Education, Higher Education, Distance Education; Non-formal and Adult Education; Vocational and Technical Education; Rural Development and Education; Women Education; Education for SCs and STs and Economics of Education. The Draft National Inventory was placed at the meeting of the Executive Committee and Council of NIEPA and is being finalised by an Expert Committee constituted for the purpose in the light of decisions taken.

1.9 Publications

1.9.1 Brought Out

1. Scheduled Castes and Scheduled Tribes in Industrial Training Institutes : A Study of Five States (Priced)

2. Environmental Education : Training of Teacher Educators, Curriculum Developers, Educational Planners and Administrators (Unpriced)
3. Development of Education : 1986-88—National Report of India (Unpriced)
4. School Mapping—Guidelines (Unpriced)
5. Micro Planning at Village Level—Gandhigram Experiment (Unpriced)

1.9.2 In Press

1. School Mapping—Guidelines (Hindi Version)
2. Organisational History of Ministry of Education (Unpriced)

1.9.3 Journal of Educational Planning and Administration

Two special issues of Journal were brought out on the following themes:

1. Educational Planning
2. Resources for Education (Hindi Version)

1.9.4 Occasional Papers

Two occasional papers with the following titles were brought out :

1. Role Performance of Heads of Colleges
2. Planning Education for Future; Development, Issues and Choices

1.10 Library and Documentation Services

The library presently has a collection of about 43,000 books and subscribed 325 periodicals. It issues yearly 60,000 to 75,000 documents. 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.

The National Documentation Centre presently has about 9,000 documents on educational planning and administration at state and district levels. It continued to provide ef-

fective information for the programmes of the Institute, particularly those geared to the needs of the States/UTs.

1.11 Special Review Audit by CAG's Office

The Special Review Audit of the Institute's work has been taken up by CAG's Office. This is the first special review audit of the Institute since its inception and covers the review of the training, research and other academic activities of the Institute as well as its overall working.

1.12 Review by Expert Committee

A review of the work and progress of the Institute has also been taken up by a Committee constituted by the Government of India, Ministry of Human Resource Development, Department of Education under the Chairmanship of Shri P.K. Umashankar, Director, Indian Institute of Public Administration.

1.13 Rules and Regulations

The reports of the Committee constituted by the Government of India, erstwhile Ministry of Culture (Department of Education) on Rules and Regulation of NIEPA has been finalised along with the Draft Service Regulations. These are being circulated to the Members of the Finance and Executive Committees.

1.14 Cadre Planning

The cadre planning policy consistently pursued by the Institute aims at strengthening its professional academic capabilities and pinning down the administrative cadres to the minimum. Over the years, the ratio of faculty and academic support staff has increased and the Institute has now a more balanced and effective organisational structure.

Besides the cadre strength which stood at 169 as on 31 March, 1989, there were about 26 project staff members on

the Institute's strength working on various study projects for specified periods.

1.15 Human Resource Development

In-service training of staff was pursued as an important element of human resource development. During the year, 3 faculty members attended specialised advanced training courses abroad. In addition, a number of other staff members attended the programmes within the country.

1.16 Group Savings Linked Insurance Scheme

Group Savings Linked Insurance Scheme of the Life Insurance Corporation of India on the pattern of Central Government Employees Group Insurance Scheme is an important staff welfare measure.

1.17 Office Productivity and Reporting : An Innovative Approach

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, maintenance of equipments and installations, estate and construction in addition to monitoring the action on official communications received.

1.18 Finance

The total expenditure during the year against government grants was Rs. 132.36 lakhs (both plan and non-plan) as compared to Rs. 127.04 lakhs (both plan and non-plan) during 1987-88.

The Institute also mobilised substantial funds under sponsored programmes and studies. An expenditure of Rs. 26.34 lakhs was incurred against such funded programmes and studies.

The total expenditure during the year both under government grants and funded programmes aggregated to Rs. 158.70 lakhs as against Rs. 139.64 lakhs during 1987-88.

Organisation of Training Courses, Workshops and Seminars for educational planners and administrators is one of the major objectives of the Institute. Developing greater competencies at state level and building up a network of training facilities in collaboration with other agencies assumed high priority during the year in the context of implementation of National Policy on Education, 1986 and its Programme of Action.

The training needs of both national and regional levels and felt needs of different sections of education were kept in mind in drawing up the annual training programme. The national priorities such as Area Level Planning, Planning and Management of Institutions intended for Weaker Sections of Population and Minority Managed Institutions, Planning and Management of Autonomous and Academic Staff Colleges, Navodaya Vidyalayas, Adult and Non-formal Education, implementation of major schemes of Government of India like Operation Black Board, DIETs, Educational Technology and Effective Utilisation of Resources, etc. were also taken into account.

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

During the year, the Institute organised 66 courses/training programmes/workshops/seminars and diploma programmes for different educational functionaries from within the country and from abroad. In addition, 2 diploma courses from the previous year were continued, making a total of 68 programmes for the year. The number of persons trained during the year is 1453.

2.1 Broad Classification and Participation

The broad classification of the programmes, their duration and the extent of participation is given in Annexure I. Summary of programmes is given in Table 2.1. Statewise, regionwise and levelwise participation is given in Tables 2.2, 2.3 and 2.4 respectively. International participation is given in Table 2.5.

TABLE 2.1
Classification of Programmes

<i>Sl.No.</i>	<i>Classification of Programmes</i>	<i>No. of Programmes</i>	<i>No. of Days</i>	<i>No. of Participants</i>	<i>No. of Programme Persons Days</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
I.	Area Level Planning and Management :				
	(a) National Diploma	1*	185	32	3311
	(b) Micro Level Planning	3	10	45	146
	(c) Area Officers	13	81	270	1375
II.	Institutional Level Planning and Management of School Education	9	64	279	1868
III.	Institutional Level Planning and Management of Higher Education	7	55	190	1293
IV.	Universalisation of Elementary Education and Adult Education	11	48	285	1186

1	2	3	4	5	6
V.	Planning and Management for Weaker Sections of Society	4	23	63	368
VI.	Planning and Management of Minority Managed Institutions	2	6	27	81
VII.	Educational Technology & Computer Applications	8	57	139	1089
VIII.	Management Information Systems	3	6	41	82
IX.	International Programmes :				
	(a) International Diploma	1*	179	51	4405
	(b) Others	2	11	8	44
X.	Other Programmes	2	15	23	132
Total		66	740	1453	1538

* In addition, one on-going National Diploma and International Diploma each were completed during the year.

All the States and UTs in the country participated in the various programmes of the Institute. Highest participation was from Northern Region (522), followed by Southern Region (347), Western Region (267) and Eastern Region (177). There were 1,313 participants from the States and UTs. Highest participation was from Uttar Pradesh (144), followed by Rajasthan (120), Haryana (111), Maharashtra (110), Tamil Nadu (97) and Lakshadweep (96). The ten educationally backward states sent a large number of participants totalling 570 representing 43.32 per cent of the total participants from the States/UTs.

Apart from the States and UTs, 82 officers from the Government of India and other national institutions like NCERT, Planning Commission, UGC, various Universities and Directorate of Adult Education, etc. participated in the training programmes.

2.2 Diploma Courses

Two diploma courses were conducted during the year:

2.2.1 National Diploma for District Education Officers

Diploma Course for DEOs was introduced in July, 1983. Eighth Diploma Course started in November, 1987, and continued up to April, 1988. Ninth Diploma Course started in November, 1988. Thirty-two district level officers and personnel from SCERTs from 13 States and UTs par-

ticipated in the above two diploma courses. Statewise participation in the diploma courses is given in Table 2.6.

The Diploma is organised in three phases. The first phase consists of a three-month intensive curricular work of 15 credits at the Institute. The second phase consists of three-month supervisory project work in the district of the trainee. The participants have to prepare a project report for evaluation by the Institute. The third phase consists of 4-6 days' viva-voce on the project report. The course content of Diploma was redesigned in the light of the feedback received from the participants of the previous courses and also based on the changing needs. The emphasis was on upgradation of the managerial skills, preparation of projects and action plans for implementing different schemes in the educational field. Institutional Planning, School Mapping, School Complexes, Quantitative Techniques, Quality Improvement, Institutional Evaluation, Leadership Qualities, Resolution of Crisis, Community Participation, etc. were dealt with in the diploma programme.

New Diploma Programme in Non-formal and Adult Education

Keeping in view the major thrust given to Non-formal, Adult, Continuing and Extension Education in the context of National Literacy Mission, a decision was taken in

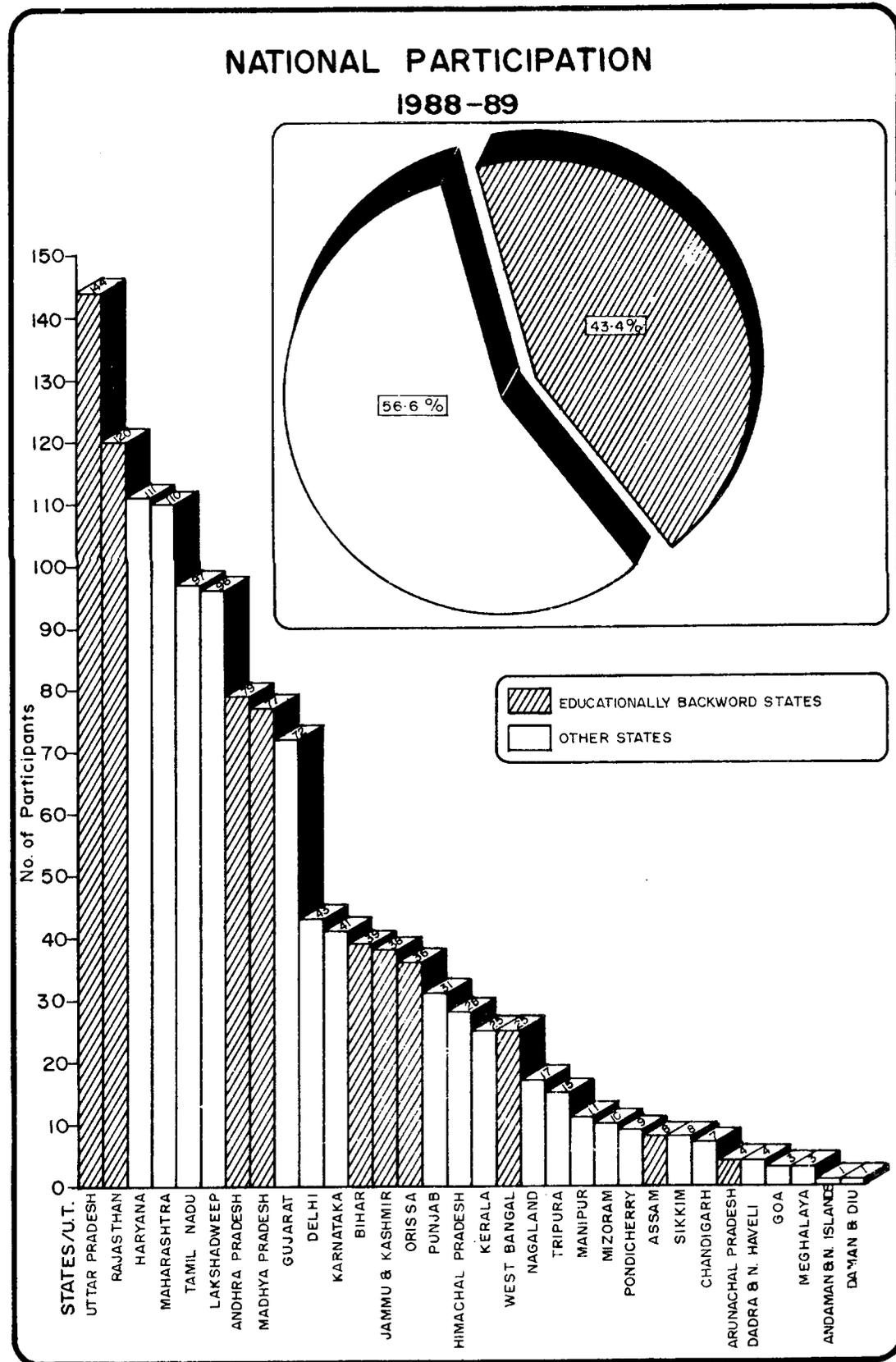


TABLE 2.2

National Participation

Sl.No.	States/UTs/Other Organisations	Participation
1	2	3
1.	Andhra Pradesh	79
2.	Arunachal Pradesh	4
3.	Assam	8
4.	Bihar	39
5.	Gujarat	72
6.	Goa	3
7.	Haryana	111
8.	Himachal Pradesh	28
9.	Jammu & Kashmir	38
10.	Karnataka	41
11.	Kerala	25
12.	Madhya Pradesh	77
13.	Maharashtra	110
14.	Manipur	11
15.	Meghalaya	3
16.	Mizoram	10
17.	Nagaland	17
18.	Orissa	36
19.	Punjab	31
20.	Rajasthan	120
21.	Sikkim	8
22.	Tamil Nadu	97
23.	Tripura	15
24.	Uttar Pradesh	144
25.	West Bengal	25
26.	Andaman & Nicobar Islands	1
27.	Chandigarh	7
28.	Dadra & Nagar Haveli	4
29.	Daman & Diu	1
30.	Delhi	43
31.	Lakshadweep	96
32.	Pondicherry	9
Total		1313
Government of India and other organisations		82
Grand Total		1395

TABLE 2.3

Regionwise Participation

Northern Region	522
Southern Region	347
Western Region	267
Eastern Region	177
Total	1313

TABLE 2.4

Levelwise Participation

School Principals	199
District Education Officers	32
Other School Personnel	350
Adult Education Officers	245
State Officers	201
College Principals	109
Other University Personnel	177
Government of India Officers and Others	82
Total	1395

February, 1989 to organise every year a six-month Training Programme with specific focus on these areas leading to a Diploma in Educational Planning and Administration (DEPA). The Diploma will consist of three months course work at NIEPA followed by three months field work to be carried out by each participant. The clientele group would include persons from State Resource Centres, SCERTs, DRUs, State and District Level functionaries, Voluntary Organisations, Faculty Staff In-charge of Adult, Continuing and Extension Education in the Universities and other organisations dealing with developmental areas. The Programme will be run for three years on trial basis and will be reviewed thereafter for its further continuance.

2.2.2 International Diploma in Educational Planning and Administration

The International Diploma was introduced in January, 1985. The Fourth International Diploma course which started in January 1988, continued up to July, 1988. The Fifth International Diploma course started in January, 1989. Due to the growing popularity of this programme,

TABLE 2.5

International Participation

Sl.No.	Name of the Country	Total
1.	Afghanistan, Democratic Republic of	3
2.	Bangladesh, People's Republic of	2
3.	Cuba	1
4.	Ethiopia	2
5.	Gambia	1
6.	Ghana, Republic of	2
7.	Indonesia, Republic of	1
8.	Iran	1
9.	Jordan	1
10.	Kenya, Republic of	2
11.	Lao, People's Democratic Republic of	6
12.	Malawi, Republic of	6
13.	Maldives, Republic of	1
14.	Nepal, His Majesty's Government of	2
15.	Nigeria	2
16.	Pakistan	1
17.	Philippines	1
18.	Somalia	4
19.	Sri Lanka, Democratic Socialist Republic of	12
20.	Syria	1
21.	Tonga, Kingdom of	1
22.	Trinidad and Tabago	1
23.	Uganda	2
24.	Zambia, Republic of	1
25.	Zimbabwe	1
Total		58

large number of nominations were received. The Institute had, however, to restrict the number admitted to the course. As against 20 participants from 11 countries in the Fourth Diploma course, 31 participants from 16 countries participated in the Fifth Diploma course. Countrywise participation in the Fourth and Fifth Diploma courses is given in Table 2.7.

For the first time, in the Fifth International Diploma Course, participants from Cuba (Latin American Region), Nigeria and Zimbabwe (African Continent), Syria and

TABLE 2.6

Statewise Participation in Diploma Courses

States/UTs	Eighth Diploma	Ninth Diploma	Total
Chandigarh	2	-	2
Gujarat	-	2	2
Karnataka	-	1	1
Kerala	2	3	5
Madhya Pradesh	3	1	4
Maharashtra	-	2	2
Nagaland	-	1	1
Punjab	2	1	3
Pondicherry	4	-	4
Rajasthan	2	1	3
Sikkim	-	1	1
Tripura	-	2	2
West Bengal	2	-	2
Total	13	19	32

Jordan (Middle East), Philippines (South East Asia) and Trinidad and Tabago (Pacific Region) participated in the programme.

The International Diploma course consists of two phases. Three months intensive curricular work at the Institute and three months of supervisory project work on the job in their country situation. The curriculum is divided into the core course and specialised course. While the core provides basic concepts and techniques of educational planning and administration, the specialisation is advanced work in selected areas of importance to the participants. The themes covered in the course include quantitative aspects of educational planning, project formulation, monitoring and evaluation, organisational behaviour, personnel and financial management, office management, training in computers and its applications etc. The academic context of the programme was supplemented by field visits in Delhi and the States of Gujarat, Haryana, Jammu & Kashmir, Maharashtra and Rajasthan. The field visits were planned to enable the participants to get first hand experience of Indian situation which helps them in solving problems of their own countries.

INTERNATIONAL PARTICIPATION 1988-89

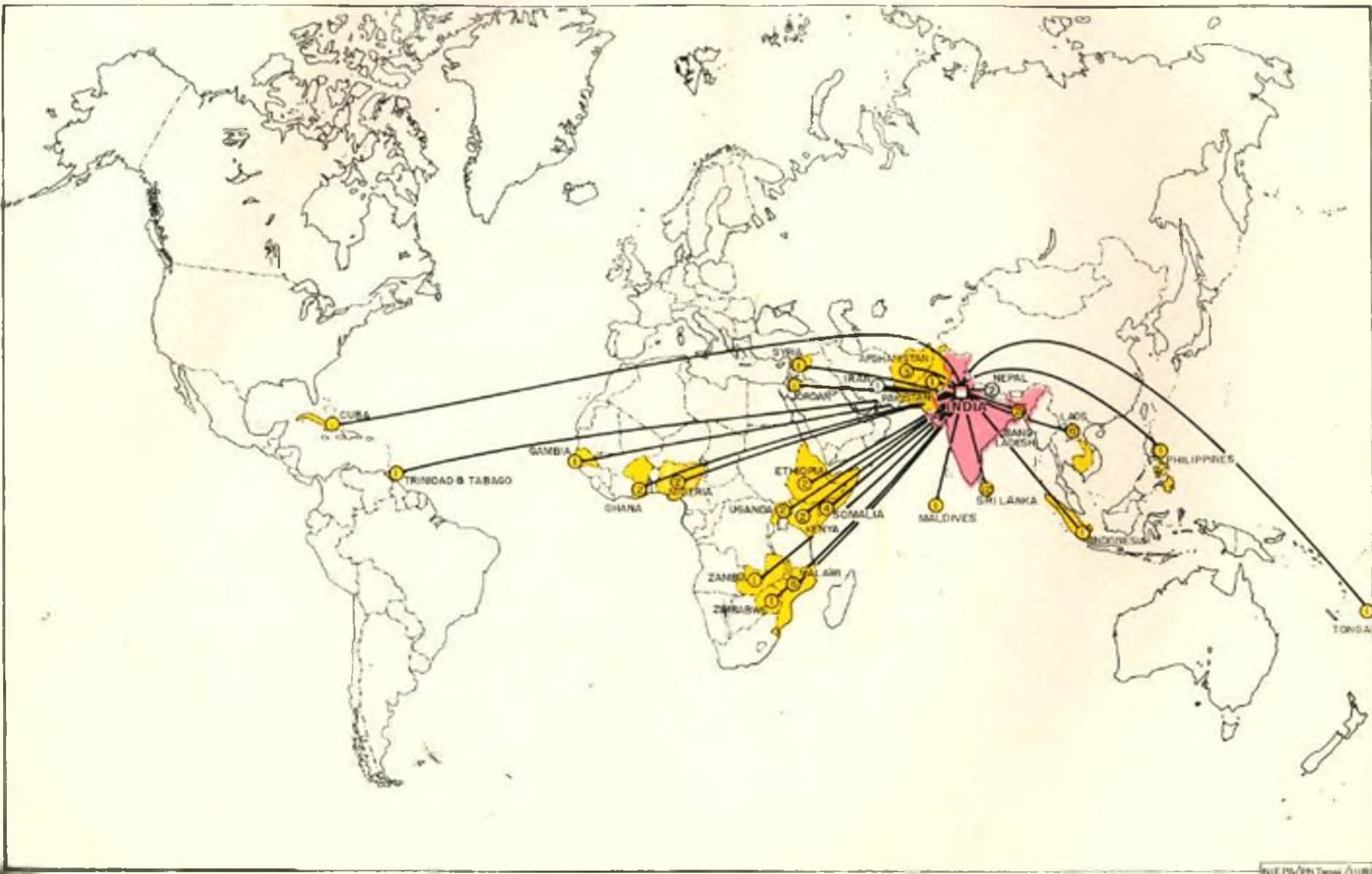


TABLE 2.7
Countrywise Participation in International Diploma Programmes

Sl. No.	Name of the Country/ International Body	No. of Participants		Total
		IDEPA IV	IDEPA V	
1.	Afghanistan, Democratic Republic of	1	2	3
2.	Bangladesh, People's Republic of	-	1	1
3.	Cuba	-	1	1
4.	Ethiopia	-	2	2
5.	Gambia	1	-	1
6.	Ghana, Republic of	-	2	2
7.	Indonesia, Republic of	1	-	1
8.	Iran	1	-	1
9.	Jordan	-	1	1
10.	Kenya, Republic of	2	-	2
11.	Lao, People's Democratic Republic of	4	2	6
12.	Malawi, Republic of	3	3	6
13.	Maldives, Republic of	1	-	1
14.	Nepal, His Majesty's Government of	-	1	1
15.	Nigeria	-	2	2
16.	Philippines	-	1	1
17.	Sri Lanka, Democratic Socialist Republic of	4	8	12
	Syria	-	1	1
19.	Tonga, Kingdom of	1	-	1
20.	Trinidad and Tabago	-	1	1
21.	Uganda	-	2	2
22.	Zambia, Republic of	1	-	1
23.	Zimbabwe	-	1	1
Total		20	31	51

The course fee and other cost of the participants were met by ITEC, Colombo Plan, SCAAP, Commonwealth Fund

for Technical Cooperation (CFTC), World University Fellowship and Government of India.

2.3 Training and Orientation Programmes

A major effort was made in building competencies at state level for planning education at district level. Under the Mass Training Programme, the Institute organised three programmes during October-December, 1988 for training of Resource Persons, who on their return would organise mass training programmes of state/district and block level functionaries in their respective States/UTs. In addition, the Institute organised during November, 1988 to January, 1989, three intensive training programmes for skill development in the area of micro level planning, school mapping and school complexes for those officers who on their own would act as Resource Persons to initiate such programmes in their States/UTs. About 50 Resource Persons were trained in these programmes. Most of the officers who took part in intensive training programme for skill development, also participated in the training programme for preparation of resource persons for organisation of Mass Orientation Programme. The Institute prepared a set of 31 modules (list appended) as self-learning material on almost all the themes covered in the programmes. Copies of the modules were sent to states to adopt/adapt the modules to suit their training requirements. In the skill development programmes, participants prepared operational plans on the basis of actual data in respect of one of the blocks in their respective States/UTs collected under the Fifth All India Educational Survey.

In collaboration with the Directorate of Adult Education, three programmes were organised exclusively focussed on training of adult education functionaries from 22 technology demonstration districts under the National Literacy Mission. One programme for Pre-induction of 31 District Adult Education Officers from Uttar Pradesh was conducted. One programme for functionaries of voluntary agencies dealing with Adult Education Programme was organised. Two programmes for training of trainers from the State Resource Centres for Adult Education were organised. In addition, three programmes for the personnel from Universities and Colleges dealing with Adult Education Programmes were organised.

At the request of Lakshadweep Administration, a training programme was organised in the Island in October, 1988.

As a follow-up action, 67 persons of the UT visited the Institute in November, 1988 and March, 1989 in three batches. They were given intensive training in institutional planning and management. The programme was supplemented by study visits of important schools of Delhi

Other programmes including training of Principals of Autonomous Colleges and Directors of Academic Staff College and College Development Councils, Principals of Navodaya Vidyalayas, Principals and Education Officers of Kendriya Vidyalayas, IAS Officers, Principals of all colleges provided with computers by the University Grants Commission, Principals of Minority Managed Institutions and Principals of Women Secondary Schools.

Forty-two Training and Orientation Programmes were organised during the year.

2.4 Workshops/Seminars

Twenty Workshops/Seminars were organised on key areas of educational planning and management. Research in Distance Education and Educational Technology, Management of Education for the Scheduled Tribes, Management of Minority Managed Institutions, Course Design in Planning and Management in District Institutes of Educational Training, Universalisation of Primary Education for Disadvantaged, Management of Open Learning Systems, Monitoring Evaluation and MIS for Non-formal Education, Border Area Development Programme, Strategies of Education for Working Children, Community Leaders and Animators, Educational Technology in Colleges and Technical Institutes, Management of Academic Excellence in Kendriya Vidyalayas and Computerised Planning for Education (COPE) were some of the major themes of the Workshops/Seminars.

2.5 International Programmes

A UNESCO sponsored Workshop was organised on Universal Elementary Education for Disadvantaged Areas. This programme was attended by 19 persons. Four Somali Education Officers were also trained on attachment basis. Another programme was organised in collaboration with UNESCO on Environmental Education.

2.6 Inter-disciplinary Approach

In every programme, a task force is set up with members from different Units and in some cases with experts from outside to design the course structure of the training programme. All the programmes are inter-disciplinary. While the management of the programme is vested with one academic unit of the Institute, other units provide resource persons and support for conducting the programme and also provide the academic input. Practical work, syndicate work, use of educational technology, computer applications, form the core of the training programme. Overhead projectors and other educational technology materials are extensively used in the training programmes. Research findings, results from action research and studies of other organisations and case studies are utilised for the training programmes.

2.7 Evaluation

Every programme has an element of in-built evaluation. In the programmes of the longer duration such as Diploma Programme, evaluation is a continuous process. The participants evaluate the programme every month. The course is evaluated at the end of the programme. Each module of the programme is also evaluated. The participants of the Diploma Programme are also evaluated on the basis of assignments, tests, group and individuals work, term papers, participants' seminar, syndicate work and also evaluation of the dissertation by experts from the Institute as well as from outside. During the course of the programme, readjustments in course content etc. are made on the basis of the feedback from the participants. The answers to the structured questionnaire and the programme evaluation by the participants help the Institute in updating and restructuring the programmes.

2.8 Training Materials

Apart from the moduels prepared under the Mass Training Programme for State/District and Block Level Functionaries, a number of case studies, research papers, statistical data on educational planning and management were prepared (list attached) for use in the training programmes and for wider dissemination.

List of Modules

1. **National Policy on Education—Evolution and Major Thrusts**
2. **National Policy on Education, 1986—Planning and Management Dimensions**
3. **Decentralisation and Community Participation**
4. **School Inspection and Supervision**
5. **Institutional Self-evaluation**
6. **Decentralised System of Educational Planning at District Level**
7. **Concept of Decentralised Planning**
8. **Organisational Arrangements and Implementation Strategies for District Level Educational Planning**
9. **Pre-requisites for District Level Planning**
10. **Methodology of Educational Planning at District Level**
11. **School Mapping**
12. **Institutional Planning and Management**
13. **Management of School Complexes**
14. **Information and Monitoring System**
15. **Project Formulation and Management**
16. **Educational Technology - Planning and Management**
17. **Educational Finance**
18. **Management in Education**
19. **Principal of a Pace Setting School : Complex Role in a Dynamic Society**
20. **Effective Educational Leadership**
21. **Executive Decision Making**
22. **Managing a Kendriya Vidyalaya : Case of Practising Principals**
23. **National Policy on Education, 1986 and Programme of Action : Implications for Heads of School**
24. **Guidelines for Setting Up and Management of School Complexes**
25. **Management of Academic in Schools : Exercises in Educational Supervision**
26. **Personnel Management for Heads of Schools**
27. **Universalisation of Elementary Education, Planning at Micro Level**
28. **Guidelines for Training of Community Leaders**
29. **National Policy on Education, 1986 System Management and Institutional Efficiency**
30. **Gender Bias in Educational Programmes and Curricula Transaction**
31. **Research on Planning and Management of Distance Education and Educational Technology**

Copies of these modules were sent to States to adopt/adapt the modules to suit their training requirements.

List of Case Studies

1. Universal Primary Education in Isolated Areas : A Case Study of Ladakh
- Kusum K. Premi
2. Educational Development of Lahaul and Spiti District of Himachal Pradesh
- Pramila Menon
3. Educational Development in Isolated Areas : A Case of Arunachal Pradesh
- K. Sujatha & Ravi Prasad
4. Universal Primary Education in Sikkim
- R.S. Sharma
5. Universalisation of Elementary Education : A Case Study of Mizoram
- J. Jalali
6. Planning for Universalisation of Primary Education in Andaman & Nicobar Islands
- Y.P. Aggarwal & R. Srivastava
7. Educational Development in Isolated Areas : A Case Study of Lakshadweep
- A. Mathew
8. Universalisation of Elementary Education in Backward Region : The Case of Indian Desert
- S.C. Nuna
9. Universalisation of Elementary Education in Tribal Areas : A Case Study of Bastar
- N. Juneja
10. Primary Education in Koraput : Problems, Policies and Possibilities for Educational Development
- A. Mangalagiri & A. Nanda
11. Population Projection Techniques : A Case Study of Rajasthan
- Arun C. Mehta
12. Bharata Mata College, Thrikukokara, Kerala
- Jacob Kariyatty, Principal
13. S.V.A. Government College, Srikalahasti, Andhra Pradesh
- E.V. Seshavataram, Principal
14. C. Abdul Hakeem College, Melvisharan, Tamil Nadu
- Hagi V.M. Kalimullah, Principal
15. Shri M.P. Shah Municipal College of Commerce, Jam Nagar
- B.J. Mehta, Principal
16. Government College, Nasirabad, Rajasthan
- P.N. Mathur, Principal
17. Karimganj College, Karimganj, Assam
- S.K. Adhikary, Principal
18. Kumbi College, Kumbi, Manipur
- W. Raghumani Singh, Principal
19. Mayai Lambi College, Yamnew, Manipur
- Y. Mani Singh, Principal
20. M.S. Patel Arts College, Anand, Gujarat
- Vipin D. Shah, Principal
21. D.A.V. P.G. College, Dehradun
- I.P. Saxena, Principal
22. Gajmal Tulshiram Patil College, Nandurbar, Maharashtra
- P.N. Deshpande, Principal

List of other Training Material

1. Monograph on Development of Human Resource : Education, Training, Health and Nutrition in India
- Y.P. Aggarwal
2. Monograph on Education, Science, Culture and Communication in South Asia, Reflection on Policies, Plans, Achievements and Prospects
- Rais Ahmed, B.K. Roy Burman & Brahm Prakash
3. Educational Informational Requirements in the Context of NPE
- Brahm Prakash & A.C. Mehta
4. Working on Quantitative Techniques in Educational Planning
- M.M. Kapoor & A.C. Mehta
5. Paper on "Efficiency, Administration and Management of Secondary Education"
- R.P. Singhal
6. Management of Teaching Personnel : Emerging National Perception : A Draft
- Educational Admn. Unit
7. Paper on 'Educational Management Information System in India : Retrospect and Prospect".
- S.C. Nuna
8. Emerging Trends and Development of Education with focus on Role of Innovations and Current Implications for Education Future
- K.G. Virmani
9. Educational and Manpower Needs in Rural Areas : Working Paper
- Ranjana Srivastava
10. School Education in India (MSS)
- S.C. Nuna
11. Draft State-wise Data Chart on the Pattern of UNESCO-PROUAP-DATA Poster
- Arun C. Mehta
12. Theme paper on Structural Adjustments in Educational Planning and Management
- Brahm Prakash
13. School Law in India
- R.P. Singhal
14. Planning for Education in India : Selected Development, Structures and Process
- Brahm Prakash
15. Universalisation of Elementary Education in Andaman & Nicobar Islands
- Ranjana Srivastava
16. Self-Learning Module on Educational Technology for the Colleges
- M. Mukhopadhyay
17. Planning and Management of Open Learning System at the School Level
- M. Mukhopadhyay & K. Sujatha
18. Planning and Management of Integrated Education of the Disabled — A Project Approach
- R.S. Sharma
19. Organising Training Programmes for Educational Planners and Administrators : Process and Methodologies
- R.S. Sharma
20. National Policy on Education—1988 and Developing Creativity among Children
- R.S. Sharma
21. Work Book on Educational Planning for Training Workshop for Senior Educational Planners and Administrators of Afghanistan
- M.M. Kapoor

22. Discussion paper on "Education Health Linkages : An Exploration of Seminar on Educational Health Administration in India"
- S.C. Nuna
23. An Evaluation Study of the Scheme of Rural Talent Search Scholarship—Research Design
- K. Premi
24. Chasms and Challenges of Education for Women's Development
- A. Mangalagiri
25. Management of Education for Women's Development : An Action Plan
- A. Mangalagiri
26. Working Children and UEE — An Exploration
- K. Premi
27. Understanding the Living Conditions of Working Children : Implications of Educational Strategy
28. Needs and Aspirations of Working Children : Implications for Planning and Management
29. An Analysis and Evaluation of Government Efforts for Working Children
30. Policies and Programmes for Combating Child Labour : Some International Experiences
31. Strategies for Reaching and Teaching Working Children—Some Indian Experiences
32. Planning and Management of Education of Working Children - An Approach
33. Strategies for the Education of Children Working in the Unorganised Sector
34. Strategies for the Education of Children Working in the Organised Sector
35. Fund Raising by Voluntary Organisation—A Case Study

The research activities of the Institute are directed towards investigating the empirical situation 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.

In June 1987, the Institute introduced a Scheme of Assistance for Studies with a view to aid and promote research in the area of Educational Planning and Administration. The response to the Scheme has been good. This will help to diversify the areas of research and at the same time promote research by other organisations and individuals. The emphasis of such studies will be on problems which have direct bearing on policy, planning and management of educational system. Normally, the assistance to single study will not exceed Rs. 50,000.

During the year, the expenditure on research against Government Grants was Rs. 5.24 lakhs against Rs. 4.91 lakhs during 1987-88. The Institute also mobilised substantial additional funds to the tune of Rs. 9.26 lakhs under funded research programmes against Rs. 3.06 lakhs during 1987-88. The total expenditure under research both against government grants and funded studies aggregated to Rs. 15.50 lakhs against Rs. 7.97 lakhs during 1987-88. Grants sanctioned under NIEPA's Scheme of Assistance rose to Rs. 99,450.00 from Rs. 59,684.00 during 1987-88.

Four research studies were completed during the year and 12 were in progress. Work on two more studies is likely to start. These included 2 sponsored studies; 1 collaborative study and 4 studies sanctioned under NIEPA's Scheme of Assistance.

3.1 Studies Completed

3.1.1 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 (Second Phase)

The research team consisted of Professor Satya Bhushan, Project Director, Dr. Pramila Menon, Associate Fellow, Dr. Abdul Aziz, Project Associate Fellow and Shri Satpal Singh, Project Assistant.

The project was started with an objective of evolving comprehensive strategies for attaining educational objectives through community involvement in planning and monitoring processes. The achievement in terms of enrolment in primary schools by the end of first phase is as under:

May 1984	1175 (33.43%)
September 1987	2326 (66.69%)

In the second phase, the task before the project was two fold transferring the experience to the governmental system and institutionalisation of the movement of self-direction through an organisational framework.

In the process of experimentation more than 80 activists who involved themselves were organised in a voluntary organisation named "Mewat Social and Educational Development Society", Punhana. Field level staff of NIEPA was reduced and the future role of the Institute was to support and facilitate the functioning of the voluntary organisation. This was done by creating viable linkages with Action for Food Group, generate awareness programmes amongst women through financial assistance of Rs. 53,000 from CAPART and establishment of 30 adult education centres, financed by Department of Education under the Voluntary Organisation Scheme. These centres have become operational.

UNESCO sponsored case study of the experiments was completed. Based on the funding of the research, two documents—Techniques of Generating and Sustaining Community Participation, and Guidelines for Training of Community Leaders were produced. These are being utilized in the training programme and also supplied to State Governments, State Resource Centre and D.I.E.T.

The second phase was completed in December, 1988.

3.1.2. Management of Educational Change : Towards an Indian Model

The research team consisted of Professor M. Mukhopadhyay, Shri C.R.K. Murthy, Project Associate and Shri M. Kandan, Project Assistant.

Education remains unchanged despite several attempts and interventions. This is one perception. It is, however, also true that change remains unnoticed as it is slow and it evolves over a period of time. Hence, understanding the process of change continues to elude but attract. This study was undertaken with a view to examine the process of change in specific cases, and thereby derive the broader approach-categories or models of management of change in education. The analysis of such cases it is presumed, would lead to development of knowledge of change in Indian context.

Planned change gets initiated at various levels. Three major levels are institution, state and national. Despite the interlinkages, each level may have its unique features. Hence, case studies were decided to be undertaken of innovative institutions from among the schools, colleges, autonomous institutions, state institutions and innovative programmes initiated at the national level (NAEP, QIP, for example) or at the state level (DIE in J & K, Model School in Andhra Pradesh, for example). As an approach, it was decided to involve professionals from outside universities and management institutes.

Case studies have been completed on four national level programmes—Vocationalisation, Quality Improvement Programme, Teacher Education (NCTE) and National Adult Education Programme involving in all nine states. State level cases were carried out in three states—Kerala (UEE), Jammu and Kashmir, and Andhra Pradesh. The institutional case studies were carried out in eight institutions that include Rural and Urban Schools, Autonomous Colleges, Polytechnics, Engineering Colleges, Regional

Colleges of Education, and SCERTs. There are 20 case studies, in all. The case studies on various innovative programmes and Institutes were completed by March, 1988. The first review meeting was conducted in April, 1988. The Report of the Study has since been drafted and is under revision for formal submission to the Institute.

3.1.3. Evaluation Study of District Institutes of Education in Jammu and Kashmir State (Under NIEPA's Scheme of Assistance)

The study was taken up by Dr. Ghoolam Rasool, Project Incharge and Dr. Lokesh K. Verma of Jammu University. An amount of Rs. 44,500 was sanctioned for the study. The study started in January, 1988 and was completed in January, 1989.

The objectives of the study are to study the functions and achievements of the ten units of DIES in J & K State; to study the type of pre-service and in-service programmes carried by each DIET of J & K State; to study the number and coverage of the various training programmes/refresher courses/workshops run by DIETs; to find out the procedure adopted for disseminating improved techniques and practices in educational institutions; to study the infrastructure facilities; to find out the role of DIETs as resource and support centres; to study the supervision of academic and administrative work of DIETs and to study the organisation status of the DIETs and suggest measures for the reorganisation of the same in the light of NEP 1986.

The institution of DIE in J & K State has attracted the attention of educational planners as the idea gained currency in the New Policy on Education, 1986. It was, therefore, considered desirable to evaluate the strength and weaknesses of DIES in J & K for providing necessary feedback to other states in establishing similar institutes. The present Study is an endeavour in this direction.

General Inferences

- (i) DIES play a vital role in moulding the outlook of Elementary School Teachers and keep them abreast with the latest trends in the field of teacher education. All programmes of DIE are linked with National Policy on Education.
- (ii) There is no provision for pre-service training of teachers in the SIEs. The in-service training is through refresher courses, workshops, massive train-

ing, seminars, film shows, science exhibition, calligraphy, debates, talent search test.

The SIE plays an important role in the working of DIES. They decide the context and coverage of each training programme and train the resource persons of DIES from time to time on various new dimensions.

One year Diploma course in Education viz. D.Ed. is also instituted by each DIE. It is a one year course for elementary teachers like B.Ed course for secondary school teachers. The training programmes have a definite impact towards universalization of primary education.

- (iii) Each DIE organises nearly 4-5 seminars in a year on various topics of national interest. The staff of SIE, DIE, DEO and BEO jointly chalk out the programme.
- (iv) There is a qualitative change in the teaching-learning process and teachers have been trained in new pattern of textbooks.
- (v) The administrators feel that DIES provide academic feedback for making their planning effective.
- (vi) The Principal DIES and administrators were not happy with the academic and administrative freedom they had in monitoring their programmes.
- (vii) The different administrators of all the six selected districts showed their unhappiness due to their non-involvement in DIES programmes and that they have no control over the functioning of DIES.

In the light of the findings, the research study makes certain suggestions for re-organisation of DIES. It has been suggested that the DIES should be made independent and autonomous. It has also been suggested that an advisory board of DIE may be set up in each district headed by DEO and the position of DEO should be elevated.

3.1.4 Mechanism of Funding Thrust Areas in Higher Education (IIEP, Paris, UGC and NIEPA)

The research team consisted of Dr. Madhuri Shah, Leader; Professor Satya Bhushan, Deputy Leader; Professor Anita Banerjee, Member; Dr. Bikas Sanyal, Member; Shri R.K. Chhabra, Member and Dr. G.D. Sharma, Member and Technical Coordinator. Project Assistants included Shri S. Mohanty and Dr. Gulab Jha.

A study of Mechanism of Funding of Thrust Areas, namely, biotechnology and genetic engineering, electronics and computer science, environment sciences, agricultural and rural development and regional studies was initiated to examine : (a) how these thrust areas are being promoted through higher education system? (b) what sub-apex level and delivery system? (c) how these resources are utilised by the delivery system for promotion of thrust areas? (d) to what extent these areas are being promoted through higher education system and in turn their role in the development. The study deals with: (a) importance of thrust areas and their role in national development; (b) situational analysis at the apex level-the mechanism of decision making; (c) resource allocation mechanism at the sub-apex level (funding agencies); and (d) situational analysis of the delivery system (university). On the basis of above analysis, the study would draw inferences and suggest choices and options for the future.

The analysis of mechanism of policy decisions and resource allocation at the apex level; creation of bodies dealing with the thrust areas at the sub-apex level; and allocation of resources to delivery system has already been done.

The draft report was completed and sent to the members for their comments for finalising the report.

3.2 Studies in Progress

3.2.1 Literacy in India : A Spatio-Temporal Analysis (1901-1981)

The research team consisted of Dr. S.C. Nuna, Project Director, Shri O.D. Tyagi, Shri Rajpati Ram, and Ms. Harjinder 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 formulate strategies in the context of regional diversities.

As far as cross-sectional and temporal analysis is concerned, simple as well as multi-variate cartographic techniques form the tool of analysis. Interpolation techniques have been used to make data comparable over time. Standard statistical packages will be used for building models for explaining regional variations in literacy.

The secondary data collected from various sources have been processed and analysed. Literacy profiles for 7

sample districts have also been prepared taking village as a unit. Data is being processed to build explanatory models taking district as the unit.

Drafting of the report is in process. Four chapters of the draft report were completed. These are : 1) Research Design and Methodology, 2) The Overview of Research, 3) Spread of Female Literacy Since 1901, and 4) Determinants of Literacy in India.

3.2.2 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 (Third Phase)

The project team is led by Professor Satya Bhushan and involves a number of faculty members from School and Non-Formal Education, Educational Policy and Distance Education Units and Shri Satpal Singh Khatana, Project Assistant. The third phase has started in January, 1989.

In the second phase, Mewat Social and Educational Development Society, Punhana was established. As a result of Institute's intervention in this area, another voluntary organisation-Mewat Development Society, Nuh has shown keen interest to seek Institute's support in their operational areas. Both the voluntary organisations have identified five villages for total eradication of illiteracy between 15-35 age group within one year. In collaboration with the Directorate of Adult Education, learning material for "Each one Teach one" has been supplied to these voluntary organisations and training programme of community leaders and Instructors of Adult Education is being organised.

3.2.3 Development and Efficient Functioning of College—An Action Research Project, Dronacharya Government College, Gurgaon (Second Phase)

The research team consists of Dr. G.D. Sharma, Project Director, Shri M.M. Rehman, Project Associate and Dr. Kausar Wizarat, Project Assistant.

The second phase started in December, 1987. In this phase it is proposed to take the development process of the Institute at a threshold level where the proportion of cooperating bodies becomes larger and process of development is institutionalised. The specific task, therefore, is to institutionalise several programmes, and actions introduced under the previous plan and introduce further dynamism in the plan and motivate larger number of per-

sons to cooperate in it. This process has already been initiated.

From the point of view of the benefit of this action research for the larger number of colleges in the country, an attempt is being made to conceptualise the process of planning, plan implementation and methods and strategies to overcome the problems and difficulties likely to be experienced in the process of planned change.

In the second phase of the project work, in the light of the findings, several attempts have been made to institutionalise activities regarding academic development of the students.

As a part of the research project one village was surveyed and data regarding educational, economic and other related information have been collected and analysed. A report has also been prepared.

Study of the impact of the project has been under way for quite sometime.

As a part of the study, a second college has been identified at Sohna, basic data was collected and work is in progress.

3.2.4 A Study of Educational Development of Tribes in Sub-plan Areas in Andhra Pradesh

The research team consists Dr. K. Sujatha, Project Director, Shri B.V. Prasad and Shri V.P.S. Raju, Project Assistants.

The objectives of the study are to make a study of sub-plan areas regarding existing pattern of distribution of educational facilities, quantitative as well as qualitative, covering levels including catchment area of schools, the quality of education measured with the help of teacher-pupil ratio, teacher's qualification and infrastructure facilities at the school level; to study the socio-lingual background and attitudes of teachers, particularly towards the students; to study the disparity of progress of education in different blocks within the sub-plan area in terms of literacy, enrolment in schools, retention and successful completion; to examine the differences in unit costs of education by different items, developed vis-a-vis backward blocks; to find out the nature of inter-departmental coordination i.e., agriculture, health, etc. in sample areas with reference to education in order to understand the effectiveness of integrated approach for educational progress of tribes; and to prepare an action plan for educational development of tribes with micro-level planning model.

By adopting purposive sampling method and also based on literacy level, population size and number of sub-plan units, two districts of Andhra Pradesh, namely, Warangal and East Godavari have been selected for this study. Primary data from tribal households, schools and teachers were collected. Coding and computer feeding of household data and teachers schedules have been completed. Secondary data related to expenditure, enrolment, dropout etc. have been analysed. Programming for generation of tables from primary data is in progress.

3.2.5. Study Project on School Mapping

The research team consists of Shri M.M. Kapoor, Project Director, Shri R.K. Solanki, Senior Research Officer, and Shri Irfan Ahmed, Project Assistant.

The main objectives of 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 and 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.

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

The following work has been done so far :

- Finalised and published guidelines on School Mapping;
- Conducted five training programmes especially for preparation of Resource Persons from various States/UTs as a follow-up programme for Fifth All India Educational Survey. Three of the courses were organised along with the Mass Orientation Programmes during this period;
- Prepared content frame for the study;
- Prepared draft Questionnaires for field study;
- Prepared Bibliography in the area of the study; and

- Identified/selected ten states to be adopted for critical study of the existing processes and methodologies adopted for school mapping.

3.2.6. Second All-India Survey of Educational Administration

The research team consists Shri M.M. Kapoor, Project Director, Shri Gulab Jha, Project Associate, and Shri N. Kapoor, Project Assistant.

Second All India Survey of Educational Administration is proposed to be undertaken by NIEPA as a part of implementation strategy for New Education Policy.

The main objectives of this survey are to undertake comprehensive survey of educational administration in all States/UTs and Centre with a view to diagnose the existing system, processes, structure and provide plan of action for change over to the system of planning and management as envisaged under the New Education Policy; to bring out reports for all States/UTs and also for Central level; to bring out thematic reports at the national level on Educational Organisations and Administration including Institutional Management, Personnel Administration, Financial Administration, Legal Foundations of Education, Educational Planning, Education for Weaker Sections : Problems and Issues, and to prepare case studies on Selective Innovations in Educational Planning and Administration in various States/UTs.

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

The following work has so far been done :

- Prepared Administrative Organograms for all the States and Union Territories.
- Collected and compiled data on systems of recruitment, postings, training and transfers, etc. on educational administrators and teachers in selected states and UTs of the country.
- Developed coverage and content of the project.

3.2.7. Report of the Project on a Study of Planning and Management of Non-formal Education in Latin America—Implications and Lessons for India

The research team consists of Ms. Anjana Mangalagiri, Project Incharge and Shri Gunasekharan, Project Assistant.

The study will attempt to bring out planning and management implications of non-formal education programme in Latin American countries and its lessons for India. It will also look at the deprived groups of indigeneous population of the Latin American countries in particular Colombia and Ecuador for comparability with SC/ST population in India in their Non-formal Education system. The major objectives of study are as follows :

- (a) to examine the structure and process of planning of non-formal education;
- (b) to examine the management and organisation of non-formal education programme (decentralisation, community participation, training, resources, agencies etc.);
- (c) to contribute to the development of comparative education with a view to inter-regional understanding and cooperation in education.

The study will be for a period of two years.

The first stage of the study i.e. the process of collecting library-based information and compilation of data has already begun for the Latin American part of the Study. Efforts are being made to establish contact with resource persons in the United States and in Latin America for retrieving information on the subject.

3.2.8 The Project "Computerised Planning for Elementary Education" (COPE) (Sponsored by Ministry of Human Resource Development)

The project team consists of Project Coordinator, CRISP, Shri Sanjay Das Gupta, Department of Electronics, Shri Ravinder Arora and Ms. Sushma Popli, Project Associate Fellows and Ms. Danda Pani, Project Assistant.

The Ministry of Human Resource Development (Department of Education) has sanctioned in August, 1988 the Project "Computerised Planning for Elementary Education (COPE)" under the overall supervision of NIEPA. The project was initially sanctioned for a period of three months and has since been further extended up to August, 1989. A total grant of Rs. 4,43,200 was sanctioned for the project.

The project COPE has the following objectives :

- (i) To work out a system design and software to provide decision support system for monitoring of educational activities at the district level.

- (ii) Provide a sound data base for undertaking planning of education project.
- (iii) Develop an information system for monitoring, and implementing major educational programmes like NFE and Operation Blackboard etc.
- (iv) Creation of Information grid by which feedback is made available to the State Headquarters and Central Ministry.
- (v) COPE will initially focus on establishing a decision support system for handling Non-formal Education Programme sponsored by the Department of Education, Government of India. The experience gained will be used for expanding into other areas at a later stage.
- (vi) This decision support system is expected to be put on line in seven pilot districts of the country, namely, Aligarh, Gurgaon, Faridabad, Jaipur, Gwalior, and Chandigarh.

Progress under COPE

1. Pilot districts of Jaipur, Gwalior, Bulandshehar, Aligarh, Faridabad and Gurgaon were selected and intensively studied by the COPE team.
2. An MIS was designed to meet the basic needs of NFE at the district level.
3. Formats were printed in the form of registers for project officers and instructors.
4. Formats were sent to the field and training given to field officers for filling up the formats and the reporting system explained.
5. Software for data input and output was developed and tested.
6. Field level officers were invited from the pilot districts and hands on training on software was given.
7. Electronic agencies have been contacted for taking up implementation of COPE (NFE) in four states of Uttar Pradesh, Haryana, Rajasthan and Madhya Pradesh.
8. About 40 districts in M.P. have been activated.
9. The district and State level systems are now being developed.

3.2.9 MIS for District Education Officers (Sponsored by Ministry of Human Resource Development)

The project team consists of Project Coordinator, CRISP, Shri Sanjay Das Gupta, Department of Electronics, Ms. Anita Chopra, Shri M. Ahmed Ansari and Shri Anop Banerjee.

The Ministry of Human Resource Development, Department of Education sanctioned on 31.12.1988 the project "MIS for District Education Officers" under the overall supervision of NIEPA. The project was initially sanctioned for a period of six months w.e.f. 1.1.1989 and further extended up to 31.12.1989. A total grant of Rs. 6,79,300 was sanctioned for the project.

The MIS for the DEO has the following objectives and Strategy for developing Decision Support System.

1. To provide a sound database for schools in terms of location school facilities, enrolment of students etc.
2. To help the DEO to monitor the needs of Operation Blackboard Scheme.
3. To help the DEO in controlling the Inventory distribution in schools.
4. To provide sound database of teachers and to help the DEO in taking decisions regarding transfers, promotions etc.
5. To help the DEO in Financial Accounting problems at a later stage.

Progress

Extensive field studies were made by the staff of Project COPE in the two proposed pilot districts of Gwalior and Aligarh. Subsequently, formats were designed for data collection at the school level. These formats contain complete details of school facilities, teachers and student enrolment.

These formats have been sent to the principals and schools in Gwalior and Aligarh for testing. Simultaneously, the software for Decision Support System is being developed in house. Also,

1. Completed data capture forms have been received, data entered and reports generated.
2. The whole of Gwalior Division (6 Districts) has now been activated.

3. The State of Haryana has been activated.
4. State level systems have now been developed.

3.2.10 An Enquiry into the Background and Status of Women Executives (under NIEPA's Scheme of Assistance)

An amount of Rs. 10,000 was sanctioned for the study. The study was taken up by Ms. Mary Josephine, Department of Education, Mother Teresa's Women University. The study was taken up in August, 1988 and is scheduled to be completed by May, 1989.

The objectives of the study are :

To identify relationship if any between childhood experiences and the present status; to measure the contribution of education to the present status; to find out the influence of the cultural background on the present status; to identify the favourable factors that have contributed to their empowerment; to locate needed changes contributed to their empowerment; to locate needed changes in the system of education; to evaluate the women in their profession; to formulate programmes which could be fitted into the formal system of education towards the production of more liberated women with leadership qualities; to think in terms of a training programme above the graduate level to induce more women to aspire for powerful posts; and to spell out the needed resources to implement the above programmes.

The research work is in progress.

3.2.11 Financial Management of Indian Universities (Under NIEPA's Scheme of Assistance)

An amount of Rs. 48,000 was sanctioned for the study in December, 1988. The study has been taken up by Dr. Malathi Somaiah of Indian Institute of Management, Bangalore. The study is scheduled to be completed within a period of 12 months. The objectives of the study are :

- (i) To understand the changing context and dimensionality of finance functions in Indian universities in relation to its intent, content, organisational status and mechanics.
- (ii) To identify the constraints and boundary conditions in which a university manages its finance.
- (iii) To critically examine the organisational framework within which there is an effective utilisation of financial resources at institutional level.

- (iv) To examine the system of financial delegation and various relationships which exist between policy and operating directions at unit levels, say, colleges and departments, etc.
- (v) To identify areas of training of different department functionaries in the universities in terms of acquiring skills for financial management.

The study will cover one State University (affiliating) and one Agricultural University. The study is in progress.

3.2.12 Study of Cost of Distance Education Institutes with Different Size Classes (Under NIEPA's Scheme of Assistance)

An amount of Rs. 59,600 has been sanctioned for the study in February, 1989. The study has been taken up by Professor Ruddar Dutt, Principal, School of Correspondence Courses, University of Delhi. It will be completed within a period of one year.

The objectives of the study are : to identify the factors determining costs in DE; to develop a quality index of DE based on costs of inputs and/or the output of the system; to determine cost per student enrolled; to adjust unit costs in DE institutions with the quality index; to develop longitudinal profile of costs in DE directorates for a 10 year period with a view of study the trends of change; to estimate the sources of meeting cost via students fee; state contribution; income from endowment; and any other source; to estimate the proportion of students enrolled by DE Institutions in a University and the formal system; to estimate unit cost in DE and formal students in a University a comparative analysis; to quantify the extent of subsidy (or surplus generation) in DE institution vis-a-vis formal system; to develop an estimate of normative costs on the basis of the desired inputs in DE; and to prepare a design for evolving new criteria for budgetary allocation.

The study is in progress.

3.3 Studies Sanctioned

3.3.1 Study on "Indian Education in the Year 2000—A Long Term Perspective" (Second Phase)

In the first phase of the study a number of documents namely, Education in the 2000—preliminary framework; Education in the year 2000: A Case Study of Maharashtra; Primary Level Enrolment in India: Evidence from Census Year; On The Use of Simulation Models for Educational Planners and Management; Planning for

Universalisation of Elementary Education and its Implications; Primary Education in India a Trend Analysis; Planning Education for the Future Development: Issues and Choices; and Economics of Education Planning: A Select Bibliography were brought out and circulated to a limited number of interested persons.

In the context of observations of the Public Accounts Committee regarding perspective plan for Education, the exercise of formulating the 8th Five Year Plan, it has been decided that the educational expenditure analysis for UEE and State-wise projections of enrolments may in the long run, cover all states/UTs. In the immediate future, however, the scope of the study would be delimited to cover the educationally backward states. It is proposed to organise a technical workshop to consider the methodology of projection and forecasting with a view to upgrading methodology of the research project.

3.3.2 A Districtwise Analysis of the Disparity Between the Literacy Levels of Scheduled Castes and Non-Scheduled Population in India

The studies of the relative deprivation of the Scheduled Castes in the field of literacy so far conducted are characterised by serious limitations. The disparities have been examined therein either with states as the unit of analysis or within the districts of similar sub-regions of only one state. The proposed study would be an all-India study to examine questions pertaining to the literacy levels of the Scheduled Castes within a national perspective and would be a comparative study wherein the intra-district disparities in the levels of literacy for different strata of the population would be examined.

The main objectives of the proposed study are to probe into the genesis of the factors which have led to the persistence of disparities between Scheduled Castes and others; to identify the spatial patterns of the spread of literacy among different elements of the Scheduled Caste population; to examine similarities and dis-similarities in the levels of literacy between the Scheduled Castes and non-scheduled population; to evolve a suitable methodology for measuring the gap in the levels of literacy; to examine the nature of relationship between literacy rates, disparity indices and socio-economic characteristics; and to evolve region-specific policies for minimising inequalities in the educational system.

The study would make use of the Census and Fourth All India Educational Survey of 1978 data.

One of the major functions of the Institute is to provide consultancy, advisory and support services to the Government of India, state governments, national and international organisations in the area of educational planning and administration. A brief account of some of these important activities during the year is given below :

4.1. Implementation of National Policy on Education - 1986

Important highlights of the activities in implementation of the Policy during the year are mentioned as under :

4.1.1. Programmes on Selected Aspects of NPE

The Institute identified selected areas in National Policy on Education, prepared guidelines for their implementation and provided assistance at national and sub-national levels for project formulation, preparation of implementation plans and conducted programmes. Some of these important activities are as follows :

4.1.1.1. *Micro-level Planning, School Mapping and School Complexes*

The NPE/POA lay special emphasis on School Mapping so as to rationalise opening and upgrading of schools and making provision for essential facilities in schools and non-formal education centres.

With special assistance from the Ministry of Human Resource Development, the Institute prepared a Mass Training Programme in Implementation of New Educational Policy with special focus on decentralised Planning at District Level, School Mapping and School Complexes. Under the programme, it was planned to provide (a) general orientation to all the education officers working up to block level in implementation of NPE with emphasis on decentralised system of educational planning and management, and (b) intensive practical training in the areas of micro-level planning, school mapping and school complexes particularly for those who would initiate such programmes as a follow up of Fifth All India Education Survey.

The Institute organised the following three programmes for preparation of resource persons, who on their return, would organise Mass Training programme of State/District and Block Level functionaries in the respective States/UTs ::

- (a) Programme for States/UTs of North-East Zone (October 311 to November 5, 1988)
- (b) Programme for States/UTs of North and Central Zones (December 12-17, 1988)
- (c) Programme for States/UTs of Western and Southern Zones (December 26-31, 1988)

In addition, following three intensive training programmes for skill development in the area of Micro-level Planning, School Mapping and School Complexes were organised for those officers who on their return would act as resource persons to initiate such programmes in their States/UTs.

- (a) Programme for States/UTs of North-East Zone (November 7-12, 1988)
- (b) Programme for States/UTs of North and Central Zones (December 19-24, 1988)
- (c) Programme for States/UTs of Western and Southern Zones (January 2-7, 1989)

In addition, the Institute organised special intensive training and skill development programmes in the area of School Mapping and School Complexes at the request of the States of Andhra Pradesh, Assam, Bihar, Mizoram and Rajasthan. In these programmes, which were mostly organised at the state headquarters, most of the senior State/District Level Education Officers were covered.

4.1.1.2. *Non-formal and Adult Education*

A number of programmes were organised for Adult Education functionaries during the year as indicated below:

- (i) A meeting of the Directors of Adult Education and Directors of State Resource Centres was held in

August, 1988 at NIEPA in collaboration with the Directorate of Adult Education, Government of India. Strategies for training of adult education functionaries in the respective states were discussed;

- (ii) Three programmes exclusively focussed on training of adult education functionaries from 22 technology demonstration districts were organised under the National Literacy Mission. These programmes were organised in collaboration with the Directorate of Adult Education at Lucknow, Hyderabad and Indore. Functionaries from the following districts were trained :

Hyderabad	Adilabad
Adhmedabad	Panch Mahalas
Hamirpur	Dakshina Kannada (Mangalalore)
Raichur	Indore
Jhabua	Nagpur
Osmanabad	Cuttack
Kalahandi	Ludhiana
Bhatinda	Bikaner
Sikar	Coimbatore
Salem	Aligarh
Mirzapur	24 Paraganas (North)

- (iii) One programme for pre-induction training of 2311 District Adult Education Officers from Uttar Pradesh was conducted in NIEPA in collaboration with the Directorate of Adult Education, Government of India;
- (iv) Three programmes for the personnel from universities and colleges dealing with adult education programmes - (i) an All-India Programme conducted at NIEPA; (ii) Adult Education functionaries at College and University levels in Bombay University; and (iii) A State Level Programme of College and University Level Faculties of Gujarat in collaboration with South Gujarat University, Surat;
- (v) One programme for functionaries from voluntary agencies dealing with Adult Education Programmes jointly by NIEPA and Directorate of Adult Education; and
- (vi) Two programmes in collaboration with the Directorate of Adult Education for Training of Trainers from the State Resource Centres for Adult Education - at Literacy House, Lucknow and Bharatiya University, Coimbatore.

The NIEPA faculty participated in various task forces set up by the Government under National Literacy Mission.

4.1.1.3 Evaluation and Monitoring of NFE

The Institute organised workshops and developed Information System for Non-formal Education.

In collaboration with the Department of Education, Ministry of Human Resource Development, the Institute is conducting two projects on :

1. Computerized Decision Support System for Elementary Education at District Level
2. Computerized Monitoring System of Non-formal Education.

The try-out exercise is being done in 6 districts of Haryana, Rajasthan, Uttar Pradesh and Madhya Pradesh

4.1.1.4. Navodaya Vidyalayas

NIEPA was involved from the creation and initiation of Navodaya Vidyalaya Samithi. During the year, two training programmes were organised for the Principals of Navodaya Vidyalayas in June-July, 1988 in which 87 principals were trained.

4.1.1.5. Higher Education

During the year, the Institute organised four special programmes for Academic Staff Colleges and Autonomous Colleges:

1. Orientation of Teachers in Higher Education : Role of Academic Staff Colleges. Thirty Directors of Academic Staff Colleges participated in the Programme.
2. Training of Directors of Academic Staff Colleges. Thirty-one Directors attended the Programme

3&4. Two Programmes in Planning and Management of Autonomous Colleges in which 43 Principals participated.

4.1.2. Committees of Central Advisory Board of Education (CABE)

The Institute is providing its services to the following committees of the Central Advisory Board of Education :

4.1.2.1 Transfer of Teachers

The Committee was constituted in February 1987 under the Chairmanship of Minister of Education, Government

of Maharashtra with Director, NIEPA as Member-Secretary. The terms of reference of the Committee were to evolve norms and procedures in consultation with teachers for postings and transfers. In evolving such norms, the Committee took into account the National Policy on Education and also the recommendations made in the Programme of Action especially in respect of teachers.

The Report was finalized and circulated among state governments.

4.1.2.2. *Housing Facilities for Women Teachers*

The Committee was constituted in May, 1987 under the Chairmanship of the Minister of State for Science & Technology. Sub-National Systems Unit is servicing the Committee. The terms of reference of the Committee were to evolve suitable norms and make suggestions for giving some special facilities and making efforts for affording housing facilities for women teachers. In evolving such norms, the Committee took into account the National Policy on Education and also the recommendations made in the Programme of Action especially in respect of teachers.

The Report was finalized and submitted to the Ministry of Human Resource Development.

4.1.2.3 *Management of Education*

The Committee was constituted in June 1987 under the Chairmanship of Minister of Human Resource Development with Director, NIEPA as Member-Secretary. The terms of reference of the Committee are to recommend a long-term planning and management perspective of education and its integration with the country's development and manpower needs.

Guidelines in the following areas have been finalized :

- State Advisory Boards of Education
- District Boards of Education
- Village Education Committees
- Indian Education Service

4.1.3 National, State and District Level Organisations

4.1.3.1 *Distance Education Centres in Universities*

The Institute provided expertise in the Consultative Committee on the formulation of guidelines for setting up Dis-

tance Education Centres in universities under the auspices of University Grants Commission.

4.1.3.3.2.2 *Development Plans for States/UTs*

NIEPA's involvement in the educational development of Lakshadweep has been multi-faceted and holistic. It ranged from guidance in policy formulation for the educational development (e.g. NIEPA's representation at the UT Advisory Board of Education) as well as its implementation. Further, NIEPA's involvement included study of Lakshadweep's development in its different dimensions, suggesting the lines of its reorganisation pertaining to the contents and processes as well as administration and management; spelling out the operational modalities and helping in the actual implementation. Apart from the consultancy and guidance provided from time to time over the last two years, some of the specific activities undertaken for the reorganisation and improvement of educational system in Lakshadweep included preparation of documents on (i) Implementation of National Policy on Education : Vocationalisation in Lakshadweep; (ii) Educational Development in Lakshadweep : Planning and Management : Dimensions; (iii) Organisation of Orientation Programmes in Educational Planning and Management for Officers and Heads of Lakshadweep; and (iv) Study Visits to Delhi to gain insight into the working of the good schools in Delhi and around.

The Institute also provided consultancy to the Educational Consultants India Limited in the preparation of 20 year perspective plan for Arunachal Pradesh.

The Institute also provided consultancy to the State Government of Rajasthan in preparation of Micro-level Model Plan for Educational Development of Bikaner Panchayat Samiti.

4.1.3.3.33 *Educational Development of Border Areas*

The Institute helped the Department of Education, Ministry of Human Resource Development in drafting the Guidelines for the Educational Development of Border Areas.

4.1.3.3.44 *District Institute of Education and Training (DIET)*

The Institute participated in the meeting of the State Level Empowered Committees and provided consultancy to Education Departments of various states in setting up of these Institutes. It also participated in the meetings of the

Advisory Committee on DIETs at the Ministry of Human Resource Development and at NCERT.

4.1.4 Research Studies

Research studies taken up in the context of implementation of NPE include the following :

Completed

1. Action Research based on Innovative Practices in Educational Planning and Administration with the Objective of Universalization of Elementary Education in a Cluster of 20 Villages in Punhana Block, District Gurgaon, Haryana (Second Phase)
2. Management of Change in Education : Towards an Indian Model
3. Evaluation Study of District Institutes of Education in Jammu and Kashmir State

On-going Studies

In addition to the projects on Computerised Decision Support System for Elementary Education and Computerised Monitoring System for NFE, following studies are in progress.

1. Action Research based on Innovative Practices in Educational Planning and Administration with the Objective of Universalization of Elementary Education in a Cluster of 20 Villages in Punhana Block, District Gurgaon, Haryana (Third Phase)
2. Development and Efficient Functioning of College—An Action Research Project, Dronacharya College Gurgaon (Second Phase)
3. Literacy in India : A Spatio-temporal Analysis (1901-1981)
4. A Study of Educational Development of Tribes in Sub-plan Areas in Andhra Pradesh
5. Project on School Mapping
6. Second All India Survey of Educational Administration
7. A Study of Planning and Management of Non-formal Education in Latin America—Implications and Lessons for India
8. Financial Management of Indian Universities

9. Study of Cost of Distance Education Institutes with different Size Classes.

4.2. Specific Need-based Programmes

The Institute organised a number of 25 special training programmes, workshops and seminars to meet the specific needs at the request and in collaboration with states and union territories; national level organisations and international organisations.

These programmes included :

- (a) One programme, at the request of the State Government of Andhra Pradesh, for Heads of Schools with special emphasis on management for training of trainers.
- (b) Three programmes, at the request of Lakshadweep administration, for various categories of educational personnel of Lakshadweep.
- (c) One programme, at the request of Sir Syed Muslim Educational Society, for Heads of Minority Schools at Varanasi (U.P.).
- (d) Two training programmes, at the request of KVS for Principals and Education Officers of Kendriya Vidyalaya Sangathan.
- (e) Two training programmes, at the request of NVS, for Principals and Education Officers of Navodaya Vidyalaya Samiti.
- (f) A series of five programmes, at the request of University Grants Commission, in Educational Planning and Administration for Principals of Autonomous Colleges and other Colleges and Directors of Academic Staff Colleges of various Universities.
- (g) A series of seven orientation programmes, in collaboration with Directorate of Adult Education for Adult Education Functionaries.
- (h) One attachment programme, in collaboration with NCERT, for Somalian Regional Coordinators with special emphasis on Rural and Nomadic Communities.
- (i) Two programmes, in collaboration with Bombay and South Gujarat Universities for Adult Education Functionaries at College and University Levels.

- (j) One Inter Region Training Course, in collaboration with UNESCO-UNEP on Environmental Education for Educational Planners and Administrators.

4.3 Eighth Plan Working Groups

The Institute provided professional services in the following Working Groups of Eighth Five Year Plan :

- (i) Working Group on Statistics, Monitoring and Evaluation;
- (ii) Sub-Group on Local Level Planning and Management and Eighth Plan Working Group on Pre-primary and Elementary Education;
- (iii) Sub-Group on Early Childhood and Elementary Education for the Formulation of Eighth Five Year Plan.

4.4 National Literacy Mission

The Institute participated in the meeting convened by the Ministry of Human Resource Development (Department of Education) and devised the strategy for training of personnel for National Literacy Mission.

4.5 Annual Plan Discussions

The Institute was represented on Working Groups on Education of different States/Union Territories on Education Sector in the Planning Commission.

4.6 Collaborative and Funded Studies

The Institute undertook a collaborative study with University Grants Commission and IIEP Paris on "Resource Allocation Mechanism in Selected Thrust Areas in Higher Education in India".

4.7 Handbook on Environmental Education

The Institute in cooperation with UNESCO-UNEP International Environmental Education Programme (IIEP) has prepared a document on 'Environmental Education' (EE). The Document reflects the prevailing environmental programme globally both at the conceptual level and also concretely as substantiated by the IIEP and Environmen-

tal Educational efforts presented by countries, namely, Afghanistan, Nepal, Sri Lanka, Bangladesh, Malaysia and India at the Consultative Meeting held at NIEPA.

4.8 International Consultancy

- I Dr. J.B.G. Tilak, Fellow, Education Finance Unit
Assignment as Consultant, World Bank, Washington, D.C. (May 1987 to June 1989).
- S Sihri M.M. Kapoor, Senior Fellow, Sub-National Systems Unit
Visited Afghanistan as a resource person under UNESCO Consultancy contract and organised National Level Workshop on Educational Planning and Management for Senior Educational Administrators at Kabul (December 22, 1988 to January 8, 1989).
- D Dr. Brahm Prakash, Senior Fellow, Educational Planning Unit
On consultancy assignment to Sri Lanka under Educational Consultants India Ltd. (October 1988 to November 20, 1988 and from January 23, 1989 to May 17, 1989).

4.9 Academic Contribution of the Faculty in Specialised Areas

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

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; State Institutes of Public Administration; Teachers Training Colleges; Administrative Training Institutes; National Council of Educational Research and Training; Kendriya Vidyalaya Sangathan; Navodaya Vidyalaya Samiti; Association of Indian Universities; Indian Society of Technical Education, CSIR; Planning Commission; National Institute of Public Cooperation and Child Development; and Academic Staff Colleges etc.

A brief account of such academic contribution of the faculty is given at Annexure II.

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 of basic issues and objectives of educational policy;
- (c) giving National Award for Innovative Concepts and Practices in educational planning and administration;
- (d) preparation of National Inventory of Resource Persons in the areas of educational planning and administration;
- (e) receiving delegates and visitors.

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

5.1 Diffusion of Innovations

The Institute has documented information about the successful experiments and innovations in the areas of educational planning and administration from various States and

Union Territories for organising inter-state study visits of senior educational planners and administrators on a regular basis for inter-change of experience. These visits will enable them to observe and study in depth the innovative experiments with a view to promote cross fertilisation of ideas and open up possibilities of extension and replication of successful experiments and innovations by other states.

5.2 NIEPA Colloquium

NIEPA Colloquium is a professional forum for discussions 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.

During the year, following colloquium on various themes were organised:

<i>Date</i>	<i>Theme</i>	<i>Speaker</i>
April 18, 1988	1. System of Vocational Training in the USSR	Mr. H.M. Kurchava, Director Specialised Vocational School, USSR
	2. Main Tasks of Vocational Training in the USSR in the period of Economic Reconstruction	Mr. G.A. Chumbridge, Head, Department of Vocational Training Georgia, USSR
May 9, 1988	Experiences of the Seminar on "Using Technologies for Education and Training: An Economic Perspective" World Bank	Prof. Satya Bhushan, Director, NIEPA
February 3, 1989	Transitional Cultural Flows and National Culture	Ms. Birjit Lodhe, Deptt. of Economics Lund University, Lund, Sweden
March 27, 1989	Recent Trends and Future Prospects of Educational Planning	Mr. Jacques Hallak, Director, IIEP Paris

5.3 National Award for Innovative Concepts and Practices in Educational Planning and Administration

The National Award for Innovative Concepts and Practices in Educational Planning and Administration was instituted during 1982-83 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 for 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.

The prizes of the Fifth All India Competition were awarded in June, 1988.

In view of the poor response, it was, however, decided to discontinue the Scheme of National Awards and instead, formulate a new Scheme of State Level Awards. A Committee under the Chairmanship of Prof. Shib K. Mitra, Ex-Director, NCERT was constituted to consider formulation of the Scheme of State Level Awards. After deliberations and in the light of responses received from the states, institutions of State Level Awards was not found feasible. However, appreciating the need for recognition of long-term innovative projects in the area of educational planning and administration, it was decided that the Institute may identify successful long-term innovative projects in the area of educational planning and administration for recognition at the national level.

5.4.4 National Inventory of Resource Persons

The Institute undertook an exercise to prepare a National Inventory of available resource persons in the areas of Educational Planning and Management; Policy and Planning of Education; Educational Finance; Management of Socio-Educational, Higher Education, Distance Education, Non-formal and Adult Education, Vocational and Technical Education; Rural Development; Women Education; Education for SC and ST; and Economics of Education.

A Draft National Inventory of about 600 names of experts recommended by 57 institutions, research organisations, universities and state governments was prepared and placed before the EC and the Council of NIEPA for consideration in their meetings held in February and March, 1989 respectively. It was decided in the above meetings that a criteria be adopted for screening the names and brief proforma be developed for collecting information about the work done by the experts recommended for inclusion in the National Inventory. The names of eminent educationists which do not figure in the inventory may also be included. An Expert Committee was also constituted to finalise the National Inventory of Resource Persons.

5.5.5 Delegates and Visitors

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

NATIONAL INSTITUTE OF EDUCATIONAL
 PLANNING AND ADMINISTRATION
 7-B, Sri Aurobindo Marg,
 New Delhi-110016
 DOC, No D-9369
 Date 5.12.96

Publication, Library and Documentation services provide strong support to the growing and multi-facet programmes, research and other academic activities of the Institute and disseminate information relating to new advances and innovative experiences in the areas of educational planning and administration.

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

6.1 Publications

6.1.1 Brought Out

6.1.1.1 *Scheduled Castes and Scheduled Tribes in Industrial Training Institutes : A Study of Five States* (Priced) by Kusum Remi

This deals about the efforts that have been continued almost since independence to provide Vocational and Technical Training to the Scheduled Caste and Scheduled Tribe students along with others in the Industrial Training Institutes and Polytechnics. No systematic study had been conducted in the past about the extent of utilisation of such training facilities and of its impact in terms of their employment pattern. It presents findings based on field work conducted in the ITIs in Andhra Pradesh, Bihar, Gujarat, Madhya Pradesh and Maharashtra. While presenting the position about the training and placement of the Scheduled Castes and Scheduled Tribes, the study emphasizes the need for opportunities for vertical mobility for the ITIs Trainees on the one hand and for collaboration with the industries in the region on the other hand.

The book is structured into eight chapters comprising of Chapter I : Introduction; Chapter II : Profile of the Selected Districts; Chapter III : Growth of Technical and Vocational Education; Chapter IV : The Provision and Utilisation of Industrial Training Facilities; Chapter V : Dropout and its Causes; Chapter VI : Employment Pattern of Ex-trainees; Chapter VII : Special Facilities and Incentives for

the Scheduled Castes and Scheduled Tribes; and Chapter VIII : Summary and Policy Implications.

6.1.1.2 *Environmental Education—Training of Teacher Educators, Curriculum Developers and Educational Planners and Administrators* (Unpriced) edited by Usha Nayar and Anjana Mangalagiri

This document on Environmental Education (EE) is the substantive output of the Consultative Meeting on the Incorporation of Environmental Education into the Training of Teacher Educators, Curriculum Developers and Educational Planners and Administrators organised from 11-15 February, 1985 by the Institute in cooperation with UNESCO-UNEP International Environmental Education Programme (IEEP). The objective of this document is to share with professionals and institutions the reflections and experiences of a group of educators who examined simultaneously the need and some possible ways of incorporating environmental education into the training of key education personnel, mainly, teacher educators, curriculum developers, educational planners and administrators.

The document reflects the prevailing environmental problems globally both at the conceptual level and also concretely as substantiated by the IEEP and environment education efforts presented by the countries that participated in the meeting viz. Afghanistan, Nepal, Sri Lanka, Bangladesh, Malaysia and India. These cases serve as a baseline study of environmental problems and measures taken thereof. They also reflect on the EE elements in school curriculum and teacher training.

6.1.1.3 *Development of Education : 1986-88—National Report of India* (Unpriced)

The report was presented at the 41st session of International Conference on Education, Geneva, 1988. The document is structured into six sections comprising of Section I : Organisation and Structure of the Education System; Section

II : Educational Development—1986-88; Section III : Difficulties and Problems; Section IV : International Cooperation; Section V : Follow-up to I.C.E. Recommendations; and Section VI : Documentary References.

6.1.1.4 *School Mapping : Guidelines* (Unpriced)

In the National Educational Policy-1986 and its Programme of Action, lot of emphasis has been laid on adoption of technique of school mapping for provision and optimal utilisation of existing facilities at elementary and secondary levels of education. School Mapping has been seen as an integral part of the decentralised system of educational planning for : (a) opening and upgrading of schools; (b) rationalisation of existing school network; (c) provision and utilisation of facilities in schools with particular reference to Operation Blackboard; (d) rationalisation of teaching and non-teaching staff; and (e) creation of school complex network.

These guidelines on school mapping have been prepared to help the planners and administrators to undertake this exercise on systematic lines. While preparing these guidelines, on one hand, the Institute has taken into account the international experiences based on studies of the International Institute of Educational Planning (UNESCO), Paris and on the other, field experience in various parts of the country.

The document is structured into four chapters comprising of Chapter I : School Mapping : Concepts and Methodology; Chapter II : Norms for Provision of Educational Facilities; Chapter III : Survey Tools and Guidelines for Preparation of Plan Proposals; and Chapter IV : Organisational Requirements and Implementation Strategies.

6.1.1.5 *Micro-Planning at Village Level - Gandhigram Experiment* (Unpriced) by M. Aram

The National Policy on Education-1986 and the Programme of Action have laid considerable stress on the eradication of illiteracy and provision of Universal Elementary Education to all children up to the age of 14 years by 1995. It has also laid stress on the need for micro-level planning to achieve these objectives. Gandhigram Rural Institute in Tamil Nadu had made interesting experiment in rural education and development through micro-planning. It was, therefore, felt that experiments and achievements of this Institute should be brought out in the

form of a monograph for wider dissemination among all the states and institutions.

The monograph has been divided in six chapters, namely, Chapter I : Introduction; Chapter II : Genesis and History of Kannimanuthu; Chapter III : Profile of Kannimathu Village; Chapter IV : Village Planning Committee—Kannimanuthu; Chapter V : Village Planning Committee, Munnillaikottai; and Chapter VI : Achievements of 3 Village Planning Committees. The write-up is illustrated with a number of tables, maps, charts and diagrams.

6.1.2 In Press

School Mapping—Guidelines (Hindi Version)

Organisational History of Ministry of Education (Unpriced) by A. Mathew

6.1.3 Publication Programme

Following additional titles have also been taken up for publication and are at various stages of processing :

An Accounts Code for the University System and Book of Accounts Forms by M.L. Sobti

Cost of Supply of Education at Micro-Level : A Case Study of Two Education Clusters in District Gurgaon, Haryana by J.B.G. Tilak

Resources for Education in India by J.B.G. Tilak and J.V. Varghese

School Education in India : The Regional Dimension by Moonis Raza, A. Ahmed and S.C. Nuna

Study on the Role Performance of College Heads by I.M. Bhagā

Guidelines for Setting-up and Management of School Complexes

Education and Rural Transformation by Moonis Razand H. Ramaachandran

History of Educational Development in Kerala by A. Mathew

6.1.4 *Journal of Educational Planning and Administration*

Special issues of the Journal were brought out on the following themes :

(i) Educational Planning (edited by Dr. Brahm Prakash)

(ii) Resources for Education (Hindi Version) (edited by Dr. C.B.J. Padmanabhan)

6.1.5 Mimeographed Publications

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

6.1.6 Occasional Papers

Occasional Papers brought out during the year included :

6.1.6.1 *Role Performance of Heads of Colleges* by N.M. Bhagia, Nalini Juneja and D.H. Srikant.

The Study, based on empirical data collected from Principals and lecturers of randomly chosen 28 colleges situated in the National Capital Region, identifies the Role of Heads of Colleges, their frequency of performance, and the relationship of personality and organisational variables with the performance of Roles. The study shows that the College Head spends most of the time in dealing with routine administrative chores rather than with academic matters. It also shows that role-performance is positively and significantly related to the organisational health of a College.

In order to make it possible for a College Head to play academic roles more frequently, the Study suggests delegation of administrative duties and authority among members of the faculty, and, wherever possible, having a post of Administrator with specialised training in Educational Administration to take responsibility for many of the routine administrative duties. The study points out that there is a need of training for skills of effective communication to the Heads of Colleges to eliminate communication gaps and making them aware of the various dimensions of organisational health of a College. The study also discusses the need for re-assessment of the criteria for the selection of Heads of Colleges.

6.1.6.2 *Planning Education for Future Development, Issues and Choices* by Brahm Prakash, Y.P. Aggarwal, N.V. Varghese and L.S. Ganesh

The paper is divided into four chapters. The major theme of Chapter 1 is to describe the key attributes of present pattern of development which have emerged in the wake of Industrial Revolution. A general perspective on Historical Development in India has been provided along with its implication for education. Chapter 2 focuses on developmental perspective as provided in Seventh Five Year Plan up to the Year 2000. Different sectors of development have

been discussed. Based on this, an attempt is made to derive some educational implications for plan perspective. Chapter 3 portrays different enrolment scenario which are likely to take place or sought to be achieved. It also presents the expenditure implication of enrolment scenario.

The main theme of the present document is that being a late developing country, historically the odds have been pitched against us. What is worse, new technological outbursts are fundamentally changing the problematique of development. The solutions, if they have to work, have to be thought of afresh and have to be situation specific. This would require a tremendous draw upon information, knowledge and the Indian genius. Education of the future has to provide an answer to this situation.

6.2 Library

The Institute maintains a well stocked library in educational planning, 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.

6.2.1 Books

During the period under review, 604 documents were added to the library. One hundred eighty-one books were weeded out from the Library. The Library presently has a collection of 42,666 books besides a rich collection of reports of International Seminars and Conferences organised by International Agencies like UNO, UNESCO, OECD, ILO, UNICEF, etc.

6.2.2 Journals

The Library receives 325 periodicals mainly in educational planning, administration, management and other allied fields. All important articles appearing in these journals are indexed. Two thousand five hundred articles were indexed from these journals during the year.

6.2.3 Non-print Material

In 1986, it was decided to modernize the library and develop it as multi-media Resource Centre. To achieve

this, video cassettes, audio cassette films, microfilms and microfiches are being acquired. The present stock position is :

Films	5
Video Cassettes	8
Audio Cassettes	80
Micro-films	54
Micro-fiches	48

6.2.4 Circulation of Books

During the period under review 65,793 documents were issued to the participants of various programmes, faculty and on inter-library loan to other institutions.

Fifty thousand one hundred twenty-three documents were used by the research scholars in the Library.

6.2.5 Newspaper Clippings

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 subject files.

6.2.6 Current Awareness Services

6.2.6.1 Periodicals on Education : Titles Received and their Contents

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".

6.2.6.2 NIEPA Library Acquisitions

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

6.2.7 Selective Dissemination of Information

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

6.2.8 Bibliography

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

6.2.9 Regional Information Retrieval

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.

6.2.10 NIEPA Documentation Services

NIEPA Documentation Services is a current awareness service series designed both for the practitioners and scholars in the field of educational policy, planning, administration and management. Under this series, it is proposed to bring out Bibliographies, Book Reviews, Research Studies, States Reports etc.

The first issue brought out during this period is devoted to annotated bibliography on Staff Development.

6.3 Documentation Centre

In order to provide an effective information base for the programmes of the Institute, particularly those geared to the needs of the States and Union Territories, the 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.

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 up to district level.

During the year, ~~102~~ documents were added to the Centre. Presently, the Centre has ~~8,766~~ documents 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.

6.3.1 News from States/Union Territories

The Centre subscribes to 13 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.

6.3.2 Documentation and Information Service

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

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

The Institute is fully financed by the Government of India. It is headed by the President.

The Council, the Executive Committee, the Finance Committee and the Programme Advisory Committee constitute the organs of policy frame of the Institute.

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.

The Registrar is the Head of Office and the overall in-charge of academic, personnel and general administration. He is also helping the Director in coordination and in the absence of Dean (Research), in the research activities of the Institute and their monitoring. He is also the Chief Vigilance Officer. The Administrative Officer is in-charge of personnel administration of non-faculty staff and general administration. The Finance Officer is in-charge of the Account Section.

7.1 Organs of Policy Frame

7.1.1 Council

Council is the apex body of the Institute. 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.

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, Personnel and Planning Commission; Director, National Council of Educational Research and Training; six Education Secretaries and Directors of Education each from States and Union Territories; six eminent educationists; all the members of the Executive

Committee; and one member of the NIEPA Faculty. Registrar, NIEPA acts as Secretary of the Council.

A list of the members of the Council as on 31st March, 1989 is given at Appendix I.

The Tenth Meeting of the Council was held on 10th March, 1989.

7.1.2 Executive Committee

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

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.

A list of the members of the Executive Committee as on 31st March, 1989 is given at Appendix II.

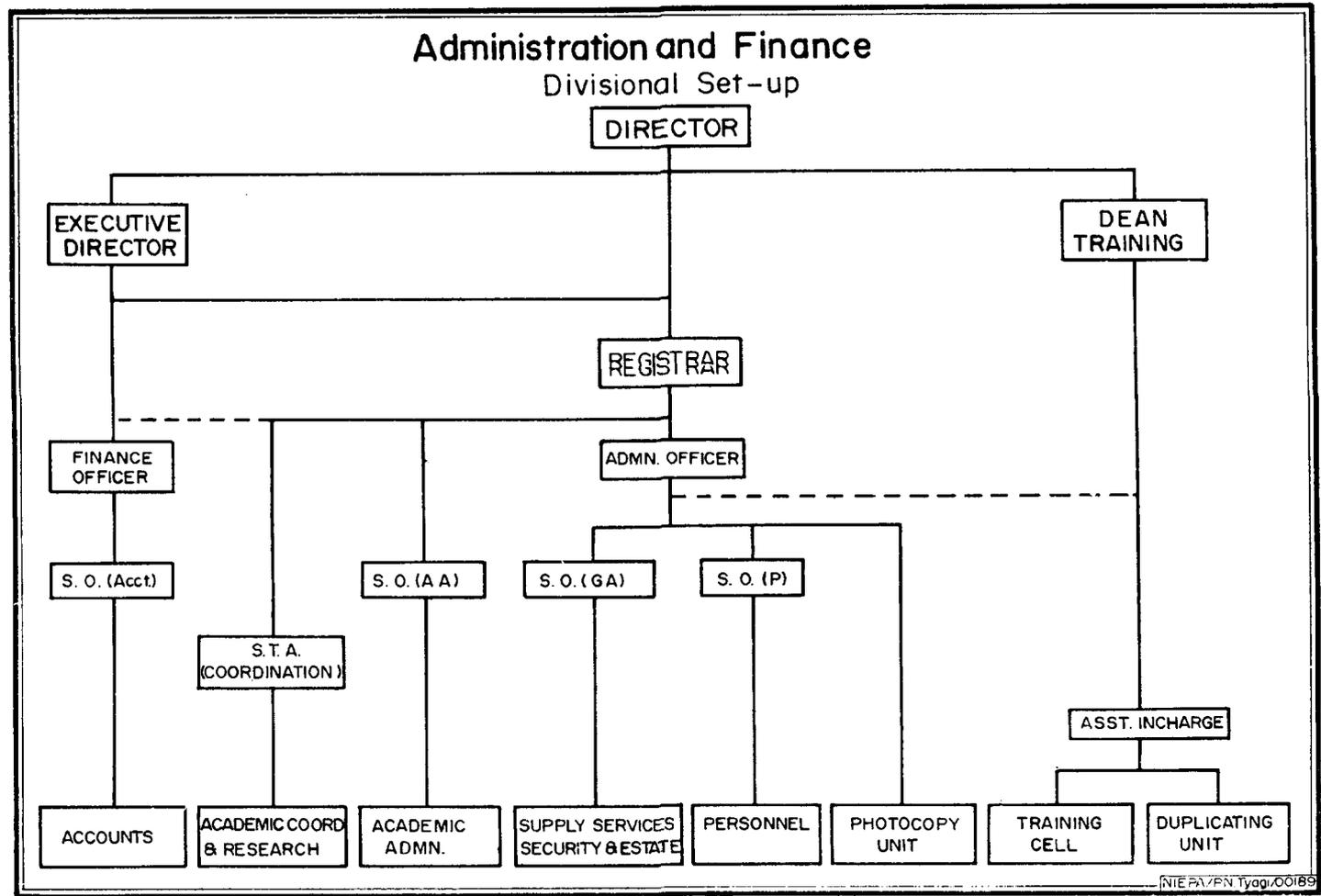
Three meetings of the Executive Committee were held on 25th August, 1988; 2nd February, 1989 and 10th March, 1989.

7.1.3 Finance Committee

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

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 nominated by the President. Registrar, NIEPA acts as Secretary of the Finance Committee.

A list of the members of the Finance Committee as on 31st March, 1989 is given at Appendix III.



Two meetings of the Finance Committee were held on 25th August, 1988 and 2nd February, 1989.

7.1.4 Programme Advisory Committee

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

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; one or two members of the NIEPA Faculty and such other members as may be nominated by the Executive Committee. Registrar, NIEPA acts as Secretary of the Programme Advisory Committee.

A list of the members of the Programme Advisory Committee as on 31st March, 1989 is given at Appendix IV.

Two meetings of the Programme Advisory Committee were held on 17th August, 1988 and 17th January, 1989.

7.2 Special Review Audit by CAG's Office

The Special Review Audit of the Institute's work has started in March, 1989. This is the first special review audit of the Institute since its inception and covers the review of the training, research and other academic activities of the Institute as well as its overall working.

7.3 Review of the Work and Progress of the Institute by Expert Committee

In pursuance of the Rule 41 of the Memorandum of Association of the Institute under which the Government of India may appoint one or more persons to review the work and progress of the Institute, the Ministry of Human Resource Development (Department of Education) has set up in March, 1989, a Committee to review the work and progress of the Institute in terms of the objectives laid down for it and to suggest an appropriate future role for the Institute in the context of Implementation of National Policy on Education, 1986.

The Committee consists of Shri P.K. Umashankar, Director, Indian Institute of Public Administration as Chairman, Professor T.V. Rao, Indian Institute of Management, Ahmedabad, Dr. Chitra Naik, Indian Institute of Education,

Pune, Mr. Jacques Hallak, Director, International Institute for Educational Planning, Paris, Shri R.N. Roy, formerly Director of Education, Government of Bihar, Patna and Dr. (Mrs.) D.M. de Rebello, Joint Secretary (Planning), Ministry of Human Resource Development (Department of Education), New Delhi as members. The Committee is required to submit its report within four months.

7.4 Rules and Regulations

In June, 1984, Government of India, erstwhile Ministry of Education and Culture (Department of Education) set up a Committee to review, suggest amendments and consolidate all Rules and Regulations with a view to provide a clear framework for the operation of the Institute.

The Committee consisted of Director, NIEPA, as Chairman, Financial Adviser, Joint Secretary (Planning) and Director (Administration), Ministry of Human Resource Development (Department of Education) and a representative of the Department of Personnel and Training as members. The Committee was assisted by a Sub-Committee consisting of Dy. Secretary, Department of Pensions and Pensioners' Welfare and Registrar, NIEPA.

The Draft Service Regulations have been prepared by consolidating all the existing regulations and incorporating amendments, deletions and additions considered necessary on a detailed study of similar regulations operating in sister organisations like NCERT, ICSSR, IIPA and Central Universities. These were circulated to all the academic and other staff for making suggestions and modifications before they were circulated to the members of the Committee. The Committee also received written suggestions/comments made by the academic and other staff and also had personal discussions with some of them. The report of the Committee along with the Draft Service Regulations has been finalised and is being circulated to the members of the Finance and Executive Committees before referring them to the Government of India, Ministry of Human Resource Development (Department of Education) for approval.

Important features of the Draft Service Regulations as finalised by the Committee include : adoption clause so that the conditions of the service as prescribed by the UGC for equivalent categories of personnel in Central Universities are made applicable to faculty and other staff on UGC scales of pay and conditions of service for employees

of Central Government are applicable to other categories of employees. A number of provisions have been incorporated to bring qualitative improvement in the functioning of the Institute by attracting talent. This includes offering of Emeritus Professorships, Visiting Fellowships and National Fellowships in consonance with the UGC guidelines applicable to Central Universities. In addition to different kinds of leaves as admissible to Central Government employees, provisions have been made for Academic and Sabbatical Leave as well as liberalisation of Study Leave to the faculty in consonance with the Central Universities pattern. Provisions have also been made to simplify and rationalise the regulations with a

view to promote greater efficiency and functional autonomy.

7.5 Cadre Planning

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 cadres to the minimum to continuously tilt the balance in favour of the former for increasing the overall organisational effectiveness in the emerging organisational system.

A comparative cadre-wise picture in the Institute as on April 1, 1980 to March 31, 1989 is given below :

Sl. No.	Cadre Posts	1-4-80	31-3-89	Addl. Posts Created
1.	Faculty (Director, Consultants, Senior Fellows, Fellows and Associate Fellows)	21 (20%)	35 (21%)	+14
2.	Academic Support (Publication Officer, Librarian, Documentation Officer, Computer Programmer, Hindi Editor, Asst. Publication Officer, Senior Technical Assts., Librarian Gr. II and Gr. III, Hindi Translator, Semi-Professional Asst. and Technical Asst.)	7 (7%)	23 (14%)	+16
3.	Administrative and Secretarial Staff	26 (25%)	36 (21%)	+10
4.	Technical Staff (P.S. to Director, Sr. P.As, Sr. Stenographers, Machine Operator, Junior Stenographers, Telephone Operator, Drivers, Computer and Electrician, Prog. Attendent, Library Attendent and Sr. & Jr. Gestetner Operators)	21 (21%)	33 (19%)	+12
5.	Class IV (Non-technical)	28 (27%)	42 (25%)	+14
Total		103	169	+66

* does not include 2 non-operational posts of chowkidars

The cadre strength of the Faculty and Academic support more than doubled from 28 as on April 1, 1980 to 58 as on March 31, 1989. During the same period, the increase in administrative, secretarial and ministerial staff was less than 50%.

Besides the cadre strength of 169, there were 26 project staff members as on 31st March, 1989.

7.6 Staff Changes

Dr. C.B. Padmanabhan, Senior Fellow retired on the date of superannuation on 30.9.1988.

Dr. R.P. Singhal, Executive Director retired on 18.10.1988.

Shri S. Sundararajan, Finance Officer retired on 19.11.1988.

Shri O.P. Sharma joined as Finance Officer on 16.12.1988.

Dr.(Mrs.) Sudesh Mukhopadhyay, Reader, North East Hill University, Shillong, joined as Fellow in School and Non-formal Education Unit on 2.3.1989.

Shri Ravinder Arora joined as Project Associate Fellow in the Project on COPE on 1.7.1988.

Shri R.K. Solanki joined as Senior Research Officer in the Project on School Mapping on 1.9.1988.

Dr. Gulab Jha joined as Project Associate Fellow in the Project on All India Survey on 1.9.1988.

Shri Yogeshwar Samp joined as Project Associate Fellow on 15.11.1988

Ms. Anita Chopra, Project Staff-I, joined in the Project on Management Information System for District Education Officers on 8.2.1989

7.7 Foreign Assignments

Dr. N.V. Varghese, Fellow, Sub-National Systems Unit
Visiting fellowship to International Institute of Educational Planning, Paris, France (January 15, 1988 to July 1989)

7.8 Visits Abroad

Professor Satya Bhushan, Director

Visited Washington to participate in the Seminar on "Using Technologies for Education and Training : An Economic Perspective" at the Economic Development Institute, World Bank, Washington, D.C., (April 15 to April 30, 1988).

Dr. R.P. Singhal, Executive Director

Attended the Regional Study Group Meeting of UNESCO on "Reorientation and Reform of Secondary Education" at UNESCO Regional Office, Bangkok, (May 9-17, 1988).

Dr. G.D. Sharma, Senior Fellow & Head

Visited IIEP, Paris to hold meeting of the Research Project "Resource Allocation Mechanism in Thrust Areas in Higher Education" (October 2 - November 24, 1988).

Visited Vietnam, Hanoi University, Hanoi (January 6-16, 1989) and delivered lectures on the following themes :

- Forecast and Planning and Higher Education in India and Developing Countries.
- Academic Staff Development in Universities and other Higher Education Institutions in India.
- Development of Higher Education Pedagogy and Improvement of Pedagogical Ability of Academic Staff Members in Indian Universities.

7.9 In-service Training Programme

7.9.1 International

Shri Chananjiv Mehta, Fellow, NIEPA is pursuing his Ph.D. at the Institute of International Education, University of Stockholm, Sweden (April 1, 1987 to December 20, 1989).

Dr. Y.P.P. Aggarwal, Fellow, NIEPA is currently undertaking a "Post-Doctoral Research Study in Education in Developing Countries" at the University of London, Institute of Education under the British Technical Co-operation Training Programme for 1988-89 (September 28, 1988 to June 30, 1989).

Ms. Raranjana Srivastava, Associate Fellow, NIEPA is undergoing training under the Advanced Training Programme in Educational Planning and Administration at the IIEP, Paris, France (September 28, 1988 to December 20, 1989).

Dr. S.C.C. Nuna, Fellow, Sub-National Systems Unit participated in a Training Workshop on "Role of Micro-Computer in EMIS" at Bangkok (June 22 - July 1, 1988).

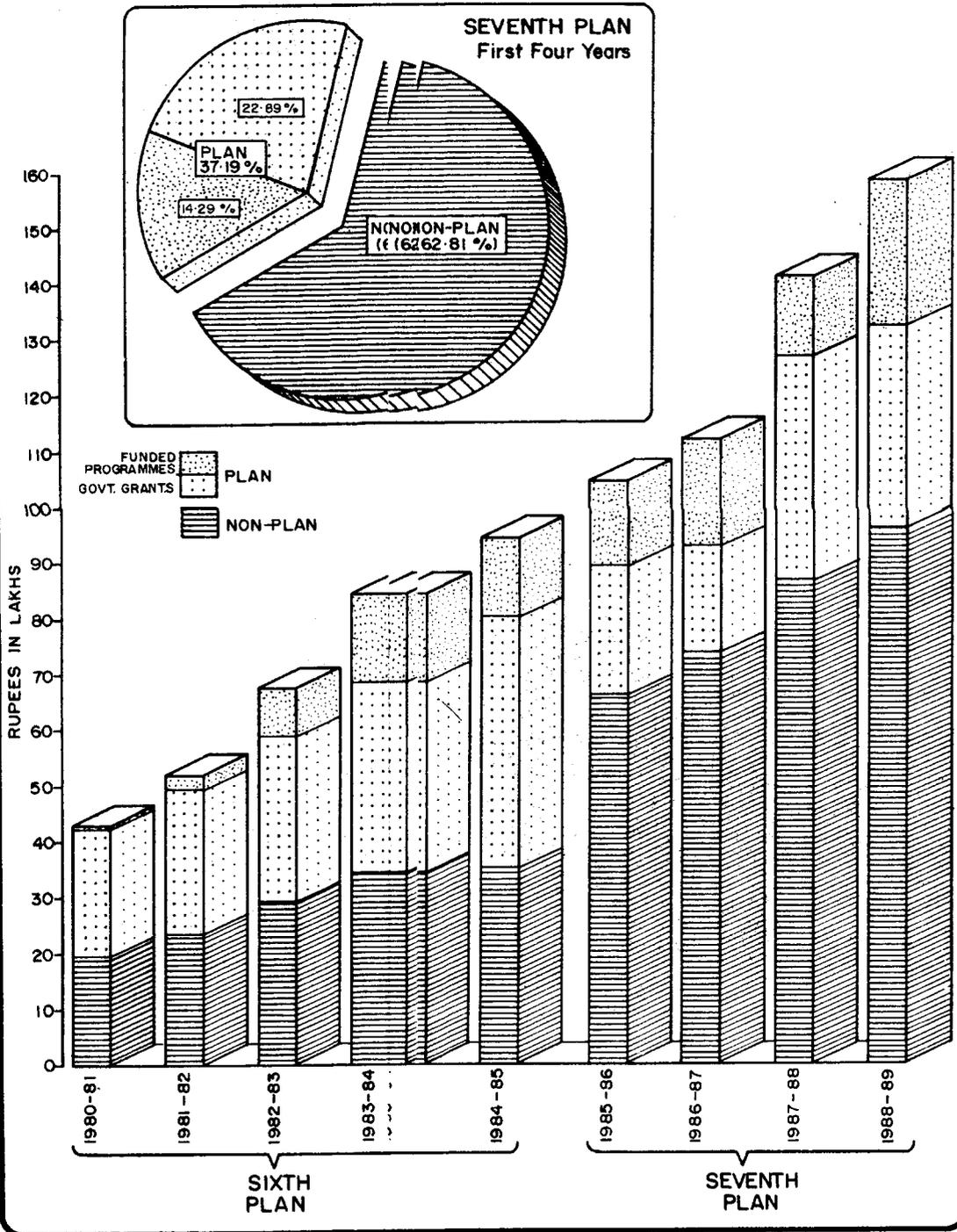
7.9.2 National

Shri K.L.L. Dua, Administrative Officer attended an Appreciation Programme on Reservation in Services for Scheduled Castes and Scheduled Tribes at the Institute of Secretarial, Training and Management, Delhi (October 10-12, 1988).

Shri Marange Ram, Assistant Accounts Section, attended a training programme on "Cash and Account Course" at the Institute of Secretarial, Training and Management, Delhi (October 3 - December 2, 1988).

A Training Programme for the Officers and Secretarial Staff of the Administration and Accounts Divisions on "Effective Utilisation of Computer Applications" was organised by Computer Centre which was attended by 27 Officials including Registrar, Finance Officer, Section Of-

FUNDS FLOW SHHHOWING EXPENDITURE ACCORDINGG 3 TO SOURCES



ficers, Assistants, UDCs and LDCs (February 13-14, 1989).

7.10 Group Savings Linked Insurance Scheme

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 and D have been provided an insurance cover of Rs. 80,000, Rs. 40,000, Rs. 20,000 and Rs. 10,000 respectively.

7.11 Farming out the Work

The Institute has adopted the practice of farming out the work instead of engaging regular staff wherever possible with a view to increase operational efficiency and accountability. In this context, the Institute has entrusted the catering services, security of hostel and security of residential complex to private agencies. Operation of water pumps and generator have also been awarded on contractual basis through CPWD, who are the maintenance agencies for Institute's works.

7.12 Work Culture and efficiency

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 multidimensional growth. Besides maintaining high standards of efficiency throughout the year, the faculty and other staff always rise to the occasion when ever there are special demands on them.

7.13 Programme Reporting

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.

7.14 Office Productivity and Reporting : An Innovative Approach

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, in addition to monitoring the disposal of receipts. The reporting system has been further strengthened to monitor the operation and maintenance of various installations, machines and equipments. Even limited operationalisation of the system has resulted in perceptible improvement in office functioning.

7.15 CC&us Facilities

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

Construction of 8 type-IV quarters is likely to start shortly. It is also planned to construct residence for warden, faculty / guest accommodation and additional blocks in the hostel.

The training programmes organised by the Institute at New Delhi are residential. The participants are accommodated in the hostel. Based on the preliminary report of the Institute of Hotel Management, Catering and Nutrition, New Delhi, steps have been taken to modernise the hostel and professionalise its services. The receipts from hostel during the year amounted to Rs. 1.73 lakhs.

7.16 Finance

During the year 1988-89, the Institute received a grant of Rs. 1177.36 (Rs. 79.86 under Non-plan and Rs. 37.50 under Plan) against Rs. 110.07 lakhs (Rs. 70.40 lakhs under Non-plan and Rs. 39.67 lakhs under Plan) during 1987-88. The Institute had a balance of Rs. 11.64 lakhs (Rs. 7.58 lakhs under Non-plan and Rs. 4.06 lakhs under Plan) at the beginning of the year and the office and hostel receipts amounted to Rs. 13.51 lakhs. Thus, against the total receipts of Rs. 142.51 to total expenditure out of Government grants during the year amounted to Rs. 132.36 lakhs against Rs. 127.04 lakhs during 1987-88.

In addition, the Institute received funds amounting to Rs. 27.37 lakhs for conduct of Programmes and Research Studies; from the other agencies and the expenditure on these during the year was Rs. 26.34 lakhs.

The total expenditure during the year both under government grants and funded programmes aggregated to Rs. 158.70 lakhs as against Rs. 139.64 lakhs during 1987-88

Training Programmes/Seminars/Workshops Organised by NIEPA during the Year 1988-89

SlNo.	Unit	Name of the Programme	Dates and Duration	No. of Participants	Programme Person Days
1	2	3	4	5	6
Area Level Planning and Management					
<i>a) National Diploma</i>					
<i>On-going Programme</i>					
	SNF	8th Pre-Induction Diploma Programme in Educational Planning and Administration (Second Phase)	November 2, 1987 - April 30, 1988 (30 days)	13	390
		Third Phase of 8th Pre-Induction Diploma Programme in Educational Planning and Administration	June 14-17, 1989 (4 days)	13*	52
<i>New Programme</i>					
1.	SNF	9th Pre-Induction Diploma Programme in Educational Planning and Administration for DEOs (First Phase)	November 1, 1988 - January 31, 1989 (92 days)	19	1748
		Second Phase of 9th Pre-Induction Diploma Programme in Educational Planning and Administration	February 1 - April 30, 1989 (59 days)		1121
One on-going and one new Programme			185	32	3311
<i>b. Micro Level Planning</i>					
2.	EP	Review Committee Meeting : Action Research in Implementation Strategies for Education - The Punhana Experience	June 21-22, 1988 (2 days)	17	34
3.	SNS	Micro Level Planning for Universalisation of Elementary Education (First Programme)	July 18-21, 1988 (4 days)	13	52
4.	SNS	Micro Level Planning for Universalisation of Elementary Education (Second Programme)	July 26-29, 1988 (4 days)	15	60
Three Programmes			10	45	146

1	2	3	4	5	6
<i>c) Area Level Officers</i>					
5.	EP	Refresher Course for IAS Officers on Structural Adjustment in Educational Planning and Management	September 26 - October 1, 1988 (6 days)	29	174
6.	SNS	School Mapping at State Level, Rajasthan (Ajmer)	October 27-28, 1988 (2 days)	46	92
7.	SNS	Mass Orientation Programme for Educational Planners and Administrators in Implementation of NPE with particular reference to Decentralised System of Educational Planning and Management	October 31 - November 5, 1988 (6 days)	18	108
8.	SNS	Intensive Training Programme on School Mapping and School Complexes	November 6-11, 1988 (6 days)	18	108
9.	EP	Workshop to Develop Guidelines for the Training of Community Leaders and Animators	November 28 - December 2, 1988 (5 days)	14	70
10.	SNS	Mass Orientation Programme for Educational Planners and Administrators in Implementation of NPE with particular reference to Decentralised System of Educational Planning and Management	December 12-17, 1988 (6 days)	16	96
11.	SNS	Intensive Training Programme on School Mapping and School Complexes at State Level	December 19-24, 1988 (6 days)	16	96
12.	SNS	Mass Orientation Programme for Educational Planners and Administrators in Implementation of NPE with particular reference to Decentralised System of Educational Planning and Management	December 26-31, 1988 (6 days)	15	90
13.	SNS	Mass Orientation Programme for Educational Planners and Administrators in Implementation of New Education Policy with reference to Decentralised system of Educational Planning and Management and Intensive Training Programme on School Mapping	January 2-7, 1989 (6 days)	15	90
14.	EP	Training Programme for IAS Officers	January 9-14, 1989 (6 days)	30	180
15.	SNS	Training Programme in Educational Planning and Administration for Senior Educational Administrators	January 16 - February 3, 1989 (19 days)	9	171
16.	SNF	Training Programme for Community Leaders from Gurgaon	February 11-12, 1989 (2 days)	40	80

1	2	3	4	5	6
17.	SNS	Orientation Programme for Educationalahall Planners and Administrators in Implementattatation of New Education Policy with partirttiicular reference to Decentralised System of H Educational Planning and Management and intintensive Training Programme on School Mappinningg	March 6-10, 1989 (5 days)	4	20
Thirteen Programmes			81	270	1375
II Institutional Level Planning and Management—Schhool Education					
18.	INTL	Workshop for Training of Trainers in In Institutional Planning and Management	April 21-23, 1988 (3 days)	10	30
19.	SNS	Workshop on Preparation of Course DeDeesign in Planning and Management of District Insinstitutes of Education and Training	June 9-10, 1988 (2 days)	30	60
20.	EA	Training Programme in Planning anandd Administration for Principals of Navavcodaya Vidyalayas	June 27 - July 1, 1988 (5 days)	44	220
21.	EA	Orientation Programme on School MaMaanagement of Navodaya Vidyalayas	July 11-15, 1988 (5 days)	49	245
22.	EA	Orientation Programme in Educationalahall Planning and Management for Officers and id Heads of Institutions (Lakshadweep)	October 3-8, 1988 (6 days)	51	306
23.	INTL	Training Course in Educational Planniming and Management for Education Officererss and Senior Principals of Kendriya Vidyalayayaa Sangathan	October 3-14, 1988 (12 days)	26	312
24.	EA	Orientation Programme in Educationalahall Planning and Managment for Officers and HeHeads of Institutions of Lakshadweep (Study ly Visit Programme)	November 16-26, 1988 (11 days)	15	165
25.	INTL	Workshop on Management of Academmmic Excellence in Kendriya Vidyalayas	February 20-24, 1989 (5 days)	28	140
26.	EA	Second Training-cum-Visitation Progngprogramme in Institutional Planning and Quality Impprovement for Education Officers, Heads of If Institutions and Teachers of Lakshadweep	March 8-22, 1989 (15 days)	26	390
Nine Programmes			64	279	1868
III. Institutional Level Planning and Management—HiHigher Education					
27.	HE	Orientation of Teachers in Higher Educaucaation : Role of Academic Staff Colleges	April 18-20, 1988 (3 days)	30	90

1	2	3	4	5	6
28.	HE	Orientation Programme in Planning and Management of Autonomous Colleges for Principals of Autonomous Colleges	June 6-17, 1988 (12 days)	31	372
29.	HE	Orientation Programme in Planning and Management of Autonomous Colleges	August 1-12, 1988 (12 days)	12	144
30.	HE	Orientation Training Programme for Principals of Colleges	September 5-23, 1988 (19 days)	21	399
31.	SNF	Orientation Programme on Participatory Methods of Training for College and University Personnel (Bombay University)	November 22-24, 1988 (3 days)	35	105
32.	HE	Training of the Directors of Academic Staff Colleges	December 26-28, 1988 (3 days)	34	102
33.	HE	Seminar-cum-Workshop in Planning and Management Council for Directors of College Development Councils and Higher Education	March 27-29, 1989 (3 days)	27	81
Seven Programmes			55	190	1293

IV. Universalisation of Elementary Education and Adult Education

34.	SNF	Workshop on Preparing the Operational Plan for Implementation of Adult Education Projects	April 11-13, 1988 (3 days)	24	72
35.	SNF	National Programme on Management of Adult and Continuing Education Programme at Micro Level through University	July 4-8, 1988 (5 days)	17	85
36.	SNF	Orientation Programme for District Adult Education Officers of Uttar Pradesh	July 25-29, 1988 (5 days)	32	160
37.	SNF	Meeting of Directors of Adult Education	August 9-11, 1988 (3 days)	39	117
38.	EP	Unesco Sponsored National Workshop on Universalisation of Primary Education	August 17-26, 1988 (10 days)	19	190
39.	SNF	Trainers Training Programme (Adult Education) (National Literacy Mission)	August 25-27, 1988 (3 days)	29	87
40.	SNF	Orientation Programme for DAEOs and Project Officers	September 7-11, 1988 (5 days)	42	210
41.	SNF	Orientation programme for DAEOs and Project Officers (Indore)	September 21-25, 1988 (5 days)	22	110
42.	SNF	Orientation Programme for DAEOs and Project Officers for the Technology Demonstration Districts (Lucknow)	September 25-29, 1989 (5 days)	11	55

1	2	3	4	5	6
43.	SNF	Training of Trainers from State Resource Centres of Adult Education (Coimbatore)	November 17-19, 1988 (3 days)	25	75
44.	SNF	Training Programme for Volunteers of Literacy Abhiyan Tauru (Duh) Haryana	March 11, 1989 (1 day)	25	25
Eleven Programmes			48	285	1186
V. Planning and Management for Weaker Sections of SC Society					
45.	EP	Workshop on Planning and Management of Education for the Scheduled Tribes	May 16-18, 1988 (3 days)	10	30
46.	INTL	Third Orientation Training Programme in Educational Planning and Administration for Women Secondary School Principals	October 17-28, 1988 (12 days)	17	204
47.	EP	Workshop for Developing Strategies for Education of Working Children (NGOs & Experts)	November 21-25, 1988 (5 days)	13	65
48.	SNF	National Literacy Mission in Tribal Area (Ukai)	December 7-9, 1988 (3 days)	23	69
Four Programmes			23	63	368
VI. Planning and Management of Minority Managed Institutions					
49.	EP	Workshop on Planning and Management of Minorities Managed Institutions	May 25-27, 1988 (3 days)	11	33
50.	EP	Orientation Programme in Educational Planning and Management for Heads of Minority Managed Institutions (Varanasi)	October 8-10, 1988 (3 days)	16	48
Two Programmes			6	27	81
VII. Educational Technology and Computer Applications					
51.	DEET	Workshop on Research in Distance Educational Technology	April 18-22, 1988 (5 days)	13	65
52.	EP	Training Programme on Computer Application in Educational Analysis	August 1-12, 1988 (5 days)	14	168
53.	DEET	National Workshop on Planning and Management of Open Learning Systems	August 29 - September 2, 1988 (5 days)	5	25
54.	DEET	Workshop on Planning and Management of Distance Education	September 19-23, 1988 (5 days)	22	110
55.	DEET	Orientation Programme on Effective Utilisation of Computers in Colleges	November 21-26, 1988 (6 days)	20	120

11	2	3	4	5	6
556.	DEET	Workshop on Planning and Management of Educational Technology in Colleges and Technical Institutions	January 23-27 1989 (5 days)	6	30
557.	DEET	Computers for Management of Colleges	February 6-14, 1989 (9 days)	19	171
558.	EP	Training Programme on Computers in Education—Use of LOTUS 1-2-3 in Educational Planning and Management - II	February 22 - March 3, 1989 (10 days)	40	400
Eight Programmes			57	139	1089
VIII. Management Information Systems					
559.	SNS	Technical Workshop on Monitoring Evaluation and MIS for Non-formal Education	September 5-6, 1988 (2 days)	15	30
660.	COPE-I	Training-cum-Workshop of State NFE Directors on Computerised MIS for Education	March 10-11, 1989 (2 days)	17	34
661.	COPE-II	Training-cum-Workshop for Electronic Agencies for the Implementation of COPE (Computerised Planning for Education) in the States of Uttar Pradesh, Madhya Pradesh, Rajasthan and Haryana	March 30-31, 1989 (2 days)	9	18
Three Programmes			6	41	82
IX. International Programmes					
<i>a) Diploma Programme</i>					
<i>On-going Programme</i>					
	INTL	Fourth International Diploma Programme in Educational Planning and Administration (Second Phase)	January 14 - July 13, 1988 (104 days)	20	2080
<i>New Programmes</i>					
662.		Fifth International Diploma Programme in Educational Planning and Administration (First Phase)	January 16 - July 15, 1989 (75 days)	31	2325
One on-going and one new programme			179	51	4405
<i>b) Other Programmes</i>					
663.	EP	Training Programme on Quantitative Techniques in Educational Planning	May 9-20, 1988 (12 days)	7	84

1	2	3	4	5	6
64.	SNS	Workshop on Border Area Development Programme for Developing Guidelines Regarding Plan Formulation	September 19-21, 1988 (3 days)	16	48
		Two Programmes	15	23	132
65.	SNF	Attachment Programme for Somalia Regional Coordination with special emphasis on Rural and Nomadic Communities	April 18-22, 1988 (5 days)	4	20
66.	INTL**	Inter-Regional Training Course on Environmental Education for Educational Planners and Administrators	February 13-18, 1989 (6 days)	4	24
		Two Programmes	11	8	44
Total 66 Programmes			740	1453	15380

* Counted once only

** Included Fifth IDEPA Participants

Legend: SNF = School and Non-formal Education; EP = Educational Policy; SNS = Sub-National Systems; INTL = International; EA = Educational Administration; HE = Higher Education; DEEET = Distance Education and Educational Technology

Academic Contribution of Faculty

Books

N.M. Bhagia

Published a Chapter titled "Teacher Evaluation" in the *Indian Year Book of Teacher Education*, Sterling Publishers, 1988

Kusum K. Premi

Scheduled Castes and Scheduled Tribes in the Industrial Training Institutes : A Study of Five States, Vikas Publishing House Pvt. Ltd., New Delhi, 1989.

K. Sudha Rao

Open Learning System, Lancer International, India International Centre, New Delhi, 1989.

S.M.I.A. Zaidi

Politics, Power and Leadership in Rural India, Commonwealth Publishers, New Delhi, 1988.

Research Papers/Articles Published

R.P. Singhal

Published a paper in the *Siksha Vivechan* (Hindi), Ministry of Human Resource Development (Department of Education) Hemant 1987 on "Pareeksha Sudhar Ke Naye Aayam".

N.M. Bhagia

Published a book review in the *Education Quarterly*, Vol. XXXIX, N, No. IV of the book "Education and Process of Change" by Ratna Ghosh and Mathew Zachariah.

Published a paper titled "Recent Developments in Education" in the *Educational Herald*, Vol. 19, No. I (July-September 1988).

A research article, "Role Performance of Heads of Colleges" in the *New Frontiers of Education*, Vol. XIX, No. I (January-March, 1989).

M. Mukhopadhyay

Edited twelve monthly news magazines *Educational Technology*.

R.P. Saxena

"Decision Making in Academic Institutions" in the *Journal of Indian Management*, February, 1989.

Kusum K. Premi

"Education of Disadvantaged Children : Issues in Universalisation of Elementary Education in India" in *Perspectives in Education*, Vol. 5, No. 1, January 1989.

Sushma Bhagia

Published "Study of Educational Innovations and Suggestions", *Shivivira Patrika*, March-April, 1988.

"New Education Policy : Impediments in Its Implementation", *Teacher Today*, Vol. 30, No. 4, 1988.

"Alternative Approaches to Education in the Twenty-First Century", *The Education Quarterly*, Summer, 1988.

"Teacher-Motivation in the Context of National Education Policy", *The Rajasthan Board Journal of Education*, Vol. XXIV, No. 3, July- September, 1988.

"Innovative Trends and Approaches in Adult Education", *Trends in Education* (Half-yearly Research Journals), Vol. XVII, No. 2, October, 1988.

"Teacher Evaluation", *Sindh Educational Journal*, Vol.2, No. 9, February, 1989.

K. Sudha Rao

Published "Democratization of Education and New Education Policy", *Mainstream*, Vol. XXVII, No. 22, February 1989.

K. Sujatha

Published a book review in the *Perspective in Education*, April 1988 of the book "Exploring Personality of Tribals".

Research article on "Education in India - A Review of Policies", *Perspectives in Education*, Vol. 4, No. 4, October, 1988.

"Research on Distance Education in India", *Indian Journal of Distance Education*, Vol. II, No. 2, December 1988.

Published a book review "Education and the Processes of Change" edited by Ratna Ghosh and Mathew Zachariah, *Journal of Educational Planning and Administration*, Vol. II, Nos. 1 and 2, January-April, 1988.

"Distance Education of Swapna Borah", *Indian Journal of Distance Education*, Vol. II, December, 1988.

R.S. Sharma

Published a book review in the *Journal of Education*, NCERT, Vol. 13, No. 5, January 1988 of the book "Supervision in Education".

Arun Mehta

"Population of Rajasthan" in *Rajasthan Economic Journal*, Vol. 10, No. 1, January, 1989.

Ranjana Srivastava

Published "Educational Management in India : Concerns for the Future" in *New Frontiers in Education*, No. 2, April-June, 1988.

Manju Narula

Published "Issues in College Planning and Management" in *University News*, May 23, 1988.

S.M.I.A. Zaidi

Published "Education and Economic Development in India" in *Journal of Educational Planning and Administration*, Vol. 2, No. 2, Nos. 1 and 2, January-April, 1988.

"Sex Disparities in Education : A Study of Literacy in Uttar Pradesh" in *New Frontiers in Education*, Vol. XVIII, No. 3., July- September, 1988.

Published a book review of Devasva, Deelamma, "Developing Rural India in Social Action", *Book Review Supplement*, Vol. 5, No. 4, August, 1988.

A book review of Hazary, Subhas Chand, "Student Politics in India" in the *Education Quarterly*, Vol. XL, No. 3, Autumn 1988.

A book review of Singh, Indu Prakash, "Women's Oppression : Men Responsible" in *Social Change*, Vol. 18, No. 3, September, 1988.

Conferences/Seminars/Workshops/Training Programmes Organised by other Bodies**Satya Bhushan**

Delivered lectures to the participants of a course on Higher Education organised by Aligarh Muslim University, Aligarh on 4th April, 1988.

Delivered lectures to the principals of Gwalior organised by Jiwaji University, Gwalior, 20th May, 1988.

Delivered Key note address in the "International Workshop on Management Development of Women Administrators" organised by the SNDT University, Bombay (October 22-23, 1988)

Presented a paper on "Literacy Programme, Poverty Alleviation and Development" in a Seminar organised by the Ministry of Human Resource Development—Programme Implementation, Delhi (December 20, 1988).

Participated in a national conference on "Towards Organisation Effectiveness through Human Resource Development" held at Raj Place, New Delhi (February 9, 1989).

Chaired the "Grant-in-aid Committee" meeting of the Ministry of Human Resource Development, held at NIEPA, New Delhi (February 24, 1989).

Attended the Zakir Hussain Centre Meeting, Jawaharlal Nehru University, New Delhi (March 14, 1989).

R.P. Singhal

Acted as Lead Speaker on a Panel Discussion on Balance of Education in the National Public Schools Conference held at Vishwa Yuvak Kendra on 17th April, 1988.

Addressed the Inaugural session of the Second National Seminar on Motivation for Self-employment and Entrepreneurship Development organised by NCERT and National Alliance of Young Entrepreneurs on 21st April, 1988.

Addressed the Teachers' Seminars at Hans Raj Model School, Punjabi Bagh, New Delhi on "School Accountability" (July 1, 1988).

K.M. Bahauddin

Delivered a lecture on "Approaches of Educational Planning—Role of Return, Manpower Requirements, Social Demand, etc." in the Institute of Applied Manpower Research, New Delhi on 24th June, 1988.

Attended the Programme on Management Module for Academic Staff College Trainees organised by the Aligarh Muslim University at Aligarh from 25-26 April, 1988.

Presided over the session "Final Technical Session on Alternative Futures: Anticipatory and Issues and Management" of National Workshop on Technological Forecasting towards the 21st Century organised by Indian Institute of Technology, New Delhi from 27-28 April, 1988.

Chaired a session on "Manpower and Employment Planning" at State and National Level organised by Institute of Applied Manpower Research, Delhi on 29th April, 1988.

Delivered valedictory address at the Central Tibetan School Administration, New Delhi to the resource persons of an orientation course on 2nd May, 1988.

Attended the National Seminar on Re-orientation of Content and Process of School Education, organised by the NCERT from 2-4 June, 1988.

Served as a resource person in the Training Programme on Education and Manpower Planning at the Institute of Applied Manpower Research, New Delhi on 9th June, 1988.

Attended National Workshop on Performance Appraisal System (PPAS) for Teachers of Technical and Management Institutions at IIT, Delhi (July 29-30, 1988).

Delivered lectures on "Upgradation and Improvement of College", "Curriculum Designing Principles and Criteria", "Evaluation and Measurement" and "Teacher Evaluation" in the Orientation Programme of Academic Staff College organised by Academic Staff College, Kurukshetra University (September 6, 1988).

Delivered lectures to the participants of Academic Staff College on the theme "Principles of Syllabus Making", "Examination Reform", and "Aims and Objectives of Higher Education" at Lucknow University, Lucknow (September 12-13, 1988).

Delivered lectures to the participants of Academic Staff College on "Planning Management", "Institutional Planning", "Curriculum Planning", and "Teacher Evaluation" at Aligarh Muslim University, Aligarh (September 16-17, 1988).

Delivered a lecture on "Curriculum Design" in Jamia Millia Islamia, New Delhi (October 26, 1988).

Delivered lectures on "Educational Planning" at Aligarh Muslim University, Aligarh (December 4-5, 1988).

Chaired the Civil Engineering Section for Selecting Training Programmes Under Quality Improvement Scheme and attended XVIII Annual Convention of Indian Society for Technical Education, Pune (December 22-24, 1988).

Attended a National Symposium on Child Centered Education at NCERT, New Delhi (October 10-12, 1988).

Attended a Conference on Accreditation organised by ISTE at Indian Institute of Technology, Delhi (January 10-12, 1989).

Delivered a lecture in the Academic Staff College of Aligarh Muslim University, Aligarh (February 22, 1989).

C.B. Padmanabhan

Participated and presented a paper on "Resource for Education" at SIE/SCERT, Pune (September 10-20, 1988).

N.M. Bhagia

Delivered inaugural address to the participants of All India Training Programme for Directors of Unesco Clubs of Vishwa Yuvak Kendra, New Delhi on July 15, 1988.

Delivered Inaugural address to the participants of All India Training Programmes for Director of UNESCO Clubs in India organised by USO in collaboration with Ministry of Human Resource Development, New Delhi (July 15, 1988).

Delivered valedictory address to the participants of Orientation Programme organised by Academic Staff College Kurukshetra University, Kurukshetra (July 28, 1988).

Acted as resource person in the Management Development Workshop for Women Administrators organised by SNDT Women's University, Bombay (November 3-5, 1988).

Participated in the Symposium in "Teachers Accountability" organised by the Department of Foundations of Education, Jamia Millia Islamia (January 31, 1989).

Delivered a lecture on "Institutional Planning" to the Principals of DAV Public School at Shahibabad (February 2, 1989).

Delivered a lecture on "Team Building and Conflict Management by the Principals of Colleges" in the Seminar organised by Haryana Institute of Public Administration, Chandigarh (February 23, 1989).

Brahm Prakash

Participated in a panel discussion on "Educational Employment Linkages" at Institute of Applied Manpower Research, New Delhi on 22nd April, 1988.

Delivered a lecture on National Policy on Education - 1986 at Institute of Applied Manpower Research, New Delhi on 5th May, 1988.

Participated in the Seminar on "Development of Education in Bihar" at Indian Institute of Public Administration, Delhi on 18th May, 1988.

Delivered a lecture at Haryana Institute of Public Administration, Chandigarh on "A Case Study in Poverty Alleviation—Bombay" on 7th June, 1988.

Delivered a lecture on "Institutional Planning" at Navodaya Vidyalaya on 9th June, 1988.

Delivered a lecture on "Human Capital Formation Concepts and Measurement" at the Institute of Applied Manpower Research on 23rd June, 1988.

Delivered a lecture on "Education for Rural Development" at TTTI, Chandigarh (July 18, 1988).

Delivered a lecture on "Approaches of Educational Planning" at HIPA, Chandigarh (July 18, 1988).

Delivered a lecture on "Higher Education and Development" at Delhi University (July 19, 1988).

Delivered a lecture on "Educational Employment Linkages" at Institute of Applied Manpower Research, Delhi (September 5, 1988).

Delivered a lecture on "Education in India" at Vishwa Yuvak Kendra, Delhi (September 20, 1988).

Delivered a lecture on "Management of Education on Institutional Level" at NCERT, New Delhi (September 21, 1988).

G.D. Sharma

Acted as resource person for the Component D of Orientation Programme of the Teachers in Higher Education at Aligarh Muslim University, Aligarh (25-26 April, 1988).

Participated in the Orientation Programme for Finance Officers organised by UGC and AIU at Pune and delivered lecture on "Changing Role of Budgeting System in Indian Universities on 6-7 June, 1988.

Delivered lectures on various themes of "Higher Education" at the University of Kashmir (July 28-30, 1988).

Delivered lecture on "Policy Thrust in Higher Education" at Jodhpur University, Jodhpur (September 24, 1988).

Delivered a lecture on "Higher Education" at Jamia Millia Islamia, New Delhi (September 25, 1988).

Delivered a lecture on "Policy Programme and Implementation and Curriculum Planning and Management" at Aligarh Muslim University, Aligarh (September 28, 1988).

Delivered a lecture on "Higher Education" at Academic Staff College, University of Jodhpur, Jodhpur (July 5, 1988).

Delivered a lecture on "Higher Education" at Vaikunthi Devi Mahilla College, Agra (July 20, 1988).

Delivered a lecture on "Policy Thrust and Perspective in Higher Education" at Jamia Millia Islamia, New Delhi (July 26, 1988).

Delivered lectures on "Higher Education and New Education Policy" at Patna University, Patna (July 31 and September 1, 1988).

Delivered lectures on the "Concept and Philosophy of Autonomy and Accountability; and Teachers' Role of Commitment" at Government College Ajmer (October 15-16, 1988).

Delivered a lecture on "Higher Education and National Development" in Jamia Millia Islamia, New Delhi (February 22, 1989).

Attended the National Seminar on "Nehru Life and Thoughts" and presented a paper on "Nehru Economic Philosophy from the Post Gandhian Perspective" at Udupi (February 24-26, 1989).

Attended a Round Table Conference to discuss the "Imperatives of Security and Development in India" held on March 19, 1989.

M. Mukhopadhyay

Participated in a discussion group on "Instructional Designs for Computer Education in Indian Institute of Technology, Delhi on 24th June, 1988.

Delivered a lecture on "Technology of Teaching for Autonomous Colleges, and Organisational Development in Rajasthan Institute of Public Administration, Jaipur on 27th June, 1988.

Delivered a lecture on "Creative Teaching" in Guru Har Krishan Public School, Delhi (July 1, 1988).

Acted as a resource person for a National Seminar on Teaching Methodologies in Ayurvedic University, Gujarat (December 17-18, 1988).

Participated and Chaired a session in the 21st Annual Conference on Educational Technology in Goa (December 22-24, 1988).

Participated in a Workshop on Management of Rural Holistic Development Programme in Memory (West Bengal) January 14-15, 1989).

Chaired a Session of Media and Education for a Seminar Convened by AIAET, New Delhi (March 11, 1989).

On behalf of Department of Personnel organised a Workshop on Interviewing Skills (March 17-19, 1989).

Directed a Workshop of Rural Teacher Centre on Script Writing (March 23-25, 1989).

R. Govinda

Participated as a resource person in the Regional Workshop for Voluntary Agencies on Adult Education at Indian Institute of Education, Pune from 13-16 May, 1988.

Attended a workshop on Professional Development Programme for Adult Education Functionaries, Directorate of Adult Education (October 4, 1988).

Attended a workshop on Curriculum, Materials and Evaluation for NFE at Teen Murti Bhawan organised by Ministry of Human Resource Development, New Delhi (October 5-8, 1988).

Attended a workshop on Educational Research in the context of reorganisation of Teacher Education at Teen Murti Bhawan organised by Ministry of Human Resource Development, New Delhi (October 24-26, 1988).

Acted as resource person for Training of Project Officers in Adult Education at State Resource Centre, Calcutta (February 6, 1989).

Delivered a lecture on "Training Strategies in Planning and Management of Non-formal Education" at NCERT, New Delhi (March 3, 1989).

Attended a Seminar on "Operationalisation Extension Work in University Department" at J.N.U., New Delhi (March 8-10, 1989).

Attended a Seminar on "Educational Research—National Policy on Education" at Centre of Advanced Study in Education, Baroda and presented a paper on "Some Issues Related to the National Policy on Education and its Implementation" held at Baroda (March 16-19, 1989).

K.G. Virmani

Delivered a lecture on "Intelligence to Use Intelligence" to the students and faculty members of the Correspondence College of Education, Hyderabad (23rd June, 1988).

Delivered a lecture on "Management Theme" to officers of Haryana Government at the Haryana Institute of Public Administration, Chandigarh, 26th June, 1988.

Delivered a lecture at the Seminar on "Human Resource Management for CPWD" at Nirman Bhawan, New Delhi on 29th June 1988.

Delivered lectures on Management Themes for Project Managers at Dhanbad (September 13-14, 1988).

Acted as a discussant in a Workshop on Psychological Frontiers of Trade Union and Management on "Leadership Styles" organised by FORE, New Delhi (September 30, 1988).

Delivered a lecture on "Orientation in Monitoring and Evaluation: An Autumn Schools for Faculty of Social Sciences" held on National Institute of Public Co-operation and Child Development, New Delhi (November 11, 1988).

Delivered a lecture on Managerial Effectiveness and Styles, Group Dynamics, Team Building, Attitude and Perceptions at UPSEB, Dehradun (November 18-19, 1988) and (ID) (December 19-20, 1988).

Delivered lectures on Training of Trainers at the SAIL Steel Project, Visakhapatnam (December 30, 1988).

M.M. Kapoor

Delivered lectures on "Planning and Management of Non-formal Education at Micro Level" and "Monitoring and Evaluation of Adult and Non-formal Education Programmes" for Sr. Officers from Somalia in the Programme organised by NCERT, on 18th April, 1988.

Attended All India Conference on Fifth Educational Survey organised by NCERT from 14-16 June, 1988.

Attended conference of Education Secretaries and Directors of Education at Vigyan Bhawan, New Delhi on 17th June, 1988.

Delivered lecture on "Indian System of Education to American Educationists" at Vishwa Yuvak Kendra, Delhi (October 31, 1988).

Delivered a lecture on Monitoring and Evaluation—Definition and Rationale in the National Institute of Public Cooperation and Child Development (October 11, 1988).

Attended Second Regional Conference on District Level Planning for Indian Institute of Public Administration, New Delhi (October 23, 1988).

Acted as resource person in Workshop on Monitoring and Evaluation of Programmes on Educational Development of Women organised by NCERT, New Delhi (November 23-25, 1988).

Delivered a lecture on "Monitoring, Evaluation and MIS in NFE" in All India Conference on Non-formal Education by NCERT, New Delhi (March 13, 1989).

Delivered following lectures at Institute of Administration, Hyderabad (March 17-18, 1989):

Decentralisation and Micro-level Planning in Education

School Mapping—Concept

Institutional Planning and Evaluation

Indicators of Educational Development at Micro-level

I.R.P. Saxena

Delivered a lecture on "Decision Making" to DAV Public School Principals of Northern Zone at Ghaziabad, Uttar Pradesh, (January 31, 1989).

I.Kusum K. Premi

Participated in the National Workshop on Futurology : Technchnonological Forecasting Towards 21st Century, sponsored by D.S.T. and held at Indian Institute of Technology, Delhi and pre presented a paper on "Educational Perspective 1981 - 201 : Major Issues" from 25 -27 April, 1988.

Participated in the National Workshop on Women Administratorators organised by NCERT on 8-9 June, 1988.

Participated in a Workshop on Methodologies of Women Educaucacation and Development at NCERT, New Delhi (November 1-2, 1988).

Delivered two lectures to the students of Jawaharlal Nehru Univniviversity, Delhi on the following topics (November 5, 1988):

Indicators of Educational Development

Regional Dimensions

Participated in the National Workshop to Develop format for Monitoring and Evaluating of NPE-86 and Education for Women Equality (November 23-25, 1988).

Sushma Bhagia

Delivered a talk in All India Radio on "New Education Policy in ir in the Perspective of Twenty-first Century" Broadcasted on April 4, 1988.

Delivered a lecture on "Adult Education in the Content of Natioioional Education Policy-1986" to the Students and Faculty of Meera Girls College, Pune on June 28, 1988.

Delivered lectures on "Methods and Techniques of Teaching at Hit H Higher Education Level" and "Organisational Health of Cdleges" to the Participants of the Orientation Programme of Lectectures at Kurukshetra University, Kurukshetra on September 6-7, 1988.

Participated in the Conference on "Implementation of National hal al Education Policy" organised by AIU at Pune, June 27-29, 1988.

Participated in "All India Training Programme for Directors of lof of UNESCO Clubs" at Vishwa Yuvak Kendra from July 27-30, 1988.

Attended Meeting on "Training Strategies for Non-formal Eduēducation Functionaries" on August 23, 1988 at Ministry of Human Resource Development (Department of Education), Newew Delhi.

Delivered lectures on "Methods and Techniques of Teaching" an and "Organisational Health of Colleges" to the teachers in the Academic Staff College at Patna on December 13 and 14, 1988. 38.8.

K. Sudha Rao

Acted as resource person in the two day North Eastern Regionononal Workshop-cum-Seminar on Autonomous Colleges and delivered lectures on Restructuring of Undergraduate Courses or ororganised by Manipur University, Imphal, April 24-25, 1988.

Delivered lectures on "Norms and Strategy for Accountability ty of Faculty Members, "Restructuring of Courses and Communication Skills to the Faculty Members of Autonomous Collegdegeges" at HCM, Rajasthan State Institute of Public Administration, 28th June, 1988, Jaipur.

Delivered lectures on Decision Making and Group Dynamics, C, CCommunication Skills and Higher Education and Change at the Academic Staff College, Karnataka University, Dharwad, Se, SeSeptember 5-6 and October 11-12, 1988.

Participated in a Seminar on the Importance of Vocationalization ion n in Education organized by India International Centre, Delhi and presented a paper on "Critical Issues in Linking Vocational hal al Education", November 29, 1988.

Participated in a Seminar on "Evaluation and Assessment in Ur UUndergraduate Medical Education" at All India Institute of Medical Sciences, Delhi and presented a paper on Faculty Evalualulation from December 23-24, 1988.

Participated in the International Conference on "Towards Harmonic Conference of Science, Culture and Consciousness", IIT, New Delhi, January 3-5, 1989.

Delivered lectures on "Autonomy and Accountability", "Role and Responsibilities of Teachers", "Communication Skills" and "Higher Education Systems and Trends" at Academic Staff College, Mysore, March 20-22, 1989.

Sudesh Mukhopadhyay

Acted as resource person in the Workshop on Development of "Instructional Material for Primary School Learning of Disabled Children" held at NCERT, New Delhi (March 9-11, 1989).

Acted as resource person in the Workshop for Development of Audio-cassettes in Primary School Science, organised by Teachers Centre, Udang (West Bengal), (March 23-25, 1989).

R.S. Sharma

Delivered a lecture on Autonomy and Accountability of Teachers in the Orientation Course for Newly Appointed Lecturers in Colleges of Panjab University, Chandigarh, 23rd May, 1988.

Delivered a lecture on Planning and Management at Integrated Education of the Disabled at NCERT, New Delhi (August 6, 1988).

Attended a Workshop on Inter-active Models of Teaching and Learning at School Level, NCERT, New Delhi (September 28-30, 1988).

Attended the All India Annual Conference on Educational Technology at Goa and presented a paper on "Strategies for Developing Learning Resource Centre : Role of Educational Administrators" (December 24, 1988).

S.C. Nuna

Delivered a lecture on "Development in Border Areas : A Perspective" at CRRID, Chandigarh (September 8, 1988).

S.B. Roy

Attended a workshop to review and finalise the Hindi Version of a book titled "Organ of Government" for Class XI organised by NCERT, New Delhi (January 3 - February 3, 1989).

Attended a workshop to review and finalise Hindi Text Books for Class 10th and 12th of CBS, at NCERT, New Delhi (February 20-24, 1989).

Anjana Manglagiri

Acted as a resource person in the Workshop on Curriculum, Materials and Evaluation for Non-formal Education organised by the Ministry of Human Resource Development, New Delhi (October 5 - 8, 1988).

Participated in a Seminar entitled "Education and Democracy" organised by Nehru Memorial Museum and Library (October 10-12, 1988).

Pramila Menon

Participated in a workshop on Methodology of Women's Education and Development at NCERT, New Delhi (November 1-2, 1988).

M.M. Rehman

Delivered a lecture on "College and Community Relations" at Jamia Millia Islamia, Delhi (September 28, 1988).

Members of NIEEPA Council
(As on March 31, 1989)

F President

1. Shri L.P. Shahi
Minister of State for Education
Ministry of Human Resource Development
Shastri Bhawan
New Delhi

V Vice-President

2. Professor Satya Bhushan
Director
NIEPA
New Delhi

F Ex-Officio Members

3. Professor Yash Pal
Chairman
University Grants Commission
Bahadurshah Zafar Marg
New Delhi
4. Shri Anil Bordia
Education Secretary
Department of Education
Ministry of Human Resource Development
Shastri Bhawan
New Delhi
5. Shri L.S. Narayanan
Financial Adviser
Department of Education
Ministry of Human Resource Development
New Delhi
6. Shri A.R. Bandopadhyay
Additional Secretary
Ministry of Administrative Reforms and Public Grievances
Sardar Patel Bhawan
Sansad Marg
New Delhi
7. Shri M.R. Kolhatkar
Adviser (Education)
Planning Commission
Yojana Bhawan
New Delhi

8. Dr. P.L. Malhotra
 Director
 National Council of Educational Research & Training
 New Delhi

Education Secretaries

9. Shri Denghnuna
 Education Secretary
 Education Department
 Government of Mizoram
 Aizwal
10. Shri T. Tobden
 Education Secretary
 Education Department
 Government of Sikkim
 Tashiling Extension
 Gangtok
11. Shri Ajit Kumar
 Education Secretary
 Education Department
 Civil Secretariat
 Government of Jammu & Kashmir
 Srinagar
 Jammu Tawi
12. Ms. Kumud Bansal
 Technical Education Secretary
 Government of Maharashtra
 Bombay
13. Shri B.K. Bhattacharya
 Commissioner and Secretary
 Education Department
 Government of Karnataka
 Sachivalaya-II
 Dr. B.R. Ambedkar Road
 Bangalore
14. Shri K.K. Sharma
 Collector-cum-Devevelopment Commissioner
 Kavarati, Lakshadweep

Directors of Education/DPIs

15. Shri S.B. Biswas
 Director of School, Adult & Technical Education and Id EDPI
 Government of Tripura
 Agartala
16. Dr. Ghanshyam Das
 Director of Higher Education Secretariat
 Government of Orissa
 Bhubneshwar-751001

- 1 17. Shri P.S. Phupall
Director of Public Instruction (Primary)
Sector-17C.
Chandigarh
- 1 18. Shri Lalit K. Pawa
Director
Primary and Secondary Education
Government of Rajasthan
Bikaner
- 1 19. Thiru V.A. Sivagnanam
Director of Non-formal & Adult Education
College Road
DPI, Compound
Madras
- 2 20. Shri S.S. Riyasuddin
Director of Education
Andaman & Nicobar Islands Administration
Port Blair

Emergent Educationists

- 2 21. Dr. K. Venkatasubramanian
Vice-Chancellor
Pondicherry University
Pondicherry
- 1 22. Dr. N.R. Sheth
Director
Indian Institute of Management
Vastrapur, Ahmedabad
- 1 23. Dr. S.P. Ahluwalia
Professor
Head & Dean, Education
University of Sagar
Sagar
Madhya Pradesh
24. Dr. P.D. Shukla
A-14/15, Vasant Vihar
New Delhi
25. Professor Abad Ahmad
Director
University of Delhi
South Campus
Benito Juarez Road
New Delhi
26. Dr. Mangal Dubey
Ex-Vice-Chancellor
B/3/35, Officers' Flat
Shastri Nagar
Patna

Members of Executive Committee

27. Dr.(Mrs.) D.M. De Rebello
Joint Secretary (Planning)
Ministry of Human Resource Development
(Department of Education)
New Delhi
28. Professor K.M. Bahauddin
Executive Director
NIEPA
New Delhi

Faculty Member

29. Dr. K.G. Virmani
Senior Fellow
NIEPA
New Delhi

Secretary

30. Shri R.P. Saxena
Registrar
NIEPA
New Delhi

Members of Executive Committee
(As on March 31, 1989)

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. Dr.(Mrs.) D.M. De Rebello
Joint Secretary (Planning)
Ministry of Human Resource Development
Department of Education
New Delhi
4. Mrs. Kumud Bansal
Technical Education Secretary
Government of Maharashtra
Bombay
5. Professor N.R. Sheth
Director
Indian Institute of Management
Vastrapur
Ahmedabad
6. Shri M. R. Kolhatkar
Adviser (Education)
Planning Commission
New Delhi
7. Professor K.M. Bahauddin
Executive Director
NIEPA
New Delhi
8. Shri R.P. Saxena Secretary
Registrar
NIEPA
New Delhi

Members of Finance Committee
(As on March 31, 1989)

- | | |
|--|-----------|
| 1. Professor Satya Bhushan
Director
NIEPA
New Delhi | Chairman |
| 2. Shri L.S. Narayanan
Financial Adviser
Ministry of Human Resource Development
Department of Education
New Delhi | |
| 3. Dr.(Mrs.) D.M. De Rebello
Joint Secretary (Planning)
Ministry of Human Resource Development
Department of Education
New Delhi | |
| 4. Dr. Ghanshyam Das
Director of Higher Education Secretariat
Government of Orissa
Bhubneshwar | |
| 5. Professor K.M. Bahauddin
Executive Director
NIEPA
New Delhi | |
| 6. Shri R.P. Saxena
Registrar
NIEPA
New Delhi | Secretary |

Members of Programme
(As on March

Advisory Committee
31, 1989)

1. Professor Satya Bhushan
Director
NIEPA
New Delhi
2. Shri Jagdish Sagar
Joint Secretary (Elementary Education)
Department of Education
New Delhi
3. Dr.(Mrs.) D.M. De Rebello
Joint Secretary (Planning)
Department of Education
New Delhi
4. Shri L. Mishra
Joint Secretary
Department of Education
New Delhi
5. Shri M.R. Kolhatkar
Adviser (Education)
Planning Commission
New Delhi
6. Professor S.K. Khanna
Secretary
University Grants Commission
New Delhi

Chairman

State Education Secretaries and Directors of Public Instruction

7. Shri P.B. Mathur
Commissioner & Secretary to Government of Rajasthan
Education Department
Rajasthan
8. Sri T. Venka Reddy, IAS
Director of School Education
Andhra Pradesh
Hyderabad

Academics

9. Professor Iqbal Narain
Member Secretary
ICSSR, 35, Feroze Shah Road
New Delhi

10. Dr. D.D. Narula
Director
Institute of Development Studies
D-124 A, Mangal Marg
Bapu Nagar, Jaipur
Rajasthan
11. Dr. P.R. Panchmukhi
Director
Indian Institute of Education
128/2, Karve Road, Kothrud
Pune-411007
Maharashtra
12. Professor M.K. Raina
Member-Secretary
ERIC, N.C.E.R.T.
New Delhi
13. Professor K.M. Bahauddin
Executive Director
NIEPA
New Delhi

Faculty Members

14. Dr. Brahm Prakash
Senior Fellow
NIEPA
New Delhi
15. Dr. G.D. Sharma
Senior Fellow
NIEPA
New Delhi
16. Shri R.P. Saxena
Registrar
NIEPA
New Delhi

Secretary

Faculty and Administrative Staff
(As on March 31, 1989)

Satya Bhushan, Director

K.M. Bahauddin, Dean (Training) & Executive Director

Educational Administration Unit

N.M. Bhagia, Senior Fellow & Head

C. Mehta, Fellow (On leave abroad)

Y. Josephine., Associate Fellow

A. Mathew, Associate Fellow

Educational Finance Unit

J.B.G. Tilak, Fellow (On foreign assignment)

Educational Planning Unit

Brahm Prakash, Senior Fellow & Head (On foreign assignment)

Ranjana Srivastava, Associate Fellow (On study leave abroad)

S.M.I.A. Zaidi, Senior Technical Assistant

Educational Policy Unit

Kusum K. Premi, Fellow & Head

Nalini Juneja, Associate Fellow

Pramila Menon, Associate Fellow

Higher Education Unit

G.D. Sharma, Senior Fellow & Head

K. Sudha Rao, Fellow

Manju Narula, Senior Technical Assistant

International Unit

K.G. Virmani, Senior Fellow & Head

Anjana Mangalagiri, Associate Fellow

Sunita Chugh, Senior Technical Assistant

School & Non-Formal Education Unit

R. Govinda, Senior Fellow & Head

S.S. Dudani, Fellow

Sushma Bhagia, Fellow

Y.P. Aggarwal, Fellow (On post-doctoral research abroad)

Sudesh Mukhopadhyay, Fellow

Rashmi Diwan, Senior Technical Assistant

Sub-National Systems Unit

M.M. Kapoor, Fellow & Head

R.S. Sharma, Fellow

N.V. Varghese, Fellow (On visiting fellowship abroad)

S.C. Nuna, Fellow

Jayashree Jalali, Associate Fellow

B.K. Panda, Senior Technical Assistant

Distance Education and Educational Technology Unit

M. Mukhopadhyay, Senior Fellow & Head
K. Sujatha, Fellow

Data Bank

A.C. Mehta, Associate Fellow

Research Project Staff

M.M. Rehman, Project Associate Fellow
Ravinder Arora, Project Associate Fellow
R.K. Solanki, Sr. Research Officer
Gulab Jha, Project Associate Fellow
Yogeshwar Sarup, Project Associate Fellow
Anita Chopra, Project Staff I
Satpal Singh Khatana, Project Assistant
Kausar Wizarat, Project Assistant
B.V. Ravi Prasad, 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

M.M. Ajwani, Assistant Publication Officer

Hindi Cell

S.B. Roy, Hindi Editor

Cartography Cell

P.N. Tyagi, Senior Technical Assistant

Coordination

B.K. Panda, Senior Technical Assistant

Office Administration

R.P. Saxena, Registrar
K.L. Dua, Administrative Officer
O.P. Sharma, Finance Officer
G.S. Bhardwaj, Section Officer (Academic Administration)
T.R. Dhyani, Section Officer (Personnel)
M.L. Sharma, Section Officer (Estate & Personnel)
S.R. Choudhary, Section Officer (Accounts)

Annual Accounts and Audit Report

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING

Receipt and Payment Account for the

Receipts

Opening Balance

Cash in Hand	7,915.00	
Imprest	2,500.00	
Cash in Bank	2,210,929.82	2,221,344.82

Grants-in-Aid received from
Government of India

Non-Plan	7,986,000.00	
Plan	3,750,000.00	11,736,000.00

Office Receipts

Licence Fee	37,783.00	
Water and Electricity Charges	3,439.00	
EDPR Receipts	25,720.00	
Photocopier Receipts	15,731.10	
Royalty on Publications	10,006.13	
Sale of Condemned Articles	39,169.00	
Other Misc. Receipts	17,598.08	
Leave Salary & Pension Contributions	37,651.00	
Capital Value of Pensionary Benefits	123,059.00	
Programme Receipts	123,571.68	433,727.99

Hostel

Hostel Rent	173,413.00	173,413.00
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Interest

Interest on Interest Bearing Advances	843.00	
Interest on Short Term Deposits	166,777.97	
Interest on Saving Bank Account	11,452.06	
Interest on Investment of P.F.	135,358.39	314,431.42

Sundry Debtors	250.00	250.00
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Deposits

Refund by CPWD	271,350.00	
Security	1,000.00	
Suspense Account	60,546.86	
Earnest Money	8,000.00	340,896.94

ANND ADMINISTRATION, NEW DELHI

Period from 1.4.1988 to 31.3.1989

 Payments

Establishment Expenses

Salaries

Non-plan	4,900,249.0000	
Plan	110,073.0000	
Pension & Gratuity	658,850.0000	
C.G.H.S. refund	420.0000	
GPF/CPF Con. Employer's Share	311,602.0000	
Leave Salary & Pension Cont.	43,105.0000	
Travelling Expenses	57,944.0000	6,082,243.00

Office Expenses

Non-plan	1,500,000.0000	
Plan	752,610.5252	2,252,610.52

Hotel

Recurring Expenditure		298,518.80
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Academic Activities

Programme Expenses	1,151,494.8811	
Research Studies	524,367.4455	
Course Fees	2,100.0000	
Publications	117,186.0000	
Inter State Visits	4,514.0000	
Fellowship & Awards	9,090.0000	1,808,752.26
Library Books (Capitalised)	192,516.0000	
Documentation (Capitalised)	114.4400	192,630.40

Capital Expenditure

Furniture & fixtures	109046.00	
	249168.00	358,214.0000
Other Office Equipments	349,416.0000	
Computer (Hardware)	630,266.0000	1,337,896.00

Deposits

Deposits with CPWD	878,679.9913	
Deposits with others	10,537.0000	
Suspense Account	44,748.6619	
Security	3,900.0000	946,865.62
Earnest Money	9,000.0000	

Receipts

Sponsored Programme and Studies

Programme & Study Receipts 2,737,089.63 2,737,089.63

Recoverable Advances

Cycle Advances	1,872.00	
Scoter Advances	9,015.00	
Festival Advances	21,920.00	
House Building Advances	70,571.00	
Motor Car Advances	49,476.00	
Fair Advances	400.00	
Misc. Advances	3,923.20	157,177.20
Misc. Advances (NCT-II)		37,771.60

T O T A L

18,152,102.60

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

Payments

Sponsored Programme and Studies

Programme & Study Expenses (Capital Expenditure)	1,660,269.866	1,660,269.86
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Computer (Hardware)	812,897.000	
Staff Car	122,224.000	
Scientific Calculator	13,913.000	
Air Conditioner	24,750.000	973,784.00

Recoverable Advances

Cycle Advances	1,372.000	
Scooter Advances	37,000.000	
Festival Advances	22,920.000	
House Building Advances	136,407.000	
Motor Car Advances	148,200.000	
Fan Advances	400.000	
Misc. Advances	24,251.800	370,550.80

Remittance		224.00
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Closing Balance

Cash in Hand	1,159.000	
Imprest	1,250.000	
Cash at Bank	2,225,348.344	2,227,757.34

18,152,102.60

Sd/-
(Satya Bhushan)
Director
National Institute of Educational
Planning and Administration

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING ;

Details of Closing Balance as at :

Head of Expenditure	Opening Balance	Grants-in-Aid	Other Receipts
1. Non-Plan	757,700.19	7,986,000.00	1,351,349.69
2. Plan	406,110.54	3,750,000.00	-
3. Sponsored Programmes	11,032,523.09	-	2,774,861.23
4. Suspense Account	17,011.00	-	60,546.86
5. Deposits	8,000.00	-	8,000.00
6. Remittance	-	-	-
T O T A L	22,221,344.82	11,736,000.00	4,194,757.78

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

ANNUAL ADMINISTRATION, NEW DELHI

as at the Close of 31st March, 1989

Total	Payment	Balance
110,095,049.88	9,645,139.60	449,910.28
4,156,110.54	3,591,179.11	564,931.43
3,807,384.32	2,634,053.86	1,173,330.46
77,557.86	44,748.69	32,809.17
16,000.00	9,000.00	7,000.00
-	224.00	(-) 224.00
118,152,102.60	15,924,345.26	2,227,757.34

Sd/-
(Satya Bhushan)
Director
National Institute of Educational
Planning and Administration

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING

Income and Expenditure Account

Expenditure	
Establishment Expenses	6,082,243..0 0
Office Expenses	2,252,610..5 2
Hostel Expenses	298,518..8 0
Academic Activities	1,808,752..2 5
Excess of Income Over Expenditure	684,921..4 3
T O T A L	11,127,046..0 1

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

AIANND) ADMINISTRATION, NEW DELHI

fdoor: the Year 1988-89

Income	
GGrraant in Aid	11,736,000.00
Ldeesss Grants Capitalised	
ODffffice Items	1,337,896.00
Llilbrary Books	192,516.00
D0oocccumentation	114.40
	10,205,473.60
ODffffice Receipts	433,727.99
Hcloosttel Receipts	173,413.00
IiIntteerest	314,431.42
	11,127,046.01

Sd/-
(Satya Bhushan)
Director
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	14,190,208.33	
Additions during the year	1,530,526.40	
Additions (by Adjustment)	5,181,869.48	
Less capital investment written off	50,510.51	
		20,852,093.70

Sponsored Programme Receipts

Receipts capitalised	291,204.00	
Addition during the year	429,489.00	720,693.00
Sponsd. Prog. (COPE/MIS) Capitalised	544,295.00	544,295.00

Excess of Income over Expenditure

Balance as per last Balance Sheet	9,637,811.04	
Addition during the year	684,921.43	
Less by Adjustment	5,181,869.48	5,140,862.99

Assigned Programmes & Studies

Balance as per last Balance sheet	1,112,748.34	
Additions during the year	2,737,089.63	
Less expenditure during the year	2,634,053.86	1,215,784.11

Provident Fund

Balance as per last Balance Sheet	2,230,315.00	
Additions during the year	1,569,890.00	
Less withdrawal during the year	1,178,055.00	2,622,150.00

Suspense Account

Balance as per last Balance Sheet	17,011.00	
Additions during the year	60,546.86	
Less clearance during the year	44,748.69	32,809.17

LAND ADMINISTRATION, NEW DELHI

Close of 31st March, 1989

Assets

Land and Buildings

Balance as per last Balance Sheet	7,144,713.33.74	
Additions by adjustment	5,181,869.99.48	
Other additions during the year	10,537.77.00	12,337,120.22
Equipment and machinery, furniture & fixtures, vehicles including Staff Car, Type writers etc.		

Balance as per last Balance Sheet	5,512,545.55.74	
Additions during the year	2,311,680.00.00	
Less value of assets written off	50,510.00.51	7,773,715.23

Library Books

Balance as per last Balance Sheet	1,826,310.00.16	
Additions during the year Lib. Books	192,516.60.00	
Addition during the year Document	114.44.40	
Addition by gifts	417.77.00	2,019,357.56

Provident Fund Investments

Balance as per last Balance Sheet	1,850,000.00.00	
Additions during the year	700,000.00.00	
Less withdrawals	370,000.00.00	2,180,000.00

Deposits

Balance as per last Balance Sheet	50,090.00.00	
Additions during the year	3,900.00.00	
Less Refunds during the year	1,000.00.00	52,990.00

Deposits with CPWD

Balance as per last Balance Sheet	7,771,177.44.41	
Additions during the year	878,679.99.93	
Less by refund	271,350.00.08	
Less by adjustment	5,181,869.44.48	3,196,637.78

Liabilities

Gifts and Donations

Balance as per last Balance Sheet	2,1157.31	
Additions during the year	417.00	2,574.31

Deposits

Balance as per last Balance Sheet	10,500.00	
Additions during the year	8,000.00	
Less deposits during the year	9,000.00	9,500.00

T O T A L	31,140,762.28
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Sd/-
(O. P. Sharma)
Finance Officer
National Institute of Educational
Planning and Administration

Assets

Recoverable Advances

Motor Car Advance	174,064.00	
House Building Advance	579,765.00	
Festival Advance	16,360.00	
Cycle Advance	1,000.00	
Scooter Advance	57,430.00	
Transfer TA Advance	7,000.00	
Miscellaneous Advance (NIEPA)	24,501.80	
Miscellaneous Advance (NCT-II)	42,453.65	902,574.45

Remittance

G.L.I. Scheme		224.00
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Sundry Debtors

Balance as per last Balance Sheet	8,485.70	
Less received during the year	250.00	8,235.70

Cash Balance

Cash in Hand	1,159.00	
Imprest	1,250.00	
Current Account	2,225,348.34	
GPF/CPF Account	442,150.00	2,669,907.34

31,140,762.28

Sd/-
(Satya Bhushan)
Director
National Institute of Educational
Planning and Administration

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING
 Prerorforma Account for the Assigned Programmes/

Sl.No.	Name of Programmes/s/Study	Opening Balance as on 1.4.88	Receipts during the year
1	2	3	4
Government of India			
1.	Ministry of Home Affairs Ministry of Human Resource Development Department of Education - Study unit on Educational Development of Scheduled Castes	(-) 116,398.25	-
2.	National Commission on Teachers-II i) Central Technical Unit ii) Organization of Commission visits	175,944.35	-
3.	Experimental Project for Non- formal Education - AARAn Evaluation Study (Ministry of Education)	45,293.36	-
4.	CABE Committee on Transfer of Teachers	70,694.00	-
5.	CABE Committee Meeting on Management	(-) 1849.00	-
6.	Massive Orientation Programme for Educational Administrators at District and Block Level in the context of Implementation of New Education Policy	625,000.00	-
7.	Experimental and Innovative Programme for Education at Elementary Level including Non-formal Education (COPE)	-	360,000.00
8.	MIS for Distt. Edn. Officer (S. Das Gupta)	-	612,500.00

AND ADMINISTRATION, NEW DELHI

Studies as at the Close of 31st March, 1989

Total	Expenditure	Balance
5	6	7
(-)116,398.25	-	(-) 116,398.25
175,944.35	41,279.30	134,665.05
45,293.36	20,370.00	24,923.36
70,694.00	5,612.00	65,082.00
(-) 1849.00	15,593.00	(-) 17,442.00
625,000.00	625,000.00	NIL
360,000.00	354,222.00	5,778.00
612,500.00	412,120.00	200,380.00

1	2	3	4
Planning Commission			
9.	Study on Beneficial Linkages between Education and Employment	15,592.10	-
ICSSR, New Delhi			
10.	Preparation of Analytical Monograph based on the data collected under the Research Project Financing of Social Science Research in India	9,269.60	-
Municipal Corporation of Delhi			
11.	Study for Determining the norms for allocation of Teaching (Supervisors and Administrative Staff for Edl. Department of M.C.D.)	(-) 11,849.60	15,000.00
International Programmes and Studies			
12.	Study Visit of Education Officers from Bangladesh	(-) 17,179.50	17,179.50
13.	International Diploma in Educational Planning and Administration	212,131.59	1,452,573.00
14.	Regional Cooperative Programme in Higher Education Teaching Methodologies	17,579.15	-
15.	Consultative Meeting on Environmental Education	27,654.75	-
16.	Regional Development Workshop on Micro-level Educational Planning	29,777.67	-
17.	APEID Planning Group Meeting on Secondary Education	3,775.40	-
18.	UNESCO National Seminar on Primary Schooling	17,254.90	-

5	6	7
15,592.10	2,219.20	13,372.90
9,269.60	-	9,269.60
3,150.40	10,561.00	(-) 7,410.60
-	-	N11
1,664,704.59	943,243.20	721,461.39
17,579.15	-	17,579.15
27,654.75	17,518.00	10,136.75
29,777.67	-	29,777.67
3,775.40	-	3,775.40
17,254.90	17,254.90	N11

1	2	3	4
19.	Regional Training S S Seminar on Education, Employment and Work (IIEP Paris)	(-) 27,500.92	27,558.84
20.	Study on Equity, Quality and Cost in Higher Education	31,302.13	-
21.	Project on Mechanism of Allocation of Resource for Higher Education	(-) 2,688.00	-
22.	Micro-level Educational Planning and Management as a Measure for Decentralization (Dr. Brahm Prakash)	8,944.61	-
23.	Nation Workshop on Universal Primary Education for the Disadvantage Population	-	45,325.00
24.	Status of Educational Finance in South Asia (Dr. J.J.B.G. Tilak)	-	42,283.29
25.	Inter Regional Training Course in Environmental Education, UNESCO (Dr. R. Govinda)	-	164,670.00
T O T A L		1,112,748.34	2,737,089.63

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

5	6	7
57.92	57.92	N11
311,302.13	10,348.00	20,954.13
(-) 2,688.00	32,432.00	(-) 35,120.00
83,944.61	-	3,944.61
45,325.00	45,325.00	N11
42,283.29	42,283.29	N11
164,670.00	38,615.05	126,054.95
3,849,837.97	2,634,053.86	1,215,784.11

Sd/-
(Satya Bhushan)
Director
National Institute of Educational
Planning and Administration

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING

Receipt and Payment Account for

Receipt	
Opening Balance	380,315. 00
/ Contribution and Refund of advance	1,258,288. 00
Interest, Employers Contributions etc.	311,602. 00
T O T A L	1,950,205 . 00

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

ADMINISTRATION, NEW DELHI

GPF/CPF for the year 1988-89

		Payment	
A	Advances and Withdrawals		1,178,055.00
I	Investment in Term Deposits	700,000.00	
L	Less Withdrawal	370,000.00	330,000.00
C	Closing Balance		442,150.00
			1,950,205.00

Sd/-
(Satya Bhushan)
Director
National Institute of Educational
Planning and Administration

Audit Certificate

I have examined the Receipts and Payments Accounts/Income and Expenditure Accounts for the year ended 31st March, 1989 and the Balance Sheet as on 31st March, 1989 of National Institute of Educational Planning and Administration. 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 Balance Sheet are properly drawn up so as to exhibit a true and fair view of the state of affairs of the National Institute of Educational Planning and Administration according to the best of information and explanations given to me and as shown by the books of the organisation.

Sd/-
(A.S. Mohindra)
Director of Audit (I)
Central Revenues
New Delhi

Place : New Delhi
Date : 08.11.1989

Audit Report (for the year 1988-89)

1. INTRODUCTORY

The National Institute of Educational Planning and Administration (NIEPA) formerly known as National Staff College for Educational Planners and Administrators, was established as an autonomous institution and registered under the Societies Registration Act, 1860. It was originally registered on December 31, 1970 as National Staff College for Educational Planners

for Educational Planners and Administrators and again on May 31, 1979 under its present name. The main objective of the Institute are to arrange and promote training research and guidance in educational planning and research.

The Institute is financed mainly by Grants from Central Government. During the year 1988-89, it received grants amounting to Rs. 117.36 lakhs (non-plan Rs. 79.86 lakhs and Plan Rs. 37.50 lakhs). The accounts of the National Institute are audited under Section 20(1) of the Comptroller and Auditor General's (Duties, Power and Conditions of Service) Act, 1971.

2. COMMENTS ON ACCOUNTS

2.1 Non-depiction of Expenditure under Plan and Non-Plan Heads

The Institute had not depicted the expenditure in its annual accounts separately under Plan and Non-plan heads. This was also pointed out in the Audit Report for 1987-88. The Institute had stated (November 1988) that expenditure on salaries, office expenses and capital expenditure by Central Public Works Department had already been shown under Plan and Non-plan heads and expenditure on Academic activities would be separately depicted under Plan and Non-plan heads from the accounts for 1988-89. Despite the assurance, the needful was not done.

The Institute stated in October 1989 that it was difficult to segregate the expenditure under Plan and Non-plan because all the academic activities of the Institute were taken up keeping in view the critical areas of implementation of National Policy on Education. The Institute further stated that the expenditure on academic activities like training programmes and research studies would be reflected in the account for the year 1989-90 under (Plan and the remaining under Non-plan).

2.2 Valuation of Assets

As per Balance Sheet the Institute had assets valued at 221.30 lakhs as on 31st March, 1989 as detailed below :

	Value (Rupees in lakhs)
i) Land & bulding	123.37
ii) Equipment and Machinery furniture and fixtures, vehicles including staff cars, type-writers etc.c.	77.74
iii) Library books	20.19
Total	221.30

The Institute had not maintained any property register showing the details of each piece of land and building constructed thereon indicating the Khasara No., Plot No. of land, its boundaries, the approved design according to which the building was constructed and other similar details. The stock register had not been properly maintained showing the value of stores purchased,

disposed off during the year and balance value thereof at the close of each financial year. As such the value of assets shown in the Balance Sheet of the Institute as on 31st March, 1989 could not be verified in Audit.

A similar irregularity was pointed out in the Audit Report for 1986-87. The Institute stated in November 1988 that the form in which other similar organisations were maintaining such record was being ascertained and the detailed register will be shown in next audit. However, the needful had not been done so far.

2.3 Deposits Outstanding with Central Public Works Department

Deposits amounting to Rs. 31.97 lakhs were outstanding with the Central Public Works Department for various construction works as on 31st March, 1989. These deposits were outstanding from 1977-78 onwards; for want of adjustment bills. The Institute also deposited Rs. 14 lakhs on 31st March 1988 for the construction of eight type IV quarters with the CPWD as deposit work. Another deposit of Rs. 3.85 lakhs for this purpose was made in January 1989 whereas the CPWD had furnished the preliminary estimates of the project only in June 1988. The construction work had not started (September 1989).

The Institute stated in October 1989 that the details of expenditure incurred by CPWD up to 1982-83 had already been reviewed and the adjustment would be reflected in the accounts for 1989-90.

2.4 Assigned Programmes and Studies

(a) Non-reimbursement of Excess Expenditure for Specific Programmes

Institute received grants from Government of India and other organisations for implementation of specific programmes/schemes. The expenditure incurred in four such cases exceeded the amount received by Rs. 1.76 lakhs out of which an amount of Rs. 0.32 lakh only had been reimbursed to the Institute. The reimbursement of the remaining amount of Rs. 1.44 lakhs due from Government (Rs. 1.34 lakhs) and in respect of an international programme (Rs. 0.10 lakh) was awaited.

(b) Outstanding Miscellaneous Advances

In connection with the organisation of workshop on National Teachers Commission-II the Institute paid Rs. 2.95 lakhs as advances to various universities and individuals mainly during the year 1983-84 for research work under a scheme (National Commission on Teachers-III) assigned to the Institute by the Department of Education in the year 1983-84. Out of Rs. 2.95 lakhs, Rs. 0.42 lakhs was outstanding from 10 units as per details given below :

Year	Number of Units	Amount (Rs.)
1983-84	9	42,347.15
1984-85	1	106.50
Total	10	42,453.65

The Institute stated that the outstanding advances had been adjusted to the tune of Rs. 11,235.25 on 21.4.1989 and now a balance of Rs. 31,218.40 was awaiting adjustment.

2.5 Assets Written Off

As per Balance Sheet as on 31st March, 1989 assets valuing Rs. 0.51 lakh were written off during the year 1988-89. But the details of the written off assets as supplied to Audit indicated that these were valued at Rs. 0.55 lakh. Further one air conditioner and 40 wooden almirahs were also disposed off during the year 1988-89. The value of these assets was however not reduced from the total value of the assets as per the Balance Sheet.

The position as exhibited in accounts did not, therefore, depict state of affairs to this extent.

2.6 Non-preparation of Accounts on Accrual Basis

A sum of Rs. 8185 was recoverable as on 31st March, 1989 on account of hostel room rent and Rs. 10,858 were recoverable from publishers on account of royalty due as on 31st March, 1989 as per details made available to audit. These arrears were not reflected in the annual accounts for the year 1988-89 on the plea that accounts of this Institute are drawn on actual basis.

3. INTERNAL AUDIT

Despite the magnitude of expenditure of Rs. 111.27 lakhs during the year 1988-89 no system of conducting the internal audit for the checking of transactions and maintenance of records and also implementation of rules, orders and financial arrangements had been introduced by the Institute so far (September 1989).

Sd/-
(A.S. Mohindra)
Director of Audit (I)
Central Revenues
New Delhi

Paragraphwise comments on the Audit Report for the Year 1988-89

PARAGRAPH 1 Introduction : No Coments

PARAGRAPH 2.1 Non-depiction of expenditure under Plan and Non-plan Heads: Except expenditure under Academic Activities the classification of expenditure on salaries, office expenses is already being depicted separately in the accounts under Plan and Non- plan heads. The matter regarding specific identification of various Academic Activities under Plan and Non-plan was examined in November/December, 1988. Because of shortage of time the expenditure under Academic activities head could not be segregated and reflected in the Accounts for the year 1988-89. The expenditure under this head also would now be reflected in PLAN and NON-PLAN in the Accounts for the year 1989-90.

PARAGRAPH 2.2 Valuation of Assets : The Institute is already maintaining the stock registers of consumable items, non-consumable items, assets register and deposit registers in proper proforma. The format of property register has also been obtained. The register will be completed and shown to the next audit.

PARAGRAPH 2.3 Deposits Outstanding with Central Public Works Department: The yearwise details of deposits with CPWD for various construction works as reflected in the Annual Accounts for the year 1988-89 were supplied to audit which is as under :

1977-78	Rs. 1,37,249.75
1982-83	Rs. 1,29,057.91
1983-84	Rs. 1,68,220.00
1984-85	Rs. 1,59,078.73
1985-86	Rs. 1,59,997.01
1987-88	Rs. 17,65,668.98
1988-89	Rs. 6,84,267.00
Total	Rs. 32,03,539.38
wrongly adjusted in previous year	(-) 6,901.60
	Rs. 31,96,637.78

The details of expenditure for 1977-78 and 1982-83 have already been obtained. The adjustment would be reflected in the accounts for the year 1989-90. The Institute is seized of the issue and except the cases, where the construction/ maintenance work is in progress, other deposits would invariably be got settled by obtaining the necessary expenditure accounts from CPWD authorities.

PARAGRAPH 2.4 Assigned Programmes and Studies

(a) Non-reimbursement of Excess Expenditure for Specific Programmes

As indicated in the para out of the amount of excess expenditure of Rs. 1.76 lakhs on such

programmes as shown recovered and the same would be reflected in the annual accounts for the year 1989-90. The details of the remaining balance to be reimbursed is as under :

i)	Study unit of Educational Development of S.C.	Rs. 1,16,398.25
ii)	CABE Committee Meeting of Management	Rs. 17,442.00
iii)	Machanism of Funding of Thrust Area on Higher Education in India	Rs. 10,120.00
		Total Rs. 1,43,960.25

Regarding Item No. (i) the matter has already been taken up with the Secretary, Ministry of Welfare and Joint Secretary, (Planning), Department of Education. A meeting was held under the Chairmanship of Jt. Secretary (Planning) to discuss outstanding issues relating to settlement of the Accounts of the Study. The meeting was *inter alia* attended by the Director, Ministry of Welfare. This was followed by another meeting by the Registrar, Finance Officer with the Director, Ministry of Welfare, on 13.12.1989. Director Ministry of Welfare has assured that the matter would be expeditiously finalised. The matter is being pursued with the Ministry of Welfare. Regarding Item No. (ii) the amount stands adjusted and would be reflected in the accounts for the year 1989-90. Regarding Item No. (iii) as per agreement with UGC as well as IIEP, Paris, the last instalment of the amount sanctioned i.e. Rs. 1.00 lakh for the project was to be released after the submission of final draft of the report. The report has now been finalised and copy of the same sent to Paris on 9th October, 1989, copy of the report was sent to UGC vide letter no. F.06.104/89- 90/HE dated 26.10.89 with the request for release of the final instalment.

(b) Outstanding Miscellaneous Advances

The latest positions of miscellaneous advances is as detailed below :

On Details	Rs. Amount
Calcutta University	10,241.94
Bhopal University	10,444.46
Magadh University	2,100.00
Staff	8,432.00
Total	31,218.40

Regarding miscellaneous advances shown against staff Rs. 5657.50 have already

been adjusted.

Vigorous efforts are being made to settle the balance amount. The final position would be reflected in the accounts for the year 1989-90.

PARAGRAPH 2.5 Assets Written Off : At the time of finalisation of accounts for the year 1988-89, the value of some of the items written off was not readily available, now the same have been ascertained and the effect would be shown in the accounts for the year 1989-90. Further, cost of one car airconditioner which was received as gift from UNESCO together with Mercedes Car in 1968 was not available in the official records separately. Similarly, the cost of 48 wooden almirahs built in cup-boards prepared by the CPWD during the construction of Hostel in 1972 was not shown separately in the office records. In view of the circumstances, it was decided that the minimum reserve price fixed by the Committee at the time of disposal of unserviceable items be taken as the cost written off and the effect of this would also be reflected in the next year's Balance Sheet.

PARAGRAPH 2.6 Non-preparation of Account on Accrual Basis : NIEPA is a non-profit earning organisation and its accounts are maintained on cash basis and not on accrual basis. Therefore, the Institute did not reflect the accrued income or liability in its accounts. It has, however, been decided in the meeting of the Executive Committee held on 6.2.1990 that the annual accounts in future would reflect the undischarged liabilities as well as accrued income.

PARAGRAPH 3 Internal Audit : The functions of internal audit for checking of transactions and implementation of financial rules are performed by the Finance Officer. However one post of Accountant has been recommended by the Works Study Unit of the Ministry. The Accountant would further assist the Finance Officer in discharge of internal Audit Functions.

