

Annual Report

1989-90



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

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The National Institute of Educational Planning and Administration, named upto May, 1979 as the National Staff College for Educational Planners and Administrators, was established by the Government of India as an autonomous institution in 1970 by taking over the Asian Institute of Educational Planning and Administration which had been set up in 1962 under an agreement with the UNESCO.

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.

Main functions of the institute include training of educational planners and administrators; research; consultancy and advisory services; diffusion of innovations; and collaboration with other countries, especially in the Asian and Pacific Region.

The report covers the main activities of the Institute from April 1989 to March 1990. The year marked the end of Seventh Five Year Plan. Some of the major highlights of the Institute's activities during 1989-90 and Seventh Plan are as follows :

1.1 Training Programmes/Workshops/Seminars/Diplomas

During the year, the Institute organised 60 courses/training programmes/workshops/seminars and 2 diploma courses.

1.1.1 Participation

The number of participants during the year was 1824. In various categories of participants, 1544 were from states/UTs; 231 officers of the Government of India, Planning Commission, UGC, various universities and national level organisations; and 49 from 22 foreign countries and international bodies.

Regionwise, the highest participation was from South 498, followed by North 425, and East 318, and West 303.

Statewise, the highest participation was from Tamil Nadu (305) followed by Madhya Pradesh (117), Delhi (113),

Gujarat (99), Andhra Pradesh (87), Uttar Pradesh (86), Maharashtra (81) and Arunachal Pradesh (70).

The ten educationally backward states deputed 612 officials representing 40 per cent of the total participants.

1.1.2 Diploma Courses

(a) *National Diploma* : The third phase of the ninth programme based on the presentation of project reports was held in July, 1989. Diplomas were awarded to 15 successful participants. The Tenth Diploma programme was launched in November 1989 in which 26 officers from 15 States and 1 Union Territory participated.

(b) *International Diploma* : On-going International Diploma Course started during 1988-89 was completed and current year programme was organised. 48 Officers from 22 countries participated in these Diploma Courses. For the first time, participants from Mongolia (Asian Continent), Sierra Leone (Africa) and Seychelles (Indian Ocean) took part in Diploma Course.

1.1.3 Training and Orientation Programmes

27 Programmes were organised in School Education, Higher Education, Adult and Non-formal Education covering various themes. About 1000 educational functionaries participated. 7 programmes were also organised at Agartala, Neharlagun (Arunachal Pradesh), Gwalior, Madras, Pune, Simla and Surat.

For the first time, the Institute in collaboration with the Directorate of Adult Education organised a six weeks intensive Training Programme in Planning and Management of Adult Education at District and Sub-district levels. Similarly the Institute also organised a new series of two 3-week induction level programmes for principals of DIETs.

Some of the important on-going 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.

In addition there were programmes for School Principals, Adult Education Officers and other educational functionaries. One programme was also organised for IAS Officers.

1.1.4 Workshops/Seminars/Conferences

30 workshops/seminars/conferences were organised on various themes, namely, Deprived Sections, Educational Technology, Four Decades of Development, Institutional Planning at Elementary Level, Institutional Evaluation, Problems and Priorities of Research in Economics of Education, Lab Area Approach (D.I.E.T.), Training of Trainers, Regional Disparities in Educational Development, Task Analysis for Heads of Institutions and Task Analysis for District Education Officers etc.

1.1.5 Special Programmes

23 special programmes/workshops/seminars were organised to meet the specific needs at the requests/in collaboration with Navodaya Vidyalaya Samiti (2), Kendriya Vidyalaya Sangathan (1), DIETs (4), Railway Board (1), University Grants Commission (3), Queens Mary College, Madras (1), Department of Personnel (1), State Governments (5), AMU (1), South Gujarat University (1), Ministry of Human Resource Development (2), and NISTADS(1).

1.1.6 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.

1.1.7 Evaluation

Each training programme has invariably an element of evaluation built into it. In the programmes of longer durations such as 6- months Diploma Programmes for District

Education Officers and IDEPA, the evaluation of the programme is a continuous process.

1.1.8 Training Material

A number of modules, papers and statistical data on educational planning and management were prepared for use in the training programmes and wider dissemination.

1.2 Research

During the year, 5 research studies were completed, 22 studies were in progress and 3 new studies were sanctioned. These included 3 collaborative studies, 3 sponsored studies and 6 studies under NIEPA's Scheme of Assistance.

The total expenditure under research both against Government grants and funded Studies rose to Rs. 26.78 lakhs against Rs. 14.50 lakhs during 1988-89.

Grants released under NIEPA's Scheme of Assistance during the year amounted Rs. 1.27 lakhs against Rs. 0.61 lakhs during 1988- 89.

Studies Completed (5)

1. Atlas on Women and Development
2. Monograph on Education and Development in Andhra Pradesh
3. Resource Allocation Mechanism in Selected Thrust Areas of Higher Education in India (IIEP-UGC-NIEPA) (Collaborative Study)
4. An Enquiry into the Background and Status of Women Executives (Under NIEPA's Scheme of Assistance)
5. Task Analysis of District Education Officers : A National Study

Studies in Progress (22)

1. Project on "Education in the year 2000 AD - A Long Term Perspective" (Phase II)
2. Literacy in India - A Spatio Temporal Analysis (1901-1981)
3. Action Research to Study Implementation Strategies in Educational Planning and Administration (Adult-cum-Universalisation of Elementary Education) (ARISE) in Punhana Block, Gurgaon District, Haryana (Phase III)

4. Development and Efficient Functioning of Colleges : An Action Research Study (Phase II)
5. A Study of Educational Development of Tribal and Sub-Plan Area
6. Project on School Mapping
7. Second All India Survey of Educational Administration
8. A Study of Planning and Management of Non-formal Education in Latin America - Implications and Lessons for India
9. A Study of Role of College Development Councils in the Development of Colleges : An Indepth Study of 10 Selected College Development Councils
10. Districtwise Analysis of the Disparities between the Literacy Levels of Scheduled Castes and Non-Scheduled Castes Population in India
11. Management of Autonomy in Educational Institutions : A Study of Autonomous Colleges
12. Monograph on Education and Development of Maharashtra
13. Quality of Basic Education Service (NIEPA-IIEP) (collaborative study)
14. Identification of Training Needs of Administrators of Women's Colleges (NIEPA - SNDT University) (collaborative study)
15. Computerised Planning and Elementary Education (sponsored by Department of Education)
16. MIS for District Education Officers (sponsored by Department of Education)
17. A Study of More Efficient Utilisation of Existing Facilities/Resources in Higher Education (sponsored by Planning Commission)
18. Financial Management of Indian Universities (under NIEPA's Scheme of Assistance)
19. Study of Cost of Distance Education Institutes with Different Class Size (under NIEPA's Scheme of Assistance)
20. A Critical Evaluation of the Systems Adopted

for the Management of Teaching and Learning in the Existing Correspondence Institutes in India (under NIEPA's Scheme of Assistance)

21. Management of Education Technology in Tamil Nadu (under NIEPA's Scheme of Assistance)
22. A Study of the Organisational and Faculty Structure of the Distance Education System within the Formal University Framework (under NIEPA's Scheme of Assistance)

Studies Sanctioned (3)

1. Market for Agricultural Graduates in India : A Benefit Cost Study of Rajasthan Agricultural University, Udaipur (under NIEPA's Scheme of Assistance)
2. Regional Disparities in Educational Development in India - An Enquiry into the Educational Disparities in the Context of Social Well-being at the Grass-root Level
3. Effective Utilisation of Resources in Education - A Case Study

1.3 Implementation of National Policy on Education

30 programmes were organised in selected areas of National Policy on Education in priority areas. These included Policy Implementation, Micro-Level Planning and School Mapping, Institutional Planning and Evaluation, Adult and Non-formal Education, National Literacy Mission, Planning and Management of DIETs, Navodaya Vidyalaya Schools, Deprived Sections, Lab-Area Approach, Academic Staff Colleges and Autonomous Colleges.

A number of research studies were also undertaken in the context of implementation of National Policy on Education.

The Institute also provided its professional services to the CABE Committees on - (i) Transfer of Teachers; (ii) Housing facilities for Women Teachers; and (iii) Management of Education.

1.4 Consultancy and Other Services

The Institute provided professional services to the Working Groups of the Eighth Five Year Plan on - (i) Statistics,

Monitoring and Evaluation; (ii) Sub-group on Local Level Planning and Management of Working Group on Pre-Primary and Elementary Education; and (iii) Sub-group on Early Childhood and Elementary Education.

The faculty of the Institute also 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 specialisation.

One of the faculty members worked on Unesco Consultancy assignment to Sri Lanka.

1.5 NIEPA Colloquim

Colloquims were organised on a variety of themes including National Perspective Plan, Trends in Management of Higher Education and Education for All by 2000.

1.6 National Register of Educational Planners and Administrators

The Institute has undertaken an exercise to prepare a National Register of available resource persons in the areas of Educational Planning and Management; Policy and Planning of Education; Educational Finances; Management of School Education; Higher Education; Distance Education; Non-formal and Adult Education; Vocational and Technical Education; Rural Development; Women Education; Education for Scheduled Castes and Scheduled Tribes; and Economics of Education.

1.7 Publications

1.7.1 Brought Out

1. School Mapping : Guidelines (Hindi Version)
2. Report of the Inter-regional Training Course on Environmental Education for Educational Planners and Administrators
3. Planning and Management of Non-formal Education - A Manual for Project Officers
4. Education for All by 2000 - Indian Perspective.

1.7.2 In Press

1. Schooling and Rural Transformation by Moonis Raza and H. Ramachandran (Priced)
2. Organisational History of Ministry of Educa-

tion by A. Mathew (Unpriced)

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

4. Atlas on Women and Development by S.C. Nuna

1.7.3 *Journal of Educational Planning and Administration*

Special issues of the Journal were brought out on (i) Distance Education; and (ii) Educational Planning (Hindi Version).

In Press

(i) Distance Education (Hindi Version); and (ii) Planning and Management of Education in the Third World.

1.7.4 *Mimeographed Publications*

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

1.7.5 *Occasional Papers*

Occasional Papers brought out during the year included :

1. Universalisation of Elementary Education in an Isolated Area - Case of Arunachal Pradesh by K. Sujatha.
2. Education in Ashram Schools - A Case Study of Andhra Pradesh by K. Sujatha.

1.8 Library

The Institute's library is increasingly catering to the requirements of scholars, students and trainees with the provision of uninterrupted Library and Documentation Services throughout the year including holidays. Presently, it has a collection of about 44,000 books besides reports of national and international seminars and conferences. The Library receives 325 periodicals.

The National Documentation Centre presently has collection of 9500 documents on Educational Planning and Administration relevant to state and district level.

1.9 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. As on 31.3.1990, it had a total cadre strength of 176 and 51 project staff members.

1.10 Special Audit Review

A review of the working of the Institute was conducted by CAG's office covering research studies from 1981-89 and other academic activities from 1984-89.

1.11 Expert Review Committee

The Expert Review Committee set up by the Ministry of Human Resource Development submitted its report to the Education Secretary in September, 1989. The Committee has made important recommendations about the future role of NIEPA, reorganisation of its administrative structure and the quality of training, research and publications etc.

1.12 Service Regulations

The Regulations Committee set up by the Department of Education submitted its report along with the draft Service Regulations in June, 1989. The Service Regulations have come into force from 5.1.90. A number of provisions have been incorporated to bring qualitative improvement in the functioning of the Institute.

1.13 In-Service Training

A number of faculty and other staff members attended training programmes abroad in the University of Stockholm, Sweden, University of London and International Institute of Educational Planning, Paris and in various institutions within the country.

1.14 Campus Development

Fire fighting provisions as per advice of Delhi Fire Service were made in the NIEPA Guest House and the Institute's premises.

Eight type-IV quarters are under construction.

1.15 Finance

The total expenditure during the year against government grants amounted to Rs. 144 lakhs (both Plan and Non-Plan) as against Rs. 132.36 lakhs during 1988-89. An expenditure of Rs. 18.95 lakhs was incurred against funded programmes and studies. The total expenditure during the

year both under government grants and funded programmes was Rs. 162.09 lakhs.

Seventh Plan (1985-1990) : Major Achievements

1.16 Training Activities

During the Seventh Plan period, about 8000 educational functionaries at various levels including 308 from 48 other countries and ten from International bodies like UNESCO, UNICEF, World Bank participated in 306 programmes.

The number of participants from 10 educationally backward states was about 3,000 representing 42% approximately of the total participants from the States/UTs.

7 National Diploma Programmes were conducted in which 144 participants from 25 states/UTs participated.

5 International Diploma Programmes were conducted in which 102 participants from 33 countries participated.

32 modules under the mass training programmes on various aspects on National Policy on Education and a number of case studies, research studies, statistical data and the other training material on education were prepared.

Some important details about the programme participation during Seventh Plan are given in the Annexure I.

1.17 Research Activities

The Institute made a major thrust in the area of research. In June 1987, the Institute introduced the Scheme of Assistance to aid and promote research studies. Research expenditure against government grants was Rs. 29.08 lakhs and Rs. 30.43 lakhs against funded research. The total research expenditure both against government grants and funded research studies aggregated to 59.51 lakhs as per details given in the Annexure I.

55 research studies were completed during the Seventh Plan. 22 research studies in progress and 3 new studies were sanctioned as on 31.3.1990. These included 9 sponsored studies, 4 collaborative studies and 9 studies under NIEPA's Scheme of Assistance.

1.18 Advisory, Consultancy and Support Services

(a) National Policy on Education

Formulation of National Policy on Education, Programme of Action and Policy Implementation provided a unique opportunity to the Institute to share its accumulated ex-

periences with the experts and various agencies in this task of major importance at National Level.

A document on "Status Report and Policy Issues" was prepared. Ministry's document on "Challenge of Education" was partly based on the exercise done by the Institute.

NIEPA organised four regional seminars and one national seminar to formulate the recommendations on the National Policy on Education. Based on the content analysis of letters/documents/press clippings/other reports numbering about seven thousand, 16 documents on Citizen's Perceptions, Social Auditing of Indian Education System, Restructuring Indian Education, Voluntary and Professional Bodies of Education, Press on New Education Policy and Perceptions from states were prepared as an input in formulating the policy.

A National Seminar on Implementation Strategies of National Policy on Education was organised in June, 1986 which was inaugurated by the Prime Minister. A second seminar was organised in collaboration with Planning Commission and the World Bank in August, 1986.

The Institute prepared guidelines for establishing State Advisory Boards of Education; District Boards of Education; Village Education Committees; State Institutes of Educational Planning and Administration; District Institutes of Education and Training (DIETs) and Navodaya Vidyalayas. The Institute also prepared guidelines on Micro Level Planning, School Mapping, School Complexes and Village Education Committees.

A number of training programmes were organised in priority areas on different aspects of National Policy on Education. A Mass Orientation Programme was organised for state district and block level functionaries. Special training programmes were also organised at the requests of state and UT governments in priority areas.

The Institute provided professional services to the states in preparation of their implementation plans for National Policy on Education. The Institute also provided professional support to the Ministry of Human Resource Development (Department of Education), Planning Commission, Central Social Welfare Board, UGC, and universities in implementation of their various schemes in priority areas.

The Institute also serviced the Committees of Central Advisory Board of Education (CABE) on Transfer of

Teachers, Housing Facilities for Women Teachers and Management of Education.

(b) *Other Advisory, Consultancy and Support Services*

The Institute provided professional services to the states/UTs of Arunachal Pradesh, Assam, Dadra and Nagar Haveli, Goa, Gujarat, Jammu and Kashmir and Lakshadweep in the re-organisation of their Education Departments.

The Institute also provided professional services to Eighth Five Year Plan Working Groups and annual plan discussions.

The Faculty provided consultancy to Ed.CIL preparation of 20 years perspective plan for Arunachal Pradesh. The faculty also provided foreign consultancy to Sumalia, Maldives, UNESCO Regional Office, Bangkok and also developing a Hand Book on Environmental Education for Educational Planners.

1.19 Other Academic Activities

(a) *Diffusion of Innovations*

Two study visits - one to Autonomous Colleges by Principals of selected colleges (February, 1986) and Gandhigram University (February, 1988), were conducted.

(b) *Informed Discussions on Educational Issues*

(c) *National Register of Educational Planners & Administrators - Preparation of*

1.20 Mix of Training, Research, Advisory and other Activities

A greater balance has been achieved in training, research and other academic activities of the Institute. Whereas the expenditure on training and research against government grants during the first year of Seventh Plan represented a ratio of 78% and 22% respectively, it balanced to 53% and 47% in the last year of the Seventh Plan.

1.21 Publications

6 priced and 11 un-priced publications were brought out. 5 publications were in press and another 5 taken up for publication. In addition, mimeographed reports were brought out for Institute's programmes.

The Institute started bringing out a Journal of Educational Planning and Administration with improved format and get-up in place of Quarterly EPA Bulletin.

10 Occasional papers were also brought out on various themes.

1.22 Personnel

The cadre strength of the Institute increased from 161 as on 1.4.1985 to 176 as on 31.3.1990 in addition to 50 project staff members in position on the above date.

Group Savings Linked Insurance Scheme was introduced in the Institute w.e.f. March, 1986 and benefitted a number of families.

The Service Regulations of NIEPA came into force from 5.1.1990.

1.23 Campus

Construction each of 8 Types II and III quarters was completed and 8 type-IV quarters was taken up. Third floor of the office building was also constructed and a Generator set was installed. Decision was also taken to construct

Warden's residence, Guest Faculty accommodation and additional blocks in NIEPA hostel.

1.24 Funds Flow

The funds utilisation under Non-plan and Plan against government grants registered a jump during the Seventh Plan to Rs. 586.02 lakhs as against Rs. 299.35 lakhs during the Sixth Plan period.

Also, the mobilisation of funds from other agencies for sponsored programmes and studies more than doubled to Rs. 92.65 lakhs during the Seventh Plan against Rs. 42.19 lakhs during the Sixth Plan period.

1.25 Reviews

An Internal Review of the Institute was conducted covering a period of seven years from 1980-81. Also, reviews of the working of NIEPA were conducted by Expert Review Committee set up by the Ministry of Human Resource Development (Department of Education) and special audit review by the Comptroller and Auditor General's Office.

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 programmes. Emphasis was given to supporting the newly established institutions in the wake of National Policy on Education; training of trainers; supply of relevant materials; joint programmes and net-working so that DIETs, SCERTs and Computer Centres in Universities, etc. are in a position to undertake the programmes on their own and wider coverage becomes feasible.

During the year, the Institute organised 60 courses/training programmes/workshops/seminars and diploma programme for different educational functionaries from

within the country and from abroad. In addition, 2 diploma courses from the previous year were continued. The number of persons trained during the year was 1824. These included 1,544 participants from States and UTs, 231 participants from Government of India, Planning Commission, UGC, various Universities and Directorate of Adult Education etc. and 49 participants from other Countries.

2.1 Broad Classification

The broad classification of the programmes, their duration and the extent of participation is given in Annexure-II. Summary of the Programmes is given in Table 2.1.

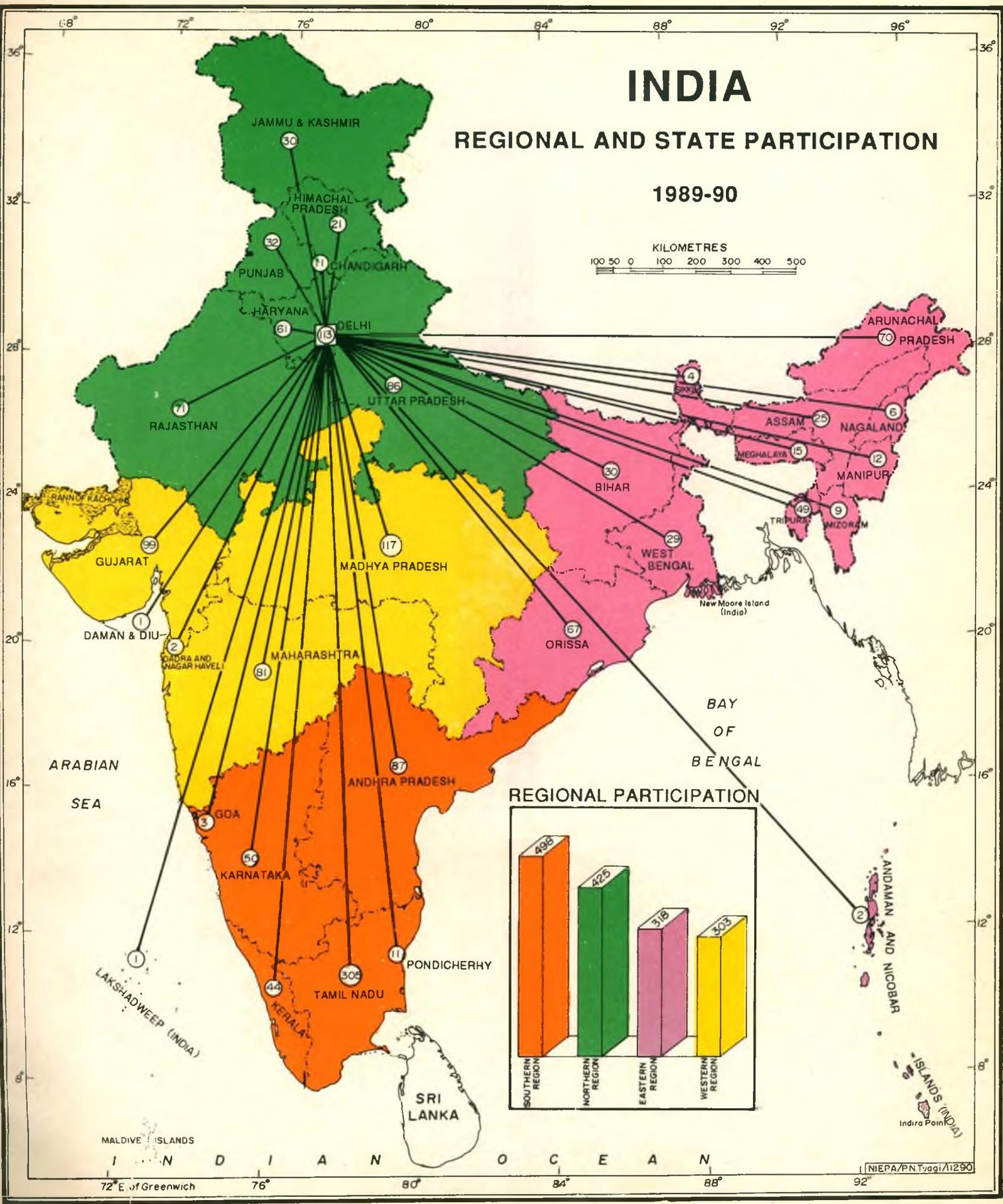
TABLE 2.1
Classification of Programmes

<i>Classification of Programmes</i>	<i>Number of Programmes</i>	<i>Duration Days</i>	<i>Number of Participants</i>	<i>Programme Person days</i>
<i>Diploma Programme</i>				
a) National Diploma Programme	1*	185	45**	4572
b) International Diploma Prog.	1*	175	48**	4459
Sub-total	2*	360	93**	9031
		50%		46%
<i>Orientation Training Programmes</i>				
<i>I. Level Specific</i>				
(a) School Education	8	97	200	2819
(b) Higher Education	6	50	397	2132
(c) Adult and Non-formal Education	4	48	115	1678
<i>II. Theme/Sectors/Specific</i>				
(a) Computer Applications in Educational Planning and Management/Utilisation of Computers	3	20	56	385
(b) Quantitative Techniques for Educational Planning	1	12	37	444
(c) Long-range Educational Planning	1	6	29	174
(d) Micro Level Planning	2	6	75	220
(e) Deprived Sections	1	5	20	100
(f) Policy Implementation	1	5	39	195
Sub-Total	27	249	968	8147
		35%		41%

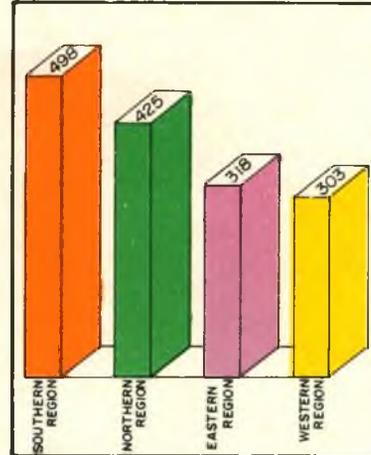
INDIA

REGIONAL AND STATE PARTICIPATION

1989-90



REGIONAL PARTICIPATION

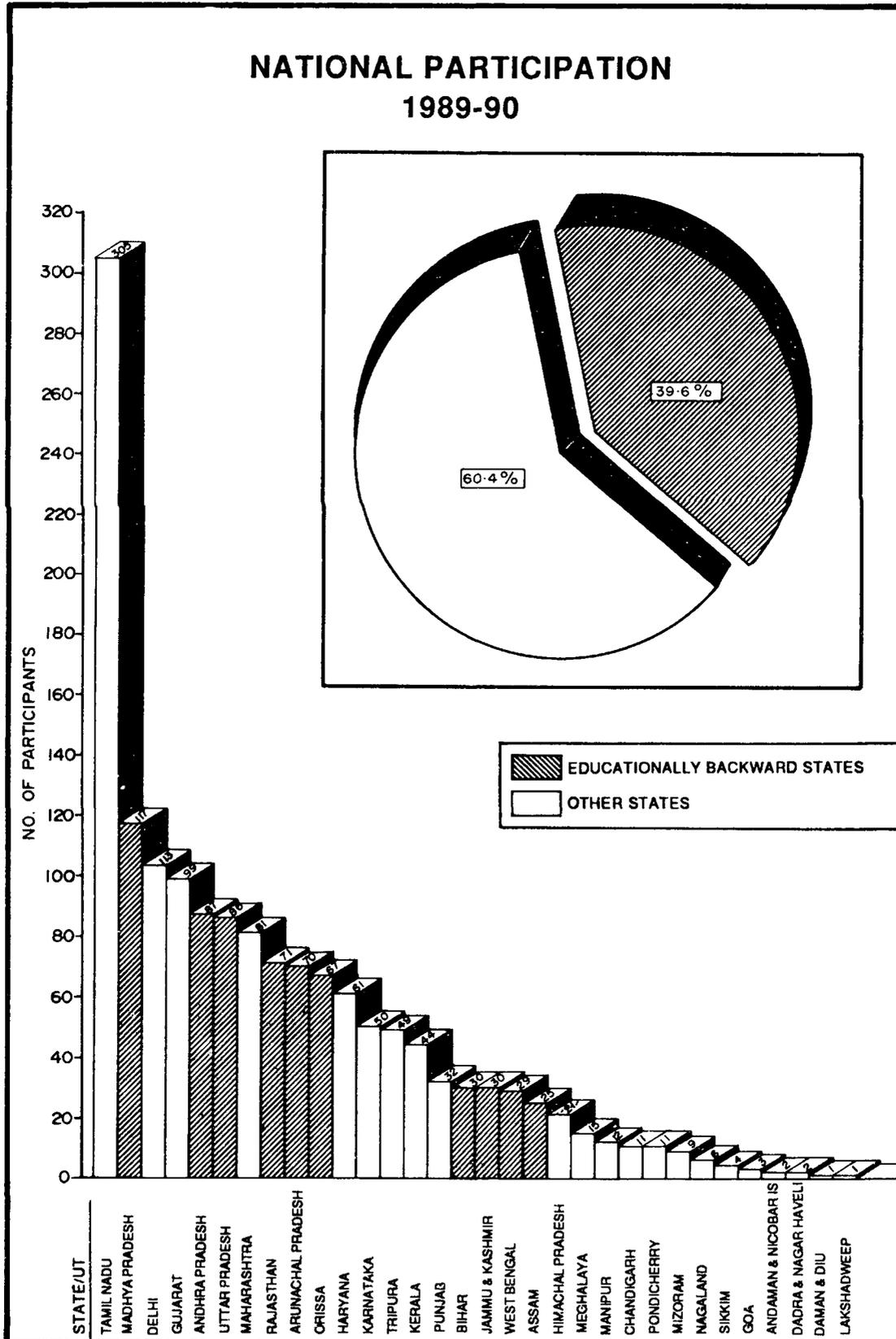


MALDIVE ISLANDS

I N D I A N O C E A N

72° E of Greenwich

NIEPA/P.N.Tyagi/11290



Classification of Programmes	Number of Programmes	Duration Days	Number of Participants	Programme Person days
<i>Workshops/Seminars/Conferences</i>				
a) Computer Applications in Educational Planning and Management/Utilisation of Computers	3	12	62	276
b) Deprived Sections	4	15	61	210
c) School Mapping	3	15	59	383
d) Educational Administration Survey	2	7	24	92
e) National Literacy Mission	3	7	88	220
f) Educational Technology and Distance Education	2	5	44	113
g) Others	14	45	425	1254
Sub-Total	31	106	763	2548
		15%		13%
Grand Total	60 *	715	1824 **	19726

* This does not include two on-going Diploma Programmes - one national and one international each.

** Includes participants of on-going Diploma Programmes.

2.2 Participation

A. National

State-wise, region-wise and level-wise participation is given in Tables 2.2, 2.3 and 2.4.

It may be observed that all the States and Union Territories in the country participated in various programmes of the Institute. Highest participation was from Tamil Nadu (305) followed by Madhya Pradesh (117), Delhi (113), Gujarat (99), Andhra Pradesh (87), Uttar Pradesh (86), Maharashtra (81), Rajasthan (71) and Arunachal Pradesh (70).

The ten educationally backward States, namely, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal sent a large number of participants totalling to 609 representing 39.45% approximately of the total participants from the States/UTs.

Regionwise, highest participation was from Southern region (498) followed by Northern region (425), Eastern Region (318) and Western region (303).

Apart from the States and UTs, 231 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 programme.

TABLE 2.2

National Participation

States/UTs/Other Organisations	Participation
Andhra Pradesh@	87
Arunachal Pradesh@	70
Assam@	25
Bihar@	30
Gujarat	99
Goa	3
Haryana	61
Himachal Pradesh	21
Jammu & Kashmir@	30
Karnataka	50
Kerala	44
Madhya Pradesh@	117
Maharashtra	81
Manipur	12
Meghalaya	15
Mizoram	9
Nagaland	6
Orissa@	67
Punjab	32
Rajasthan@	71
Sikkim	4
Tamil Nadu	305
Tripura	49
Uttar Pradesh@	86
West Bengal@	29
Andaman & Nicobar Islands	2
Chandigarh	11
Dadra & Nagar Haveli	2
Daman & Diu	1

States/UTs/Other Organisations	Participation
Delhi	113
Lakshadweep	1
Pondicherry	11
Total	1544
Government of India and other Organisations	231
Grand Total	1775

@ Educationally backward states

TABLE 2.3

Regionwise Participation

Northern Region	425
Western Region	303
Eastern Region	318
Southern Region	498
Total	1544

TABLE 2.4

Levelwise Participation

Levels	Participants
School Principals	68
District Education Officers	68
Other School Personnel	523
Adult Education Officers	76
College Principals	190
Other University Personnel	463
Foreigners	49
Others	387
Total	1824

B. International

49 participants from 23 countries participated in the programmes of the Institute. These included 48 participants of Fifth and Sixth International Diploma Courses and one participant from Somalia deputed for Training in Computer Application in June, 1989.

2.3 Diploma Courses

Two diploma courses were conducted during the year :

2.3.1 National Diploma for District Education Officers

Diploma Course for DEOs was introduced in July, 1983. Ninth Diploma Course which started in November, 1988 concluded in April, 1989. Tenth Diploma Course started in November, 1989. Its first phase of three months intensive curricular work concluded in January, 1990 and second phase is in progress. 45 district level officers and

personnel from SCERTs from 20 states and UTs from all regions of the country participated in the diploma courses. 13 participants came from the educationally backward states of Andhra Pradesh (4), Assam (3), Madhya Pradesh (2), Rajasthan (2), Uttar Pradesh (1) and West Bengal (1). Against 19 participants from 11 states in Ninth Diploma, the participation rose to 26 from 16 states in Tenth Diploma. Statewise participation in the diploma courses is given in Table 2.5.

TABLE 2.5

Statewise Participation in Diploma Courses

States/UTs	Ninth Diploma	Tenth Diploma	Total
Andhra Pradesh	-	4	4
Assam	-	3	3
Delhi	-	3	3
Gujarat	2	-	2
Himachal Pradesh	-	1	1
Karnataka	1	2	3
Kerala	3	2	5
Madhya Pradesh	1	1	2
Maharashtra	2	1	3
Manipur	-	2	2
Meghalaya	-	1	1
Nagaland	1	1	2
Punjab	1	1	2
Pondicherry	4	-	4
Rajasthan	1	1	2
Sikkim	1	-	1
Tamil Nadu	-	1	1
Tripura	2	-	2
Uttar Pradesh	-	1	1
West Bengal	-	1	1
Total	19	26	45

The Diploma is organised in three phases. The first phase consists of a three-months intensive curricular work of 15 credits at the Institute. The second phase consists of three months 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.

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

A four day visit was arranged to the Social Work and Research Centre, Tilonia and Regional College of Education, Ajmer to enable the participants to gain first hand experience of innovations of field based action research at these centres.

In May 1989, the Institute undertook an Evaluative Study of the Diploma Programme specially with a view to assess the views of the participants on the usefulness of the course in their day-to-day work. The Study solicits their views on related areas like the need for revising the structure, content and organisation of the diploma programme so that it becomes more appropriate to their job profile.

Alongwith the Evaluative Study, an attempt for assessment of the training needs was also undertaken by (a) conducting indepth Case Study of 5 District Education Officers; and (b) eliciting perceptions of District Education Officers on the subject.

2.3.2 International Diploma in Educational Planning and Administration

The International Diploma was introduced in January, 1985. The Fifth International Diploma course which commenced in January, 1989 was concluded in July, 1989. The Sixth International Diploma course started in January, 1990. Due to the growing popularity of this programme, large number of nominations were received. The Institute had, however, to restrict the admissions. Against 31 participants from 16 countries in Fifth Diploma course, 17 participants from 9 countries took part in Sixth Diploma course.

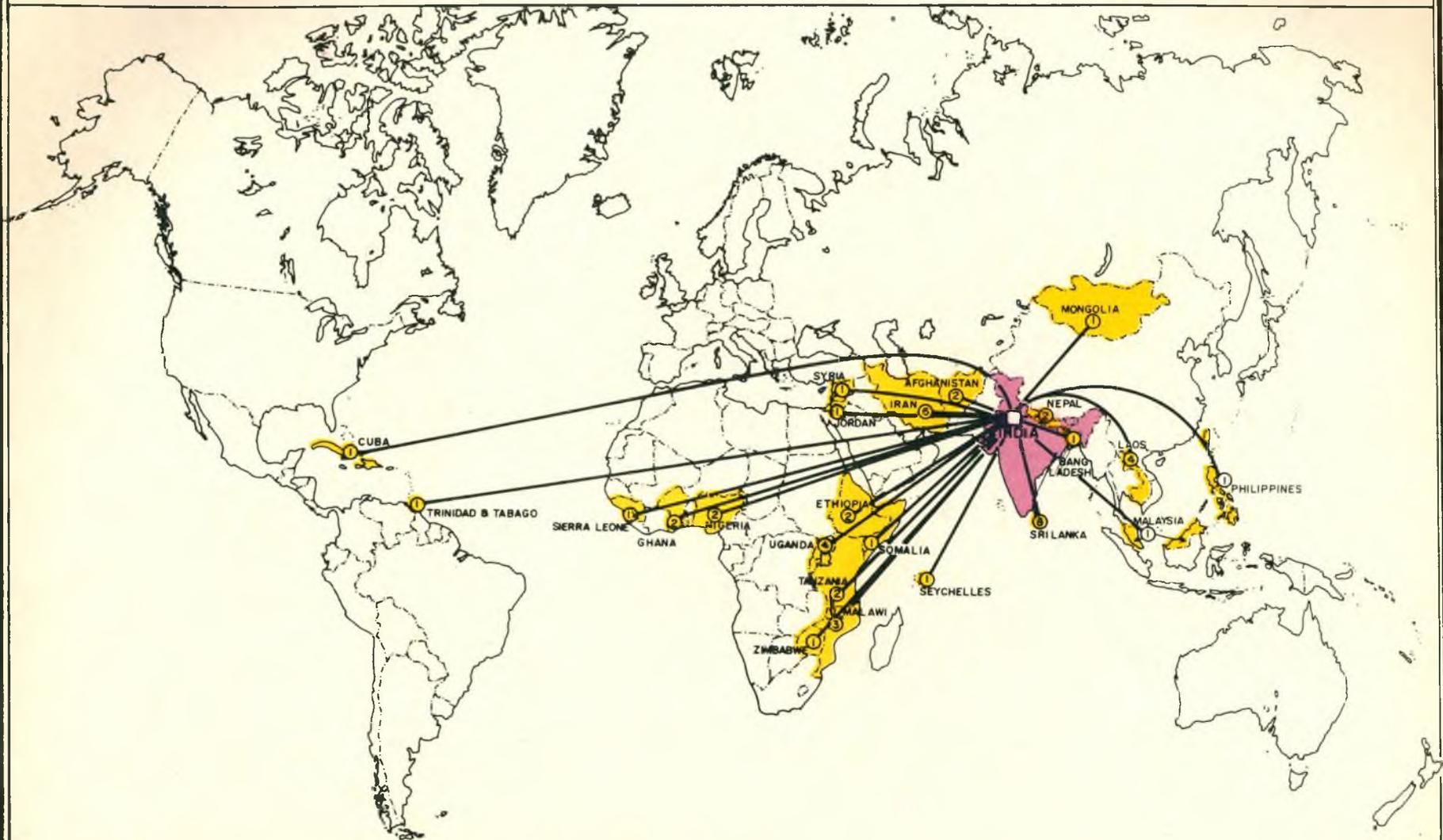
For the first time, participants from Mongolia (Asian continent), Sierra Leona (Africa) and Seychelles (Indian Ocean) took part in the Sixth International Diploma course. Countrywise participation in the Fifth and Sixth Diploma courses is given in Table 2.6

TABLE 2.6
Countrywise Participation in International Diploma Programmes

Name of the Country/ International Body	No. of the Participants		Total
	IDEPA V	IDEPA VI	
Afghanistan, Democratic Republic of	2	-	2
Bangladesh, People's Republic of	1	-	1
Cuba	1	-	1
Ethiopia	2	-	2
Ghana, Republic of	2	-	2
Iran	-	6	6
Jordan	1	-	1
Lao, People's Democratic Republic of	2	2	4
Malaysia	-	1	1
Malawi, Republic of	3	-	3
Mongolia	-	1	1
Nepal, His Majesty's Government of	1	1	2
Nigeria	2	-	2
Philippines	1	-	1
Sri Lanka, Democratic Socialist Republic of	8	-	8
Sierra Leone	-	1	1
Seychelles	-	1	1
Syria	1	-	1
Tanzania	-	2	2
Trinidad and Tabago	1	-	1
Uganda	2	2	4
Zimbabwe	1	-	1
Total	31	17	48

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 courses 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 planning and management of education in the Third World, fundamentals of educational planning, quantitative planning, or,

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ganisational behaviour, personnel and financial management, educational technology and distance education, training in computers and its applications etc. The field attachment programme is a supplement to the course work at NIEPA.

In the Fifth Diploma Programme, the institutions visited included Indira Gandhi National Open University, National Council of Educational Research and Training, Central Institute of Educational Technology, Kendriya Vidyalaya Schools, Indian Institute of Management, Ahmedabad, SCERT, Pune, Indian Institute of Education, Pune, Maharashtra State Textbook and Research Bureau, Pune and Aurangabad and a hostel in Kashmir reserved for the most backward population and nomadic tribes. In the Sixth Diploma Programme, the participants visited schools and supra level educational institutions in different regions and areas in Delhi, Madras, Trivandrum, Ernakulam, Bombay and Calcutta to observe and report on aspects of planning and management of education at grassroot levels. The institutes visited included Kendriya Vidyalaya Schools, Central Institute for Educational Technology, SCERT, Delhi the International Centre of Education, Sri Aurobindo Ashram, Pondicherry; Shanti Ashram, Coimbatore; SNDT Women's University, Bombay and Vishwa Bharati University, Calcutta.

The Institute has been receiving positive feedback about the programmes from the various funding agencies formally and informally. The Review Committee constituted by the Government of India has recorded the appreciation of the programme.

2.4 Training and Orientation Programmes

27 Programmes were organised in School Education, Higher Education, Adult and Non-formal Education and on various themes and sectors of education in which about 1000 educational functionaries participated. These included 5 programmes in collaboration with National Council of Educational Research and Training, Directorate of Adult Education, Aligarh Muslim University, National Institute of Science Technology and Development Studies (NISTADS) and Ministry of Human Resource Development. 7 programmes were organised at Agartala, Neharligon (Arunachal Pradesh), Gwalior, Madras, Pune, Simla and Surat.

School Education

In the area of School Education, Orientation Programmes were organised and 200 educational functionaries at different levels participated. These included two programmes for senior educational administrators of Navodaya Vidyalaya Samiti, one programme for Education Officers and Senior Principals of Kendriya Vidyalayas, three programmes for DIETs and one programme for senior educational administrators from States and UTs and one for Railway Board Schools.

Higher Education

Under Higher Education, 6 programmes covering about 400 educational functionaries were organised. These included 2 programmes for Academic Staff Colleges; 2 programmes for Autonomous Colleges and 1 programme each for Principals of Colleges and resource persons in Planning and Management of Colleges.

Adult and Non-formal Education

Keeping in view the major thrust given to non-formal, adult, continuing and extension education in the context of National Literacy Mission, the Institute in collaboration with the Directorate of Adult Education organised a six weeks intensive Training Programme in Planning and Management of Adult Education at District and Sub-district levels.

A field attachment programme was against for a week in four different field placement areas at SRC, Lucknow, SRC, Jaipur, SRC, Indian Institute of Education, Pune and SRC, Gujarat Vidyapeeth, Ahmedabad.

Three more programmes in the area of adult and non-formal education and 3 workshops on National Literacy Mission were also organised. These included 2 orientation programmes of State level Officers in Planning and Management of Non-formal Education and 1 Workshop on Production, Procurement and Distribution of materials and equipments under the Scheme of Operation Blackboard.

More than 200 educational functionaries attended the above programmes.

Computer Application

Three programmes covering 56 participants were organised in Computer Application in Educational Planning and Management and Utilisation of Computers in Colleges.

Micro-level Planning and School Mapping

Two programmes were organised on Micro-level Planning and School Mapping for field officers of Orissa and Madhya Pradesh.

Three Workshops were organised on School Mapping - 1 for officers of the Education Department of Arunachal Pradesh and 2 technical workshops under the Project of School Mapping.

134 educational functionaries participated in the above programmes and workshops.

Other Programmes

Other programmes included 1 programme each on Quantitative Techniques for Educational Planning and Management, refresher course for IAS officers, Education for the Disadvantaged Sections, and Policy Implementation for Education Officers of Tripura.

2.5 Workshops/Seminars/Conferences

30 Workshops/Seminars/Conferences on various themes were organised in which about 400 educational functionaries participated. These included :

Deprived Sections

Four Workshops/Seminars were organised - 1 each on Planning and Management of Education of Scheduled Castes and Scheduled Tribes, Institutional Planning and Management of Minority Managed Institutes; Managers and Principals of Muslim Managed institutions, and Educational Technology for Tribal Education. 61 educational functionaries participated in these Workshops/Seminars.

Educational Technology

Two Workshops were organised on Educational Technology and Distance Education covering 44 participants.

Four Decades of Development - A Review Conference

A three days Conference was organised in collaboration with the Ministry of Human Resource Development to critically review the achievements in education and related fields; to pinpoint the strengths and weaknesses; and to delineate the future course of action. The Conference was attended by 95 participants from various departments of Ministry of Human Resource Development and other Central Government Offices, educationists and eminent personalities.

Shri J.P. Naik Memorial Seminar-cum-Workshop on Institutional Planning at Elementary Level

To commemorate the memory of Shri J.P. Naik, a Seminar-cum- Workshop was organised in collaboration with the Indian Institute of Education, Pune. The objectives of the Seminar-cum- Workshop were to formulate conceptual framework of Institutional Planning; to identify components, develop techniques and suggest implementation strategies for Institutional Planning. The Seminar was attended by 49 participants.

2.6 Training Materials

32 modules had earlier been prepared under the Mass Training Programme for State/District and Block Level Functionaries. A number of other modules, papers, statistical data on educational planning and management were prepared for use in the training programmes and for wider dissemination. List of training material prepared during the year and Project titles under Tenth National Diploma for DEOs and Fifth International Diploma are given in the Annexure III.

One of the main objectives of the NIEPA is to undertake, aid, promote and coordinate research in various aspects of educational planning and administration including comparative studies in planning techniques and administrative procedures in different states of India and in other countries of the world.

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.

The total expenditure on research during the year aggregated to Rs. 26.78 lakhs (Rs. 12.33 lakhs against government grants and Rs. 14.45 lakhs under funded research) against Rs. 14.50 lakhs (Rs. 5.24 lakhs against government grants and Rs. 9.25 lakhs under funded research) during 1988-89. Grants released under NIEPA's Scheme of Assistance during the year amounted to Rs. 1.27 lakhs against Rs. 0.61 lakhs during 1988-89.

5 research studies were completed, 22 studies were in progress and 3 new studies were sanctioned during the year. These included 3 collaborative studies, 3 sponsored studies and 6 studies under NIEPA's Scheme of Assistance.

3.1 Studies Completed (5)

3.1.1 *Atlas on Women and Development*

The research team consisted of Dr. S.C. Nuna, Project Director, Shri Jamaluddin Farooqui, Project Cartographer and Ms. Madhumita Bandhopadhyaya, Project Assistant.

An amount of Rs. 66,200/- was sanctioned for the project.

The question of women's development in the contemporary situation has acquired a great significance in view of recognition of its potential in the betterment of the entire mankind. However, studies on the 'state of art' of

women's development in the country and its various facets continue to be an area on neglect. It is realisation of this aspect that the present study attempts to analyse the situation of women's development in India using district level data for the country as a whole. The findings are contained in the publication 'Women and Development'.

The women's development has been analysed under the heads : Education, Demography, Nuptiality and Fertility, Health, Economic Activities, Crimes Against Women, Availability of Safe Drinking Water Facilities, and Political Participation.

It consists of 3 sections. The first section present an analytical note containing the diagnosis of women's development and its inter-linkages; the second section consists of maps and diagrams on various aspect of women's development; and the third section gives derived data sets on various aspects of women's development.

One of the significant out-come of the study is the identification of levels of social well-being of women in India by compositing 26 indicators for all districts of the country.

The study indicates that various facets of women's development are intrinsically linked in a system of inter-dependency indicating that there is a need to develop integrated delivery mechanisms of women's development.

3.1.2 *Monograph on Education and Development in Andhra Pradesh*

The research team consisted of Dr. S.C. Nuna, Project Director, Shri Jamaluddin Farooqui, Project Cartographer, Shri Mohd. Yunus, Project Assistant.

An amount of Rs. 23,800/- was sanctioned for the project.

At the request of the Government of Andhra Pradesh, the Institute undertook the study for the state. Using district level data, the following aspects relating to education, demography, nuptiality and fertility, health, economic activities, and availability of safe drinking water facilities have been analysed.

The study report has been organised into 3 sections. First section presents an analytical note indicating the nature of inter-linkages between education and various sectors of development; the second section presents maps and diagrams depicting spatial patterns in education and other developmental parameters; and the third section presents the derived data set along with ranks of districts for selected indicators.

The study has shown that educational development is significantly related with various spheres of development. Its linkages with age at marriage of females, infant mortality rate, acceptance of family norms, agricultural productivity etc. indicate that education can play a significant role in accelerating the process of development.

3.1.3 *Resource Allocation Mechanism in Selected Thrust Areas of Higher Education in India (IIEP-UGC-NIEPA)*

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

An amount of US \$ 4,000 was provided by IIEP, Paris in addition to a sum of Rs. 1.00 lakh provided by University Grants Commission for the study.

The development of Science and Technology base among the developing countries as compared to developed countries leaves much to desired. India is one of the developing countries where investment in Science and Technology has increased from 0.23 per cent of GNP to about 1.00 percent. This amount is virtually insignificant.

The principal objectives of the study are to (a) identify the role of the institutions of higher education with regard to development of policy issues, i.e. how are institutional responsibilities established and to what extent actual allocation of resources is consistent with the original policy prescriptions; (b) examine interplay of different forces, both internal and external on the mechanism of resource allocation and in turn its influence on the role of higher education for national development; and (c) generate a knowledge base for planning and implementation strategies for higher education so as to enable it to play an effective role in national development.

Some of the important findings are :

Had the decision been taken in time and resources allocated for R & D development, the indigeneous technology would have proceeded along with the development in other countries?

Had there been a mechanism to independently and critically examine the techno-economic issues of technology import, perhaps such decisions could have been avoided?

The indigeneous development of technology not only identifies the real technology gap, but develops a technology base and the confidence of industry as well as the resources for putting the R & D results on the ground or apply it. This process itself might generate from technology and solutions of various other problems.

This research study is the first of its kind. It has dealt elaborately with various aspects of development of thrust areas through higher education and their contribution in the national development.

3.1.4 *An Enquiry into the Background and Status of Women Executives (Under NIEPA's Scheme of Assistance)*

The study was conducted by Ms. Mary Josephine, Professor and Head, Department of Education, Mother Teresa's Women University.

An amount of Rs. 10,000 was sanctioned for the study.

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 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 training programmes 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.

Broad conclusions of the study emphasise that education has to prove itself as a potential instrument in motivating

and preparing women for executive positions. A climate needs to be created where there can be a better scope for the development and use of her talents which are in no way less than or inferior to that of men.

The inbuilt inhibitions can be rooted out mainly through education. Appropriate education at the school level can mend the situation at least for the next generation. Equality among men and women or more precisely the inter-dependence among men and women realising the worth of each by the other can go a long way to improve the quality of life. Right sort of education alone can determine ones aspirations.

The researcher has made a number of suggestions for policy interventions and programmes and highlighted areas of needed social change.

3.1.5 *Task Analysis of District Education Officers : A National Study*

The project team consisted of Dr. K. Premi, Dr.(Mrs.) Jaya Indiresan, and Mrs. Nalini Juneja.

An amount of Rs. 35,000/- was sanctioned for the study.

The study of Task Analysis of District Education Officers (DEO) was undertaken to understand the roles and functions of DEOs in the changing educational and societal context. The major aim of the study was to identify areas for training of DEOs. The specific objectives of the study were : identification of all the tasks that a DEO performs; ranking of the tasks in order of perceived importance in terms of time devoted to the task and its criticality; identification of the task which are not performed well and also those task where training is required.

To get an indepth understanding of the roles and function of DEOs, five case studies in five different districts were conducted - Guntur in Andhra Pradesh, Bhavnagar in Gujarat, Indore in Madhya Pradesh, Pune in Maharashtra and Udaipur in Rajasthan.

Some of the tasks that emerged important for training in different functional areas are :

(a) *Academic Management* : Opening and upgrading of Schools; inspection and supervision; conduct of examinations; management of school complexes; organisation of programmes of NCERT and SCERT; preparation of district plan.

(b) *Coordination and Linkages* : Dealing with private management and teachers organisation; linkages with different departments; management of political pressures; enlisting community support.

(c) *General Administration* : Decentralisation of delegation of powers; data collection; compilation and supply of information; implementing educational projects; strengthening collaboration with DIET.

(d) *Financial Management* : Pay and Pension fixation; preparation of annual budget; auditing of accounts; review of plan and non-plan scheme.

(e) *Personal Management* : Recruitment, promotion and transfer of teachers/other employees; dealing with legal disputes; attending to court cases; conducting enquiries.

The analysis is based on the present status. Need assessment and opinions of experts, specially in regard to expected role of DEO also need to be taken into consideration.

3.2 Studies in Progress (22)

3.2.1 *Project on "Education in the Year 2000 AD - A Long Term Perspective"*

The restructured phase of the Project started in June, 1989. The project team consists of Professor Sri Prakash, Project Director, Ms. T. Burgahain, Ms. Sumitra Choudhary and Ms. Asha Aggarwal, Project Assistants.

An amount of Rs. 4.08 lakhs has been sanctioned for the project.

The re-structured project focusses on (a) Analysis of Educational Expenditure; (b) Average Years of Schooling Completed; (c) Long Term Perspective for Development of Education; and (d) Medium- term Projections.

The re-structured phase is progressing satisfactorily. The following 13 studies have been completed during the year.

- i) Educational Expenditure in India - A Trend Analysis
- ii) Determinants of Educational Expenditure in India - Alternative Hypothesis Tested
- iii) Unit Cost of Education in India - Alternative Hypothesis Tested

- iv) Universalisation of Elementary Education - A Simple General Equilibrium Type Policy Model
- v) Private Demand for Education : A Probabilistic Approach
- vi) An Inter-Industry Model : Economic Effect of Education
- vii) Spatial Locational Pattern of Educational Institutions in India : A Study of Divergence between Spatial and Actual Patterns
- viii) A Model of Balanced Maximal Growth of Education and Economy
- ix) Demographic Pressures and Migration : A Case Study of Meghalaya
- x) A Model of Decomposition of Growth into Component
- xi) Economic Growth and Literacy : International Experience
- xii) Determinants of Growth of Literacy in India : Spatio-Temporal Dimensions in a Probabilistic Framework
- xiii) Transition, Drop Outs and Average Years of Schooling

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

The project team consists of Dr.S.C. Nuna, Project Director, and Shri O.D. Tyagi/Shri Jamaluddin Farooqui, Project Cartographer and Shri Rajpati Ram and Ms. Harjinder Kaur, Project Assistants.

An amount of Rs. 1,89,000/- has been sanctioned for the project.

In view of significance of literacy in the development, all round efforts are being made to spread literacy. The success, although, significant in the context of dismal performance at the dawn of this century, may not be considered satisfactory as about 64 per cent of population continue to be illiterate. This study is an attempt to analyse the spread of literacy in India since 1901 using district level data, in order to identify its determinants so that strategies are moulded accordingly.

The study has three components : analysis of literacy pattern since 1901 and the nature of its spread at district level;

determinants of literacy in India using secondary data; and factors influencing literacy at the grass-root level.

The study is nearing completion.

3.2.3 Action Research to Study Implementation Strategies in Educational Planning and Administration (Adult-cum-Universalisation of Elementary Education) (ARISE) in Punhana Block, Gurgaon District, Haryana (3rd Phase)

The project team consists of Professor Satya Bhushan, Project Director, Dr. R. Govinda, Project Incharge, Dr. Pramila Menon, Project Associate and Shri Satpal Khatana, Project Assistant.

An amount of Rs. 3,46,700/- was sanctioned for the study.

Two training programmes were organised for instructors/volunteers in June and September, 1989. A Certificate distribution function was organised on October 2, 1989 in which all the three villages, namely, Chharoda, Patuka and Sarai selected for study under the present phase were represented. The Directorate of Adult Education, Jamia Millia Islamia, NISTADS, two volunteer agencies, Block Education Officers, Sarpanches from eight neighbouring villages and district level authorities were also present on the occasion. This became a pace setter for renewed activities in the other villages.

Evaluation of adult learners was undertaken according to the norms of the Directorate of Adult Education and a number of field visits were undertaken to re-inforce the literacy mission.

Two voluntary organisations, namely, Mewat Social and Educational Development Society (Bisru) and Mewat Educational Society, Chharoda (Nuh) adopted 5 villages in their areas for complete eradication of illiteracy. Training and learning material were provided by NIEPA by mobilising resources from Directorate of Adult Education and State Resource Centre, Jamia Millia. 30 Adult Education Centres were given to the voluntary agencies as part of the Adult Education Project.

3.2.4 Development and Efficient Functioning of Colleges : An Action Research Study (2nd Phase)

The Research Team consists of Dr. G.D. Sharma, Project Director, Dr. M.M. Rehman, Project Associate Fellow,

Dr. (Ms.) Kausar Wizarat/Mr. James Joes, and Ms. Deepa Sahay, Project Assistants.

An amount of Rs. 3,29,400/- has been sanctioned for the study.

The project was undertaken to study some colleges to understand the dynamics of their functioning in all its aspects - academic, administrative, and its linkage with community in the form of "a college as resource centre for the development of community".

As a part of the general planning exercise, the project staff of NIEPA together with the teaching staff of the college developed an institutional plan model.

Till date, under auspices of the project, the following reports have been prepared :

- (i) Development and Efficient Functioning of Colleges : An Action Research Project
(A preliminary report - Dronacharya Government College, Gurgaon)
- (ii) Development and Efficient Functioning of Colleges : An Action Research Project
(A draft report on NBGSM College, Sohna)
- (iii) College as a Resource Centre for development of community : A conceptual framework and process of implementation
- (iv) Socio-economic profile of village Harsaru
- (v) Educational profile of village Harsaru
- (vi) Application of Science for Development of Rural Community : A Report of SOIL Analysis

3.2.5 A Study of Educational Development of Tribal and Sub-plan Areas

The project team consists of Dr. K. Sujatha, Project Director and Shri V.P.S. Raju, Project Assistant.

An amount of Rs. 1,15,000/- has been sanctioned for the study.

The objectives of the study are to make a study of sub-plan area regarding existing pattern of distribution of educational facilities covering quantitative and qualitative aspects and levels including catchment area of schools. The Quality is measured in terms of teacher pupil ratio, teachers towards qualification, infrastructure facilities at the school level, to study the socio-lingual background and

attitude of teachers towards tribals and students, to study the extent of enrolment, dropout and successful completion, to examine the unit cost of education by different items and 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 a action plan for educational development of tribes with micro-level planning.

Through stratified purposive sample method, two districts with the highest, and lowest literacy in sub-plan area were selected (East Godavari and Warangal).

Primary data from households, teachers and schools were collected using interview schedule and questionnaire. Secondary data has been collected from ITDA, district and state level education departments. The household data and teachers information has been computerised.

Data processing and generation of tables has been completed. Report writing is in progress.

3.2.6 Project on School Mapping

The project team consists of Shri M.M. Kapoor, Project Director, Professor D.N. Abrol, Project Fellow, Shri R.K. Solanki, Senior Research Fellow and Ms. Pushpa Kathuria, Shri Irfan Ahmad and Mrs. Anita Nuna, Project Assistants.

An amount of Rs. 8.05 lakhs has been sanctioned for the project.

Under Phase-I, Technical Assistance was rendered to States and Union Territories in School Mapping. About 50 officers from 19 states and union territories were oriented in the techniques of school mapping in three programmes conducted at the national level. In addition, eight state level programmes were conducted covering about 280 participants from Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Madhya Pradesh, Mizoram, Orissa, Rajasthan and Tripura. With these, the work of Phase-I concluded by August, 1989.

The work of Phase-II started in September, 1989. Under this phase action oriented study on school mapping was undertaken.

Draft tools for collection of data, sample design, consolidation plans, format of reports and theme papers were prepared and discussed in the first Technical Workshop

held in December, 1989 where Project Officers from 6 States participated. A field try out of the tools was carried out in Churu district of Rajasthan and the tools in a modified shape were again discussed in the Second Technical Workshop (March, 1990) where four State Officers were present.

As a part of this Project, the Government of Madhya Pradesh was provided academic assistance in undertaking Project on School Mapping and Micro Level Planning for UEE in District Vidisha. Their officers were trained, tools were developed and strategies for implementations formulated.

Arunachal Pradesh and Delhi were also included in the Project in addition to 10 States already covered. Inclusion of Arunachal Pradesh was done at the request of the State Government and that of Delhi on the advice of the Programme Advisory Committee for study of problems of school mapping in urban areas.

3.2.7 *Second All India Survey of Educational Administration*

The project team consists of Shri M.M. Kapoor, Project Director; Dr. J.C. Goyal, Project Fellow; Shri R.S. Tyagi, Project Associate Fellow; Shri V.N. Alok and Shri A.K. Sinha, Project Assistants; and Shri Bharat Bhushan Project Cartographer.

An amount of Rs. 17.04 lakhs has been sanctioned for the project.

Nomination and Release of Funds : To conduct the survey work in all States/UTs, Education Secretaries of each State/UT were requested to nominate state level project Director-cum-Liasion Officers. Nominations were received from all the States/UTs except Nagaland and Pondicherry. Funds were also released to the States/UT for conduct of survey.

Survey Tools : Three draft questionnaires viz. State Level, Area Level and Institutional Level were developed to cover all sectors and levels of educational administration except professional and technical education.

National Workshops : Two National Level Technical Workshops of State Level Project Directors were organised at NIEPA from December 12-15 1989 and from February 26 to 27, 1990. In these workshops, the sample design, draft survey tools and state level operational plans

for this survey were discussed and finalised for approval of the National Advisory Committee. In these workshops, Project Directors cum Liasion Officers representing 23 States/UTs took part.

National Advisory Committee : First meeting of the National Advisory Committee of this survey was held on February 20, 1990. The meeting was attended by 22 experts/officials. The Committee discussed in detail the project design, scope, coverage, survey tools, modus operandi and present position of the project. The draft questionnaires and operational strategies for conduct of survey were approved by the Committee with some modifications.

Printing of Survey Tools : The survey tools were finalised on the basis of recommendations made by the National Advisory Committee and sent for printing.

Preparation of Bibliography : Review of literature together with annotated bibliography pertaining to States/UTs documents and research work done at national and international levels related to educational administration was undertaken by the project team.

3.2.8 *A Study of Planning and Management of Non-formal Education in Latin America - Implications and Lessons for India*

The project team consists of Dr. Anjana Mangalagiri, Project Director and Shri G. Gunashekar, Project Assistant

An amount of Rs. 1,46,200/- has been sanctioned for the study.

In the first phase of the project, attempt was made to gather available information pertaining to educational development in the two regions of Ecuador and Colombia in Latin America. A bibliography has been prepared accordingly. Statistical data on educational development in the regions has been collected and compiled. However, information pertaining to non-formal education in the two regions was very scant in this part of the world.

In order to obtain such material, postal correspondence to relevant organisations, persons and university departments in the United States, Netherlands and France was initiated.

These countries were selected particularly because there are scholars in organisations such as the International/In-

tercultural Development Education Programme at Florida State University; The Third World Centre, Nijmegen; and the International Institute of Educational Planning, Paris who have been working on non-formal education in Latin America. A meeting was also held with Professor Gerrit Huizer of the Third World Centre, Nijmegen, Netherlands, who has worked extensively in Latin America, during his visit to India in January, 1990.

3.2.9 *A Study of Role of College Development Councils in the Development of Colleges : An Indepth Study of 10 Selected College Development Councils*

The project team consists of Dr. Jaya Indiresen, Project Director, Ms. Tulasi and Shri Kalyani Birader, Project Assistants.

An amount of Rs. 1,26,800/- has been sanctioned for the study.

The objectives of the study are to identify the factors facilitating and constraining the functioning of the CDCs in contributing to the development of the colleges and to suggest measures if any for strengthening the role of CDCs in the development of the colleges.

With this in view, ten CDCs were identified to represent all the regions of the country. Based on a specially designed interview schedule, indepth discussions were held with the directors of the CDCs, Vice-Chancellors of the concerned universities and other officials. Individual and group discussions were also held with principals of colleges to obtain their perception on the functioning of the CDCs. In addition, documents and reports have been received from 20 CDCs on their activities and achievements.

Four major roles of the CDCs have been identified, namely, academic leadership role, monitoring and implementation role, coordinating role and planning role. Data obtained from the various sources are being analysed to study the impact of the CDCs in effectively carrying out its roles.

3.2.10 *Disrictwise Analysis of the Disparities between the Literacy Levels of Scheduled Castes and Non-Scheduled Castes Population in India*

The project team consists of Dr. Y.P. Aggarwal, Project Director, Ms. Sarika Sibou and Ashok Kumar, Project Assistants.

An amount of Rs. 1,44,396.30 has been sanctioned for the study.

The main objectives of the 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 among the non-scheduled population; to evolve a suitable methodology for measuring the gap in the levels of literacy; to examine the nature of relationship between literacy rates, disparities indices and socio-economic characteristics; and to evolve region-specific policies for minimising inequalities in the educational system.

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

Literature Survey of the research studies has been initiated and formats for computerisation of districtwise data are being finalised.

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

The project team consists of Dr. (Mrs.) K. Sudha Rao, Project Director, Shri George Mathew and Shri Sudhir Samantray Project Assistants.

An amount of Rs. 1,52,100/- has been sanctioned for the study.

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

By adopting purposive sampling method, the study plans to collect data from all categories of autonomous institutions through the methods of document analysis techniques, discussions with the management experts, Directors

of Higher Education, Vice- Chancellors, Institutional Heads, teachers in autonomous and non- autonomous colleges and students and also carry out detailed study of various aspects of autonomy through questionnaire analysis.

The project has progressed to the extent of the collection of review of literature and also the development of questionnaires for data collection.

3.2.12 *Monograph on Education and Development of Maharashtra*

The project team consists of Dr. S.C. Nuna, Project Director, Shri Jamaluddin Farooqui, Project Cartographer and Ms. Madhumita Bandhopadhyay, Shri Mohd. Yunus, Project Assistants.

An amount of Rs. 36,520/- has been sanctioned for the project.

The role of education in accelerating the pace of development while recognised generally, is a matter of empirical probing. The present study is a step towards this direction. Using district level data for Maharashtra State, an attempt is being made to explore the relationship between education and other spheres of development with the help of maps and diagrams and by combining choropleth and chorochromatic techniques. The data has been processed and the cartographic work is in progress. The study includes aspects pertaining to : education, demography, nuptiality and fertility, health, and economic activities.

3.2.13 *Quality of Basic Education Services (NIEPA-IIEP Collaborative Study)*

The project team consists of Dr. R. Govinda, Project Director, Dr. N.V. Varghese, Project Coordinator, Dr. R.P. Kathuria, Project Coordinator (Field Operations), Dr. G.P. Singh and Dr. Kailash, Project Associates, Dr. M.K. Sharma and Shri Rajender Pal, Project Assistants.

An amount of Rs. 6,64,900/- has been sanctioned for the project.

The general objective of the Project is to analyse the way in which institutions providing basic education function and the results which they produce, in order to formulate adequate strategies for improving the quality of these institutions and to monitor their implementation.

The project is being implemented in five different areas of Madhya Pradesh. Relevant information have been collected about these areas and preliminary drafts of area profiles have been prepared. For studying the quality of functioning of the schools, a set of seven questionnaires/interview schedules were developed and administered in 12 selected schools in each area. The data are being analysed.

Achievement tests were developed to assess the competency levels in language (Hindi) and Mathematics of Standard IV and Standard V students in the selected schools.

The finalised tests were printed and the test administration started from the third week of March, 1990. In the tribal belt of Mandla, the test administration was completed by the end of March. In other places it continued beyond March.

The test administration was closely scrutinised by the Project Officers. Scoring of the Test is in progress.

3.2.14 *Identification of Training Needs of Administrators of Women's Colleges (in collaboration with SNDT University)*

The project team consists of Dr. Jaya Indiresan, Project Director in collaboration with Dr. G.D. Sharma, Dr. K. Sudha Rao, and Ms. Rajshree, Project Assistant from NIEPA and Dr. Lena D'Souza and Dr. Usha Takkar from SNDT University, Bombay.

An amount of Rs. 10,000/- has been sanctioned for the project.

There are nearly 700 women's colleges in the country. To facilitate the effective functioning of these colleges, it is proposed to conduct orientation programmes for senior administrators on planning and management of colleges.

To facilitate this training programme, a training needs identification study has been initiated.

A questionnaire has been designed to obtain data on the following aspects :

General planning and management issues common to the administration of all colleges;

Certain issues which are of special relevance to the education of women students;

Certain critical issues specific to women as administrators; and

Personal data of the women administrators.

Responses have been received from about 100 colleges. Data analysis is in progress.

3.2.15 *Computerised Planning of Elementary Education (Sponsored by Department of Education)*

The project team consists of Shri Sanjoy Das Gupta, Project Coordinator, Mrs. Anita Chopra, Md. Ahmad Ansari and Shri Anoop Banerjee.

An amount of Rs. 10,22,534/- has been sanctioned by the Ministry of Human Resource Development, Department of Education for this project for the period upto 31.3.1990.

The decision to develop a Decision Support System for Elementary Education was given coherence in the form of COPE viz. Computerised Planning for Education (henceforth to be referred to as COPE/DSS)

In all, 7 pilot districts, namely, Gwalior, Morena, Shivpuri, Bhind, Guna, Datia, and Aligarh were taken up to test out the system.

The following tasks were completed in these districts :

Extensive Field Studies to sieve out the vast amount of information that "Might be Used" and keep only that information which "Will be Used"

Developing Data Capture Formats that would pose little burden both on the school principal who would capture the data as well as the data entry operator at the district. A simple 7 paged format to be filled once a year was developed.

Training on Data Capture was given through the existing communication channels. Familiar terms used in the format and the use of the local language made the task a fairly easy one.

Software Development was carried out by a cohesive group of three persons who worked in close coordination with the two COPE field officers posted in the pilot districts.

The development of the software in other vernacular languages is also in progress.

The COPE/DSS system is poised for implementation in the 54 educational districts of Madhya Pradesh and

3 districts each of Rajasthan and Bihar.

3.2.16 *MIS for District Education Officers (Sponsored by Department of Education)*

The project team consists of Shri Sanjoy Das Gupta, Project Coordinator, Ms. Sushma Popli, Ravinder Arora, Raghu Ram Rao and Ms. V. Dandapani.

An amount of Rs. 7,23,300/- has been sanctioned by the Ministry of Human Resource Development, Department of Education for the period upto 31.3.1990.

A completely user friendly software has been developed for grassroot level users. This includes (a) NFE Centre Analysis; (b) Instructor Analysis; (c) Supervisor Analysis; (d) Learner Enrolment Analysis; (e) Learner Attendance Analysis; (f) NFE Centre Database; (g) Instructor Service Record Database; (h) Select Exception Listings; and (i) Financial Accounting. The same software is now available to the users in Hindi.

The first issue of the Newsletter has been published and the second is under printing.

The User manual both in English as well as Hindi is also under publication.

It was envisaged that the COPE/NFE software will be implemented in Madhya Pradesh in 3 phases. The first two phases have been completed and the third phase is likely to start as soon as the proposed Regional Centre is set up at Bhopal.

3.2.17 *A Study of More Efficient Utilisation of Existing Facilities/Resources in Higher Education (Sponsored by Planning Commission)*

The project team consists of Dr. G.D. Sharma, Project Director, Dr. F. Qamar, Project Fellow and Ms. Neelam Kagdial.

An amount of Rs. 56,000/- has been sanctioned for the study.

The study focuses on the utilisation of resources in colleges and universities in India and suggests ways and means of more efficient utilisation of the existing resources/facilities. The study takes broader view of resources to include all types of resources like Financial, Physical, Human and Time.

The objectives of the study are to study lack of complementarity of strategic components; lack of a proper planning, monitoring and coordination system; and built-in constraints.

In order to examine the factors that are responsible for either efficient or inefficient utilisation of resources, an attempt has been made to analyse the problem with the help of a number of indicators, namely, size of institutions of higher education and potential economies; index of working days; index of utilisation of human resources; efficiency of administration, library and laboratory staff; index of the utilisation of physical and infrastructural facilities; allocative efficiency; and efficiency of financial administration.

Two sets of structural questionnaires and data schedule each for the colleges and universities were prepared. While the preparation of research design was in progress, the steps as to the selection of a presentative sample were initiated. Further, the data collected for the NCT - II has also been preserved. Some data from other sources have also been collected.

On the basis of the data so collected, analyses was attempted and a preliminary report of the study was submitted to the Planning Commission in February, 1990.

3.2.18 *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, Indian Institute of Management, Bangalore.

The tools of the study were prepared after discussions with Mysore University and University of Agriculture, Dharwad. The work of reviewing the literature has been completed, questionnaires prepared and the work of the data collection and data processing is in progress. Drafting of the report has also started.

3.2.19 *Study of Cost of Distance Education Institutes with Different Class Size (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 Correspondance Courses, University of Delhi.

Out of all 33 institutions of Distance Education, 9 institutes have been selected for stratified sampling randomly for detailed study. The enrolment in the institution was the main consideration for selecting the institutions.

The tools of the project were finalised and data collection work has been completed. Tabulations, analysis and report writing are in progress.

3.2.20 *A Critical Evaluation of the Systems adopted for the Management of Teaching and Learning in the Existing Correspondence Institutes in India. (Under NIEPA's Scheme of Assistance)*

An amount of Rs. 72,300/- has been sanctioned for the study in July, 1989. The study has been taken up by Dr. H.C.S. Rathore, Lecturer, Department of Education, Banaras Hindu University.

The objectives of the study are : (a) to study the present practices adopted for the management of instruction and learning with respect to (i) development of the learning materials, (ii) distribution of learning materials, (iii) feedback, (iv) study centres and (v) examinations/student evaluation; and (b) to critically evaluate the aspects studied under objective one.

The work of field visit has been completed and the tools of the study prepared. 30% of the data were collected and the remaining 70% will be collected by August, 1990 after summer vacation.

3.2.21 *Management of Education Technology in Tamil Nadu (Under NIEPA's Scheme of Assistance)*

An amount of Rs. 63,000/- has been sanctioned for the Study in August, 1989. The study has been taken up by Dr. C. Subramania Pillay, Professor and Head, Department of Education, Madurai Kamraj University, Madurai.

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

The library work and collection of related information on the project has been completed. The questionnaires have been developed and are being administered to the faculty of the selected institutions.

3.2.22 *A Study of the Organisational and Faculty Structure of the Distance Education System within the Formal University Framework Towards the Evolution of an Appropriate and Adequate Organisational and Faculty Structure for More Efficient Functioning of the Distance Education System (Under NIEPA's Scheme of Assistance)*

An amount of Rs. 63,600/- has been sanctioned for the study in August, 1989. The study has been taken up by Dr. Kishore Valicha, Directorate of Distance Education, University of Bombay.

The primary question that this research will address is to examine whether it is possible to evolve an organisational structure that will permit the following kinds of educational programmes : (i) Learner variants in formal education; (ii) General non-formal education; (iii) Specific non-formal education; (iv) Work experience; and (v) Educational technology.

The relevant information from the institutions of Distance Education located in the Universities of Calicut, Kerala, Annmalai, Madras, Sri Venkateswara, Tirupati, Osmania, Utkal, Bhubneswar and Madurai Kamraj University has been collected. The data collection and analysis work is in progress.

3.3 Studies Sanctioned

3.3.1 *Market for Agricultural Graduate in India : A Benefit Cost Study of Rajasthan Agricultural University, Udaipur (Under NIEPA's Scheme of Assistance)*

The study has been approved at an estimated cost of Rs. 61,200/-. The study is being taken up by Dr. B.C. Mahta, Professor of Economics, Sukhadia University, Udaipur.

The objectives of the study are : to provide a detailed quantitative analysis of the market for the graduates of Rajasthan Agricultural University so as to suggest improvements in the agricultural education policy; to study the demand and supply side of agricultural education; to study cost effectiveness of agricultural education

and to study the financial and productivity aspects of agricultural education; to study horizontal and vertical mobility of the agricultural graduates; to analysis the socio-economic background of the current years agricultural students so as to evaluate the admission policy and implications for achieving the social objectives of economic development in India; and to probe whether reorientation of agricultural education can bring about an increase in social returns.

3.3.2 *Regional Disparities in Educational Development in India - An Enquiry into the Educational Disparities in the Context of Social Well Being at the Grass-root Level*

The study has been sanctioned at an estimated cost of Rs. 3,48,840/-. The project has been taken up by Dr. S.C. Nuna, Fellow, Sub-National System Unit.

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

3.3.3 *Effective Utilisation of Resources in Education - A Case Study*

The study had to be suspended as the researcher, Dr. J.B.G. Tilak, Project Director had gone on foreign assignment. On this return, the study has been revived at the revised estimated cost of Rs. 1,81,100.00.

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

The study is to be based on primary sample data to be collected in a district.

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 description of some of these important activities during the year is given below :

4.1 Implementation of National Policy on Education

4.1.1 Programmes

Thirty programmes were organised on selected aspects of National Policy on Education in priority areas. These included - one programme on policy implementation for Education Officers of Tripura; five programmes on micro-level planning and school mapping including one programme each for Arunachal Pradesh, Orissa and Madhya Pradesh; two programmes on institutional planning and evaluation; four programme on adult and non-formal education; three programme on National Literacy Mission; four programme for personnel and principals of DIETs; two programmes for senior educational administrators of Navodaya Vidyalaya Samiti; five programmes for deprived sections; two programmes each for Academic Staff Colleges and Autonomous Colleges; and one programme on Lab Area Approach.

(For details, please see programmes listed at Sl.Nos. 2.1, 2.2, 2.4, 2.6, 2.7, 2.8, 2.10, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.24, 2.25, 2.26, 2.27, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.13, 3.14, 3.15, 3.19, 3.20 and 3.23 of Annexure II).

4.1.2 Research Studies

Research studies undertaken in the context of implementation of National Policy on Education include the following :-

- i) Education in the Year 2000 AD - A Long Term Perspective
- ii) Literacy in India - A Spatio Temporal Analysis (1901-1981)
- iii) Action Research to Study Implementation Strategies in Educational Planning and Administration (ARISE) in Punhana Block, Gurgaon

District, Haryana

- iv) Development and Efficient Functioning of Colleges : An Action Research Study
- v) A Study of Educational Development of Tribal and Sub-plan Areas
- vi) Project on School Mapping
- vii) Second All India Survey of Educational Administration
- viii) Districtwise Analysis of the Disparities between the Literacy Levels of Scheduled Castes and Non-Scheduled Castes Population in India
- ix) Management of Autonomy of Educational Institutions : A Study of Autonomous Colleges
- x) Computerised Planning of Elementary Education (Sponsored by Department of Education)
- xi) MIS for District Education Officers (Sponsored by Department of Education)
- xii) A Study of More Efficient Utilisation of Existing Facilities/Resources in Higher Education (Sponsored by Planning Commission)
- xiii) Regional Disparities in Educational Development in India - An Enquiry into the Educational Disparities in the context of Social Well-being at the Grass-root Level.

4.1.3 Committees of Central Advisory Board of Education (CABE)

The Institute provided its professional services to the following Committees of CABE :-

- i) CABE Committee on Transfer of Teachers under the Chairmanship of Minister of Education, Maharashtra with Director, NIEPA as Member-Secretary.
- ii) CABE Committee on Housing Facilities for Women Teachers under the Chairmanship of Minister of State for Science and Technology.

- iii) Management of Education under the Chairmanship of Minister of Human Resource Development with Director, NIEPA as Member-Secretary.

4.2 Specific Need Based Programmes

The Institute organised 23 special training programmes/workshops and seminars to meet the specific needs at the requests/and in collaboration with states and UTs and national level organisation. These included two programmes for Navodaya Vidyalaya Samiti; one programme for Kendriya Vidyalaya Sangthan; four programmes for DIETs; one programme for Railway Board Schools; one programme for the faculty of Autonomous Colleges at Queen's Mary College, Madras; two programmes for Academic Staff Colleges and one programme for Autonomous Colleges at the request of UGC; one programme for IAS Officers at the request of Department of Personnel; one programme each at the requests of state governments of Arunachal Pradesh, Madhya Pradesh, Orissa, Punjab, and Tripura; One seminar for Managers and Principals of Muslim managed institutions in collaboration with Aligarh Muslim University; one programme on National Literacy Mission in collaboration with South Gujarat University; one workshop on production, procurement and distribution of materials and equipments under Operation Blackboard at the request and in collaboration with the Department of Education; one seminar on Four decades of Development at the request and in collaboration with the Ministry of Human Resource Development and one seminar on Planning and Management of Scientific Research in institutions of Higher Education in collaboration with NISTADS.

(For details, please see programmes listed at Sl. Nos. 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, 2.12, 2.13, 2.14, 2.23, 2.24, 2.25, 2.27, 3.4, 3.6, 3.8, 3.14, 3.15, 3.18 and 3.26 of Annexure II).

4.3 Eighth Plan Working Groups

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

- i) Working Group on Statistics, Monitoring and Evaluation;
- ii) Sub-group on Local Level Planning and Management of Working Group on Pre-Primary and Elementary Education; and

- iii) Sub-group on Early Childhood and Elementary Education.

4.4 Annual Plan Discussions

The Institute was represented on Working Groups on Education of different States/UTs on education sector in the Planning Commission.

4.5 Perspective Plan for Arunachal Pradesh Educational Development

The faculty provided consultancy to Education Consultants India Limited (Ed.CIL) in preparation of a Perspective Plan for Educational Development of Arunachal Pradesh for 20 years.

4.6 Studies/Projects

4.6.1 Collaborative/Sponsored Studies/Projects

The Institute undertook the following collaborative/sponsored research studies/projects :

- i) Resource Allocation Mechanism : Selected Thrust Areas in Higher Education (IIEP-UGC-NIEPA) (collaborative study)
- ii) Quality of Basic Education Services (NIEPA-IIEP) (collaborative study)
- iii) Identification of Training Needs of Administrators of Women's Colleges (NIEPA-SNDT University) (collaborative study)
- iv) Computerised Planning of Elementary Education (sponsored and funded by Department of Education)
- v) MIS for District Education Officers (sponsored and funded by Department of Education)
- vi) A Study of More Efficient Utilisation of Existing Facilities/Resources in Higher Education (sponsored and funded by Planning Commission)

4.6.2 Studies/Projects on State Requests

At the request of the state government of Andhra Pradesh, the Institute prepared a monograph on Education and Development in Andhra Pradesh. It has also undertaken the preparation of a monograph for Education and Development in Maharashtra at the request of the state government.

4.7 Professional Support on Special Issues

The Institute prepared a plan for monitoring and evaluation for centrally sponsored scheme on Environmental Education in Schools for the Ministry of Human Resource Development, Department of Education. The faculty also provided professional support to Indian Council of Agricultural Research for restructuring recruitment procedure of agriculture scientists and to SCERT, Nagaland in the preparation of curriculum on implementation of National Policy on Education and Programme of Action.

4.8 Consultancy

Dr. Brahm Prakash, Senior Fellow and Head, Educational Planning Unit, NIEPA provided consultancy to Sri Lanka on foreign assignment from UNESCO.

4.9 Academic Contribution of the Faculty in Specialised Areas

The faculty of the Institute provided expertise in the training and research works of other educational institutions and establishments including 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 academic support in programmes organised by various state governments and union territory administrations, universities, colleges and schools in different part of the country, different Boards of School Education, State Councils of Educational Research and Training, State Institutes of Public Administration, Teacher Colleges, Administrative Training Institutes, National Council of Educational Research and Training, University Grants Commission; Kendriya Vidyalaya Sangathan, Navodaya Vidyalaya Samiti, Association of Indian Universities, Indian Society of Technical Education, CSIR; Planning Commission; Academic Staff Colleges; and National Open University.

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

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

- (a) diffusion of innovations in the field of educational planning and administration;
- (b) initiating discussions on basic issues and objectives of educational policy;
- (c) preparation of National Register of Educational Planners and Administrators; and
- (d) 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 of 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 :

Date	Theme	Speaker
July 21, 1989	Some Trends in Management of Higher Education : An International Perspective	Dr. N.V. Varghese Fellow, NIEPA
August 22, 1989	Indian Development for the Next Decade	Dr. V.G Bhatia, Adviser, Policy & Social Sciences Research, Planning Commission Dr. S.R. Hashim, Director, Perspective Planning Division, Planning Commission Prof. D.B. Gupta, Visiting Professor, National Institute of Public Finance and Policy
November 2, 1989	Educational Development in Asia : A Comparative Study Focussing on Cost and Financing Issues	Mr. Jee Pang Tan, Senior Education Economist, World Bank, Asia Region
March 14, 1990	World Conference on Education for All by 2000	Dr. Gabriel Carron, Sr. Faculty Member, IIEP, Paris
March 15, 1990	Higher Education in Maxico; Colonial and Post Colonial Trends	Prof. (Ms.) Eva Alexander Uchmany, National Autonomous University, Mexico

5.3 National Register of Educational Planners and Administrators

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

On the recommendations of the Expert Committee a format was developed for collecting information for preparation of National Register. With a view to give wide publicity, notification was given about the preparation of National Register in some of the national dailies on regional basis, University News, Journal of Educational Planning and Management brought out by NIEPA and

other professional journals. The modalities for preparation of National Register have also been finalised.

In response, about 1000 requests were received for supply of proforma. Blank proforma were also sent to all the Vice-Chancellors, Education Secretaries, DPIs of states, NCERT, SCERT, UGC, ICSSR, IIPA, Bureau Heads in the Department of Education etc. Proforma were also sent to about 450 resource persons whose names had earlier been suggested for inclusion in the panel of experts in Educational Planning and Management. The responses are coming back in good number and being fed into computer.

5.4 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.

Publication, Library and Documentation services provide 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 *School Mapping : Guidelines (Hindi Version)*

The guidelines on school mapping have been prepared to help the planners and administrators to undertake this exercise on systematic lines. In preparing the 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.

6.1.1.2 *Report of the Inter-regional Training Course on Environmental Education for Educational Planners and Administrators (under UNESCO-UNEP Environmental Education Programme)*

The UNESCO-UNEP International Environmental Education Programme (IEEP) began its activities in 1975. One-week Inter-regional Training Course on Environmental Education for Educational Planners and Administrators was organised by the Institute from February 13-18, 1989 in the context of activities of the UNESCO-UNEP International Environmental Education Programme.

This publication is structured into six sections comprising of Section I : Introduction; Section II : Proceedings of the Course; Section III : UNESCO-UNEP International Environmental Education Programme; Section IV : Consolidated Summary of Country Reports; Section V : Environmental Education and Educational Planning; and Section VI : Conclusions.

6.1.1.3 *Planning and Management of Non-formal Education - A Manual for Project Officers (English, Hindi, Urdu, Oriya, Assamese, Bengali and Telugu versions)*

The National Policy on Education-1986 envisages a large and systematic programme on Non-formal Education covering habitations without schools, and reaching school drop-outs, working children and girls who cannot avail the facilities of formal education.

The training strategy had been worked out by NIEPA and NCERT in which NCERT catered to the needs of instructors, supervisors and project officers while NIEPA concentrated on district level functionaries of Non-formal Education. As a collaborative input to this programme, NIEPA has prepared this manual for project officers which focuses on Planning and Management of NFE programmes at field level.

This manual has been widely used for the training of Project Officers organised by NCERT.

6.1.1.4 *Education for All by 2000 - Indian Perspective*

Education for All by 2000 is an analytical study of various aspects of Basic Education in the context of Indian situation and attempts to indicate possible directions in which we should move, to achieve this goal. The study highlights the criticality of the basic education requirements as one of the survival needs of the country and takes into account socio-economic-cultural milieu and attempts to capture the special requirements of different disadvantaged groups such as Women, Scheduled Castes and Scheduled Tribes.

The publication, which was specifically prepared in the context of the World Conference on 'Education for All by 2000' held at Bangkok during March, 1990 is structured into 13 chapters comprising of (i) The Millieu; (ii) Education for All : A Status Review; (iii) Goals and Targets; (iv) Access and Equity; (v) Women; (vi) Early Childhood Care and Education; (vii) Non-formal Education; (viii) Adult Education; (ix) Context and Process of Education; (x) Evaluation; (xi) Teacher Education; (xii) Management of Change; and (xiii) Resources for Education.

6.1.2 In Press

- i) Schooling and Rural Transformation by Moonis Raza and H. Ramachandran (Priced)
- ii) Organisational History of Ministry of Education by A. Mathew
- iii) School Education in India : The Regional Dimension by Moonis Raza, A. Ahmed and S.C. Nuna
- iv) Atlas on Women and Development by S.C. Nuna

6.1.3 Journal of Educational Planning and Administration

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

- i) Distance Education (edited by M. Mukhopadhyay)
- ii) Educational Planning (Hindi version - edited by Brahm Prakash)

In Press

- i) Distance Education (Hindi version - edited by M. Mukhopadhyay)
- ii) Planning and Management of Education in the Third World (edited by K.G. Virmani and S.C. Nuna)

6.1.4 Mimeographed Publications

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

6.1.5 Occasional Papers

Occasional Papers brought out during the year included :

6.1.5.1 *Universalisation of Elementary Education in an Isolated Area - Case of Arunachal Pradesh, Occasional Paper No. 17, NIEPA - by K. Sujatha*

The paper examines the process of development of education particularly elementary education in an isolated predominantly tribal area - Arunachal Pradesh one of the states in north- eastern region of the country. The paper takes into account the unique geographical, social and cultural aspects. The paper deals with growth of educational facilities, enrolment, teacher pupil ratio and dropout pattern in the state.

In the first part, the author highlights the geographical and socio-cultural life of state Arunachal Pradesh, the metamorphical changes in the administration of the territory and the governmental efforts for the development of education. The second part presents the growth of educational facilities, accessibility and inter district disparities. This section also discusses the teacher pupil ratio. In part III, the enrolment and dropout pattern for over a period of time has been examined. The fourth section attempts to analyse resource allocation and expenditure pattern on education particularly at primary stage. The final part of the paper discusses various problems that are hindering educational progress in isolated far flung area and suggests alternative strategies.

6.1.5.2 *Education in Ashram Schools - A Case of Andhra Pradesh Occasional Paper No. 18, NIEPA - by K. Sujatha*

Ashram schools have been viewed as effective institutions to meet the educational needs of tribals living in interior, most backward and scattered habitations where opening up of normal schools is not viable. The concept of Ashram schools stems from the objective of providing an atmosphere in which the inmates are offered full opportunities for total personality development. Ashram schools are residential schools in which free boarding and lodging along with other facilities and incentives are offered to the inmates. One of the major thrust of Ashram Schools is : imparting skills in crafts/vocations, apart from providing general education.

Majority of the Ashram schools in the country are concentrated in six states, namely, Andhra Pradesh, Madhya Pradesh, Maharashtra, Gujarat, Orissa and Rajasthan. The State of Andhra Pradesh has the highest number of Ash-

ram schools (437) in the country with a student enrolment of 41,768. In view of the objectives with which Ashram schools have been established, the present paper examines the existing facilities, enrolment, dropout rate and working pattern of Ashram schools in Andhra Pradesh with special reference to Adilabad district. The first part of the paper gives a brief introduction of concept and objectives of Ashram schools followed by distribution pattern of Ashram schools in the state of Andhra Pradesh. The fourth section examines the infrastructure facilities, enrolment, dropout pattern, teacher pupil ratio and staffing pattern of Ashram schools with special reference to Adilabad district. The fifth section describes the academic and other activities in Ashram schools. The final section draws some conclusions.

6.2 Library

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

6.2.1 Books

During the period under review, 1000 documents were added and 181 books were weeded out. The Library presently has a collection of 43,666 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. 2301 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 consists of 6 Films; 33 Video Cassettes; 80 Audio Cassettes; 54 Micro films; and 48 Micro fiches.

6.2.4 Circulation of Books

During the period under review, 64,823 documents were issued to the participants of various programmes, faculty and on inter-library loan to other institutions.

70,109 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. The Second issue is J.P. Naik on Education. It includes the books and articles written by J.P. Naik.

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 upto district level.

During the year, 730 documents were added to the Centre. Presently, the Centre has 9,496 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 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. Selected Dissemination Information (SDI) service for research workers and faculty members;
2. Documentation Lists; and
3. Compilation of annotated bibliographies for training programmes.

Chapter 7

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.

7.1 Organs of Policy frame

7.1.1 Council

Council is the apex body of the Institute. Its 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. The Council is composed of 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 six Directors of Education 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, 1990 is given at Appendix I.

7.1.2 Executive Committee

The Executive Committee deals with administration and management affairs of the Institute.

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 are members. Registrar, NIEPA acts as Secretary of the Executive Committee.

A list of the members of the Executive Committee as on 31st March, 1990 is given at Appendix II.

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 the Institute. It includes Financial Adviser and such other members of the Council as may be nominated by the President. Registrar, NIEPA acts as Secretary of the Finance Committee.

A list of the members of the Finance Committee as on 31st March, 1990 is given at Appendix III.

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; 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, 1990 is given at Appendix IV.

7.2 Organisational set-up

7.2.1 Academic Units

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

Educational Planning

Educational Administration

Educational Finance

Educational Policy

School and Non-formal Education

Higher Education

Sub-national Systems

International

The ninth academic unit, namely, Distance Education and Educational Technology was abolished in March, 1990 and its work taken over by the Educational Administration Unit.

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

7.2.2 Task Forces and Committees

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

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

An Advisory Board of Research Studies under the Chairmanship of Director, consisting, among others, all the Heads of Academic Units and Registrar as its Member-

Secretary, considers the proposals received under the Scheme of Assistance for Studies.

7.2.3 Infrastructural Support

The Institute's Library, Documentation Centre, Publication Unit, Computer Centre, 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.

A detailed account of the activities of the Publication, Library and Documentation services has already been given in Chapter 6.

The Computer Centre is equipped with three WIPRO PC-ATs, IBM PC AT compatible, each having 1 MB of RAM, 40 MB of Hard Disk, and single floppy drive of 1.2 MB. All these are totally dedicated for Data processing purposes. In addition, ten PC XT's each one having 640 KB of RAM and 20 MB of Hard Disk and a single floppy drive are used primarily for the training purposes. The Centre has also powerful data analysis software SPSS/PC+ version 3.0; Desk Top Publishing System (DTP System); and powerful Post Script Laser Printer QMS PS 810.

The Cartographic Cell facilitates cartographic representation in research and training. During the year, A Volume on "Education in India - A Graphic Presentation" was also brought out.

Important activities of the Hindi Cell include promotion of use of Hindi in academic activities and official work.

7.2.4 Administrative Set up

The Administration and Finance Division is organised into four Sections and two Cells, namely, Academic Administration, Accounts, Personnel Administration, General Administration, Training Cell and Coordination Cell. The Academic Administration and Coordination Cell report directly to the Registrar. Personnel and General Administration Sections and Training Cell are supervised by Administrative Officer under the overall charge of the Registrar. The Finance Officer is in-charge of the Accounts Section.

7.3 Cadre Planning

The category-wise cadre strength of the Institute as on 31.3.1990 was 176 :

<i>Cadre Posts</i>	<i>Number</i>
Faculty	35
(Director, Consultant, Senior Fellows, Fellows and Associate Fellows)	(20%)
Academic Support	24
(Publication Officer, Librarian, Documentation Officer, Computer Programmer, Hindi Editor, Assistant Publication Officer, Senior Technical Assistants, Librarian Gr. II and Gr. III, Hindi Translators, Semi-Professional Assistant and Technical Asstt.)	(14%)
Administrative and Secretarial Staff	39
	(22%)
Technical Staff	33
(P.S. to Director, Senior P.As, Senior Stenographers, Machine Operator, Junior Stenographers, Telephone Operator, Drivers, Computer, Electrician, Programme Attendant, Library Attendants and Senior and Junior Gestetner Operators)	(19%)
Class IV (Non-technical)	45
	(26%)
Total	176

In addition, there were 51 project staff members as on 31.3.1990.

7.44 Special Audit Review

A review of the working of the Institute was conducted by CAG's office during March-June, 1989 mainly covering research studies from 1981-89 and other academic activities from 1984-89. The CAG in its draft report has made various observations on the finance and accounts, regulations, academic activities, publications, Library and Documentation Centre etc. Final report of the CAG on the review is awaited.

7.55 Expert Committee Review

The Review Committee set up by the Ministry of Human Resource Development (Department of Education) under the Chairmanship of Shri P.K. Umashankar, submitted its reports to the Education Secretary in September, 1989.

The Committee has made important recommendations about the future role of NIEPA, reorganisation of its administrative structure and the quality of training, research and publications etc.

An Empowered Committee has been constituted under the chairmanship of Education Secretary to take decisions on the recommendations of the Review Committee.

7.6 Service Regulations

The Regulations Committee set up by the Department of Education submitted its report along with the draft Service Regulations in June, 1989. On receipt of approval of the Government, the Service Regulations of NIEPA have since come into force from 5.1.1990.

Important features of the Service Regulations 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. A number of provisions have been incorporated to bring qualitative improvement in the functioning of the Institute.

7.7 Group Savings Linked Insurance Scheme

Under the Group Savings Linked Insurance Scheme of the Life Insurance Corporation of India, the employees in categories A, B, C and D have an insurance cover of Rs. 80,000, Rs. 40,000, Rs. 20,000 and Rs. 10,000 respectively.

7.8 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 and cleaning services of hostel and security of residential complex to private agencies. Operation of water pumps and generator are also on contractual basis through CPWD.

7.9 Programme Reporting

Quarterly Resume (mimeographed) of the important activities and important developments in the Institute is regularly brought out and circulated.

7.10 Office Productivity and Reporting : An Innovative Approach

An innovative approach of office reporting has been institutionalised which is broad based to cover the critical areas of office functioning, operation and maintenance of

various installations, machines and equipments, in addition to monitoring the disposal of receipts.

7.11 Staff Changes

Cadre Staff

Shri S.S. Dudani, Fellow retired on 5.4.1989.

Professor Shri Prakash joined as Senior Fellow, Educational Planning on 10.4.1989.

Dr.(Mrs.) Jayalakhmi Indiresan joined as Senior Fellow, Higher Education on 31.5.1989.

Professor K.M. Bahauddin, Executive Director, NIEPA retired on 31.5.1989.

Shri A.K. Malik, PS to Director proceeded on deputation on foreign service as Assistant Director, Academic Staff College, J.N.U., on 31.5.1989.

Dr. S.M.I.A. Zaidi, joined as Associate Fellow, Educational Planning on 5.9.1989.

Dr. Arif Hasan, joined as Fellow, School and Non-formal Education on 31.12.1989.

Dr. J.B.G. Tilak, joined as Senior Fellow, Educational Finance on 1.1.1990.

Dr. Anjana Mangalagiri joined as Fellow, International Unit on 6.2.1990.

Project Staff

Ms. Sushma Popli joined as Project Associate Fellow in project on Computerised Planning for Elementary Education (COPE) on 1.4.1989.

Shri Rajvir Tyagi, joined as Project Associate Fellow in the project on 'Second all India Survey' on 23.6.1989.

Shri Sudhir Malakar joined as Project Associate Fellow, in the project on 'School Mapping' on 30.6.1989.

Professor Abrol, joined as Project Fellow, School Mapping Project on 1.7.1989.

Professor R.P. Kathuria, joined as Project Fellow and Coordinator, Field Operations at Bhopal in the project on "Quality of Basic Education Services" on 1.11.1989.

Dr. G.P. Singh, Shri Kailash and Dr. Deo Dixit joined as Project Associate Fellows in the project on Quality of

Basic Education Services in NIEPA on 13.10.1989, 17.10.1989 and 1.11.1989 respectively.

Dr. J.C. Goel joined as Project Fellow, in Second All India Survey of Educational Administration on 23.3.1990.

7.12 In-Service Training Programmes

7.12.1 *International*

Shri Chamjiv Mehta, Fellow NIEPA is pursuing Ph.D. Course at the Institute of International Education, University of Stockholm, Sweden, w.e.f. 1.4.1987.

Dr. Y.P. Aggarwal, Fellow, NIEPA completed his "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 (28.9.1988 to 30.6.1989).

Ms. Ranjana Srivastava, Associate Fellow, NIEPA completed training under the Advanced Training Programme in Educational Planning and Administration at the IIEP, Paris, France (28.9.1988 to 20.12.1989).

Miss Y. Josephine, STA attended IIEP's Advanced Training Programme in Educational Planning and Administration at Paris, France (26.10.1989 to 26.5.1990).

7.12.2 *National*

Shri J.D. Bhata, Electrician completed a course on "Electrical Trade" in Shramik Vidyapeeth, New Delhi (12.6.89 to 21.9.1989).

Shri P.N. Tyagi, Cartographer participated in the Second GIS and Desktop Mapping Programme held at Systems Research Institute at Pune (September 25-27, 1989).

Shri A.C. Mehta, Associate Fellow, NIEPA proceeded on study leave on 19.3.1990 for a period of eight months.

7.13 Foreign Assignments

Dr. J.B.G. Tilak, Fellow, remained on foreign assignment as Economist, World Bank, Washington from May, 1987 to August, 1989 and as a Professor on a teaching assignment in the University of Virginia, U.S.A. from 1st September to 20th December, 1989.

Dr. N.V. Varghese, Fellow, remained on Visiting Fellowship to International Institute of Educational Planning, Paris, France from January 15, 1988 to July 1989.

Dr. Brahm Prakash, Senior Fellow and Head, Education Planning Unit remained on UNESCO consultancy assignment in Sri Lanka from June 6, 1989 to December 12, 1989 and again proceeded on another assignment as Project Economist in the Education Division of Asian Development Bank, Manila on 19.1.1990.

7.14 Visits Abroad

Professor Satya Bhushan, Visited UNESCO Regional Office, Bangkok to participate in the Regional Seminar on Implementation of Educational Policies and Reforms. (April 25 - May 3, 1989).

Dr. N.M. Bhagia, Visited the Syracuse University, USA for conducting a Study on 'Training of Educational Administrators' (April-May, 1989).

7.15 Campus Facilities

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

It has also been decided to construct Warden's residence guest faculty accomodation and additional blocks in the hostel.

During the year, fire safety measures as per advice of Delhi Fire Service were taken up at an estimated cost of about Rs.9.50 lakhs which include provision of dry riser-cum-

down comer, fibre glass water storage tanks and cement concrete approach road to the hostel and underground water tank of 2 lac litres capacity jointly with the NCERT.

The receipts from the hostel during the year amounted to Rs.3.59 lakhs.

7.16 Finance

During the year 1989-90, the Institute received a grant of Rs. 137.50 (Rs. 80.50 lakhs under Non-plan and Rs. 57.00 lakhs under Plan) against Rs. 117.36 lakhs (Rs. 79.86 lakhs under Non-plan and Rs. 37.50 lakhs under Plan) during 1988-89. The Institute had a balance of Rs. 10.15 lakhs (Rs. 4.50 lakhs under Non-plan and Rs. 5.65 lakhs under Plan) at the beginning of the year. Office and hostel receipts amounted to Rs. 13.79 lakhs during the year. Thus, against the total receipts of Rs. 161.44 lakhs, total expenditure out of Government grants during the year amounted to Rs. 144.00 lakhs against Rs. 132.36 lakhs during 1988-89.

The Institute had a balance of Rs. 11.73 lakhs and received additional funds amounting to Rs. 14.45 lakhs during the year for sponsored programmes and studies from other agencies. The expenditure on sponsored programmes and studies during the year amounted to Rs. 18.95 lakhs.

The total expenditure during the year both under government grants and funded programmes and studies aggregated to Rs. 162.95 lakhs as against Rs. 158.70 lakhs during 1988-89.

During the Seventh Plan period 1985-90, the Institute witnessed significant growth and diversification of its training, research and other academic activities. Some of the major achievements of the Institute during Seventh Plan period are given below :

Training Activities

During the Seventh Plan period, about 8000 educational functionaries at various levels including 350 from 48 foreign countries participated in various programmes as detailed below :

TABLE 8.1
Programmes : Growth and Participation

Particulars	1985-86	1986-87	1987-88	1988-89	1989-90	Total VII Plan
Number of Programmes	57	65	58	66	60	306
No. of Programme Days	1370	1001	790	740	715	4616
Number of Participants	1551	1591	1474	1453	1824	7893
Programme Person Days	21862	19459	15620	15380	19726	92047

Special attention was paid to educationally backward states and socially deprived groups like Scheduled Castes, Scheduled Tribes, Women and Minorities. The number of participants from 10 educationally backward states was 2934 representing 42% of the total participants from the States/UTs.

There is a shift in the clientele group of training programmes in the context of Education for All programmes, and implementation of New Policy on Education. Community

leaders at grass root functionaries, academic staff of District Institutes of Education and Training, State Resource Centres, State Councils of Educational Research and Training, Directors of Academic Staff Colleges and Principals of Autonomous Colleges - are some of the new groups in addition to traditional trainees such as Education Officers and Heads of Institutions.

National, Regional, Levelwise and International participation is given in Table 8.2, 8.3, 8.4 and 8.5 respectively.

TABLE 8.2
National Participation

States/UTs	Seventh Plan					TOTAL
	1985-86	1986-87	1987-88	1988-89	1989-90	
Andhra Pradesh [@]	29	42	23	79	87	260
Arunachal Pradesh [@]	5	11	3	4	70	93
Assam [@]	27	37	8	8	25	105
Bihar [@]	28	62	66	39	30	225
Gujarat	44	51	52	72	99	318
Goa	16	35	50	3	3	107
Haryana	338	78	73	111	61	661
Himachal Pradesh	42	22	43	28	21	156
Jammu & Kashmir [@]	15	24	21	38	30	128
Karnataka	33	49	39	41	50	212
Kerala	37	30	18	25	44	154

States/UTs	Seventh Plan					TOTAL
	1985-86	1986-87	1987-88	1988-89	1989-90	
Madhya Pradesh [@]	210	219	44	77	117	667
Maharashtra	94	80	100	110	81	465
Manipur	15	13	11	11	12	62
Meghalaya	10	10	13	3	15	51
Mizoram	2	8	238	10	92	67
Nagaland	5	2	7	17	6	37
Orissa [@]	17	40	172	36	67	332
Punjab	23	183	32	31	32	301
Rajasthan [@]	46	44	115	120	71	396
Sikkim	4	1	3	8	4	20
Tamil Nadu	43	58	28	97	305	531
Tripura	14	8	5	15	49	91
Uttar Pradesh [@]	85	104	119	144	86	538
West Bengal [@]	38	60	38	25	29	190
Andaman & Nicobar Is.	3	2	3	1	2	11
Chandigarh	15	17	10	7	11	60
Dadra & Nagar Haveli	32	4	6	4	2	48
Daman & Diu	*	*	*	1	1	2
Delhi	83	76	31	43	113	346
Lakshadweep	-	2	1	96	1	100
Pondicherry	1	3	1	9	11	25
Total	1354	1375	1373	1313	1544	6959
Government of India and others	132	133	38	82	231	616
TOTAL	1486	1508	1411	1395	1775	7575

@ Educationally backward States

* For Daman and Diu for 1985-88 included against Goa

TABLE 8.3
Region-wise Participation

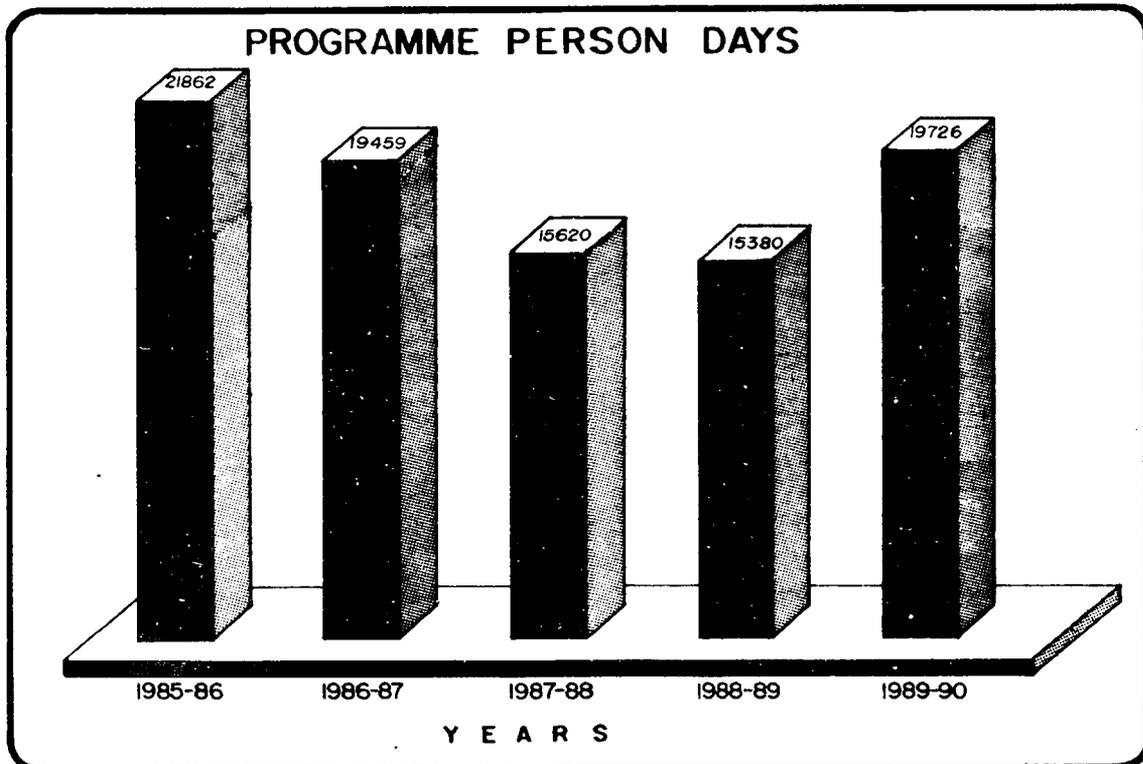
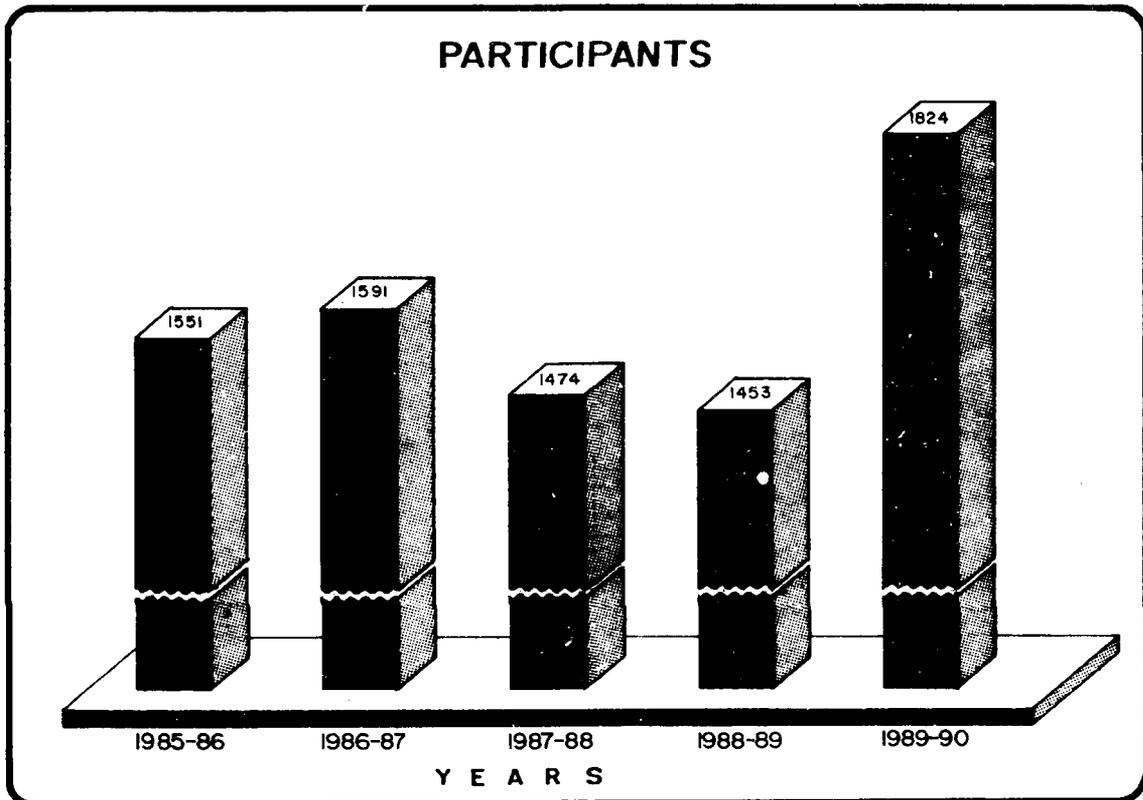
Regions	1985-86	1986-87	1987-88	1988-89	1989-90	TOTAL
Eastern	168	254	567	177	318	1484
Northern	647	547	444	522	425	2585
Southern	142	182	110	347	498	1279
Western	397	392	252	267	303	1611
Total	1354	1375	1373	1313	1544	6959

Training Material

The Institute prepared 32 modules under the Mass Training Programme on various aspects of National Policy on Education (list attached at Annexure V). A number of case

studies research studies, statistical data and other training material on education planning and management were also prepared for use in the training programmes and for wider dissemination.

TRAINING ACTIVITIES SEVENTH PLAN

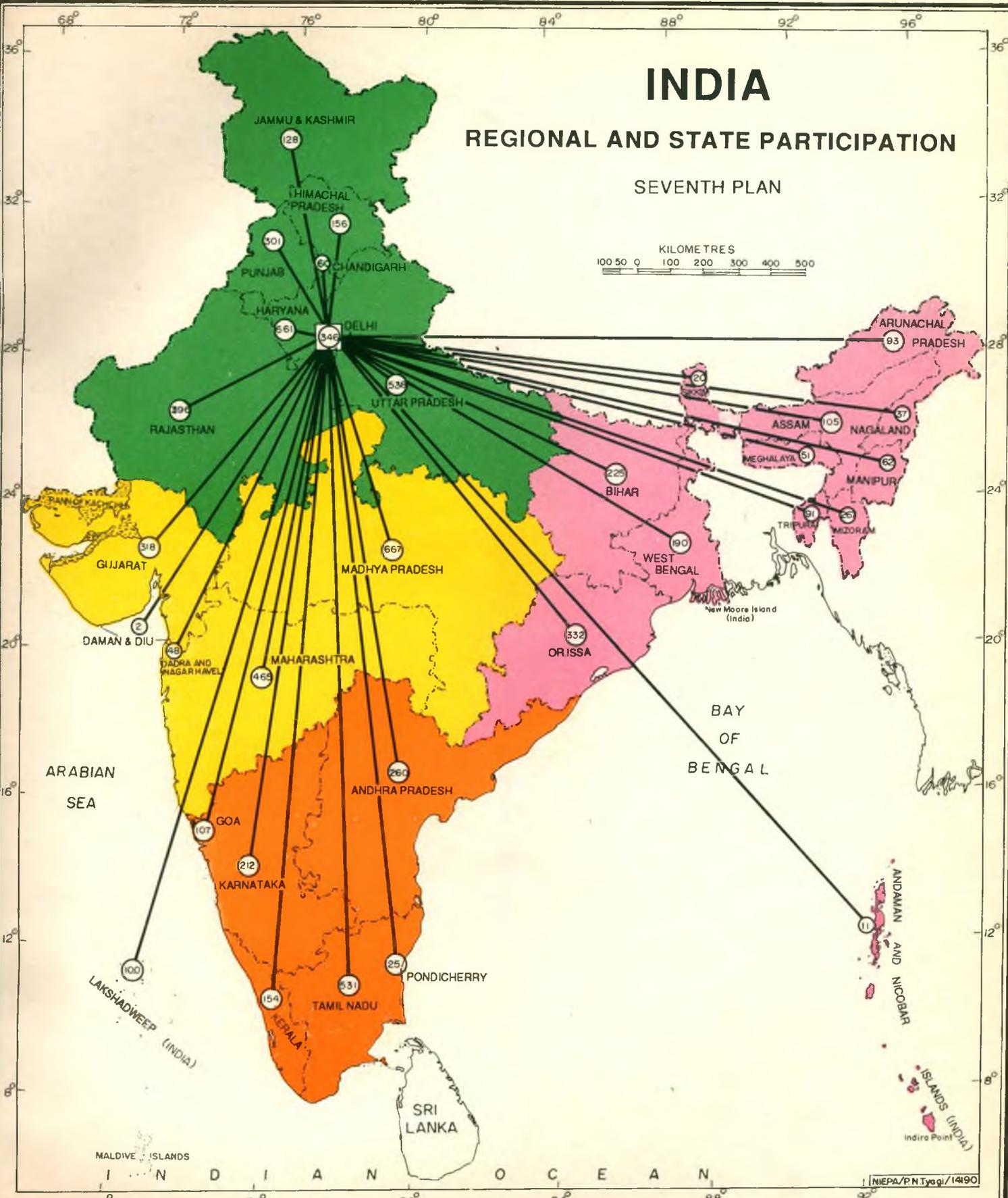


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INDIA

REGIONAL AND STATE PARTICIPATION

SEVENTH PLAN



REGION-WISE PARTICIPATION SEVENTH PLAN

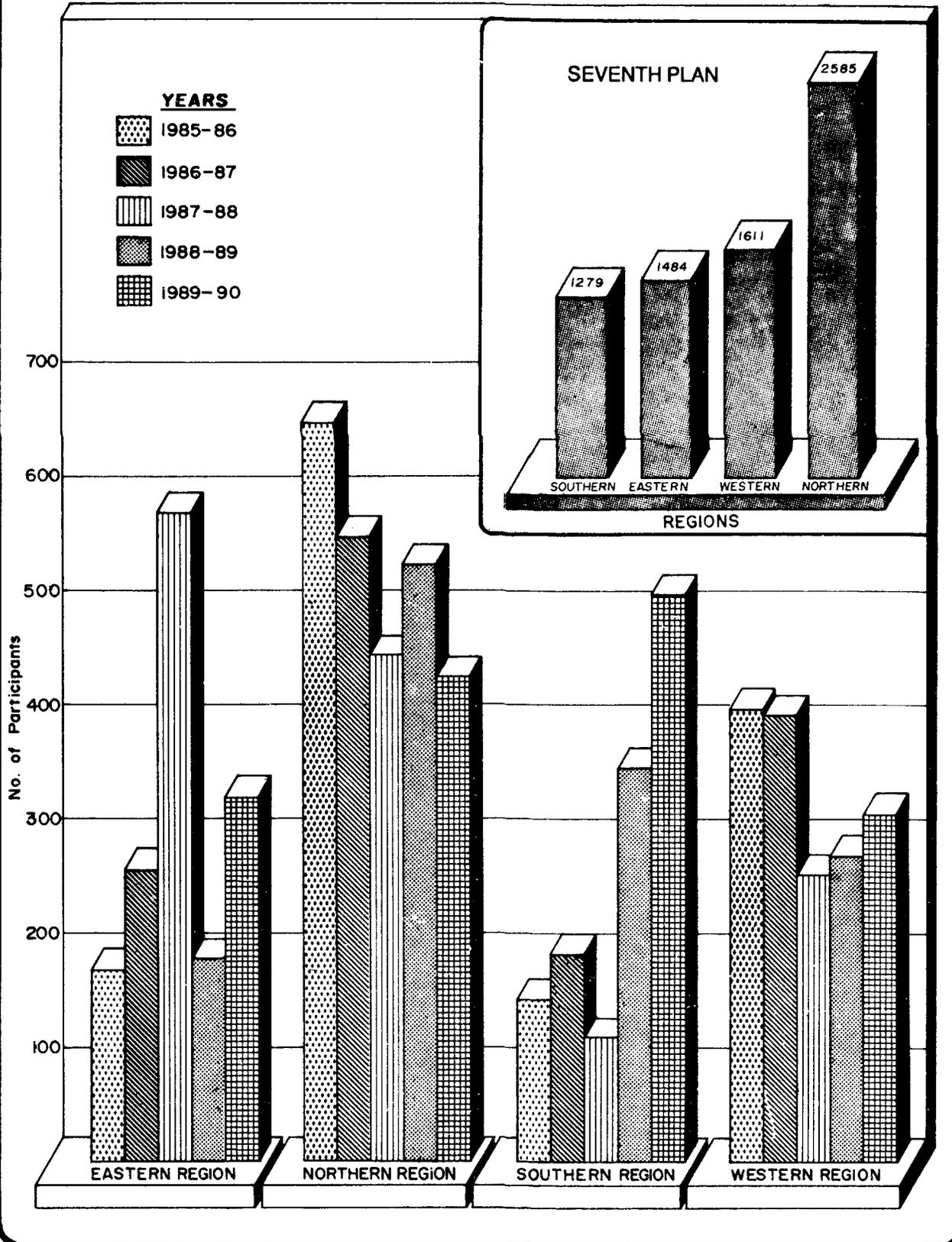


TABLE 8.4
Levelwise Participation

<i>Levels</i>	<i>Participation</i>
School Principals	1073
District Edn. Officers	417
Other School Personnel	1746
Adult Edn. Officers	454
Finance Officers	52
Statistical Personnel	16
College Principals	1024
Other University Personnel	1012
Others	1781
Foreign	308
International Bodies	
a) UNESCO	3
b) UNICEF	3
c) World Bank	4
Grand Total	7893

TABLE 8.5
International Participation

<i>Name of Countries</i>	<i>Total</i>
Afghanistan	9
Bangladesh	11
Botswana	1
Bhutan	7
China, People Republic	3
Cuba	2
Ethiopia	6
Fiji	4
France	1
Gambia	2
Ghana, Republic of	10
Indonesia	4
Iran Islamic Republic of	8
Japan	1
Jordan	2
Kenya, Republic of	6
Korea, Republic of	1
Kuwait	1
Laos, Republic of	16
Malaysia	7
Malawi	14
Maldives	7
Mauritius	4
Myanmar	4
Mongolia	1

<i>Name of Countries</i>	<i>Total</i>
Namibia	6
Nepal	14
Newzealand	1
Nigeria	4
Pakistan	6
Papua New Guinea	1
Philippines	5
Seychelles	1
Sierra Leone	1
Somalia	5
Sri Lanka, Republic of	44
Syria	2
Tanzania	8
Thailand	5
Tonga, Kingdom of	2
Trinidad Tobago	2
United States of America	41
Vietnam, Republic of	2
Yamen, Republic of	5
Yugoslavia	1
Uganda	8
Zambia	10
Zimbabwe	2
Total	308
International Bodies	
a) UNESCO	3
b) UNICEF	3
c) World Bank	4
Grand Total	318

Some Important Training Programmes

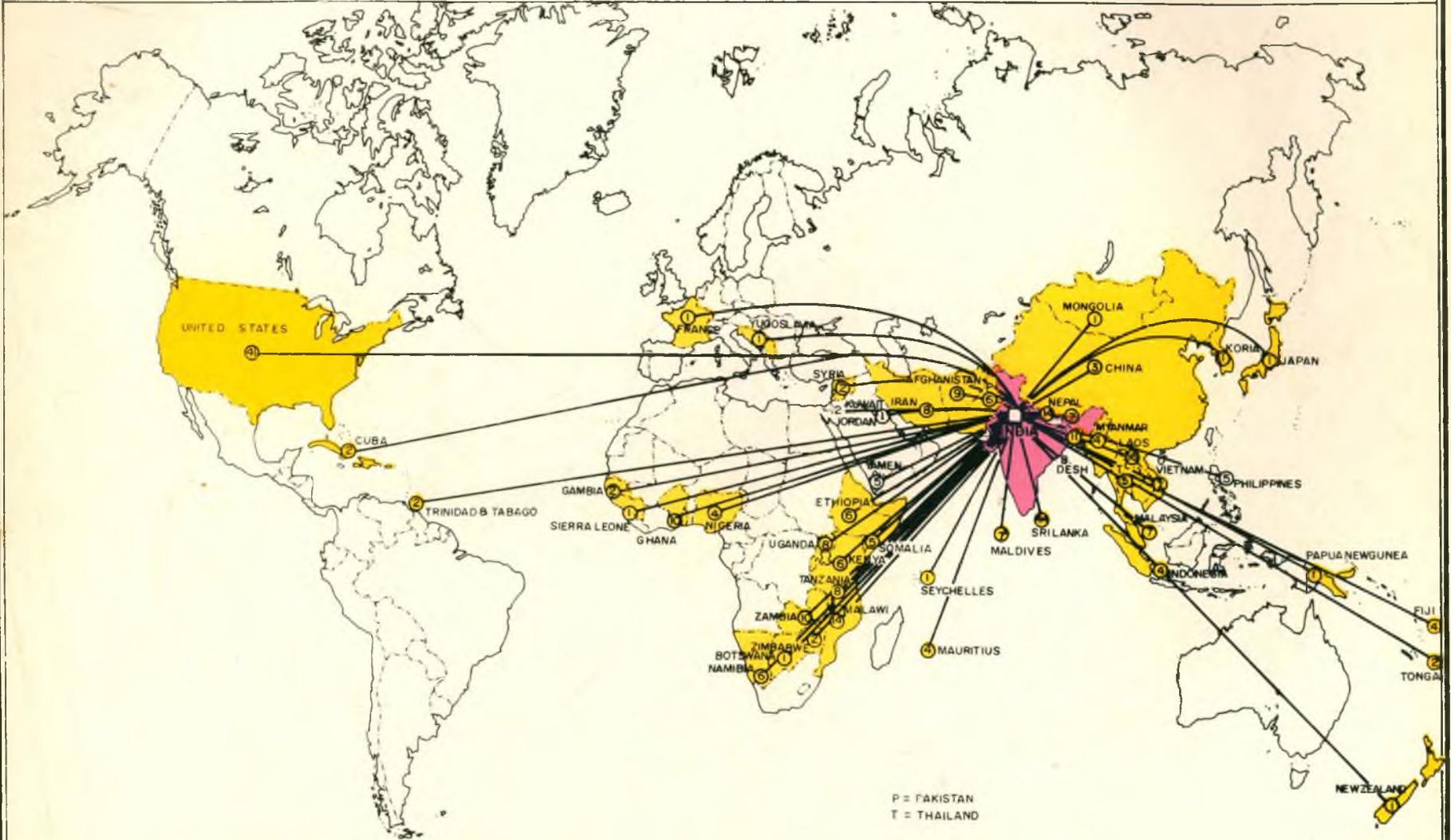
(a) *National Diploma*

Seven diploma programmes were conducted during the Seventh Plan period. 144 participants from 22 states and 3 union territories participated as per detail given in Tables 8.6 and 8.7.

(b) *International Diploma*

Five International Diploma Programmes were conducted in which 102 senior educational administrators for 33 South East Asian, African, Latin American and other third world countries participated as per detailed given in Table 8.8 and 8.9

INTERNATIONAL PARTICIPATION SEVENTH PLAN



P = PAKISTAN
T = THAILAND

TABLE 8.6
National Diploma Programme

Years	Diploma Programmes	No. of Participants
1198:5-86	Fourth Diploma	20
1198:5-86	Fifth Diploma	35
1198:6-87	Sixth Diploma	18
1198:6-87	Seventh Diploma	13
1198:7-88	Eighth Diploma	13
1198:8-89	Ninth Diploma	19
1198:9-90	Tenth Diploma	26
Total		144

TABLE 8.7
Statewise Participation in National Diploma Programmes

Name of States/UTs	No. of Participants
Andhra Pradesh	7
Arunachal Pradesh	3
Gujarat	5
Haryana	1
Himachal Pradesh	1
Jammu and Kashmir	1
Karnataka	12
Kerala	14
Madhya Pradesh	11
Maharashtra	10
Manipur	3
Meghalaya	6
Mizoram	3
Nagaland	2
Orissa	3
Punjab	5
Rajasthan	9
Sikkim	1
Tamil Nadu	2
Tripura	4
Uttar Pradesh	14
West Bengal	10
Chandigarh	2
Delhi	11
Pondicherry	4
Total	144

TABLE 8.8
International Diploma Programme

Years	Diploma Programmes	No. of Participants
1985-86	Second Diploma	10
1986-87	Third Diploma	24
1987-88	Fourth Diploma	20
1988-89	Fifth Diploma	31
1989-90	Sixth Diploma	17
Total		102

TABLE 8.9
Countrywise participation in International Diploma Programmes

Name of the Country	Number of Participants
Afghanistan	3
Bangladesh	2
Cuba	1
Ethiopia	3
Fiji	2
Gambia	1
Ghana	5
Indonesia	1
Iran, Republic of	7
Jordan	1
Kenya, Republic of	3
Laos	8
Malaysia	3
Malawi	7
Maldives	2
Mauritius	2
Mongolia	1
Myanmar	2
Namibia	3
Nepal	3
Nigeria	2
Philippines	1
Seychelles	1
Sierra Leone	1
Sri Lanka, Republic of	16
Syria	1
Tanzania	5
Tonga, Kingdom of	1
Trinidad and Tobago	1
Uganda	5
Yamen	2
Zambia	5
Zimbabwe	1
Total	102

(c) Other Important Cadre Based Programmes

Senior School Administrators (Series of 3-week Programmes) District Adult Education Officers
 State Level Officers of NFE
 IAS Officers
 Assistant Commissioners, Education Officers, Principals of Kendriya Vidyalaya Sangathan
 College Principals (series of 3 weeks programmes)
 Principals of Autonomous Colleges
 Directors of Academic Staff Colleges
 Finance Officers in the Universities

Some Special Programmes

Micro Level Planning for Elementary Education
 Universalisation of Elementary Education
 National Literacy Mission
 Tribal Welfare Educational Development
 Vocational Education
 Equity in Education
 Education and Employment linkages
 Educational Technology

Some Important Seminars/Workshops

Planning and Management Issues and Implementation Strategies of the New Education Policy
 School Mapping
 School Complexes
 Institutional Planning
 District Level Planning
 Decentralised System of Educational Planning
 Operation Black Board
 Inter dependence between Adult Education Programmes and
 Poverty Alleviation Programmes Management
 Model for Vocationalisation of Education

Implementation Strategies for Vocationalisation at +2 stage
 Management of Incentives of Scheduled Castes and Scheduled Tribes
 Model Residential Schools for Weaker Sections
 Women's Education
 Strategies for Education of Working Children
 Environmental Education
 Rural Education for Development
 Policy Thrust Areas in Higher Education
 National System of Education
 Indicators of Educational Development
 Effective Utilisation of Resources in Education
 Performance Budgeting and '0' Base Budgeting
 Economics of Education
 Lab Area Approach
 Border Area Development Programme
 Four Decades of Development - Review Conference
 Computer Application in Educational Planning and Management

Research Activities

The Institute has made a major thrust in the area of research in educational planning and administration during the Seventh Plan. In June, 1987 the Institute also introduced the Scheme of Assistance to aid and promote research in the above areas. The response to the scheme has been good.

Research expenditure during the Seventh Plan registered significant increase as indicated in Table 8.10.

The research expenditure against government grants has shown consistent increase and rose from Rs. 2.97 lakhs during 1985-86 to Rs. 12.33 lakhs during 1989-90 representing an increase of about 320%. Similarly, substantial funds were mobilised for studies conducted at the requests of sponsoring agencies. The total expenditure against funded research even exceeded research expenditure against government grants.

TABLE 8.10
Expenditure on Research

Year	Expenditure Against Government Grants	Expenditure Against Funded Research Studies	Total
1985-86	2.97	8.60	11.57
1986-87	3.63	4.27	7.90
1987-88	4.91 *	3.06	7.97
1988-89	5.24 *	9.26	14.50
1989-90	12.33 *	5.24	17.57
	29.08 @	30.43	59.51

* Includes grants amounting to Rs. 0.48 lakhs, Rs. 0.61 lakhs and Rs. 1.27 lakhs released during 1987-88, 1988-89 and 1989-90 respectively under NIEPA's Scheme of Assistance for Studies.

@ Includes grants totalling to Rs. 2.36 lakhs released during Seventh Plan under NIEPA's Scheme of Assistance.

Fifty five studies were completed during the Seventh Plan as per details given below :

TABLE 8.11
Completed Studies

1985-86	20
1986-87	19
1987-88	8
1988-89	3
1989-90	5
Total	55

As on 31.3.1990, 22 research studies were in progress and 3 new studies were sanctioned.

The studies undertaken during the Seventh Plan included 9 sponsored studies, 4 collaborative studies and 9 studies under NIEPA's Scheme of Assistance. The sponsoring and funding agencies included UNESCO, ESCAPE, Bangkok, IIEP, Paris, Department of Education and Planning Commission. The collaborative agencies included Central Social Welfare Board, IIEP, Paris, University Grants Commission and SNDT University. A list of studies completed during the Seventh Plan, studies in progress and new sanctioned studies as on 31.3.1990 is given at Annexure IV.

Areas of Research

Some of the important research projects completed during the Seventh Plan period included - Impact of Educational Levels on Some Dimensions of Development - A Study of

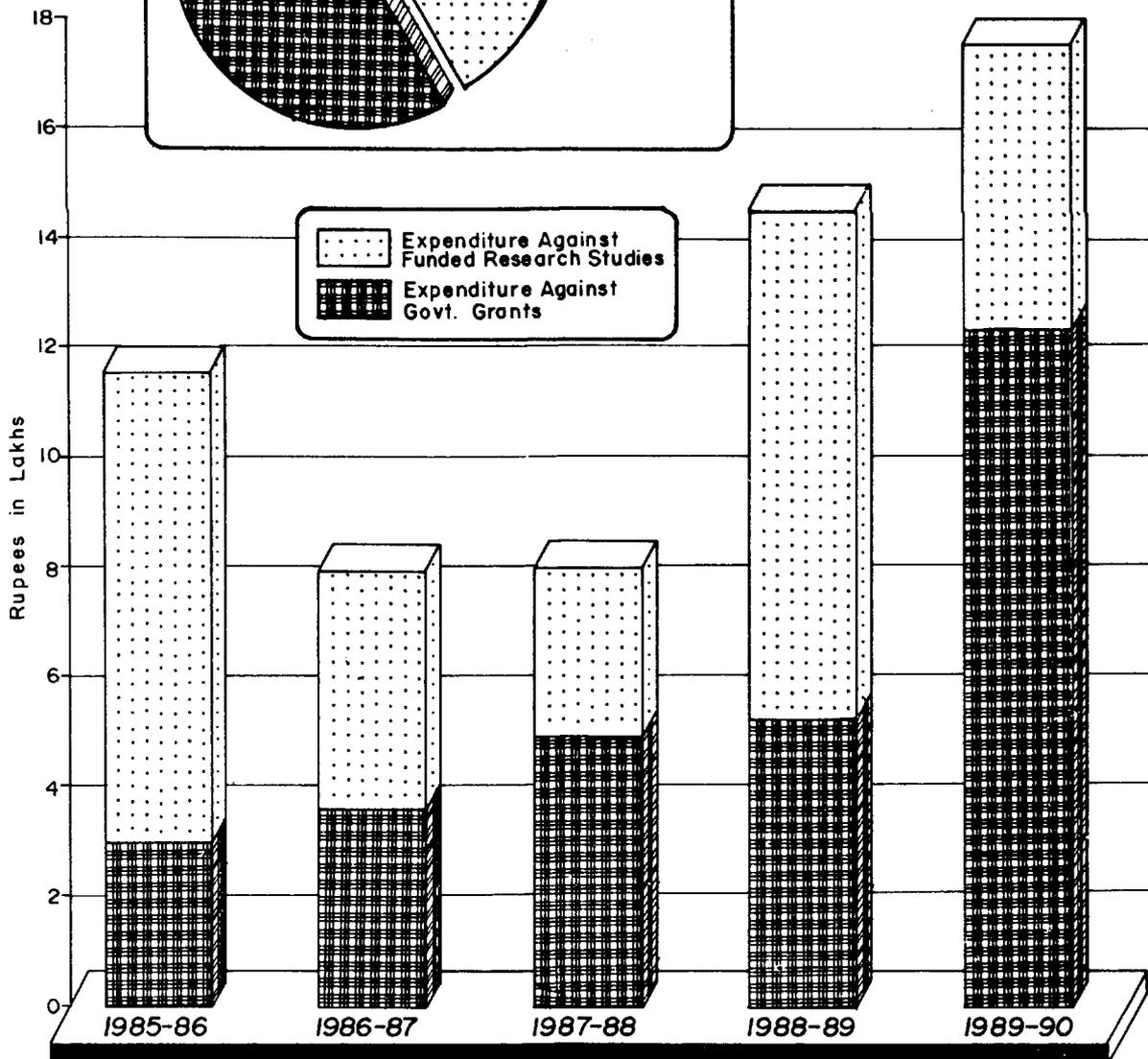
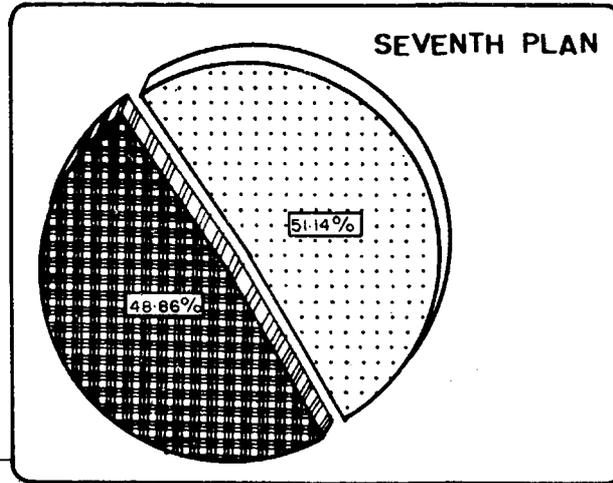
Rural Households; External Financing of Education in India; Content Analysis of various Documents, Commissions, Reports as input in the formulation of New Education Policy; Indian Education in the Year 2000 - A Long-term Perspective; Evaluation Studies of Non-formal Education in Nine Educationally Backward States; Monograph on Education and Development; Higher Education and Employment in India; Education and Labour Market - A Survey of Indian Evidence; Equity, Quality and Cost in Higher Education; 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; Development and Efficient Functioning of Colleges; Management of Educational Change - The Indian Model; Atlas on Women and Development; Resource Allocation Mechanism in Thrust Areas in Higher Education.

Some of the important studies/projects in progress include Education in the Year 2000 (Phase II), Literacy in India - A Spatio Temporal Analysis (1901-1981), Educational Development of Tribal and Sub-plan Areas, School Mapping, Second All India Survey of Educational Administration, Districtwise Analysis of the Disparities between the Literacy Levels of Scheduled Castes and Non-scheduled Castes population in India, Quality of Basic Education Services, Computerised Planning of Elementary Education, Management of Autonomy in Educational Institutions : A Study of Autonomous Colleges, More Efficient Utilisation of Existing Facilities/Resources in Higher Education, Financial Management of Indian Universities and Management of Education Technology in Tamil Nadu.

Advisory, Consultancy and Support Services

Formulation of National Policy on Education, Programme of Action and Policy Implementation provided a unique opportunity to the Institute to share its accumulated experiences with the experts and various agencies in this task of major importance at national level. A brief account of some of these important activities during the Seventh Plan period is given below :-

EXPENDITURE ON RESEARCH



(a) Formulation of National Policy on Education

As per the decision of the Ministry of Human Resource Development (Department of Education), a diagnostic assessment of the educational development since independence was made and a document on "Status Report and Policy Issues" was prepared. Ministry's document on "Challenge of Education" was partly based on the exercise done by the Institute.

NIEPA organised four regional seminars and one national seminar to formulate the recommendations on the National Policy on Education.

Letters/documents/press clippings/other reports numbering about 7,000 were received by the Ministry and job of content analysis was entrusted to NIEPA. 16 documents based on content analysis of various documents/communications/ reports were prepared and supplied to the various committees and groups constituted by the Ministry as an input in formulating the policy. These studies included Citizen's Perceptions, Social Auditing of Indian Education System, Restructuring Indian Education, Voluntary and Professional Bodies of Education, Press on New Education Policy and Perceptions from States.

(b) Programme of Action

A National Seminar on Implementation strategies of National Policy on Education was organised by NIEPA in June, 1986 which was inaugurated by the Prime Minister and attended by 57 participants from UNESCO, UNICEF, eight foreign experts, Ministries, Planning Commission, UGC, State Governments, Universities, NCERT, Eminent Educationists and delegates from professional bodies.

A second seminar was organised in collaboration with Planning Commission, Institute of Applied Manpower Research, EDI (The World Bank) in August, 1986. The seminar was attended by 28 Indian Experts and a team of experts from World Bank.

The feed back of both the seminars was supplied to the Ministry.

(c) Implementation of NPE - 1986

(i) **Guidelines** : The Institute undertook extensive exercises in preparing guidelines for establishing the :

- State Advisory Boards of Education

- District Boards of Education
- Village Education Committees
- State Institutes of Educational Planning and Administration
- District Institutes of Education and Training
- Navodaya Vidyalayas

The Institute also prepared guidelines on :

- Micro Level Planning
- School Mapping
- School Complexes
- Village Education Committees.

(ii) **Training Programmes in Priority Areas** : A number of training programmes were organised in priority areas on different aspects of National Policy on Education. A mass orientation programme was organised for state, district and block level functionaries. 32 self-learning modules already listed at Annexure V were prepared on various aspects of national policy on education. These were sent to states for adoption/adaptation for their training programmes.

(iii) **Training Programmes at the Request of the States/UT Government** : Special training programmes were organised at the requests of State Education Departments in priority areas which included school mapping, school complexes, decentralised system of educational planning at district level to officers of Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Dadra, Nagar and Haveli, Haryana, Himachal Pradesh, Madhya Pradesh, Maharashtra, Mizoram, Orissa, Rajasthan, Uttar Pradesh and Tripura.

(iv) **Implementation of State Plans** : The Institute provided professional support to the State/UT governments of Arunachal Pradesh, Delhi, Haryana, Jammu and Kashmir, Lakshadweep, North-Eastern Region and Uttar Pradesh in preparation of their Implementation Plans for National Policy on Education.

(v) **Professional Support to Central Level Organisations**: The Institute provided professional support to the Ministry of Human Resource Development

(Department of Education), Planning Commission, Central Social Welfare Board, UGC and Universities in implementation of their various schemes in priority areas. Some of the important documents are listed below :

- a) A draft report for setting up of a National Institute of Adult Education;
- b) A Comprehensive Document for setting up India Education Service;
- c) A set of organograms on administrative set-ups of district level educational administration of different States/UTs.
- d) Draft guidelines for Educational Development of Border Areas.

It also provided professional support :

- a) To the Sub-Group set up by the Central Social Welfare Board in preparing Syllabus for condensed courses on education for Adult Women and Vocational Training.
 - b) To Consultative Committee on the formulation of guidelines for setting up of Distance Education Centres for Universities under the auspices of University Grants Commission.
 - c) To the Pondicherry University in setting up a Directorate of Innovations and Rural Construction.
- (vi) *Committees of Central Advisory Board of Education (CABE)* : The Institute provided professional services to the following Committees of the CABE :

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. The report was finalised and circulated among the state governments.

Housing Facilities for Women Teachers : The Committee was constituted in May, 1987 under the Chairmanship of Minister of State for Science and Technology. Sub-National System Unit serviced 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. The report was finalised and submitted to the Ministry of Human Resource Development.

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

- (vii) *Research as Input in Implementation of NPE* : A number of research studies/projects were undertaken in the context of implementation of NPE. (Reference list of studies at Annexure VI)

- (d) *Other Advisory, Consultancy and Support Services*

These included :

- (i) *Re-organisation of States/UTs Education Departments* : The Institute provided professional guidance to the states/UTs of Arunachal Pradesh, Assam, Dadra Nagar and Haveli, Goa, Gujarat, Jammu and Kashmir and Lakshadweep in the re-organisation of their education departments.
- (ii) *Professional support to Eighth Plan Working Groups and Annual Plan Discussions*
- (iii) *Support to the State Governments by the Faculty in the following areas:*
 - (a) Delhi and Uttar Pradesh in the preparation of tools of institutional planning and evaluation of secondary schools;
 - (b) Haryana and Tamil Nadu in developing a model for forms design and control at district level;
 - (c) Dadra, and Nagar Haveli in supervision and inspection of schools; and
 - (d) Consultancy to Ed.CIL in preparation of 20 years Perspective Plan of Arunachal Pradesh.
- (iv) *Foreign Consultancy* : Consultancy provided by the faculty in the following areas :

- (a) Designing of training programmes for Women Education Officers of Somalia at the request of Ed.CIL.
- (b) To develop an Atollwise Action Plan in Implementation of Education and Human Resource Development for the Republic of Maldives
- (c) Prepared a Manual on Micro-Level Educational Planning and Management for UNESCO, Bangkok.
- (d) Prepared a Handbook on the Environmental Education for Educational Planners.

Other Academic Activities

(a) *Diffusion of Innovations*

The Institute organised the following two study visits :-

Study visit to Autonomous Colleges by Principals of 20 selected Colleges from February 8-14, 1986 in the State of Tamil Nadu. The report of the visit entitled "Autonomy and Accountability" was brought out.

Study visit to Gandhigram from February 22-26, 1988, to have first hand information of the Gandhigram experiments related to rural development among adult education functionaries.

(b) *National Award for Innovative Concepts and Practices in Educational Planning and Administration*

National Award for Innovative Concepts and Practices in Educational Planning and Administration was instituted during 1982-83 for District Education Officers. In view of the poor response it was, however, decided to discontinue the scheme of National Awards from 1986-87. It has however, been decided to identify successful long term innovative projects in the area of educational planning and administration for recognition at national level.

(c) *Informal Discussions on Educational Issues*

(d) *Preparation of National Register of Educational Planning and Administrators*

Mix of Training, Research, Advisory and other Activities

The following details for expenditure on training and research against government grants show greater balance between training and research activities :

TABLE 8.12
Expenditure on Training and Research against Government Grants

Years	Training	Research	Total
1985-86	10.68 (78.24%)	2.97 (21.76%)	13.65
1986-87	10.10 (73.56%)	3.33 (26.44%)	13.73
1987-88	7.79 (61.34%)	4.91 * (31.26%)	12.70
1988-89	11.52 (68.74%)	5.24 * (31.26%)	16.75
1989-90	14.09 (53.33%)	12.33 * (46.67%)	26.42
	54.18 (65.07%)	29.08 * (24.93%)	83.26

* Included grants released under NIEPA's Scheme of Assistance.

Whereas the expenditure on training and research programmes against government grants during the first year of Seventh Plan represented a ratio of 78% and 22% respectively, it balanced to 53% and 47% in the last year of the Seventh Plan. In addition, substantial expenditure incurred against funded research sponsored by other agencies as indicated in Table. 8.10 would show that research activities have acquired a place of prominence in the academic activities in the institute during the Seventh Plan.

Publications

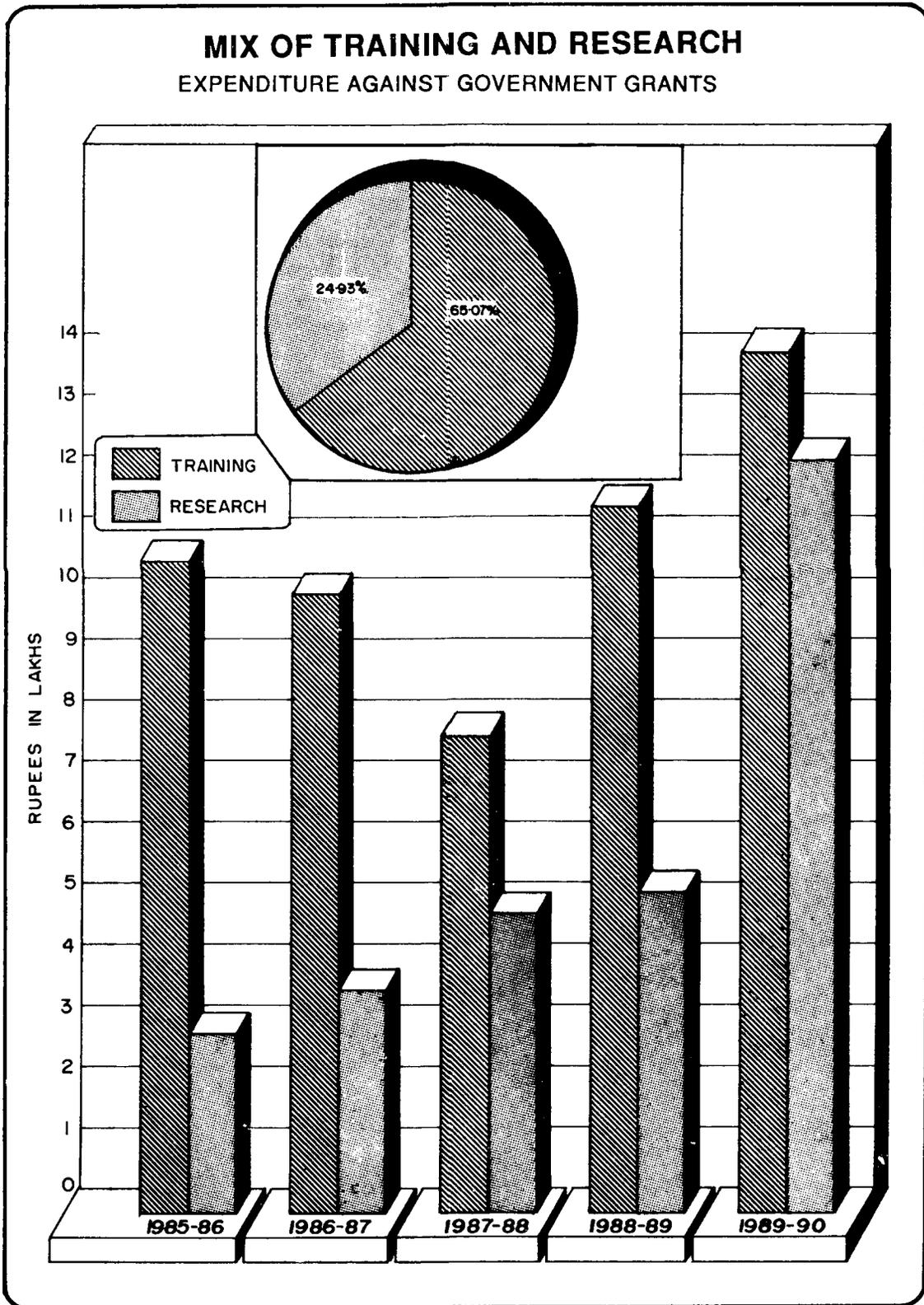
Priced

Educational Planning - A Long-term Perspective edited by Moonis Raza, 1985.

School Inspection System : A Modern Approach by R.P. Singhal, N.M. Bhagia, T.K.D. Nair and V.A. Kalpande, 1986.

Financial Code for University System by M.L. Sohi, 1987.

Indian Schools : A Study of Teacher-pupil Ratio by R.P. Singhal, 1988.



Development and Maintenance of Educational Services : A Study of Norms by M.M. Kapoor and Kusum Premi, 1988.

Scheduled Castes and Scheduled Tribes in Industrial Training Institutes : A Study of Five States by Kusum Premi, 1989.

Unpriced

Methodologies of Teaching in Colleges

Education and Development by S.C. Nuna

Environment Education : Training of Teacher Educators, Curriculum Development, Educational Planners and Administrators.

Development of Education : 1986-88 - National Report of India for 41st Session of ICE, Geneva.

School Mapping : Guidelines based on Report on National Workshop

NIEPA Documentation Services - "Staff Development" and "J.P. Naik on Education".

Micro Planning at Village Level by M. Aram

Report of the Inter-regional Training Course on Environmental Education for Educational Planners and Administrators

Planning and Management of Non-formal Education - A Manual for Project Officers (Hindi, English, Oriya, Urdu, Bengali, Telugu and Assamese)

Education for All by 2000 - Indian Perspective.

In Press

Schooling and Rural Transformation by Moonis Raza and H. Ramachandran (Priced)

Environmental Education Handbook for Educational Planners by Satya Bhushan, R. Govinda and A. Managalagiri (Unpriced)

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

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

Atlas on Women and Development by S.C. Nuna

Bulletin/Journal

Six Issues of EPA Bulletin were brought out.

The Institute decided to bring out a quarterly Journal of Educational Planning and Administration in place of EPA Bulletin. Five special issues were brought out on Equity in Education; Resources for Education; Educational Planning; Distance Education; and Educational Planning and Management in the Third World.

Shaikshik Yojna aur Prashasan - Hindi version of Journal of Educational Planning and Administration - Special issues were brought out on Equity in Education; Resources for Education; and Educational Planning.

Occasional Papers

During the plan period, 10 occasional papers (listed at Annexure VII) were brought out. These papers were widely circulated.

Personnel

(a) Cadre Planning

Cadre Planning during Seventh Plan period was mainly aimed at consolidating and optimising the human resources rather than expansion. The staff strength during the plan period increased only marginally as indicated below in the first and final years of the Seventh Plan.

<i>Year</i>	<i>Staff Strength</i>
1.4.1985	161
31.3.1990	176

In addition, about 50 project staff members were in position as on 31.3.1990.

(b) Human Resource Development

In-service training of both academic and other staff was pursued as an important element of human resource development and a good number of faculty and other staff members participated in in-service training programmes in the country and abroad.

(c) Group Savings Linked Insurance Scheme

Group Savings Linked Insurance Scheme was introduced in the Institute w.e.f. March, 1986. Relief was provided to the affected families.

(d) Rules and Regulations of NIEPA

The Service Regulations of NIEPA came into force from 5.1.1990. A number of provisions have been incorporated to bring qualitative improvement in the functioning of the Institute.

NIEPA Campus

Construction of 8 Type-II and 8 Type-III quarters was completed and 8 Type-IV quarters was taken up. In addition, 3rd floor was constructed, which partly helped in easing shortage of office accommodation. A generator set was also installed to provide un-interrupted electricity supply to the Computer Centre and other operational Units, lecture halls and seminar rooms. It has also been decided to construct Warden's residence, Guest Faculty accommodation and additional blocks in NIEPA hostel.

Funds Flow

There was consistent growth in the training, research, consultancy and other activities, which is reflected in the increasing expenditure trend.

The funds utilisation under Non-plan and Plan against government grants during the Seventh Plan period was Rs. 586.02 lakhs as against Rs. 299.35 during the Sixth Plan period.

TABLE 8.13
Funds Flow Showing Expenditure During Seventh Plan

Years	Government Grants		Funded	Total
	Non-Plan	Plan		
1985-86	66.49	23.14	15.00	104.63
1986-87	73.92	19.07	18.33	112.75
1987-88	87.08	39.96	12.60	139.64
1988-89	96.45	35.91	26.34	158.70
1989-90	97.03	46.97	18.95	162.95
Total	420.97	165.05	92.65	678.67

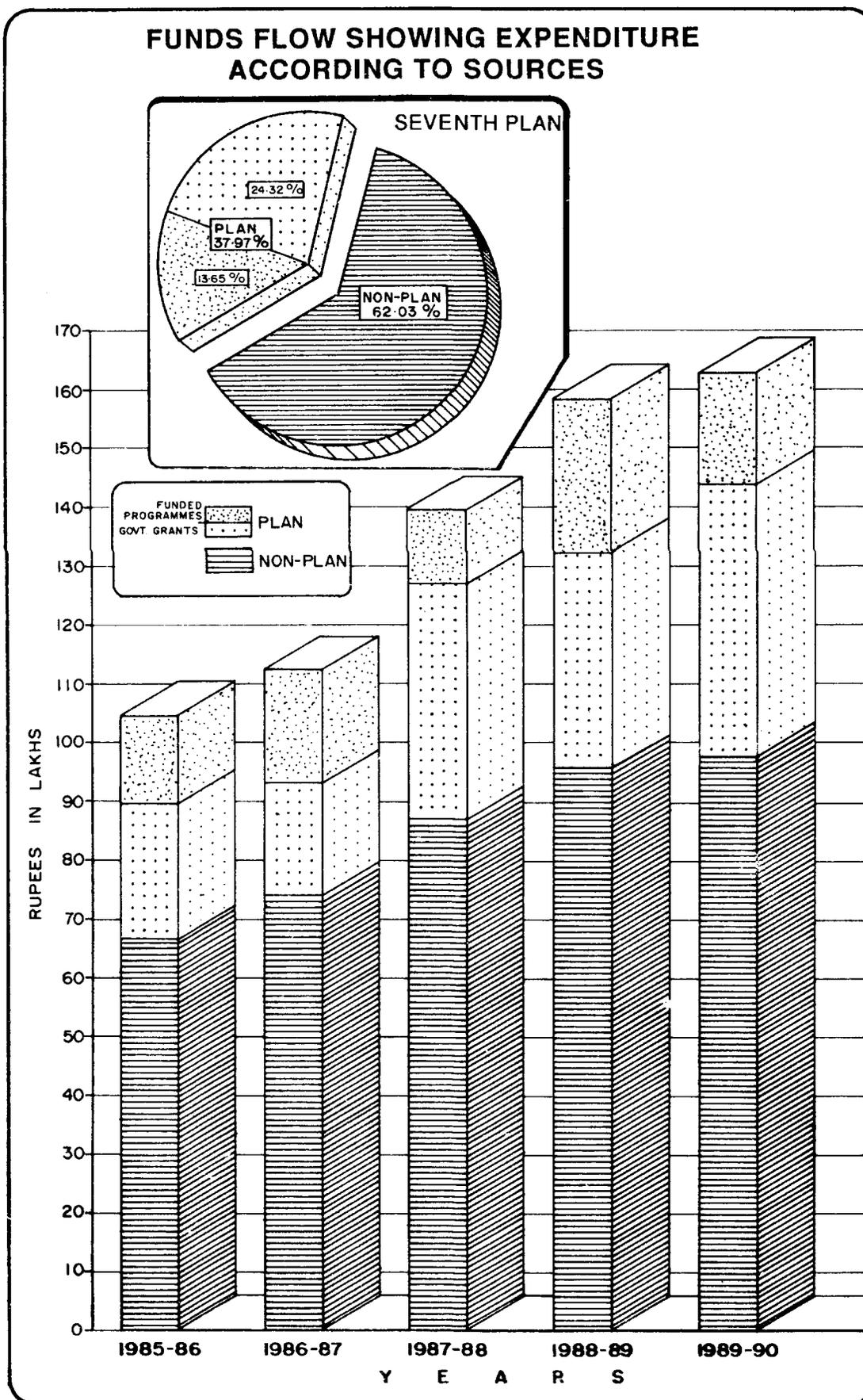
Funds received from other than budgetary sources more than doubled the total expenditure on the research to the tune of Rs. 92.65 lakhs during the Seventh Plan period against Rs. 42.19 lakhs during Sixth Plan period.

Reviews

An Internal Evaluative Review of the Institute was conducted covering a period of 7 years beginning from 1980-81. The Review Report gives a panoramic view of the multi-dimensional growth and brings out in sharper focus the expanding role of the institute in priority and new areas in the context of National Policy on Education - 1986.

An Expert Review Committee was set up in March, 1989 by the Ministry of Human Resource Development (Department of Education) which submitted its Report to the Ministry in September, 1989. The Committee has made important recommendations about the future role of NIEPA, reorganisation of its administrative structure and research and publications etc.

A Special Audit Review of the working of the Institute was conducted by the CAG's office during March-June, 1989 mainly covering research studies from 1981-89 and other academic activities from 1984-89.



Annexure I

Tables (Seventh Plan)

TABLE 1.1
Programme Participation (Seventh Plan)

Particulars	Numbers
Number of Programmes	306
Number of Programme Days	4616
Number of Participants	7893
Programme Persons Days	92047

TABLE 1.2
National Participation (Seventh Plan)

State/UT	Total
Andhra Pradesh*	260
Arunachal Pradesh*	93
Assam*	105
Bihar*	225
Gujarat	318
Goa	107
Haryana	661
Himachal Pradesh	156
Jammu & Kashmir*	128
Karnataka	212
Kerala	154
Madhya Pradesh*	667
Maharashtra	465
Manipur	62
Meghalaya	51
Mizoram	267
Nagaland	37
Orissa*	332
Punjab	301
Rajasthan*	396
Sikkim	20
Tamil Nadu	531
Tripura	91
Uttar Pradesh*	538

State/UT	Total
West Bengal*	190
Andaman & Nicobar Is.	11
Chandigarh	60
Dadra & Nagar Haveli	48
Daman & Diu**	2
Delhi	346
Lakshadweep	100
Pondicherry	25
Total	6959
Government of India and others	616
TOTAL	7575

* Educationally Backward States

** For Daman and Diu for years 1985-88 included against Goa

TABLE 1.3
Region-wise Participation (Seventh Plan)

Regions	Numbers
Northern	2585
Western	1611
Eastern	1484
Southern	1279
Total	6959

TABLE 1.4
Expenditure on Research (Seventh Plan)

Years	(Rs. in lakhs)
1985-86	11.57
1986-87	7.90
1987-88	7.97
1988-89	14.50
1989-90	17.57
Total	59.51

List of Training Programmes/Seminars/Workshops Organised During the Year 1989-90

Classification of Programmes

S.No.	Name of the Programme	Dates and Duration	No. of Participants	Programme Person Days
1. DIPLOMA PROGRAMMES				
A. National Diploma Programme				
	Ninth Pre-Induction Training Programme in Educational Planning and Administration for District Education Officers (Phase II) (SNF Unit) (On-going)	Nov. 1, 1988-April 30, 1989 (30 days)	19	570
	(Phase III)	July 10-13, 1989 (4 days)	19	76
1.1	Tenth Pre-Induction Training Programme in Educational Planning and Administration for District Education Officers (Phase I) (SNF Unit)	Nov. 1, 1989 - January 31, 1990 (92 days)	26	2392
	(Phase II)	Feb., 1 - April 30, 1990 (59 days)	26	1534
	1*	185	45**	4572
B. International Diploma Programmes				
	Fifth International Diploma Programme in Educational Planning and Administration (Phase II) (Int. Unit) (On-going)	Jan. 16-July 15, 1989 (106 days)	31	3286
1.2	Sixth International Diploma Programme in Educational Planning and Administration (International Unit)	January 22 - July 21, 1990 (69 days)	17	1173
	1*	175	48**	4459
2. ORIENTATION TRAINING PROGRAMMES				
A. Level Specific				
<i>(a) School Education</i>				
2.1	Orientation Programme in Planning and Management of Navodaya Vidyalayas Samiti for Senior Educational Administrators (Administration Unit)	Sept. 25-29, 1989 (5 days)	16	80
2.2	Orientation Programme in Educational Planning and Management of NVS for Senior Educational Administrators (Admn. Unit)	Oct. 16-20, 1989 (5 days)	16	80
2.3	Orientation Programme in Educational Planning and Management for Education Officers of KVS and Senior Principals of Kendriya Vidyalayas (International Unit)	Oct. 16-27, 1989 (12 days)	25	300
2.4	Induction Level Training of Principals of DIETs (in collaboration with NCERT) (SNF Unit)	Nov. 6-25, 1989 (20 days)	45	900

<i>S.No.</i>	<i>Name of the Programme</i>	<i>Dates and Duration</i>	<i>No. of Participants</i>	<i>Programme Person Days</i>
2.5	Orientation Programme in Educational Planning and Management for Resource Persons of Railway Board School (Admn. Unit)	Nov. 15-17, 1989 (3 days)	12	36
2.6	Induction Level of Training Principals of DIETs (in collaboration with NCERT/DAE)	Jan. 29-Feb. 17, 1990 (20 days)	33	660
2.7	Seventeenth Orientation Programme in Educational Planning and Administration (with special Emphasis on Developing Professional Skills) Senior Educational Administrators (SNS Unit)	February 12 - March 2, 1990 (19 days)	14	266
2.8	Training Programme for Planning and Management Unit of the District Institutes of Education Training (SNS Unit)	March 19-31, 1990 (13 days)	39	497
8		97	200	2819
<i>(b) Higher Education</i>				
2.9	Orientation Programme for Resource Persons in Planning and Management of Colleges for the Colleges of Punjab State (Higher Education)	June 13-24, 1989 (12 days)	12	144
2.10	Programme of Directors of Academic Staff College (Higher Education Unit)	July 10-11, 1989 (2 days)	40	80
2.11	Orientation Programme in Educational Planning and Administration for College Principals (Higher Education Unit)	Sept. 18 - Oct. 6, 1989 (19 days)	39	741
2.12	Orientation Programme on Planning and Management of Academic Staff Colleges (Discussion Review Meeting of Directors) (Higher Education Unit)	Dec. 11-12, 1989 (2 days)	48	96
2.13	Faculty Orientation in Planning and Management of Autonomous Colleges (Queen Mary College, Madras) (Higher Education Unit)	February 8-10, 1990 (3 days)	225	675
2.14	Programme on Planning and Management of Autonomous Colleges (Higher Education Unit)	March, 5-16, 1990 (12 days)	33	356
6		50	397	2132
<i>(c) Adult and Non-Formal Education</i>				
2.15	Orientation Programme of State Level Officers in Planning and Management of NFE Programme (SNF Unit)	April 24-26, 1989 (3 days)	23	69
2.16	Orientation of State Level Officers in Planning and Management of Non-formal Education Programme (SNF Unit)	May 8-10, 1989 (3 days)	19	57
2.17	Two days Training Programme for Instructors of Adult Education Project ARISE (Phase III) (SNF Unit)	Sept. 9-10, 1989 (2 days)	36	72
2.18	Orientation Programme in Planning and Management of Adult Education (SNF Unit)	Dec. 4, 1989-Jan. 12, 1990 (40 days)	37	1480
4		48	115	1678

B. Theme/Sector Specific

(a) Computer Applications in Educational Planning and Management/Utilisation of Computers

2.19	Training Programme on Computer Applications in Educational Planning and Management : Use of LOTUS 1-2-3 (Planning Unit)	June 21-30, 1989 (10 days)	21	210
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No.	Name of the Programme	Dates and Duration	No. of Participants	Programme Person Days
2.20	Computer Application in Educational Planning Use of Lotus 1-2-3 (Himachal Pradesh)	August 21-25, 1989 (5 days)	4	20
2.21	Orientation Programme for Effective Utilisation of Computers in Colleges (DEET Unit)	February 19-23, 1990 (5 days)	31	155
3		20	56	385
<i>(b) Quantitative Techniques for Educational Planning</i>				
2.22	Training Programme on Quantitative Techniques for Educational Planning (Planning Unit)	Oct. 16-27, 1989 (12 days)	37	444
1		12	37	444
<i>(c) Long-range Educational Planning</i>				
2.23	One Week Refresher Course for IAS Officers on Educational Planning in Long Term Perspective (Planning Unit)	January 15-20, 1990 (6 days)	29	174
1		6	29	174
<i>(d) Micro Level Planning</i>				
2.24	Orientation Programme on Micro Level Planning and School Mapping for field officers of Directorate of Elementary Education Orissa (SNS Unit)	Nov. 27-30, 1989 (4 days)	35	140
2.25	Orientation Programme on Micro Level Planning and School Mapping for field Officers at Vidisa, M.P. (SNS Unit)	March 15-16, 1990 (2 days)	40	80
2		6	75	220
<i>(e) Deprived Sections</i>				
2.26	Orientation Programme in Planning and Management of Education for the Disadvantaged Section (Policy Unit)	January 8-12, 1990 (5 days)	20	100
1		5	20	100
<i>(f) Policy Implementation</i>				
2.27	Orientation Programme on National Policy on Education with special reference to Implementation Strategies for Educational Officers of Tripura (Agartala) (SNF Unit)	May 15-19, 1989 (5 days)	39	195
1		5	39	195

3. WORKSHOPS/SEMINARS/CONFERENCES

A. Computer Applications in Educational Planning and Management/Utilisation of Computers

3.1	Workshop on Effective Utilisation of Computers in Colleges (DEET Unit)	April 17-22, 1989 (6 days)	30	180
3.2	Workshop on Management of Computers in Colleges (DEET)	May 25-27, 1989 (3 days)	15	45
3.3	Workshop on Computer Application in Management of Distance Education Institutes (DEET Unit)	Sept. 11-13, 1989 (3 days)	17	51
3		12	62	276

<i>No.</i>	<i>Name of the Programme</i>	<i>Dates and Duration</i>	<i>No. of Participants</i>	<i>Programme Person Days</i>
B. Deprived Sections				
3.4	Workshop on Planning and Management of Education of SC/ST preparation of Guidelines for DIET Personnel (Policy Unit)	May 8-10, 1989 (3 days)	16	48
3.5	National/Seminar-cum-Workshop on Institutional Planning and Management of Minority Managed Institution (Policy Unit)	May 29 - June 2, 1989 (5 days)	5	25
3.6	Seminar of Managers and Principals of Muslim Managed Institutions in Collaboration with Aligarh Muslim University (Policy Unit)	June 5-8, 1989 (4 days)	17	68
3.7	National Workshop on Educational Technology for Tribal Education (DEET Unit)	August 23-25, 1989 (3 days)	23	69
4		15	61	210
C. School Mapping				
3.8	Orientation Workshop on School Mapping and MIS for Officers of the Education Department of Govt. of Arunachal Pradesh (SNS Unit)	Sept. 10-16, 1989 (7 days)	48	336
3.9	Workshop of the Project on School Mapping (First Technical Workshop) (SNS Unit)	Dec. 18-22, 1989 (5 days)	7	35
3.10	Second Technical Workshop on School Mapping (SNS Unit)	March 5-7, 1990 (3 days)	4	12
3		15	59	383
D. Educational Administration Survey				
3.11	Workshop on Second All India Survey of Educational Administration (First Technical Workshop) (SNS Unit)	Dec. 12-15, 1989 (4 days)	20	80
3.12	Second National Technical Workshop on Second All India Educational Survey on Educational Administration and Planning (SNS Unit)	February 26-28, 1990 (3 days)	4	12
2		7	24	92
E. National Literacy Mission				
3.13	One day meeting of College Principals on National Literacy Mission in Collaboration with South Gujarat University (Surat) (SNF Unit)	April 22, 1989 (1 day)	22	22
3.14	Workshop on Production, Procurement and Distribution of Materials and Equipments under the scheme of Operational Blackboard in collaboration with Deptt. of Education M/o HRD (SNS Unit)	June 12-14, 1989 (3 days)	41	123
3.15	Workshop for NFE Officers of Gwalior (Gwalior) (COPE Project)	June 16-18, 1989 (3 days)	25	75
3		7	88	220

No.	Name of the Programme	Dates and Duration	No. of Participants	Programme Person Days
F. Educational Technology and Distance Education				
3.16	Workshop on Educational Technology for Higher Education Programme (DEET)	May 22-24, 1989 (3 days)	25	75
3.17	National Seminar on Developing Networking among the Distance Education Institutes in the Country (DEET Unit)	Sept. 14-15, 1989 (2 days)	19	38
2		5	44	113
G. Others				
3.18	Four Decades of Development (Review Conference) in Collaboration with M/o HRD (General)	April 15-17, 1989 (3 days)	96	288
3.19	Seminar-cum-Workshop on Planning and Management of Institutional Evaluation (Higher Education Unit)	May 3-5, 1989 (3 days)	17	51
3.20	J.P. Naik Memorial Seminar-cum-Workshop on Institutional Planning at Elementary Level (Pune) (SNS Unit)	June 23-25, 1989 (3 days)	39	117
3.21	Two-day Meeting of District Level Educational Administrators (SNF Unit)	July 14-15, 1989 (2 days)	39	78
3.22	National Workshop on Problems & Priorities of Research in Economics of Education (Planning Unit)	July 21-22, 1989 (2 days)	37	74
3.23	Workshop to Develop Guidelines for Adoption of Lab-Area Approach (Policy Unit)	August 21-24, 1989 (4 days)	17	68
3.24	Workshop on Training of Trainers in Educational Management (International Unit)	Sept. 11-16, 1989 (6 days)	18	108
3.25	Workshop on Identification of the Training needs of District Level Administration (Policy Unit)	Sept. 15-16, 1989 (2 days)	18	36
3.26	Seminar on Planning and Management of Scientific Research in Institutions of Higher Education (in Collaboration with NIS-TADS) (Higher Education Unit)	Sept. 18-20, 1989 (3 days)	37	111
3.27	National Seminar on Regional Disparities in Educational Development (SNS Unit)	Sep. 25-27, 1989 (3 days)	41	123
3.28	Workshop on Task Analysis for Heads of Institutions (DEET Unit)	Sept. 25-28, 1989 (4 days)	20	80
3.29	Workshop for Identification of training needs: Task Analysis of District Education Officers (Policy Unit)	Nov. 10-12, 1989 (3 days)	19	57
3.30	Workshop on Presentation of Educational Data (Cartographic Cell)	Dec. 4-8, 1989 (5 days)	3	15
3.31	Workshop on Elevation of Status and Role of Secondary School Head Masters (SNF Unit)	December 28-29, 1989 (2 days)	24	48
14		45	425	1254
60*		715	1824*	19726

* This does not include two on-going Diploma Programmes one National and one International Diploma each.

** Includes participants of on-going Diploma Programmes.

- Child Work in India : Statistics for Educational Development
- Guidelines - "Lab Area"
- Module on Planning and Management of Education for Removal of Disparities
- Module on Planning and Management for SC and ST
- Analytical and Historical Perspective of Educational Planning in India
- Education for Quality : Universal Primary Education in Remote and Isolated Areas
- Protective Discrimination and Regional Disparities in Education : The Case of Indian Tribes
- Education of Minorities
- Imbalances in the Education and Rehabilitation of Disabled
- Validating and the Testing of Models of Education : Methodological Review
- A Model of Balanced Maximal Growth of Education and Economy
- Sources of Growth of Literacy in India : A Model of Decomposition of Growth into Component
- 11 Summaries on Case Studies on Institutional Planning - J.P. Naik Memorial Lecture Series
- Population Projection Techniques at Sub-National Level
- Differential Educational Performance and Stage of Dropping out from Educational System : A Study of Different Categories of Dropouts
- Inter-District Disparities in Universalisation of Elementary Education of Nagaland
- Pre-dropout Educational Performance and Post-dropout Earning Profile : A Comparative Study of Different Types of Dropouts
- Impact of Literacy of Socio-economic Change in India
- Problems of Wastage in School Education Dropout at Elementary Level
- A Model of Spatial Location of Educational Institutions
- Unit Cost of Collegiate Education
- Educational Status : A Study of Inter-States and Inter-Districts Variations in North-Eastern Region
- An Inter-Industry Model : Economic Effect on Education
- Education and Employment : A Study of Trade Off
- Size and Structure of Population and Social Demand for Education
- Planning : Economic, Educational, Manpower Concepts and Inter Relation
- Planning Types : Macro, Micro, Institutional
- Social Demand Approach to Educational Planning
- Probability Theory
- Techniques and Models of Evaluation of Educational Projects
- Mathematical Models of Educational System
- Approaches to Educational Planning
- Student Flow and Stock Indicator
- Introduction to Computers and its Application in Education
- Diagnostic and Planning Model of Literacy and UEE
- Projection Techniques : Enrolment
- Population of Rajasthan in 2001 AD
- Workbook on Quantitative Aspect of Educational Planning

- Laws of Differentiation
- Measures of Disparities
- Rate of Return Approach
- Data : Nature and Scope
- G.L.S./Logit Analysis
- Measures of Central Tendency
- Programme Effectiveness of Academic Staff College : An Analysis of Academic Components
- Planning and Management of Curriculum in Higher Education - A Module
- Research Paper on Promoting Education of Scheduled Castes/Tribes Girls' Planning and Management Issue
- Occasional Paper on Education in Ashram School - Case of Andhra Pradesh

List of Project Titles under Tenth National Diploma for DEOs (November 1, 1989 to April 30, 1990)

- Planning Process at District Level in Andhra Pradesh, Role of the DEO
- Earn While You Learn scheme - A Critical Study of a District in Madhya Pradesh
- Study of the Relationship Between the Work Ethics of Teachers and Performance of Students in Undergraduate College in Manipur
- Study of Planning for Higher Education at State Level in Manipur
- Analysis of the Training Needs of the Headmasters of Primary Schools in Cuddapah District, Andhra Pradesh
- A Study of ELT Package for Class IX
- A Study of Investigation of Problems in Implementation of Work Experiences in the South District of Delhi
- Leadership Style and Effectiveness : A Study of the Provincialised Middle Schools of Nalbari District of Assam
- A Study of Court Cases at Primary Level in the District of Calcutta, West Bengal
- Constitution of Village Education Committee and its Responsibilities for Promotion of Primary School Education in Nagaland - A Study of Mokokchung District
- To Study the Effectiveness of School Inspection and Supervision in Secondary Schools (High) at a Sub-divisional Level at SDAR Mandi District of Himachal Pradesh
- A Critical Study of Pressure Dynamics at the District Level Educational Administrators in Karnataka
- Educational Development in Developed State : A Case Study of Kattappana Educational District
- Identification of Training Needs of Headmasters of Secondary Schools in Educational Planning and Management in East Hills District of Meghalaya
- Assessing Training Needs of Heads of Minority Language Primary & Secondary Schools in City District of Bangalore, Karnataka State
- Evaluation of Vocational Educational Programme in Girls Senior Secondary Schools of the District of Bikaner
- A Diagnostic Study of Training Needs of Heads of Middle Schools in Sonitpur District of Assam
- Leadership Style and School Effectiveness - A Study of the Heads of Higher Secondary Institutions of Vellore Education District in Tamil Nadu
- Factors Influencing the Attitudes of Students to Peace
- Cost Analysis of Non-formal Education in the District of Pauri Garhwal in Uttar Pradesh
- Study of Administrative Procedures in Implementation of Integrated Education for the Disabled Children with Reference to Trivandrum Educational District in Kerala
- Strategies for Monitoring the Performance of Students and Teachers of a Boarder School of Punjab State - Case Study
- A Study of Pressure Management in Educational Administration at District Level
- Leadership Styles and Effectiveness : A Study of the Headmasters of Secondary Schools of Nanded District of Maharashtra
- A Study of the Social Status of the Secondary School Teachers of Hyderabad (U) District in A.P.
- Analysis of Training Needs of Headmasters of Primary Schools in the Union Territory of Delhi

List of Project Titles under Fifth IDEPA (January 16 - July 18, 1989)

- The System of Education in Afghanistan
- Literacy in Afghanistan or Non-formal Education
- Secondary Education in Bangladesh : A Diagnostic Study
- Study on Planning of Financial Resources in Higher Education in Cuba-Allocation, Control and Analysis
- The Role of Educational Inspection as one of the Recent Programmes of Innovation of the Ethiopian Ministry of Education
- Study of Regional Disparity of School Distribution and Student Enrolment in Primary and Secondary Education in Ethiopia
- Financing of Education in Ghana
- Innovation into Dropout Rate in Primary Schools in Tumu Upper West Region, Ghana
- The Quantitative Development (Expansion) in Learning in the Preparatory Stage in Jordan for the Period 1875-1988
- Restructuring of Primary Schools
- Planning and Production
- The Study of Role of School Committees in the Development of Education in Malawi : At Primary Level
- An Investigation in the Causes and Effects of Absenteeism in the Malawi Primary School with Reference to Dedza District
- An Investigation into Causes of Non-attendance with Particular Reference to Zambia
- Educational Development through Management in Nepal
- Analysis of Problems of Introductory Technology Subject in Secondary Schools as Identified by Principals in Akwa-Ibom State of Nigeria
- Factors Affecting Administrative Effectiveness in Nigeria
- A Study of Norms and Standards Towards the Optimum Utilization of Educational Facilities
- Problems of Teaching-Building in Syria
- A Study of School Effectiveness and Staff Appraisal in East Cluster, Trincomalee, Sri Lanka
- Study of the Programmes of Environmental Education at Primary Level in Sri Lanka
- The Cluster System : An Innovation for the Betterment of Educational Planning and Administration of the School System in Sri Lanka
- The Role of a Popular School in Sri Lanka with Special Reference to Education District of Kandy
- Role of an Effective Cluster Principal
- Developing Strategies for Improving Government Senior Secondary School in Sri Lanka
- The Leadership Role of a Cluster Principal
- Role of Education Officers in Improving the Quality of Schools in Hamagana District in Sri Lanka
- Deshifting of Double Shift Junior Secondary Schools and their Conversion from Three to Five Year Schools
- A Study of the Primary - Secondary Transitional Dropouts Despite Success - A Case Study of Uganda
- Evaluation of Women Programmes in Uganda with Special Reference to Lumero District
- Manpower Planning and Forecasting in Zimbabwe with Specific Reference to the Education Sector

Books

Bhagia, N.M. and Bhagia, Sushma

"Educational Administration in India and other Developing Countries" 1990.

Jalali, Jayashree

From Baikal to Ganges name of Chapter 'We Lost Our Hearts' Professor A. Shanturov (ed.) Moscow, 1989.

Mukhopadhyay, M.

"Educational Technology : Year Book", 1988 New Delhi, AIAET, 1989.

"Educational Technology : Challenging Issues", New Delhi : Sterling Publishers, 1990.

"Management of Teacher Education" in Singh, L.C., (ed.) Resource Book on Teacher Education, New Delhi : NCERT, (in press).

"Research on Educational Management - A Trend Analysis", in Buch, M.B. (ed) Fourth Survey of Research in Education, New Delhi : NCERT, (in press).

"Preparation of Personnel in Distance Education", in Rao, K.S. (ed), "Open Learning System", New Delhi : Lancer, 1989.

"Distance Education : A SWOT Anaylysis", in Mukhopadhyay, M. (ed) *Educational Technology : Year Book 1988*, (reproduced in *Education and Society as Distance Education in India*) New Delhi : AIAET, 1989.

"Research on Educational Technology : Implications for Planning and Management", in Mukhopadhyay, M. (ed) *Educational Technology : Year Book 1988*, New Delhi : AIAET 1989.

"National Policy on Education and Educational Technology", in Mukhopadhyay, M. (ed) *Educational Technology : Challenging Issues*, New Delhi : Sterling Publishers, 1990.

"Planning and Management of Educational Technology", in Mukhopadhyay, M. (ed), *Educational Technology : Challenging Issues*, New Delhi : Sterling Publishers, 1990.

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Bhagia, N.M.

Published "Role of Performance of Heads of College in India" in University News, April 17, 1989.

Published "Recent Development in Education" in Educational Herald Vol. XIX, No. 1. 1989

Published "Education and National Integration" in the Progressive Educational Herald, Vol. III, No. 4. 1989.

Hasan, Arif

Published "Equity and Justice in Social Behaviour" in Third World Impact Vol. I January 1990.

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Published "Organisational Culture" in Third World Impact Vol. I No. 3, February, 1990.

Published "Leadership Behaviour and Organisational Outcome" Journal of Social and Economic Studies, New Series New Delhi.

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"Herstory", Review Article, The Hindustan Times, New Delhi, February 11, 1990.

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"Management of Teaching Personnel at School Level : Emerging Policy Perception", Journal of Educational Planning and Administration Special Issue, Vol.3, Nos. 3 and 4, 1989.

"Curriculum Planning in Higher Education", Self-Learning Module (for IGNOU), co-author (memo).

"Organisational History of Ministry of Education", paper presented at Four Decades of Development : Review Conference, New Delhi, April 15-17, 1989.

Mukhopadhyay, M.

"Role of Electronic Media in Education", *Vidura*, July, 1989.

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"Education for All : A New Commitment", *Educational Technology*, Vol. 2 No.10, March 1990.

"Networking in Distance Education", *Indian Journal of Distance Education*, Vol. III, 1990.

"Recruitment in Education : Need for Modernisation", *Journal of Educational Planning and Administration*, 1990.

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Mukhopadhyay, Sudesh

"Identifying Teaching Competencies Specifically for IEDC" (funded by NCERT), Mimeo, 1990.

Nuna, S.C.

"Food Security System for Urban Dwellers in India : Some Issues in Sociology" in M. Shaji (Ed.) *Food System of the World*, Ramot Publication, 1989. (Jointly with A. Ahmed)

"Education Health Linkages : A Global Perspective", *Journal of Educational Planning and Administration*, Vol. 3, No. 1 and 2, (Jointly with Anita Nuna)

Premi, Kusum K.

Published "Universalisation of Elementary Education and Child Labour" in *Manpower Journal* Vol. XIII NO. 2 October 1989.

Published "Education for Equality : Universal Primary Education in Remote and Isolated Areas" in *New Frontiers in Education*, vol. XX, No.1, January-March 1990.

Rao, K. Sudha

"Critical Issues in Planning and Management of Autonomous College", NIEPA 1989.

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Sujatha, K.

"Distance Education in India at School Level" *New Frontiers in Education*, Vol. XIX, No. 1. 1989.

"Education Among Tribes - Inequities in Development". *The Rajasthan Board Journal of Education*, Vol. XXV, No. 2 April-June 1989.

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Srivastava, Ranjana

"Long-term Educational Planning : Implications for State Level Planning and Administration". *The Education Quarterly*, Ministry of Human Resource Development, Summer, 1988.

Tilak, J.B.G.

The Political Economy of Education in India State University of New York at Buffalo, Buffalo, 1990.

"Some Aspects of Economics of Educational Technology" in *Educational Technology* New Delhi, 1990.

"Education and Basic Needs in India" in *Human Resource Development*, Bombay Himalaya, 1990.

"Education and Unemployment in India" *Education and Society* Vol.7, No.2 1989.

Educational Development in Haryana : A Inter-District Analysis" *Margin* Vol. 22, Nos. 1-2, 1989-90.

Varghese, N.V.

"Reforms for a Change : the New Policy on Education in India" (with Bikas Sanyal) *Education Compare*, No. 41, 1989, (in French)

"Higher Education and Employment : Some New Evidences and their Implication", *Perspectives in Education* Vol.5, No. 2, 1989.

"Disciplinary and Inter-disciplinarity in Social Sciences", *Journal of Education and Social Change*, Vol.3, No.2, 1989.

"Some Aspects of Economics of Educational Technology", (with J.B.G. Tilak) *Educational Technology* AIAET, New Delhi, January, 1990.

"Improving Management Effectiveness in Higher Education : A Review of Literature", IIEP, Paris, 1989 (memo).

Zaidi, S.M.I.A.

"Planning and Management of Colleges : Use of Computers" in *New Frontiers in Education* Vol. XIX, No.2 April - June 1989.

Editing Journals**Mukhopadhyay, M.**

"Media and Technology for Human Resource Development", New Delhi, AIAET, - four issues in April, July and October 1989 and January 1990.

"Educational Technology" (Monthly News magazine on Education) - 12 Issues.

"Journal of Educational Planning and Administration" - Special issues on "Distance Education", July and October Issues, 1989, New Delhi, NIEPA, 1989.

Book Review**Varghese, N.V.**

"The Encyclopedia of Comparative Education and National Systems of Education" (Book Review with Iars Mahik) *International Review of Education*, Vol.35, No.3, 1989.

"Higher Education and Employment", (Book Review) *Educational Policy*, Vol.3, No.3, 1989.

"Education and Human Resource Development : Emerging Challenges in the Regional Context", (Book Review) Journal of Education and Social Change, Vol.3, No.4, 1990.

Zaidi, S.M.J.A.

Published a book-review at Social Change Vol.18 No.3 September 1988 of the Book "Women's Oppression, Men Responsible" by Indu Prakash Singh.

Published a book-review in Journal of Indian Education Vol. XIV No.4, November 1988 of the Book "Changing Status of Educated Working Women" by C. R. Reddy.

Conferences/Seminars/Workshops/Training Programmes Organised by other Bodies

Bhagia, N.M.

Delivered lecture on "Role of Teachers in Colleges and Organisational Health in Colleges" Organised by Academic Staff College, Patna University, Patna, (August 16-17, 1989).

Delivered lecture on "Management of School", at Kendriya Vidyalaya Mount Abu (November 23, 1989).

Delivered lecture on "Role Profile of College Lecturers and Organisational health in Colleges" organised by Academic Staff College, Patna University, Patna (December 4-5, 1989).

Bhagia, Sushma

Delivered lectures on "Methods and Techniques of Teaching in Colleges, and Organisational Health in Colleges", organised by Academic Staff College, Patna University, Patan (August 14-16, 1989).

Delivered lectures on "Management of Non-formal and Adult Education in India and Third World Countries" Organised by Regional College of Education, Bhopal, (September 12, 1989).

Delivered lecture on "Decision Making" at Kendriya Vidyalaya, Mount Abu (November 23, 1989).

Bhushan, Satya

Addressed the participants of the Orientation Course Organised by Academic Staff College, Punjab University Chandigarh (June 30, 1989).

Delivered lecture on "Role of Educational Administrators and Planners in Policy Programme for Women" Organised by NCERT New Delhi (September 26, 1989).

Delivered Extension Lectures at Jammu University, Jammu (January 24-28, 1990).

Delivered lecture on "Planning and Management Aspects", in the National Workshop on Education of SC/ST Girls perspective for 1990 Organised by NCERT, New Delhi (March 24, 1990).

Govinda, R.

Delivered lecture on "Imparting Knowledge - Structure Approach" Organised by the Centre for Professional Development in Higher Education Delhi University (May 16, 1989).

Delivered lecture on "Transmission of Knowledge" organised by the Centre for Professional Development in Higher Education Delhi University (July 8, 1989)

Participated in a Review Workshop on "Quality of Basic Education Services" Project with Mr. Ta Na Yoe IIEP, Paris, (October 16-18, 1989)

Acted as a Resource Persons in the UNESCO Sub-regional Workshop on Training of Literacy Personnel at, New Delhi (November 15-29, 1989).

Participated in Seminar on "Basic Learning Needs and Level of Attainments" Organised by Ministry of Human Resource Development, (Department of Education), New Delhi (December 19-20, 1989).

Participated in National Workshop for the Development of Materials for Neo-Literates organised by the Directorate of Adult Education, Government of India and Eastern Wiley Publishers (December 22, 1989).

Participated in the Workshop of "Shiksha Karmi Project - An Evaluation" organised by the Institute of Development Studies, Jaipur, (January 12-13, 1990).

Participated in the J.P. Naik Seminar on "Education for All by 2000 Indian Perspective" organised by Indian Institute of Education, Pune, (February 2-4, 1990).

Delivered a lecture on "District Resource Unit and Educational Technology" in the Training Programme for DIET Personnel Organised by NCERT (February 27, 1990).

Hasan, Arif

Acted as a resource person in the Training Programme for Navodaya Vidyalaya Principals, organised by the Navodaya Vidyalaya Samiti, New Delhi (January 5, 1990).

Indiresan, Jaya

Acted as Resource Person at the "Training of Trainers" Workshop organised by Asian Centre for Organisation Research and Development, Gauwahti (June 22-24, 1989).

Acted as Resource Person for "Field Testing of A.V. aids in Extension Education", organised by Asian Centre for Organisation Research and Development, Guwahati (July 8-9, 1989).

Acted as Resource Person at the Workshop "Training of Trainers of Rural Women" held at Indian Agriculture Research Institute, Delhi, and sponsored by the Department of Science and Technology (September 6, 1989).

Participated in a Seminar on "Accreditation of Assessment" Conducted at JNU, New Delhi (November 6-7, 1989).

Participated in the SWOT analysis for Navodaya Vidyalaya Samiti, New Delhi (November 6-9 1989).

Carried out a "SWOT analysis", exercise at Queen Mary's College, Madras, to Study the Teachers Perception of Autonomous Status (December 4-5, 1989).

Presented paper "Teaching-learning Process and Student Development" at the conference on "Education and Development" held at Jamia Milia Islamia, organised by Comparative Education Society of India (December 26-28, 1989).

Delivered a lecture on "SWOT Analysis", followed by an exercise to the Principals of Navodaya Vidyalayas at the Navodaya Vidyalaya Training Centre (January 1, 1990).

Delivered a lecture on "Role of Teachers in Student Development" at Bhanuben Mahendra Manavati College of Home Science, Bombay (January 12, 1990).

Participated in the Seminar 'Elitism in Higher Education and Reservation Policy' organised by the Zakir Hussain Centre for Educational Studies, J.N.U., New Delhi (January 31, 1990).

Participated in the Seminar "Role of Navodaya Vidyalaya Samiti in National Integration" held at the NVS (March 15-16, 1990).

Participated in National Workshop on "Education of SC/ST Girls : The Perspective for 1990's NCERT", New Delhi (March 26-27, 1990).

Kapoor, M.M.

Acted as a resource persons in the Workshop organised by NCERT for discussing the course design for Training of Principals and Staff of DIET, NCERT (April 26-28, 1989).

Delivered lecture on "Institutional Planning and Management and School Complex" organised by SCERT, Delhi (May 3, 1989).

Delivered lecture on "Institutional Block and Management" organised by State Institute of Education, Delhi (May 8, 1989).

Delivered lecture on "Institutional Planning and Evaluation" in the Conference of Principals of Educational Institutions Organised by Department of Education, Udaipur, Rajasthan (February 5, 1990).

Delivered lecture on "Need for Institutional Planning and Evaluation" in the Meeting of District Educational Research Foundation of Udaipur (February 6, 1990).

Delivered lecture on "Institutional Planning Operational Strategies" in Meeting Senior Education Officers of Delhi Administration (March 9, 1990).

Mangalagiri, Anjana

Delivered lecture on "Women and Development" organised by Women's Cell, NCERT, (May 16, 1989)

Delivered lecture on "Women and Media", organised by Women's Cell, NCERT, (May 29, 1989).

"The Structure an Context of Educational Development : A Comparative Perspective", Presented at the Fifth Conference of the Comparative Education Society of India, New Delhi, (December 26-28, 1989).

"Impact of Development and Modernization on Tribal Women", Presented at the National Workshop on Developmental Needs on Tribal Women, NIPCCD, Gopalpur-on-sea, Orissa, (March 27-29, 1990).

Mathew, A.

Acted as a coordinator in "Task Analysis of District Education Officers : Case Study of Madhya Pradesh (Indore)".

Mehta, Arun

Delivered a lecture on Computer Allocation and Educational Planning organised by Institute of Applied Manpower Research, New Delhi (August 28, 1989).

Mukhopadhyay, M.

Addressed delegates from NEPAL on Women's Development Micro Level Experience (April 7, 1989).

Conducted a Workshop on "Interviewing Skills" in Bombay Department of Personnel, Government of India (May 2-4, 1989).

Delivered lecture on "Fundamentals of Scripting in the CAI Software Development Programme" Organised by AIAET, New Delhi (May 24, 1989)

Inaugurated the National Seminar on "Educational Technology and Teacher Education", sponsored jointly by DIE and UGC in Agra (May 26, 1989).

Participated in the Consultative Meeting for "Developing Educational Software Information System", Organised by ETTDC, Government of India and Indira Gandhi National Open University New Delhi (May 29, 1989).

Conducted a Workshop on "Interviewing Skills" in Shillong for Department of Personnel, Government of India, (October 23-24, 1989).

Delivered Presidential Address, "Educational Technology : Dilemma of Development at Asian Regional Conference on Educational Technology, Trivandrum, (November 14, 1989).

Conducted Workshop on "Interviewing Skill" for Department of Personnel in Panaji, Goa (February 1-3, 1990).

Delivered Keynote address National Workshop on Preparation of Distance Education Material in SNDT Women University, Bombay (March 19, 1990).

Mukhopadhyay, Sudesh

Delivered lecture on "Planning and Management of Education of the Disabled Children" organised by National Institute of Visually handicapped, Dehradun (April 27, 1989).

Acted as Chairperson for Expert meet of the Librarians of Libraries for Blind in Northern States Organised by National Institute for Visually Handicapped, Dehradun (August 10-11, 1989).

Acted as resource person in Orientation Programme for Educational Administrators of IEDC organised by NCERT, New Delhi (August 29- 31, 1989).

Acted as resource person for Orientation of Project Officers of UNICEF assisted Project at NCERT, New Delhi (August 30-31, 1989).

Acted as a resource person in Selection of Toys for Disabled Children (November 7-8, 1989).

Acted as a resource persons at NIVH Dehradun for Handbook for Teachers to Teach Low Vision Children (February 3, 1990).

Participated in the Seminar of Education of the Handicapped, New Delhi (February 12-13, 1990).

Prakash, Sri

Delivered lecture "Employment Education Planning" to the participants of a Training Programme Organised by the Institute of Applied Manpower Research, New Delhi (May 3, 1989).

Acted as Panelist on Panel Discussion in the Training Programme on Human Resource management for Administrators organised by Institute of Applied Manpower Research, New Delhi (May 15, 1989).

Delivered lecture on "Linkages Between Educational Planning, Manpower Planning and Socio-economic Planning" in a Training Programme organised by Institute of Applied Manpower Research, New Delhi (May 25, 1989).

Delivered lectures on "Capital Theory and Economic Growth" and "Development Oriented Educational Structure for Skill Formation" organised by Institute of Applied Manpower Research, New Delhi (July 4-6, 1989).

Delivered lecture on "Economics of Education : Some Salient Features" in a Orientation Programme organised by Academic Staff College, Rani Durgavati Vishwavidyalaya, Jabalpur (July 17, 1989).

Delivered lecture on "Paradigms of Development with reference to Indian Economy" and "Theory of Inflation, Indian Experiences and Need for Multiple Theorising" in Department of Economics, Rani Durgavati Vishwavidyalaya, Jabalpur (July 18, 1989).

Delivered lecture on "Approach to Manpower Planning : Role of Return, Social Demand, Manpower Requirement" organised by Institute of Applied Manpower Research, New Delhi (August 9, 1989).

Delivered two lectures on "Role of Education in Education Development" and "Human Resource Based Strategy of Development" organised by ASC, Dr. H.S. Gour University, Sagar (September 1-5, 1989).

Delivered two lectures on "Price Formation Processes in Oligiopolistic Market Structure" organised by IIT, Delhi (September 12, 1989).

Acted as a Panelist in National Seminar on Planning in India for Nehru Birth Centenary at Ravenshaw College, Cuttack (September 25, 1989).

Delivered lecture on "Employment and Manpower Planning" at Academic Staff College, Jawaharlal Nehru University, New Delhi (October 4, 1989).

Delivered lecture on "Education and Development" organised by the Centre for Professional Development in Higher Education, University of Delhi, Delhi (October 9, 1989)

Delivered lecture on "Input-output Models for Manpower Forecasting" in the Institute of Applied Manpower Research, New Delhi, (October 12, 1989, January 3, February 19, 1990).

Delivered lecture on "Educational and Economic Development and Cost-Benefit Analysis" organised by Academic Staff College, Pondicherry (December 14-15, 1989)

Delivered a lecture on "Employment and Manpower Planning" in a Programme organised by Academic Staff College, Jawaharlal Nehru University, New Delhi (February 2, 1990).

Delivered lecture on "Approaches to Educational Planning and Rate of Return Etc." organised by Institute of Applied Manpower Research, New Delhi (February 20, 1990).

Participated in a Conference of Socio Economic Aspects of Bonded Labourers organised by Department of Welfare, SC and ST Commission, New Delhi (January 4-5, 1990).

Premi, Kusum K.

Participated and Presented a paper on "Child Work in India : Statistics for Educational Development" organised by Advanced Institute, Shimla (April 16-18, 1989)

Delivered lecture on "Educational Development and Education Policy" organised by NCERT, New Delhi (August 21, 1989).

Delivered lecture on "Development and Selection of Indicators with reference to Women" organised by NCERT, New Delhi (August 23, 1989).

Delivered lectures on "Problems and Challenges of Educating SC/ST" at State Academy of Administration, Bhopal (October 27, 1989).

Delivered lecture on "Educational Planning in Multi-level Planning Framework" in DIET Programme at NCERT (November 8, 1989).

Delivered lecture on "Indicators of Educational Development" in Jawaharlal Nehru University, New Delhi (November 21, 1989).

Participated in the Seminar on "Training and Employment Diversification of Women" organised by Directorate General of Education and Training in Collaboration with ILO (February 23-25, 1990).

Participated in the Seminar on "Reservation and Eliticism in Higher Education" organised by Zakir Hussain Centre, JNU, New Delhi (January 31, 1990).

Participated in the National Workshop on "Education of SC/ST Girls Perspectives for 1990'2" and Contributed a paper on "Education on SC/ST Planning and Management Dimension" Organised by SCERT, New Delhi (March 26-28, 1990).

Rao, K. Sudha

Delivered a lecture on "Faculty Evaluation to the University and College Teacher" in Bharthiar University Academic Staff College, Coimbatore (April 25, 1989).

Delivered a lecture on "Management by Objectives in Jamia Millia University, (June 16, 1989).

Delivered lecture on "Effective Educational Leadership" in Kendriya Leadership in Kendriya Vidyalaya Sangathan Training, New Delhi (June 19, 1989).

Delivered lectures on "Institutional Evaluation and Higher Education System and Trends" in Academic Staff College of Kerala University, Trivandrum (July 12-13, 1989).

Presented a paper on "Feasibility of Implimentation of Autonomous Scheme in Colleges of Karnataka" in seminar organised by Mysore University at Mysore (August 1, 1989).

Delivered lectures "Higher Education System and Trends, Communication Skills", "Autonomous Scheme" in Karnataka University Dharwad, (August 3-4, 1989).

Delivered a lecture to the Faculty of Central Institute on "Autonomy and Accountability : Feasibility of its Implimentation" Delhi University, Delhi (August 21, 1989).

Participated in the National Workshop "Accreditation and Assessment" Jawaharlal Nehru University, New Delhi (November 6-7, 1989).

Participated in a National Seminar of Higher Education in Bharthiar University, Coimbatore (November 11-12, 1989).

Participated in National seminar on "Carrier Guidance for Women" in NCERT, New Delhi (November 28-30, 1989).

Delivered lecture on "Role of Communication in Effective Management" in Kendriya Vidyalaya Sangathan Training Centre, New Delhi (December 16, 1989).

Delivered lecture on "Autonomy and Accountability" and "Management of Time" organised by ASC Karnataka University, Karnataka (December 18-19, 1989).

Delivered lecture on "Communication Skills" organised by Navodaya Vidyalaya Training Centre, New Delhi (January 3, 1990).

Delivered lecture on "Implimentation Autonomy - Perspective and Prospects" in Queen Mary's College, Madras (February 8-9, 1990).

Delivered lectures on "Higher Education System and Trends, Roles and Responsibility of Teachers", "Autonomy and Accountability for University and College Teachers" in Mysore University, Mysore (March 20-22, 1990).

Participated in National Workshop on "Education of SC/ST Girls : The Perspective for 1990's" organised by NCERT New Delhi (March 26-28, 1990).

Sharma, G.D.

Delivered lecture on "Condition of Service of Teacher-Material Conditions" at Centre for Professional Development in Higher Education" Delhi University (April 15, 1989).

Delivered lecture on "Higher Education" at Devi Ahilya Mahavidyalaya, Indore (May 11, 1989).

Delivered lecture on "Introducing India and India Economy" in the Training Workshop on Methodology of Women's Education and Development organised by NCERT, New Delhi (May 23, 1989).

Delivered lecture on "Condition of Service of Teachers" at centre for Professional Development in Higher Education Delhi University, Delhi (May 23, 1989).

Delivered lecture on "Education Policy-Higher Education" organised by Academic Staff College, Jamia Millia Islamia, New Delhi (May 24, 1989).

Delivered lecture on "Impact of New Education Policy and Programmes in Central and State Universities" at the Centre for Human Resource Development, University of Delhi, (May 26, 1989).

Delivered lecture for Chemistry Teachers of Haryana in the Programme Organised by Dronacharya Govt. College Gurgaon, (June 8, 1989).

Delivered lecture on "Higher Education in National Development" in Jamia Millia Islamia University, New Delhi (July 26, 1989).

Attended the National Workshop on "Educational Research" at NCERT, New Delhi September 25-28, 1989.

Delivered lecture on "Structure of Higher Education" at the Centre for Professional Development in Higher Education, Delhi University, Delhi (October 16, 1989).

Delivered lecture on "Higher Education" at Academic Staff College, Lucknow University on (October 17, 1989).

Delivered lecture on "New Education Policy" at Karnataka University (October 19-20, 1989).

Delivered lecture on "Conditions of Teachers of Higher Education" at the Centre for Professional Development in Higher Education, Delhi University, Delhi (October 29, 1989).

Delivered lecture on "Higher Education" in Academic Staff College, Kurukshetra University, Kurukshetra, Haryana, (November 2-3, 1989).

Delivered lecture on "Higher Education" in Bihar University, Muzaffarpur (December 28-29, 1989).

Delivered lecture on "Higher Education and National Development" Organised by Academic Staff College, Hyderabad (January 18, 1989).

Delivered lecture on "Planning for Academic Decisions in Universities" in a Programme for University Administrators Organised by Association of Indian Universities, New Delhi (February 20, 1990)

Participated in a Seminar on "Higher Education and Development Perspective" organised by Academic Staff College Coimbatore (February 26-27, 1990).

Delivered lecture on "Higher Education and National Development" and "National Education Policy" organised by Academic Staff College, Shimla (March 21, 1990).

Delivered lecture on "Higher Education and Perspective of Development" organised by Academic Staff College, Changiarh (March 26, 1990).

Sharma, R.S.

Participated in the discussion meeting of Faculty of Regional College of Education organised by NCERT, New Delhi (April 26-28, 1989).

Sridhara, B.H.

Delivered a lecture on "Computer Applications in Manpower Planning" at Institute of Applied Manpower Research, New Delhi (August 29, 1989).

Delivered lecture to the Principals of DIET, organised by NCERT, New Delhi (February 7, 1990).

Tilak, J.B.G.

Delivered a lecture on "Cost Analysis of Education and on Manpower Planning", Institute of Applied Manpower Research, New Delhi (February 14, 1990).

Virmani, K.G.

Delivered key-note address in the seminar "The Role of UNESCO in Constructing Defence of Peace in the Kind of Man" at India National Commission for co-operations with UNESCO at Osmania University, Hyderabad (April 28-30, 1989).

Delivered three lectures on "Educational Management" to Principals of KVS at Kendriya Vidyalaya Sangathan, New Delhi (June 26, 1989).

Delivered lecture on "Management Development Programme" for Educational Administrators of Jamia Millia Islamia, New Delhi (June 27, 1989).

Delivered lectures on Management Themes to Officers of Coal Industry at Hyderabad (October 13, 1989).

Delivered lecture on Management Themes to Engineers of Oil Industry at Dehradun (October 30, 1989).

Delivered lecture on Management Themes to Principals of Kendriya Vidyalaya and to Officers of Telephone Industry organised by KVS at Delhi (December 12, 18 and 27, 1989).

Delivered lecture on Management organised by Engineers of CPWD at Delhi (January 10, 1990).

Delivered lecture on Management theme to participating Officers of a Workshop on Management in Govt. Organised by Foundation for organisational Research and Educational (February 6-7, 1990).

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
32. Financial Planning and Management

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

1985-86 (20)

1. A Study on Optimum Teacher-Pupil Ratio in Schools
2. Study on Educational Policy and Planning in India - Role of Planning Commission : Current Status and Future Perspectives
3. Impact of Educational Levels on some Dimensions of Development - A Study of Rural Households
4. External Financing of Education in India
- 5-16. *Twelve Studies based on Content-analysis of Various Documents/Communication/Report as Input in the Formulation of New Education Policy*
 - Towards Restructuring Indian Education : Citizen's Perception Vol. I-IV
 - Social Auditing of Indian Education System : A Study of Janvani Communications
 - Towards Restructuring Indian Education : Perceptions of Technical Institutions
 - Towards Restructuring Indian Education : Universities concern
 - Towards Restructuring Indian Education : Suggestions of Educational Institutions/Bodies
 - Towards Restructuring Indian Education : Views of Non-Educational Organisations
 - Voluntary and Professional Bodies of Education : Vol. I and II
 - Press on New Education Policy
 - Towards Restructuring Indian Education : A View Point of the Press
 - New Education Policy : A Perspective from Uttar Pradesh
 - Towards Restructuring Indian Education : Analysis of State Level Deliberations
 - Towards Restructuring Indian Education : Perceptions from States
- 17-20.. *Four completed studies under Project Indian Education in the Year 2000 - A Long Term Perspective (Phase I)*
 - Primary Education in India - Some Census Evidence
 - Primary Education on the Use of Simulation Models for Educational Planning and Management
 - Primary Education in India - A Trend Analysis
 - Planning Education for the Future Developments - Issues and Choices

1986-87 (19)

21. Study on Role Performance by the College Heads
22. Personnel Structure in Engineering Colleges
23. Inventory Control Management in Engineering Colleges
- 24-32. *Nine Evaluation Reports under Project on Evaluation Study of Non- Formal Education at Elementary Stage in Following Educationally Backward States*
 - Andhra Pradesh
 - Assam
 - Bihar

Jammu & Kashmir

Madhya Pradesh

Orissa

Rajasthan

Uttar Pradesh

West Bengal

33. A Study on Educational Financing with Special reference to Equality of Opportunity and Equilisation of Education Opportunity in India - A Case Study of School Education in Kerala and Uttar Pradesh (ICSSR)
34. Monograph on Education and Development
35. Higher Education and Employment in India : A Review (IIEP Study)
36. Development of Human Resource : Education, Training, Health and Nutrition in India (ESCAPE, Bangkok)
37. Education and Labour Market : A Survey of Indian Evidence (IIEP, Paris)
38. Equity, Quality and Cost in Higher Education (UNESCO)
39. Study of History of Educational Development in Kerala

1987-88 (8)

40. Indian Education in the year 2000 - A Long Term Perspective (1st Phase)
41. 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 (1st Phase)
42. Development and Efficient Functioning of Colleges - An Action Research Study (1st Phase)
43. Review Study of "Condensed Courses of Education" and "Vocational Programmes" for Adult Women (SWB and NIEPA)
44. Education and Productive Work : from work experience Programmes to Socially Useful Productive Work - The Indian Experience (UNESCO sponsored)
45. Educational Research and Decision-Making in Education : Indian Status (UNESCO sponsored)
46. Study of Norms of Teaching, Supervisory and Administrative Staff of the Education Department of Municipal Corporation, Delhi
47. Monograph on Micro-Planning : Gandhigram Experiment (Under NIEPA's Scheme of Assistance)

1988-89 (3)

48. Action Research Based on Innovative Practices in Educational Planning and Administration with the Objective of Universalization of Elementary Education in Punhana Block (Phase- II)
49. Management of Educational Change : Towards an Indian Model
50. Evaluation Study of District Institutes of Education in Jammu and Kashmir (Under NIEPA's Scheme of Assistance)

1989-1990 (30)

Completed (5)

51. A Research Project on Atlas on Women and Development
52. Monograph on Education and Development for Andhra Pradesh
53. Resource Allocation Mechanism in Selected Thrust Areas in Higher Education (IIEP-UGC-NIEPA)
54. An Enquiry into the Background and Status of Women Executives (Under NIEPA's Scheme of Assistance)

55. Task Analysis of District Education Officers : A National Study

In-Progress (22)

56. Education in the year 2000 AD (Phase II)
57. Literacy in India - A Spatio Temporal Analysis (1901 - 1981)
58. Action Research to Study Implementation Strategies in Educational Planning and Administration (Adult-cum- Universalisation of Elementary Education) (ARISE) in Punhana Block, Gurgaon District, Haryana (3rd Phase)
59. Development and Efficient Functioning of College : An Action Research Study (2nd Phase)
60. A Study of Educational Development of Tribal and Sub-plan Areas
61. Study Project on School Mapping
62. Second All India Survey of Educational Administration
63. A Study of Planning and Management on Non-formal Education in Latin America - Implications and Lessons for India
64. A Study of Role of College Development Councils in the Development of Colleges : An In-depth Study of 10 Selected College Development Councils
65. Districtwise Analysis of the Disparities between the Literacy Levels of Scheduled Castes and Non-Scheduled Castes Population in India
66. Management of Autonomy in Educational Institutions : A Study of Autonomous Colleges
67. Monograph on Education and Development of Maharashtra

Collaborative Studies

68. Quality of Basic Education Services (NIEPA-IIEP Collaborative Study)
69. Identification of Training Needs of Administrators of Women's Colleges (in collaboration with SNDT University)

Sponsored Studies

70. Computerised Planning of Elementary Education (Sponsored by Department of Education)
71. MIS for District Education Officers (Sponsored by Department of Education)
72. A Study of More Efficient Utilisation of Existing Facilities/Resources in Higher Education (Sponsored by Planning Commission)

Under NIEPA's Scheme of Assistance

73. Financial Management of Indian Universities (Under NIEPA's Scheme of Assistance)
74. Study of Cost of Distance Education Institutes with Different Class Size (Under NIEPA's Scheme of Assistance)
75. A Critical Evaluation of the Systems adopted for the management of teaching and learning in the existing correspondence institutes in India. (Under NIEPA's Scheme of Assistance)
76. Management of Education Technology in Tamil Nadu (Under NIEPA's Scheme of Assistance)
77. A Study of the Organisational and Faculty Structure of the Distance Education System within the Formal University framework Towards the evolution of an appropriate and adequate organisational and faculty structure for more efficient functioning of the distance education system (Under NIEPA's Scheme of Assistance)

New Studies Sanctioned

78. **Market for Agricultural Graduate in India : A Benefit Cost Study of Rajasthan Agricultural University, Udaipur (Under NIEPA's Scheme of Assistance)**
79. **Regional Disparities in Educational Development in India - An Enquiry into the Educational Disparities in the Context of Social Well being at the Grass-root Level**
80. **Effective Utilisation of Resources in Education - A Case Study**

List of Occasional Papers Brought Out During Seventh Plan Period

- | | |
|--|--|
| 1. Tribal Literacy in India - The Regional Dimension | Moonis Raza
A. Ahmed &
S.C. Nuna |
| 2. Analysis of Costs of Education in India | J.B.G. Tilak |
| 3. Inter-State Variations in Financing of Education - A Regional Dimension | C.B. Padmanabhan |
| 4. Educational Finances in India | J.B.G. Tilak |
| 5. Role of Federal Finances in Education for All : Towards A Meaningful Central State Financial Relationship in Indian Education | C.B. Padmanabhan |
| 6. Planning for Universalisation of Elementary Education and its Implications | Brahm Prakash and
Y.P. Aggarwal |
| 7. Role Performance of Heads of Colleges | N.M. Bhagia
N. Juneja, and
D.H. Srikant |
| 8. Planning Education for the Future - Development, Issues and Choices | Brahm Prakash
Yash Aggarwal
N.V. Varghese
L.S. Ganesh |
| 9. Universalisation of Elementary Education in Isolated Areas - Case of Arunachal Pradesh | K. Sujatha |
| 10. Education in Ashram Schools - A Case of Andhra Pradesh | K. Sujatha |

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1. Vacant

Vice-President

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

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Chairman
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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
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Planning Commission
Yojana Bhawan
New Delhi

8. Shri K. Gopalan
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National Council of Educational Research & Training
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Education Department
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Srinagar
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12. Ms. Kumud Bansal
Technical Education Secretary
Government of Maharashtra
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13. Shri B.K. Bhattacharya
Commissioner and Secretary
Education Department
Government of Karnataka
Sachivalaya-II
Dr. B.R. Ambedkar Road
Bangalore
14. Shri Pradeep Singh
Collector-cum-Development Commissioner
Lakshadweep
Kavarati

Directors of Education/DPIs

15. **Shri S.B. Biswas**
Director of School
Government of Tripura
Agartala
16. **Dr. Ghanshyam Das**
Director of Higher Education Secretariat
Government of Orissa
Bhubaneswar
17. **Shri P.S. Bhupall**
Director of Public Instruction (Primary)
Sector-17C
Chandigarh
18. **Shri Lalit K. Pawar**
Director
Primary and Secondary Education
Government of Rajasthan
Bikaner
19. **Thiru V.A. Sivagnanam**
Director of Non-formal & Adult Education
College Road
DPI, Compound
Madras
20. **Shri Beant Singh**
Director of Education Administration
Andaman & Nicobar Islands Administration
Port Blair

Eminent Educationists

21. **Dr. K. Venkatasubramanian**
Vice-Chancellor
Pondicherry University
Pondicherry-605001
22. **Dr. N.R. Sheth**
Director
Indian Institute of Management
Vastrapur, Ahmedabad
23. **Dr. S.P. Ahluwalia**
Professor, Head & Dean
University of Sagar
Madhya Pradesh-470003

24. **Dr. P.D. Shukla**
A-14/15, Vasant Vihar
New Delhi-110057
25. **Professor Abad Ahmad**
Director
University of Delhi
South Campus
New Delhi
26. **Dr. Mangal Dubey**
B/3/35, Officer's Flat
Shastri Nagar
Patna

Members of Executive Committee

27. **Shri S.P. Tuli**
Joint Secretary (Planning)
Ministry of Human Resource Development
(Department of Education)
New Delhi
28. **Executive Director**
National Institute of Educational
Planning and Administration
New Delhi

Faculty Member

29. **Dr. K.G. Virmani**
Senior Fellow & Head
National Institute of Educational
Planning and Administration
New Delhi

Secretary

30. **Shri R.P. Saxena**
Registrar
National Institute of Educational
Planning and Administration
New Delhi

Appendix II

Members of Executive Committee (As on March 31, 1990)

- | | | | |
|---|----------|--|-----------|
| 1. Professor Satya Bhushan
Director
National Institute of Educational
Planning and Administration
New Delhi | Chairman | 5. Mrs. Kumud Bansal
Technical Education Secretary
Government of Maharashtra
Bombay | |
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Financial Adviser
Ministry of Human Resource Development
Department of Education
New Delhi | | 6. Dr. N.R. Sheth
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Indian Institute of Management
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| 3. Shri S.P. Tuli
Joint Secretary (Planning)
Ministry of Human Resource Development
Department of Education
New Delhi | | 7. Executive Director
NIEPA
New Delhi | |
| 4. Shri M.R. Kolhatkar
Adviser (Education)
Planning Commission
Yojana Bhawan
New Delhi | | 8. Shri R.P. Saxena
Registrar
NIEPA
New Delhi | Secretary |

- | | | | |
|---|----------|---|-----------|
| 1. Professor Satya Bhushan
Director
National Institute of Educational
Planning and Administration
New Delhi | Chairman | 4. Dr. Ghanshyam Das
Director Higher Education Secretariat
Government of Orissa
Bhubneshwar-751001 | |
| 2. Shri L.S. Narayanan
Financial Adviser
Ministry of Human Resource Development
Department of Education
New Delhi | | 5. Executive Director
National Institute of Educational
Planning and Administration
New Delhi | |
| 3. Shri S.P. Tuli
Joint Secretary (Planning)
Ministry of Human Resource Development
Department of Education
New Delhi | | 6. Shri R.P. Saxena
Registrar
National Institute of Educational
Planning and Administration
New Delhi | Secretary |

Members of Programme Advisory Committee
(As on March 31, 1990)

1. Professor Satya Bhushan Chairman
Director
National Institute of Educational
Planning and Administration
New Delhi

Ministry of Human Resource Development

2. Professor J.S. Rajput
Joint Educational Adviser
(Elementary Education Bureau)
Ministry of Human Resource Development
Department of Education
New Delhi
3. Shri S.P. Tuli
Joint Secretary (Planning)
Ministry of Human Resource Development
Department of Education
New Delhi
4. Shri L. Mishra
Joint Secretary and Director General
National Literacy Mission
Ministry of Human Resource Development
Department of Education
New Delhi

Planning Commission

5. Shri M.R. Kolhatkar
Adviser (Education)
Planning Commission
New Delhi

University Grants Commission

6. Professor S.K. Khanna
Secretary
University Grants Commission
Bahadurshah Zafar Marg
New Delhi-110002

State Education Secretaries and Directors of Public Instruction

7. Shri H.M. Mathur
Commissioner & Secretary to Government
Education Department, Jaipur
Rajasthan-302004
8. Sri T. Venka Reddy, IAS
Director of School Education
Andhra Pradesh
Hyderabad-500004

Academicians

9. Professor Iqbal Narain
Vice-Chancellor
North-Eastern Hill University
Lower Lachumiere
Shillong-793001
10. Dr. D.D. Narula
Hony. Senior Fellow
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

N.C.E.R.T.

12. Professor M.K. Raina
Department of Teacher Education
Special Education and Extension Services
N.C.E.R.T.
New Delhi

Appendix V

Faculty and Administrative Staff (As on March 31, 1990)

Satya Bhushan, Director

Educational Administration Unit

M. Mukhopadhyay, Senior Fellow & Head

C. Mehta, Fellow (On leave abroad)

K. Sujatha, Fellow

A. Mathew, Associate Fellow

Manju Narula, Senior Technical Assistant

Educational Finance Unit

J.B.G. Tilak, Senior Fellow & Head

Veera Gupta, Senior Technical Assistant

Educational Planning Unit

Shri Prakash, Senior Fellow & Head

Ranjana Srivastava, Associate Fellow

S.M.I.A. Zaidi, Associate Fellow

Prabha Devi Aggarwal, Senior Technical Assistant

Educational Policy Unit

Kusum K. Premi, Fellow & Head

Nalini Juneja, Associate Fellow

Pramila Menon, Associate Fellow

D.B. Damley, Senior Technical Assistant

Higher Education Unit

G.D. Sharma, Senior Fellow & Head

Jayalakshmi Indiresan, Senior Fellow

K. Sudha Rao, Fellow

International Unit

K.G. Virmani, Senior Fellow & Head

Anjana Mangalagiri, Associate Fellow

Kausar Wizarat, Senior Technical Assistant

School & Non-Formal Education Unit

R. Govinda, Senior Fellow & Head

Sushma Bhagia, Fellow

Y.P. Aggarwal, Fellow

Sudesh Mukhopadhyay, Fellow

Arif Hasan, Fellow

B.K. Panda, Senior Technical Assistant

V.P.S. Raju, Senior Technical Assistant

Sub-National Systems Unit

M.M. Kapoor, Fellow & Head

R.S. Sharma, Fellow

N.V. Varghese, Fellow

S.C. Nuna, Fellow

Jayashree Jalali, Associate Fellow

O.P. Pandey, Senior Technical Assistant

Data Bank

A.C. Mehta, Associate Fellow (On Study Leave)

Research Project Staff

D.N. Abrol, Project Fellow

R.P. Kathuria, Project Fellow

J.C. Goyal, Project Fellow

R.K. Solanki, Senior Research Officer (Project)

M.M. Rehman, Project Associate Fellow

Gulab Jha, Project Associate Fellow

Rajvir Tyagi, Project Associate Fellow

Anita Chopra, Project Staff-I

Kailash, Project Associate Fellow

G.P. Singh, Project Associate Fellow

Raj Deo Dixit, Project Associate Fellow

Alka Kalra, Project Associate Fellow

Mohd. Ahmed Ansari, Project Staff-II

Anoop Banerjee, Project Staff-III

Irfan Ahmed, Project Assistant

Gumasekaren, Project Assistant

Pushpa Kathuria, Project Assistant

Sumitra Choudhary, Project Assistant

Tarujyoti Burghain, Project Assistant

Abha Gupta, Project Assistant

V.N. Alok, Project Assistant

Kalyani B. Birender, Project Assistant

M. Tulsi, Project Assistant

N.K. Sharma, Project Assistant

Madhumita Bandopadhyay, Project Assistant

Mohd. Yunus, Project Assistant

Anita Nuna, Project Assistant

Ashok Kumar, Project Assistant

Sarika Sibou, Project Assistant

George Mathew, Project Assistant

S.K. Samanthy, Project Assistant

Raghu Ram Rao, Project Assistant

Deepa Sahay, Project Assistant

Project Cartographer

Jammaluddin Farooqui

Bharat Bhushan

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

Zubaida Habeeb, 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

Appendix VI**NATIONAL INSTITUTE OF EDUCATIONAL
Receipt and Payment Account for the**

<i>Receipts</i>		
Opening Balance		
Cash in Hand	1,159.00	
Imprest	1,250.00	
Cash in Bank	2,225,348.34	2,227,757.34
Grants-in-Aid received from Government of India		
Non-Plan	8,050,000.00	
Plan	5,700,000.00	13,750,000.00
Office Receipts		
Licence Fee	41,772.00	
Water and Electricity Charges	10,266.00	
EDPR Receipts	7,825.00	
Photocopier Receipts	33,772.20	
Royalty on Publications	17,229.00	
Sale of Condemned Articles	4,000.00	
Other Misc. Receipts	1,059.00	
Leave Salary & Pension Contributions	56,499.00	
Programme Receipts	33,480.00	205,902.20
Hostel Rent		359,300.00
By way of Gifts & Donations (Library Books)		2,063.00
Interest		
Interest on Interest Bearing Advances	19,048.00	
Interest on Short Term Deposits	179,842.96	
Interest on Saving Bank Account	2,661.96	
Interest on Investment of P.F.	180,450.00	382,002.92
Refund received from participants		2,150.00
Deposits		
Refund by CPWD	211,535.82	
Suspense Account	24,539.00	
Including UD Account		236,074.82
Security Deposits		2,500.00
Sponsored Programme and Studies		
Programme & Study Receipts		1,445,353.45

PLANNING AND ADMINISTRATION

Period from 1.4.1989 to 31.3.1990

<i>Payments</i>		
Establishment Expenses (Non-Plan)		
Salary	5,220,840.00	
Pension & Gratuity	437,813.00	
GPF/CPF Con. Employer's Share	335,334.00	
Leave Salary & Pension Cont.	47,781.00	
Travelling Expenses	119,436.00	
Salary (Plan)	181,441.00	6,342,645.00
Office Expenses		
Non-plan	1,500,000.00	
Plan	965,071.55	2,465,071.55
Hostel		
Recurring Expenditure (Non-plan)	183,761.20	
Non-recurring Expenditure (Plan)	100,432.00	284,193.20
Academic Activities (Non-plan)		
Programme Expenses	1,383,642.30	
Programme Expenses (Plan)	25,400.00	
Research Studies	1,105,234.60	
Scheme of Assistance	127,583.00	
Publication	244,431.00	
TA to Review Committee Members	38,110.00	2,924,200.90
Staff Training (Non-plan)		2,380.00
Capital Expenditure (Plan)		
Library Books	180,522.00	
Library Books by way of Gifts	2,063.00	
Documentation	303.00	182,888.00
Furniture & fixtures	243,445.50	
Other Office Equipments	52,767.00	
Computer (Hardware)	288,777.00	584,989.50
Deposits (Plan)		
Deposits with CPWD	1,141,735.00	
Suspense Account	31,145.00	
Security Deposits Refund	2,500.00	
Earnest Money	7,000.00	1,182,380.00
Sponsored Programme and Studies		
Programme & Study Expenses (Recurring Expenditure)	1,827,896.60	
(Capital Expenditure)	67,305.00	1,895,201.60

<i>Receipts</i>		
Recoverable Advances		
Cycle Advances	4,130.00	
Scooter Advances	23,465.00	
Festival Advances	23,800.00	
House Building Advances	90,741.00	
Motor Car Advances	50,036.00	
Fan Advances	760.00	
Computer Advances	2,100.00	
Misc. Advances	21,126.80	216,158.80
Misc. Advances (NCT-II)		17,692.75
Remittance		
G.S.L.I. Scheme		224.00
TOTAL		18,847,179.28

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

<i>Payments</i>		
Recoverable Advances		
Cycle Advances	10,200.00	
Scooter Advances	67,800.00	
Festival Advances	24,800.00	
House Building Advances	11,000.00	
Motor Car Advances	267,600.00	
Fan Advances	1,200.00	
Computer Advances	89,185.00	471,785.00
Remittance		
G.S.L.I. Scheme		1,904.00
Closing Balance		
Cash in Hand	1,137.00	
Imprest	1,000.00	
Cash at Bank	2,507,403.53	2,509,540.53
		18,847,179.28

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

**NATIONAL INSTITUTE OF
EDUCATIONAL PLANNING AND ADMINISTRATION**

Details of Closing Balance as at the Close of 31st March, 1990

Head of Expenditure	Opening Balance	Grants-in-Aid	Other Receipts	Total	Payment	Balance
Non-Plan	449,910.28	8,050,000.00	1,379,112.74	9,879,023.02	9,702,772.50	176,250.52
Plan	564,931.43	5,700,000.00	-	6,264,931.43	4,697,115.65	1,567,815.78
Sponsored Programmes/Studies	1,173,330.46	1,445,353.45	17,692.75	2,636,376.66	1,895,201.60	741,175.06
Suspense Account	32,809.17	-	24,539.00	57,348.17	31,145.00	26,203.17
Deposits	7,000.00	-	2,500.00	9,500.00	9,500.00	Nil
Remittance	(-) 224.00	-	224.00	Nil	1,904.00	(-) 1,904.00
TOTAL	2,227,757.34	15,195,353.45	1,424,068.49	18,847,179.28	16,337,638.75	2,509,540.53

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

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

**NATIONAL INSTITUTE OF
EDUCATIONAL PLANNING AND ADMINISTRATION**

Income and Expenditure Account for the Year 1989-90

<i>Expenditure</i>		<i>Income</i>	
Establishment Expenses	6,342,645.00	Grant in Aid	13,750,000.00
Office Expenses	2,465,071.55	Less Grants Capitalised	
Staff Training	2,380.00	Office Items	685,421.50
		Library Books	180,522.00
		Documentation	303.00
Hostel Expenses	183,761.20		12,883,753.50
Academic Activities	2,924,200.90	Office Receipts	205,902.20
Excess of Income Over Expenditure	1,912,899.97	Hostel Receipts	359,300.00
		Interest	382,002.92
TOTAL	13,830,958.62		13,830,958.62

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

National Institute of Educational Planning and Administration

Sd/-
(Satya Bhushan)
Director

National Institute of Educational Planning and Administration

NATIONAL INSTITUTE OF EDUCATIONAL
Balance Sheet as at the

Liabilities

Grants Capitalised		
Balance as per last Balance Sheet	20,852,093.70	
Additions during the year	866,246.50	
Additions (by Adjustment)	1,333,910.95	
Additions (by Rectifications)	10,537.00	
Less capital investment written off	-	
Rectification of 88-89 written off	25,737.80	
Less refund by CPWD (Adj. 1986-87)	58,014.51	22,979,037.84
Sponsored Programme Receipts		
Receipts capitalised	720,693.00	
Addition during the year	-	720,693.00
Sponsd. Prog. (COPE/MIS) Capitalised	544,295.00	
Additions During the year	67,305.00	611,600.00
Excess of Income over Expenditure		
Balance as per last Balance Sheet	5,140,862.99	
Addition during the year	1,912,899.97	
Addition by adjt. by rectification	58,014.51	
Less by Adjustment	1,554,295.58	
Less by rectification	10,537.00	5,546,944.89
Assigned Programmes & Studies		
Balance as per last Balance sheet	1,215,784.11	
Additions during the year	1,445,353.45	
Less expenditure during the year	1,895,201.60	765,935.96
Provident Fund		
Balance as per last Balance Sheet	2,622,150.00	
Additions during the year	1,601,708.00	
Less withdrawal during the year	1,318,970.00	2,904,888.00
Suspense Account		
Balance as per last Balance Sheet	32,809.17	
Additions during the year	24,539.00	
Less clearance during the year	31,145.00	26,203.17
Gifts and Donations		
Balance as per last Balance Sheet	2,574.31	
Additions during the year	2,063.00	4,637.31

PLANNING AND ADMINISTRATION

Close of 31st March, 1990

<i>Assets</i>			
Land and Buildings			
Balance as per last Balance Sheet		12,337,120.22	
Additions by adjustment		1,333,910.95	
Other additions during the year		Nil	
Less refund by CPWD (added in 86-87)		58,014.51	13,613,016.66
Equipment and machinery, furniture & fixtures, vehicles including Staff Car, Type writers etc.			
Balance as per last Balance Sheet		7,773,715.23	
Additions during the year		752,726.50	
Less by rectification			
(written off)	4,735.80		
(1988-89)	5,000.00		8,500,705.93
	16,000.00	25,735.80	
Library Books			
Balance as per last Balance Sheet		2,019,357.56	
Additions during the year Lib. Books		180,522.00	
Addition during the year Documentation		303.00	
Addition by gifts		2,063.00	2,202,245.56
Provident Fund Investments			
Balance as per last Balance Sheet		2,180,000.00	
Additions during the year		650,000.00	
Less withdrawals		200,000.00	2,630,000.00
Deposits			
Balance as per last Balance Sheet		52,990.00	
Additions during the year			
Less Refunds during the year			52,990.00
Deposits with CPWD			
Balance as per last Balance Sheet		3,196,637.78	
Additions during the year		1,141,735.00	
Additions by rectification (86-87)		58,014.51	
Less by Refund		211,535.82	
Less by adjustment		1,554,295.58	2,630,555.89
Recoverable Advances			
Motor Car Advance		391,628.00	
House Building Advance		500,024.00	
Festival Advance		17,360.00	
Cycle Advance		7,070.00	
Scooter Advance		101,765.00	
Computer Advance		87,085.00	
Fan Advance		440.00	
Miscellaneous Advance (NIEPA)		3,375.00	
Transfer TA Advance		7,000.00	1,115,747.00
Miscellaneous Advance (NCT-II)			24,760.90

<i>Liabilities</i>			
Deposits			
Balance as per last Balance Sheet	9,500.00		
Additions during the year	2,500.00		
Less deposits during the year	9,500.00		2,500.00
<hr/>			
TOTAL			33,562,440.17

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

Assets		
Remittance		
G.S.L.I. Scheme		1,904.00
Sundry Debtors		
Balance as per last Balance Sheet	8,235.70	
Less received during the year	-	
Less clearance during the year	2,150.00	6,085.70
Cash Balance		
Cash in Hand	1,137.00	
Imprest	1,000.00	
Current Account	2,507,403.53	
GPF/CPF Account	274,888.00	2,784,428.53
		33,562,440.17

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

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

Proforma Account for the Assigned Programmes/Studies as at the Close of 31st March, 1990

Sl.No.	Name of Programme/Study	Opening Balance as on 1.4.89	Receipts during the year	Total	Expenditure	Balance
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	-	(-) 116,398.25	-	(-) 116,398.25
2.	National Commission on Teachers-II - Central Technical Unit - Organization of Commission visits	1,34,665.05	-	134,665.05	5,701.50	128,963.55
3.	Experimental Project for Non-formal Education - An Evaluation Study (Ministry of Education)	24,923.36	-	24,923.36	-	24,923.36
4.	CABE Committee on Transfer of Teachers	65,082.00	-	65,082.00	29,524.00	35,558.00
5.	CABE Committee Meeting on Management	(-) 17,442.00	17,442.00	-	-	Nil
6.	Experimental and Innovative Programme for Education at Elementary Level including Non-formal Education (COPE)	5,778.00	232,534.00	238,312.00	204,717.60	33,594.40
7.	MIS for Distt. Edn. Officer: (S. Das Gupta)	200,380.00	110,800.00	311,180.00	337,611.10	(-) 26,431.10
Planning Commission						
8.	Study on Beneficial Linkages between Education and Employment	13,372.90	-	13,372.90	-	13,372.90
9.	More Efficient Utilisation of Existing Facilities	-	28,000.00	28,000.00	19,884.00	8,116.00
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	-	9,269.60	-	9,269.60

Sl.No.	Name of Programme/Study	Opening Balance as on 1.4.89	Receipts during the year	Total	Expenditure	Balance
Municipal Corporation of Delhi						
11.	Study for Determining the norms for allocation of Teaching (Supervisions and Administrative Staff for Edl. Department of M.C.D.)	(-) 7,410.60	7,410.60	-	-	Nil
International Programmes and Studies						
12.	International Diploma in Educational Planning and Administration	721,461.39	716,386.50	1,437,847.89	975,743.25	462,104.64
13.	Regional Cooperative Programme in Higher Education Teaching Methodologies	17,579.15	-	17,579.15	-	17,579.15
14.	Consultative Meeting on Environmental Education	10,136.75	-	10,136.75	-	10,136.75
15.	Regional Development Workshop on Micro-level Educational Planning	29,777.67	-	29,777.67	-	29,777.67
16.	APEID Planning Group Meeting on Secondary Education	3,775.40	-	3,775.40	-	3,775.40
17.	Study on Equity, Quality and Cost in Higher Education	20,954.13	-	20,954.13	-	20,954.13
18.	Project on Mechanism of Allocation of Resource for Higher Education	(-) 35,120.00	25,000.00	(-) 10,120.00	440.00	(-) 10,560.00
19.	Effective Utilisation of hiring of Computers - UGC Sponsors	-	40,000.00	40,000.00	8,000.00	32,000.00
20.	Micro-level Educational Planning and Management as a Measure for Decentralization (Dr. Brahm Prakash)	8,944.61	-	8,944.61	-	8,944.61
21.	Inter Regional Training Course in Environmental Education, UNESCO (Dr. R. Govinda)	126,054.95	-	126,054.95	40,495.80	85,559.15
22.	Ministry Level Review Conference	-	73,780.35	73,780.35	73,780.35	Nil
23.	Six weeks Trg. Prog. for DEOs (Adult Education)	-	194,000.00	194,000.00	199,304.00	(-) 5,304.00
TOTAL		1,215,478.11	1,445,353.45	2,661,137.56	1,895,201.60	765,935.96

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

National Institute of Educational Planning and Administration

Sd/-
(Satya Bhushan)
Director

National Institute of Educational Planning and Administration

**NATIONAL INSTITUTE OF
EDUCATIONAL PLANNING AND ADMINISTRATION**

Receipt and Payment Account for GPF/CPF for the Year 1989-90

<i>Receipt</i>		<i>Payment</i>	
Opening Balance	442,150.00	Advances and Withdrawals	1,318,970.00
Contribution and Refund of advance	1,266,178.00	Investment in Term Deposits	650,000.00
		Less Withdrawals	200,000.00
Interest, Employers Contributions etc.	335,530.00	Closing Balance	450,000.00
			274,888.00
TOTAL	2,043,858.00		2,043,858.00

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

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

Audit Certificate

I have examined the Receipts and Payments Account/Income and Expenditure Account for the year ended 31st March 1990 and the Balance Sheet as on 31st March 1990 of National Institute of Educational Planning and Administration. I 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.

Place : New Delhi
Date : 02.01.1991

Sd/-
(Dharam Vir)
Director General of Audit
Central Revenues

Audit Report (for the year 1989-90)

1. Introductory

The National Institute of Educational Planning and Administration (National Institute) 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 31st, 1970 as National Staff College for Educational Planners and Administrators and again on May 31st, 1979 under its present name. The main objectives of the National Institute are to arrange and promote training, research and guidance in educational planning and research.

The National Institute is financed mainly by grants from Central Government. During the year 1989-90, it received grants amounting to Rs.137.50 lakhs (non-plan Rs.80.50 lakhs and Plan Rs.57.00 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 Valuation of Assets

As per balance sheet the National Institute had assets valued at Rs.243.16 lakhs as on 31st March, 1990 as detailed below:

	Value (Rupees in lakhs)
i) Land & Building	136.13
ii) Furniture and Fixture including staff cars	85.01
iii) Library books	22.02
Total	243.16

The National 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, dis-

posed 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 National Institute as on 31st March, 1990 could not be verified in Audit.

A similar irregularity was also pointed out in earlier Audit Reports. The Institute stated in January 1991 that the requirement had been noted for compliance.

2.2 Outstanding Miscellaneous Advances

In connection with the organisation of a Workshop of National Teachers Commission-II assigned to the National Institute by the Department of Education in 1983-84, National Institute had paid advances of rupees 2.95 lakhs to various universities and individuals for the research work during 1983-84. Out of this a sum of rupees 0.25 lakh was outstanding against various units as on 31st March 1990. The National Institute stated that the universities were being reminded regularly for adjustment.

2.3 Deposit Outstanding with the Central Public Works Department (CPWD)

Deposits amounting to Rs. 26.31 lakhs were outstanding with the C.P.W.D. for various construction works as on 31st March, 1990. These deposits were outstanding from 1983-84 onwards for want of adjustment bills as detailed below:-

Year of Deposit	Outstanding Amount (Rupees in lakhs)
1983-84	0.88
1984-85	0.24
1987-88	12.37
1988-89	4.29
1989-90	8.53
Total	26.31

2.4 Non Fixation of Price of Gifted Books

The National Institute received 146 books as gifts from various agencies upto 31st March 1990. These books had not been valued by the National Institute so far and therefore, the cost of these books was neither reflected in the assets side nor in the liability side of the Balance Sheet under the head 'Gifts and Donations'.

The National Institute stated, in December 1990, that a committee had since been constituted for the evaluation of these books.

2.5 Non preparation of Accounts on Accrual Basis

A sum of Rs.8,020/- was recoverable on 31st March, 1990 on account of hostel room rent as per details made available to audit. These arrears were not reflected in the annual accounts for the year 1989-90 on the plea that accounts of the National Institute were drawn on actual basis.

A similar irregularity was also pointed out in the Audit Report for the year 1988-89.

3. Non Reimbursement of Excess Expenditure of Rs.1.59 lakhs on Assigned Programmes/Studies

The National Institute conducted number of studies sponsored by various national and international organisations. The National Institute received funds from the sponsoring agencies in respect of the research studies sponsored on their behalf. A scrutiny of the relevant records for the year 1989-90 revealed that the National Institute had incurred excess expenditure of Rs. 1.59 lakhs on four programmes/schemes for which reimbursement was awaited. The Institute stated in December 1990 that a sum of Rs. 0.42 lakh pertaining to three programmes had been received during 1990-91 and that the matter was being pursued with the Ministry of Home Affairs against which the remaining amount was outstanding.

4. Delay in Construction with Blocking of Funds - Rs. 7.60 lakhs

With a view to providing additions and alterations including construction of warden's residence and office room etc. in the national Institute's seven storeyed building, the Institute received a rough estimate of Rs. 1.62 lakhs from the CPWD alongwith the plans in March 1983.

On the basis of designs prepared by the architect and approved by the National Institute, the CPWD prepared preliminary estimates for Rs. 7.60 lakhs in February 1984 which were approved and sanctioned by the National Institute in March 1984.

The National Institute deposited rupees 7.60 lakhs with the Central Public Works Department in March 1983 (Rs. 1.00 lakh), March 1984 (Rs. 2.15 lakhs) and March 1985 (Rs. 4.45 lakhs). In March 1986 the drawings were approved by the Delhi Development Authority and sent to the Delhi Urban Arts Commission for their examination and approval.

The CPWD revised the estimates to Rs. 9.37 lakhs in January 1986 and the National Institute returned the estimates after approval in May 1989 to the CPWD. These had not been finalised by CPWD so far (September 1990). Meanwhile, the Construction Review Committee decided in March 1986 to upgrade hostel facilities. The Executive Committee in its 30th Meeting held, in February 1990 felt that the earlier proposal for wardens residence, alteration in dining- hall would not meet the long-term requirement for the increased space etc. and decided to review the position again.

Pending review of the whole position the National Institute advised the CPWD to use the money deposited with it for other construction work, viz construction of third floor of the administrative building. The approval for diversion of funds, revised plan and revised estimates of Rs. 67.89 lakhs for hostel work was accorded by the Executive Committee, in February 1990. The National Institute deposited a further sum of Rs. six lakhs with the CPWD in March 1990. The work was yet to be taken-up.

Thus, due to delay in finalisation of plans, improper planning, an amount of Rs. 7.60 lakhs remained locked up for a period of over five years. The National Institute had also diverted the amount to other plan schemes without the Ministry's approval. The National Institute stated in December 1990 that funds were diverted and utilised in construction of the third floor pending review of the increased requirements.

Sd/-
(Dharam Vir)
Director General of Audit
Central Revenue

Paragraphwise Comments on the Audit Report for the Year 1989-90

PARAGRAPH 1 Introduction : No Comments

PARAGRAPH 2.1 Valuation of Assets : The requirements in respect of stock register and property register have been noted compliance. The records would be put for verification of next audit.

PARAGRAPH 2.2 Outstanding Miscellaneous Advances : An amount of Rs.24,760/- (Rupees twenty four thousand seven hundred and sixty only) was outstanding as on 31st March, 1990. Out of this outstanding amount, a sum of Rs.297/- has since been adjusted during the current year (31-10-90). The Universities which have not submitted their account are being reminded regularly for the adjustment/refund of balance amount standing against them. Meanwhile, the Registrar, Barkatullah Vishwavidyalaya, Bhopal has already advised the S.B.I. University Branch, Bhopal for the issue of a duplicate Demand Draft of the amount of Rs.10,446.46 which was outstanding against the university and it is expected that this amount will be received very soon. Further the Vice-Chancellor of Calcutta University Dr. Bhaskar Roy Chaudhry, who happened to be here in connection with the N.P.E. Review Committee Meeting gave an assurance that he would look into the matter personally and will explore the possibility of advising the Bank to issue a duplicate Demand Draft amounting to Rs.10241.94 which is outstanding against that university. In view of the above position it is hoped that this advance will be adjusted during the current year.

PARAGRAPH 2.3 Deposit Outstanding with the Central Public Works Department (CPWD) : It may be stated that vigorous efforts are being made to obtain details of expenditure incurred by the concerned Civil & Electrical Construction & Maintenance Divisions of CPWD against completed and ongoing works of CPWD in order to settle most of the outstanding advances quickly. This is also followed up in the Institute's construction Review Committee Meetings held every bi-monthly with the Superintending/Executive and Assistant Engineers of all the concerned Divisions of CPWD who have assured of rendering up-to-date accounts of expenditure incurred on our works at the earliest.

PARAGRAPH 2.4 Non-Fixation of Price of Gifted Books : The Institute has since constituted a committee for the evaluation of the price of non-priced gifted books. The valuation of the gifted books is being fixed on national value on the recommendations of the Committee.

PARAGRAPH 2.5 Non Preparation of Accounts of Accrual Basis : The preparation of Accounts on accrual basis has been approved by FC/EC as such the accounts for 1990-91 would be prepared on accrual basis. However, the approved copy of the format of Accounts has been supplied to DACR for suggesting the desired modifications.

PARAGRAPH 3 Non Reimbursment of Excess Expenditure of Rs. 1.59 lakhs on Assigned Programmes/Studies : The amount of Rs. 1.16 lakhs is outstanding against the Ministry of Welfare and the matter is being vigorously pursued with the concerned Ministry at the highest level.

PARAGRAPH 4 Delay in Construction with Blocking of Funds - Rs. 7.60 lakhs : It may be stated that sum of Rs 7.60 lakhs (Rs. 1.00 lakh in March 1983, Rs. 2.15 lakhs in March 1984 and Rs. 4.45 lakhs in March 1985) was deposited with Construction Division No. I of C.P.W.D. for construction of Warden's residence and office room, store room, two independent suits for visiting faculty, extension and upgradation of facilities in Kitchen and Dining Hall, etc. This amount was deposited as per demand of C.P.W.D. on the basis approved preliminary estimate for Rs. 7.60 lakhs. However, on careful study of the drawings/designs prepared by the Architect of C.P.W.D. for the aforesaid work, it was found that the proposed additions and alterations will not meet the increased long term requirements. Pending review of the whole position, out of the deposit made with C.P.W.D., immediately the amount of Rs. 7.50 lakhs was diverted to ongoing work of construction of 3rd floor of the administrative block. Only Rs. 0.10 lakh was allowed to be retained with C.P.W.D. for meeting the cost of drawing and other miscellaneous expenditure already incurred on behalf of the Institute. This work i.e. construction of 3rd floor has already been completed and the amount of Rs. 7.50 lakhs has been fully utilised. After the exhaustive review and keeping in view the requirement of the Institute the work of the upgradation of the hostel with revised design and plan with an estimate amounting to Rs. 67.85 lakhs has been approved by the FC/EC in its thirtieth meeting held on 6.2.1990 for which an amount of Rs. 6 lakhs have been deposited with C.P.W.D. in March 1990 as per their demand.

The approval of MCD/Urban Development Department is awaited. The matter is being vigorously pursued with the concerned authorities.

It would, therefore, be appreciated that there was no blockade of funds in the instant case but the funds were immediately diverted and utilised in construction of 3rd floor of Administrative Block in the larger interest of the Institute pending review of the plans of upgradation of the hostel building.

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Date 5-12-96