

ANNUAL

REPORT

1991 – 92



National Institute of Educational
Planning and Administration



A view of the Institute's main building



The Chinese participants of Unicef-sponsored programme at a social function

Annual Report

1991-92



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

During three decades of its existence as the apex institution, NIEPA has performed a pioneering role in the area of educational planning and management. The main functions of the Institute include training of educational planners and administrators, research, consultancy, advisory services, and diffusion of innovations. The Institute also organized programmes in collaboration with other countries, especially in the Asian and Pacific Region as well as international organisations like UNESCO, UNDP, UNEP and UNICEF.

The various academic units which are engaged in the conduct of training programmes and research activities are : i) Educational Planning Unit; ii) Educational Administration Unit; iii) Educational Finance Unit; iv) Educational Policy Unit; v) School and Non-formal Education Unit; vi) Higher Education Unit; vii) Sub-national Systems Unit; and viii) International Unit.

The report covers the main activities of the Institute for the year 1991-92.

Training Programmes/Workshops/Seminars/ Diplomas

During the year, the Institute organised 45 training programmes/workshops/seminars and 2 diploma courses.

Participation

The number of participants during the year was 1032. This included 894 participants from states/UTs; 78 from the Government of India, Planning Commission, UGC, various universities and national level organisations; and 60 from 14 foreign countries and international organisations.

Region-wise, the highest participation was from the North 323, followed by South 221, and East 195, and West 155.

State-wise, the highest participation was from Delhi (81), followed by Rajasthan (70), Karnataka (65), Andhra Pradesh (63), Meghalaya (54), Madhya Pradesh (52), Maharashtra (51), and Tamil Nadu (46).

The ten educationally backward states namely, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal deputed 364 officials representing 40.72 per cent of the total participants.

Diploma Courses

- (a) *National Diploma* : The third phase of the Eleventh Programme based on the presentation of project reports was held in July, 1991. Diplomas were awarded to successful participants. The Twelfth Diploma Programme was launched in November, 1991 in which officers from eight States of Andhra Pradesh, Haryana, Jammu and Kashmir, Madhya Pradesh, Mizoram, Tamil Nadu, Uttar Pradesh and the Union Territory of Pondicherry participated.
- (b) *International Diploma* : The Seventh International Diploma Course started during 1990-91 was completed and the Eighth International Diploma Programme was organised in which officers from 9 countries participated, namely, Botswana, Ghana, Kenya, Mauritius, Ruwanda, Tanzania, Uganda, Vietnam, and Zambia.

The regular programmes of the Institute included :

- i) Two-week Training Programme for Faculty of Planning and Management Branch of DIETs;
- ii) Two-week Orientation Programme in Educational Planning and Administration for Women Administrators;
- iii) Five-day Management Development Programme for Senior Educational Administrators;

- iv) Three-week Orientation Programme for College Principals; and
- v) Two-week Orientation Programme for Heads of Secondary Schools.

Other Thematic Programmes of the Year

During the year, the various thematic programmes which were organised included Micro-level Planning; District Level Planning; Long-term Perspective Planning; Financial Management; Resources Management; Networking of Institutions; Institutional Planning at School Level; Planning and Management of Non-formal and Adult Education; Computer Applications in Education; Environment Education; Minority/Disadvantaged Groups; Management and Planning of Education in the SAARC Countries; and Planning and Management of Higher Education.

Six Training Seminars sponsored by UNESCO-UNEP were organised for educational planners and administrators on Environment Education, and a programme in Educational Planning and Management was organised for the SAARC Countries.

One programme on Planning and Management of Libraries was organised for the librarians of DIETs.

Training Methodology

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.

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 International Diploma in Educational Planning and Administration, the evaluation of the programme is done on a continuous basis.

Training Material

About 29 modules, papers and statistical data on educational planning and management were prepared for use in the training programmes and wider dissemination.

Research

During the year, 6 research studies were completed, 15 were in progress and 4 new studies were approved. (These included 1 Institute's own study, 5 sponsored and 1 study under NIEPA's Scheme of Assistance)

Studies Completed

1. Development and Efficient Functioning of Colleges : An Action Research Study (Phase II)
2. A Study of Role of College Development Councils in the Development of Colleges : An In-depth Study of Ten Selected College Development Councils
3. Quality of Basic Education Services (NIEPA-IIEP) (collaborative study)
4. A Study of Educational Development of Tribal and Sub-Plan Areas
5. 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)
6. A Pilot Study of Factors Contributing to the Literacy Status of Meghalaya and Mizoram

Studies in Progress

1. Project on School Mapping
2. Second All India Survey of Educational Administration
3. A Study of Planning and Management of Non-formal Education in Latin America - Implications and Lessons for India
4. District-wise Analysis of the Disparities between the Literacy Levels of Scheduled Castes and Non-Scheduled Castes Population in India
5. Management of Autonomy in Educational Institutions : A Study of Autonomous Colleges
6. Effective Utilisation of Resources in Education - A Case Study
7. Basic Education for All in Uttar Pradesh
8. 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

9. Computerised Planning of Elementary Education (Sponsored by Department of Education, Ministry of Human Resource Development)
10. National Sample Survey for Monitoring of UEE (Sponsored by Department of Education, Ministry of Human Resource Development)
11. Use of Sample Survey Techniques in Educational Statistics (Sponsored by UNESCO)

Under NIEPA's Scheme of Assistance

12. Financial Management of Indian Universities
13. Management of Education Technology in Tamil Nadu
14. Market for Agricultural Graduates in India : A Benefit Cost Study of Rajasthan Agricultural University, Udaipur
15. Value Perceptions and Participation of the Hill Bondas

New Studies Approved

1. Educational Development in Pondicherry - A Historical Perspective
2. Evaluative Study of Educational Technology (Sponsored by Department of Education, Ministry of Human Resource Development)
3. An Evaluative Study of National Talent Search Scholarships Scheme (Sponsored by Department of Education, Ministry of Human Resource Development)
4. A Study of Selected DIETs in Haryana and Jammu & Kashmir
5. Identification of Training Needs of School Principals (Under NIEPA's Scheme of Assistance)

Priority Areas of Training

Emphasis was given to the priority areas such as Education for All, Micro-level Planning, School Mapping, Institutional Planning and Evaluation, Non-formal and Adult Education, Community Participation, Planning and Management of DIETs, Deprived Sections, Disabled Children, Environment Education, Computer Applications and Development of Academic Staff Colleges.

A number of research studies were undertaken which were utilised as inputs for the training programmes.

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 education.

During the year, 3 Colloquia were organised which were addressed by some of the noted academicians like Mr. P.K. Michael Tharakon of Centre of Development Studies, Trivandrum and Professor Kotoski of Moscow University. The themes of the colloquia are listed in Annexure-III.

Publications

The following publications were brought out by the Institute.

Brought Out

1. Education for All : A Graphic Presentation by P.N. Tyagi
2. Report of the International Training Seminar on Environmental Education for Educational Planners and Administrators (April 22- 26, 1990).
3. Report of All India Seminar on Environmental Education for Educational Planners and Administrators (April 29 - May 3, 1991).
4. COPE/DSS (Computerised Planning for Education) User's Manual for District level Users.

Journal of Educational Planning and Administration

The following issues of the Journal were brought out :

Brought Out

- 1-4. Vol. IV, No.2, April 1990; Vol. IV, No.3, July 1990; Vol. IV, No.4, October 1990; and Vol. V, No.1, January 1991.
5. Special Issues of Journal on "Economics of Education" Vol. V, No. 2, April 1991.
- 6-7. Hindi Versions of the Special Issues of the Journal on "Educational Administration" and "Education of Working Children"

- 8-9. Hindi Version of the Journal Vol.IV, No.2, April 1990 & Vol. IV, No.3, July 1990.

In Press

The following publications are in press :

1. Journal of Educational Planning and Administration Vol. V, No.3, July 1991.
2. Hindi Version of the Journal of Educational Planning and Administration Vol. IV, No.4, October 1990.

Mimeographed Publications

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

Library

The Institute's library is catering increasingly 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 45,000 books besides reports of national and international seminars and conferences. The Library receives above 350 periodicals in the fields of Educational Planning, Administration, Management and other allied fields.

The Documentation Centre has collection of 12,954 documents presently on Educational Planning and Administration relevant to state and district level.

Computer Centre

The Computer Centre of the Institute is well equipped with a variety of IBM Compatible Computer Systems. The range of computers include four PC/ATs, twelve PC/XTs, one PC/AT-386 system, one Laser Printer, and eight dot matrix printers with LQ facility.

In addition, the Centre is equipped with latest PC-based software packages such as Lotus 1-2-3 (Rel. 3), dBASE IV, SPSS PC+ (Ver. 4) and Wordstar (Rel. 6). The language compilers for COBOL, FORTRAN, PASCAL and 'C' are also utilised.

Personnel

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

the minimum. As on 31.3.1992, it had a total actual cadre strength of 159 besides 40 project staff members appointed for the duration of the respective projects.

Campus Development

The construction of 8 type-IV quarters has been completed and the same have been allotted to the eligible officers of the Institute in November, 1991.

The construction work of extension and upgradation of hostel building which includes warden's residence, guest faculty accommodation, additional blocks, enlargement of dining hall, recreation rooms and modernisation of the mess has started.

Finance

The total expenditure during the year against government grants amounted to Rs. 193.02 lakhs (both Plan and Non-Plan) as against Rs. 191.91 lakhs during 1990-91. In addition, an expenditure of Rs. 32.17 lakhs was incurred on programmes and studies funded by other organisations. The total expenditure during the year both under government grants and funded programmes was Rs. 225.19 lakhs.

Advisory, Consultancy and Support Services

Formulation of the revised National Policy on Education, Programme of Action (1992) provided a unique opportunity to the Institute to share its accumulated experiences with the experts and various agencies in this task of major importance.

The Institute prepared guidelines for establishing State Advisory Boards of Education; District Boards of Education; Village Education Committees; Micro-level Planning, School Mapping, and School Complexes.

The Institute provided professional services to the states in the preparation of their implementation plans for National Policy on Education. The Institute also provided professional support to Department of Education (MHRD), Planning Commission, UGC, and universities in implementation of their various schemes in priority areas.

In addition, the faculty of the Institute provided academic inputs in the training and research activities of other academic and professional bodies, served as members of academic and official committees/delegations and

published research data and books in their areas of specialisation.

Reviews of NIEPA's Activities

The Review Committee on NIEPA, constituted by the Government of India, Ministry of Human Resource Development (Department of Education) reviewed the work and progress of NIEPA, and submitted its report to the Government.

The recommendations of the Review Committee were examined by the Empowered Committee constituted for the purpose and the decisions of the Committee on the recommendations of the Review Committee approved by the Government of India were received in NIEPA in January, 1991.

Commenting on the work done by NIEPA during the last 5 years, the Committee stated in its report that while the main objectives of the Institute have been fulfilled in an ample measure through Training, Research and Consultancy, over riding priority was given to Training. The Committee inter alia recommended that NIEPA should take on more challenging tasks; develop itself into a 'Think Tank' and become a centre of excellence for educational planning and management; undertake more experimental and path breaking studies; networking and developing with other institutions; dissemination of new knowledge generated by its faculty and others in enhancing the competencies of educational planners and administrators; enlargement of its Council by raising the representation of faculty members from one to three; strengthening of the Executive Committee by including — (i) one Director of State Government and one Director of State Institute of Education actively engaged in educational planning and management; (ii) two of three faculty members on the NIEPA Council as members of the Executive Committee to help Director, NIEPA and faculty to have a larger say in managing the affairs of NIEPA; renaming of the Programme Advisory Committee as Planning and

Programme Committee, which will approve, finalise and review the various programmes of the Institute. The Committee would work as a 'Think Tank' for the faculty as well as a link between the faculty and EC. This would develop long-term and short-term Academic Perspective and Plans; consolidate annually the research, training, dissemination and advisory programmes planned by the faculty, study them and identify gaps and thrust areas.

Towards implementation of the recommendations of the Review Committee and the decisions thereon of the Empowered Committee, Article 3 of the Memorandum of Association of NIEPA has since been amended by incorporating the following in the main Mission and Objectives for which the National Institute has been established :

To be a National Centre for excellence in educational planning and administration intended to improve the quality of planning and administration in education by means of study, generation of new ideas, techniques and disseminating them through interaction with, and training of strategic groups and to achieve the same.

Amendments to Rule 6 (i) (m) and Rule 21 of NIEPA Rules in connection with strengthening the Council and Executive Committee have been made with the approval of President, NIEPA Council and Minister for Human Resource Development. The constitution of the NIEPA Council, Executive Committee and Finance Committee are given in Appendices I, II and III respectively.

The Planning and Programmes Committee (PPC) earlier called as Programme Advisory Committee has since been included under Rule 3 - "Authorities of the National Institute" with the functions as defined by the Review Committee and decisions of the Empowered Committee. Consequently, additional clauses 32 (i) and (ii) dealing with composition, functions and powers of the Planning and Programme Committee have been incorporated in the Rules of NIEPA.

Building up capacity at various levels through appropriately designed training activities has been an important area of NIEPA's activities. For over 30 years, NIEPA has been engaged in training of educational functionaries. The Institute collaborates with international agencies for organising training programmes having international focus. The main areas of thrust pertain to :

- i) Sensitizing the participants about their role and functions particularly in the rapidly changing context of educational planning;
- ii) Sharing of experiences and latest developments with experts/senior level administrators/policy planners;
- iii) Organising orientation programmes in educational planning and management for specific schemes run by the Central/State Governments;
- iv) Organising methodological courses in educational planning and administration with a view to facilitate the adoption of the state of the art methodologies in administration and planning of education.
- v) Enriching the training activities with research, extension and consultancy services undertaken by the faculty of the Institute.
- vi) Networking with state and regional-level institutions and university departments of education in areas related to educational planning and management.

Each year, NIEPA undertakes a comprehensive exercise in assessing the training needs of various State Governments, SCERTs, SIEs, DIETs and other educational institutions dealing in the area of educational planning and administration. Every effort is being made to fully meet the demands from State Governments and other agencies.

Most of the training programmes are organised at NIEPA. However, if need be, state specific courses, usually in collaboration with other institutions, are also organised. In NIEPA's strategy of training, the emphasis is gradually

shifting towards the training of trainers. A large number of self learning modules have been prepared which could be suitably adapted to the state specific requirements. Considerable importance is attached to the formal and informal feedback obtained from the participants during as well after the programme.

During the year under review, the Institute organised 47 training programmes/workshops/seminars of varying durations. The Diploma programmes organised by the Institute continue to be in great demand and two of these programmes (one for the national and other for international participants) were started during the year. In addition, the two Diploma programmes started during the previous year were successfully completed. A total of 1032 persons were trained. Of these 1032 participants, 894 belonged to States and UTs cadre, 78 belonged to various organisations and departments of the Government of India and the remaining 60 were from other countries.

Participation

The list of the programmes, their duration and the number of participants in each programme is given in Annexure I. Table 1 presents the summary of the same.

Participation by States/UTs

State-wise, region-wise and level-wise participation is given in Tables 2, 3, and 4 respectively. It is important to observe that:

all the States and Union Territories in the country (excepting UT of Dadra and Nagar Haveli) participated in various programmes of the Institute.

more than 40.72% of the participants belonged to the ten educationally backward States, namely, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal.

region-wise, highest participation was from the states in the Northern region (323) followed by Southern (221), Eastern (195) and the Western region (155).

apart from the States and UTs, 78 officers from the Government of India and other national institutions like National Council of Educational Research and

Training, Planning Commission, University Grants Commission, and Directorate of Adult Education, etc. participated in the training programmes.

TABLE 1
Broad Classification of Programmes

<i>Sl. No.</i>	<i>Programmes</i>	<i>No. of Programmes</i>	<i>Duration (Days)</i>	<i>Participants</i>
I. Diploma Programmes				
(a)	National Diploma Courses	1	176	26
(b)	International Diploma Courses	1	169	39
II. Thematic Programmes				
1	Institutional Planning for Heads of Schools	3	29	79
2	Planning & Management of School Education	6	24	120
3	Planning & Management of District Institutes of Education & Training (DIETs)	3	46	72
4	Universalisation of Elementary Education & Micro Level Planning	4	26	77
5	Non-formal & Adult Education	1	3	19
6	Planning & Management of Minority/Disadvantaged Groups	3	13	48
7	Networking of Institutions	3	12	58
8	District Level Planning of Education	2	17	12
9	Methodology in Long-term Perspective Planning	1	5	3
10	Quantitative Techniques in Educational Planning	1	13	44
11	Planning & Management of Higher Education Colleges, Academic Staff Colleges and Universities	5	44	141
12	Financial Management	1	5	24
13	Utilisation of Resources	2	8	38
14	Computer Applications for Educational Planning and Management	3	29	54
15	Planning and Management of Environmental Education	6	29	167
16	Educational Planning and Management in the SAARC Countries	1	4	11
Grand Total		47	652	1032

TABLE 2
Participation by States/UTs

<i>States/UTs</i>	<i>Participants</i>
Andhra Pradesh*	63
Arunachal Pradesh*	2
Assam*	22
Bihar*	14
Goa	10
Gujarat	38
Haryana	34
Himachal Pradesh	11
Jammu & Kashmir*	20
Karnataka	65
Kerala	30
Madhya Pradesh*	52
Maharashtra	51
Manipur	36
Meghalaya	54
Mizoram	10
Nagaland	7
Orissa*	18
Punjab	17
Rajasthan*	70
Sikkim	2
Tamil Nadu	46
Tripura	3
Utar Pradesh*	79
West Bengal*	24
Andaman & Nicobar Islands	3
Chandigarh	11
Dadra & Nagar Haveli	-
Daman & Diu	4
Delhi	81
Lakshadweep	4
Pondicherry	13
Total	894
Government of India and other Organisations	78
Grand Total	972

* Ten Educationally Backward States

TABLE 3
Region-wise Participation

<i>Region</i>	<i>Participation</i>
Northern Region	323
Southern Region	221
Eastern Region	195
Western Region	155
Total	894
Government of India and Others	78
Grand Total	972

TABLE 4
Level-wise Participation

<i>Levels</i>	<i>Participants</i>
School Principals	112
District Education Officers	50
Other School Principals	347
Adult Education Officers	11
Statistical Officers	8
College Principals	108
Other University Personnel	188
Others	148
Total	972

International

In all 60 participants from 24 countries participated in the various programmes of the Institute. These included 39 participants of Seventh and Eighth International Diploma Courses, 22 from 6 SAARC countries excepting India and 1 expert from UNESCO participated in various programmes organised by NIEPA. The distribution of international participants by their country of origin is given in Table 5.

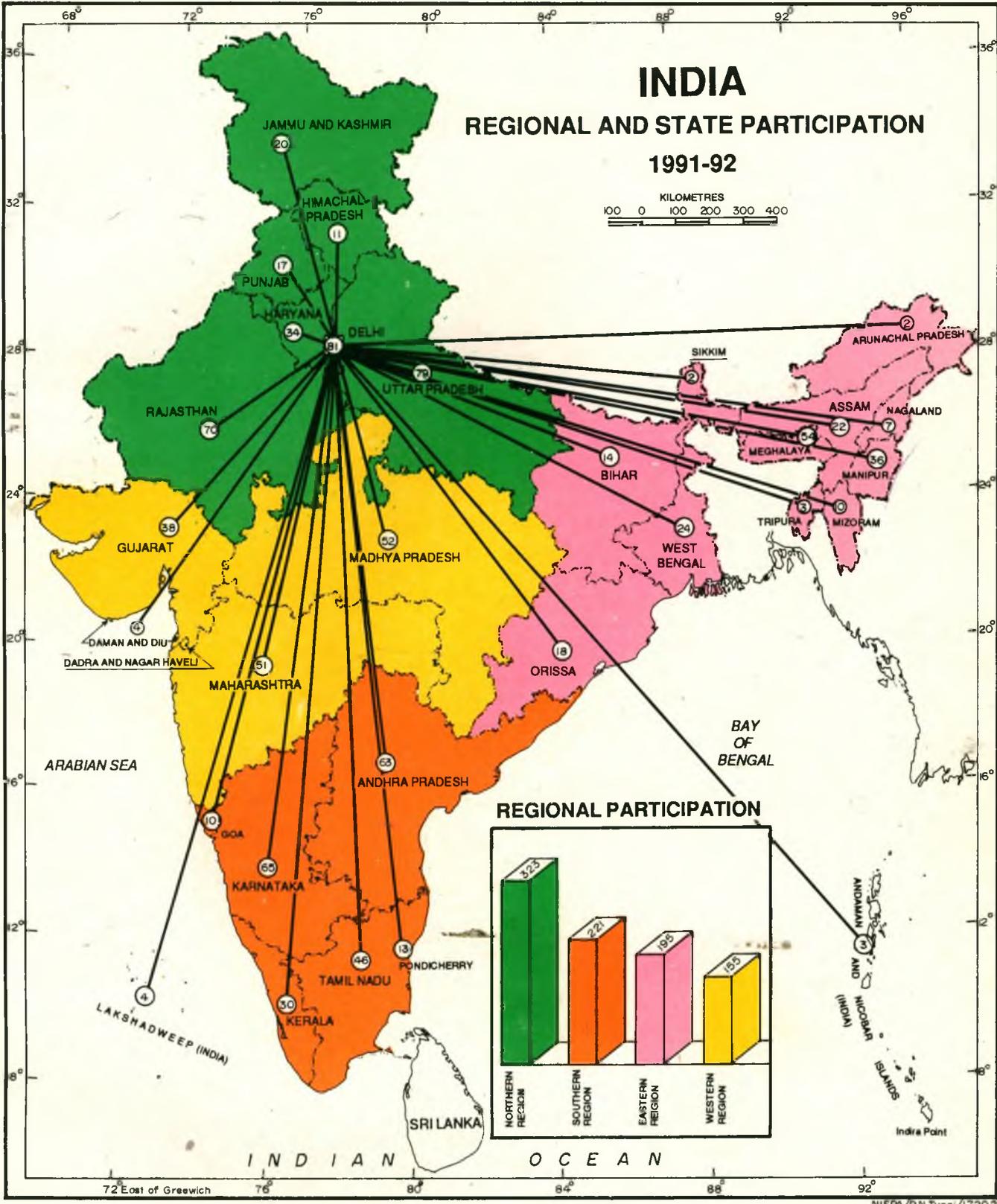
TABLE 5
International Participation

<i>Name of the Countries/ International Bodies</i>	<i>Number of Participants</i>
Afghanistan	1
Bangladesh	4
Bhutan	2
Botswana	1

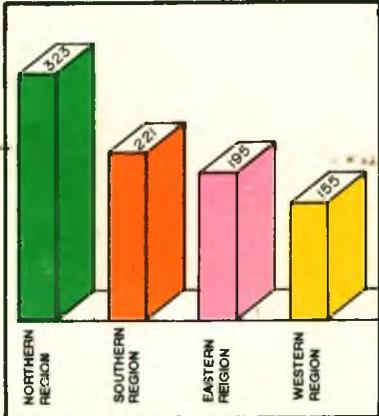
INDIA

REGIONAL AND STATE PARTICIPATION

1991-92



REGIONAL PARTICIPATION



<i>Name of the Countries/ International Bodies</i>	<i>Number of Participants</i>
Cuba	1
Gambia	1
Ghana	1
Kenya	2
Malaysia	1
Malawi	1
Maldives	1
Mauritius	5
Namibia	3
Nepal	5
Nigeria	2
Pakistan	2
Ruwanda	1
Senegal	2
Sri Lanka	6
Tanzania	1
Uganda	8
Vietnam	2
Zambia	2
Zimbabwe	4
Total	59
International Body (UNESCO)	1
Grand Total	60

Diploma Programmes

Two Diploma courses were launched during the year :

Diploma in Educational Planning and Administration (DEPA)

The Institute launched its first Diploma Course in Educational Planning and Administration in July, 1983. This year, the Institute completed the second and third phases of the Eleventh Diploma Course. The Twelfth Diploma Course was launched in November, 1991. The first phase of three months for the Twelfth Diploma concluded in February 1992 and second phase would continue till May, 1992. In all, 26 district-level officers and personnel from SCERTs and DIETs belonging to 15 States and UTs participated in the Eleventh and Twelfth Diploma Courses. The state-wise participation in the Diploma Courses is given in Table 6.

TABLE 6
State-wise Participation in National Diploma Course

<i>Name of the States/UTs</i>	<i>11th Diploma</i>	<i>12th Diploma</i>	<i>Total</i>
Andhra Pradesh	-	1	1
Assam	1	-	1
Haryana	-	3	3
Jammu & Kashmir	2	4	6
Karnataka	2	-	2
Madhya Pradesh	-	1	1
Meghalaya	1	-	1
Mizoram	-	1	1
Rajasthan	1	-	1
Tamil Nadu	-	1	1
Tripura	1	-	1
Uttar Pradesh	2	1	3
West Bengal	1	-	1
Delhi	1	-	1
Pondicherry	-	2	2
Total	12	14	26

The Diploma course, consisting of 25 credits, is organised in three phases. The first phase consists of a three-months intensive curricular work of 11 credits at the Institute. The second phase consists of three months supervisory project work in the district of the trainee. The trainees prepare a project report for evaluation by the Institute. The third phase consists of 4-6 days duration in which the project work of the trainees is evaluated and shared with a wider audience.

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

The course was based on lecture-discussions, panel discussions, case studies, syndicate method, simulation exer-

cises, role play, in-basket method and group discussions on identified themes. Sufficient time was also devoted to practical exercises, library-based assignments and visits to some important educational institutions.

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

International Diploma in Educational Planning and Administration (IDEPA)

The first International Diploma programme was launched in January, 1985. The Seventh Diploma programme which commenced in January, 1991 was completed during the year. The Eighth International Diploma course started in February 1992. 26 participants from 14 countries in Seventh Diploma course and 13 participants from 9 countries took part in Eighth Diploma course. The country-wise participation in Diploma programme is given in Table 7.

Table 7
Country-wise Participation in International Diploma Programmes

<i>Name of the Countries</i>	<i>Seventh Diploma</i>	<i>Eighth Diploma</i>	<i>Total</i>
Afghanistan	1	-	1
Botswana	-	1	1
Cuba	1	-	1
Gambia	1	-	1
Ghana	-	1	1
Kenya	1	1	2
Malaysia	1	-	1
Malawi	1	-	1
Mauritius	2	2	4
Namibia	3	-	3
Nigeria	2	-	2
Ruwanda	-	1	1
Senegal	2	-	2
Sri Lanka	1	-	1
Tanzania	-	1	1
Uganda	5	3	8
Vietnam	-	2	2
Zambia	1	1	2
Zimbabwe	4	-	4
Total	26	13	39

The International Diploma course consists of two phases - three months of intensive curricular work at the Institute and three months of supervisory project work in the home country of the trainees. The curriculum is divided into the core courses and specialised courses. While the core provides basic concepts and techniques of educational planning and administration, the specialisation is in 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, Organisational 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 Eighth Diploma Course, the institutions visited included National Council of Educational Research and Training, Kendriya Vidyalaya Sangathan Schools and Head-Quarter, Navodaya Vidyalaya Samiti and District Institutes of Education and Training. Besides, the participants visited schools and supra level educational institutions in the state of Maharashtra. The institutions and places visited in the state were : University of Bombay and some of the colleges, SNDT University, SCERT, Pune, Maharashtra Bureau of Text-book Production and Curriculum Research, Pune, and some other institutions and cultural centres.

The Institute has been receiving positive feedback about the programmes from the various funding agencies formally and informally.

Other Programmes of the Institute

The Institute organised 30 Training/Orientation Programmes, 9 workshops and 5 seminars/meetings during the year under reporting. These Training Programmes, Workshops, Seminars and Meetings were organised on 16 themes of : Institutional Planning for Heads of Schools; Planning and Management of School Education; Planning and Management of DIETs; UEE and Micro-level Planning; Non-formal and Adult Education; Planning and Management of Minority/Disadvantaged Groups; Networking of Institutions; District Level Planning of Education; Methodology in Long-term Perspective Planning; Quantitative Techniques for Educational Planning; Plan-

INTERNATIONAL PARTICIPATION 1991-92



ning and Management of Higher Education - Academic Staff Colleges and Autonomous Colleges; Financial Management; Utilisation of Resources; Computer Applications for Educational Planning and Management; Planning and Management of Environmental Education and Educational Planning and Management in the SAARC Countries.

Thematic Programmes

The thematic programmes are designed by the Institute keeping in view the National Policy on Education - 1986 and the actions pronounced in its Programme of Action. Theme specific programmes catered to the specific needs of various levels of clients and educational functionaries.

Three programmes were organised for Heads of primary and secondary schools on Institutional Planning and Management covering the various policies and critical issues in primary and secondary education; emerging concepts and techniques of institutional planning and management with an emphasis on all-round school improvement. These programmes were attended by 79 principals and Headmasters of schools. This also included a field-based training programme in the DIET at Karimnagar of Andhra Pradesh.

Six programmes were organised for various school-level educational functionaries on the theme of Planning and Management of School Education and were attended by 120 participants.

The issues covered in these programmes were on improving quality of primary education; identification of training needs for various level of educational functionaries; achieving the goal of "Education for All" in the 8th Plan; and planning and management of school education in general.

Three programmes were organised in the area of planning and management of District Institutes of Education and Training. These programmes were attended by 72 participants from various faculties of DIETs.

Four programmes were organised on Universalisation of Elementary Education (UEE) and Micro-level Planning in which 77 participants participated. Two of the programmes were organised in Meghalaya and Manipur. The programmes envisaged to acquaint the participants with issues, strategies and policy options available in planning

for UEE at the state level and utilise various planning methodologies in order to improve the UEE programme and initiate micro-level planning.

In the area of Non-formal and Adult Education, one programme was organised for the Assistant Directors of Non-formal Education. The programme dealt with the critical issues in monitoring and management of non-formal education in general with emphasis on enhancing of academic efficiency of NFE centres and developing of district level action plans for effective implementation of NFE programmes for primary and upper primary centres. It was attended by 19 Assistant Directors of Non-formal Education from various states.

The theme of Planning and Management of Minority/Disadvantaged Groups consisted of three specific programmes which were attended by 48 participants. Out of the three programmes, one programme each was conducted on Area Approach Planning of Disabled Children, Management of Minority Institutions and Development of Tribes in Sub-plan Areas.

Networking of Institutions is a theme receiving lots of emphasis. Three programmes were organised on this particular theme and were attended by 58 participants. The programmes dealt with issues of developing institutional management models for Networking - and took into account various aspects like academic resources, personnel management, managerial excellence and various training methods, etc.

Four programmes were organised in the areas of educational planning. These included two programmes in District level Planning and one programme each in Long-term Perspective Planning and Quantitative Techniques in Educational Planning. These programmes were attended by 57 participants from various States and Union Territories. These programmes dealt with problems, processes and methods of district-level planning of education, strategies for implementation of district-level plans and long-term perspective plans and understand the various models of quantitative methods for generating data base at the district level.

Five programmes were organised for College Principals, University Registrars and also for Directors of Academic Staff Colleges. These programmes were attended by 141 College Principals, University Registrars and Directors of

Academic Staff Colleges. The programmes dealt with the role of higher education in national development and issues like quality and equality and perspective of higher education.

Three programmes were organised in the areas of financial management and utilisation of resources, which were attended by 62 participants. Out of the three programmes, one programme was specifically organised for University Finance Officers and the remaining two programmes were conducted for the State-level officers dealing with the funds and resources. The programme on Management of University Finances dealt with the issues and role of financial management in universities in the development of economy and also higher education system in India, and modern financial management including cost analysis, expenditure analysis and budgeting techniques in university finances. The programmes on resource utilisation for officials of various States and Union Territories dealt with means of enhancing efficiency in resource utilisation in education and evolve ways of better utilisation of resources.

Computer applications for educational planning and management is the area receiving much demand in the present context. Three programmes were organised in this area and were attended by 54 participants. These programmes emphasized on the concept of EMIS, use of methods/models of quantitative analysis of the educational system and utilisation of various educational software for building up database and data supply system.

Six programmes were organised in the area of planning and management of environmental education and were attended by 167 participants. A joint agreement was made by the UNESCO-UNEP and NIEPA to organise these programmes in various regions of the country. These programmes emphasized to establish an interface between environment and development, pronounce issues in environment education at school and higher education levels and delineate broad strategies and methods for implementation of environmental programmes and policies, etc. A training workshop on Environmental Education which was also sponsored by UNESCO was organised specially for Teacher Educators of South Asian countries.

One workshop on Educational Planning and Management in the SAARC Countries was organised in accordance with the offer made by the SAARC Technical Committee on Education held in Islamabad. Representatives from all the SAARC countries took part in the deliberations. The workshop dealt with various factors influencing internal efficiency and community participation in education.

A list of various training/orientation programmes/seminars/workshops/conferences/diploma courses/visitation and other programmes conducted during the year is given at Annexure-I.

Training Materials/Modules

A number of papers, statistical data on educational planning and management, besides 29 modules on various themes, were prepared for use in the training programmes and for wider dissemination. A list of training materials prepared during the year is given at Annexure-II.

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 for the research studies of the Institute was Rs. 13.64 lakhs while the grants released for the studies under NIEPA's Scheme of Assistance during the year amounted to Rs. 0.68 lakhs and the amount received on sponsored studies was Rs. 51.36 lakhs.

During this period, 6 research studies were completed whereas 15 are in progress and 4 new studies were approved which included 1 Institute's own study, 3 sponsored and 1 study under NIEPA's Scheme of Assistance.

Studies Completed

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

The second phase of the Action Research Project was approved with an amount of Rs. 5,78,410/-. The Project team consisted of Dr. G.D. Sharma, Project Director; Dr. M.M. Rehman, Project Associate Fellow; Dr. (Mrs.) Kausar Wizarat and Shri K.K. Biswal, Project Assistants.

Objectives of the Study

- * to analyse the problems of development and efficient functioning of selected colleges;

- * to suggest suitable changes, if necessary, for development and improvements in the working of the colleges;
- * to help and persuade the college to implement : (a) the suggested changes and, (b) other developmental schemes, namely, COSIP, COHSSIP and ULP and restructuring of courses with a view to relate education to the social needs;
- * to examine the effect of suggested changes; and
- * to conceptualise the problems and their remedies and the experiences gained in this process, so as to use this knowledge in the training programmes for college principals.

Objectives in Precise

- (i) know the existing situation/problems of the college under the study, with regard to academic activities, teaching-learning process, curricular and extra-curricular activities, implementation and development of modern concept of planning and management;
- (ii) help the college to develop students' academic, physical, cultural and social quality;
- (iii) help students, teachers and the college as an organisation to develop a perspective of social and community development through knowledge and skills; and
- (iv) benefit other colleges from the experience gained in this process.

Findings

- (a) Result analysis showed noticeable improvements over the previous year's results.
- (b) In some subjects the improvements were not up to the desired level. As a result, special efforts were made.
- (c) Training needs of the teachers were further identified

- (d) Analysis of information showed that the need for programme like remedial courses, enrichment programmes, use of improved teaching methodology have been increasingly felt.
- (e) Need to start departmental library was progressively realised.
- (f) Need to streamline library services has also been felt.
- (g) Departmental and Institutional Plan was proposed.
- (h) Improvement for teaching staff's academic background has been highlighted.
- (i) Faculty members' desire for research activities has been identified.
- (j) Desire for participation has been highlighted by their various actions.

Students' Development

- (a) There was no society as such formed by students and being run by them earlier.
- (b) It was also observed that student's involvement in various extra-curricular activities was not in large number.
- (c) It was also found that only a few group of students were dominant in various extra-curricular activities.
- (d) Most of the students happen to belong to urban areas and come from well off families.
- (e) In general the majority of the students were found uninterested in the drab extra-curricular activities.
- (f) It was also observed that extra-curricular activities were not properly managed/guided by faculty members.
- (g) Interest level of the faculty members were not very encouraging.

College Community Relations

It was observed that the college did not have any direct interaction with community around it through dissemination of knowledge and information.

2. *A Study of Role of College Development Councils in the Development of Colleges : An In-depth Study of 10 Selected College Development Councils*

The in-depth study of College Development Councils was approved with an amount of Rs. 1,26,800/-. The project team consisted of Dr. Jaya Indiresen, Project Director, and Ms. M. Tulasi and Ms. M. Kagdiyal Project Assistants.

Objectives of the Study

- * to review the role performed by these Councils in the light of UGC guidelines and the problems and difficulties faced by them in this process;
- * to study the impact of the College Development Councils on the development of Colleges;
- * to explore the possibility of the CDC acting as a nodal centre for providing orientation to the College Principal in institutional planning and management; and
- * to suggest measures, if any, for strengthening the role of CDCs in development of colleges.

Findings

A study of the successful achievement of CDCs indicates that whenever the CDCs intervened in felt need areas, the outcome had been effective. Without statutory powers, resources were found and programmes implemented. Another facilitating factor has been the dissemination of information. For example, information gathered and disseminated on the number of working days of colleges has brought about changes. Thus, generation of information on vital problems like opening of new colleges, job opportunities, student achievements, etc. can be effectively used to build public opinion and counter pressure dynamics.

As one Director pointed out, the Vice-Chancellor being pre-occupied with many matters was unable to devote much attention to the development of colleges. Strengthening the position of the CDC Director and putting him in direct charge to support the VC in the development activities would make this body more effective. The proper selection of a competent CDC Director is crucial for the effective functioning of the CDC. Criteria and norms for the requirement of the CDC Director needs to be clearly defined, keeping in view the change agent as role of the CDC.

It has been suggested that the responsibilities and functions of the CDCs should be enlarged and they should be made an integral part of the administrative set up of the university so that overlapping functions, roles, powers and jurisdiction are avoided.

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

The NIEPA-IIEP, Paris collaborative study on Basic Education Services was approved with an amount of Rs. 6,64,900/-. The project team consisted of Dr. R. Govinda, Project Director, Dr. N.V. Varghese, Project Coordinator and Dr. R.P. Kathuria, Project Coordinator (Field Operations).

The study is part of a larger inter-regional project on Quality of Basic Education Services in developing countries initiated by the International Institute of Educational Planning, Paris. The main objectives of the study were :

- (a) to assess the status of primary schools in terms of facilities provided and the local environment in which they operate;
- (b) to make a comparative analysis of the quality of primary school functioning in varying conditions ranging from a least developed to one of the most advanced localities;
- (c) to measure the outcome of schooling in terms of achievement levels of learners (grade IV and V) with specific reference to literacy and numeracy skills; and
- (d) to correlate learner achievement with various input and process factors operating in the primary schools.

The Study was based on empirical evidence generated from the schools located in five selected localities of the state of Madhya Pradesh which has been identified in the country as one of the educationally backward states. Keeping in view the basic framework of the study, the five localities have been selected in such a way that they vary in terms of levels of overall development ranging from a highly backward locality to a highly advanced locality.

Findings

- (a) The level-wise analysis of performance in the

sample schools reveals that even after completing five years of schooling only 10 per cent children in Hindi and 5 per cent in Mathematics acquire mastery over basic knowledge and skill components in the respective subjects. However, a systematic improvement in the situation can be observed as one moves from the backward rural localities to developed urban localities. This can be observed with respect to both the subjects and both the grades.

- (b) The mean score of learners in Hindi and Mathematics show a systematic improvement as one moves from the least developed to the most advanced locality in the sample. The mean score of learners in the three rural localities are lower than the overall mean score for the entire population.
- (c) Learner achievement is correlated with the level of infrastructural facilities available in the schools.
- (d) Schools involved in multigrade teaching show lower learner achievement.
- (e) Teacher training is positively associated with learner achievement.
- (f) Homework contributes positively to learner achievement.
- (g) Availability of text-books among all children improves the quality of teaching learning process.
- (h) Learner achievement does not vary substantially between boys and girls.
- (i) Children from households where parents are educated perform better than those from illiterate households.
- (j) On the whole the private schools show higher achievement levels than that in the government schools in urban areas.
- (k) Learners studying in government schools in the rural localities perform better than those in the urban government schools.
- (l) Internal management of the school seems to influence the quality of teaching learning process.

Schools which prepare annual and monthly plans and strictly follow a pre-drawn daily time table for teaching and conduct regular evaluation of the children show better levels of performance than those schools which do not follow these practices. The role of the headmaster in providing the academic leadership by ensuring strict adherence to the pre-drawn schedule of activities seems to be very important in improving the quality of primary education in India.

4. *A Study of Educational Development Among Tribes in Sub-plan Areas in Andhra Pradesh*

The study of Educational Development of Tribals was approved with an amount of Rs. 1,15,000/-. The project was conducted by Dr. (Miss) K. Sujatha, Project Director.

In post-independence period the strategies and approaches for tribal development have undergone changes. Based on the experiences, comprehensive planning and suitable management mechanism was evolved while formulating the Fifth Five Year Plan. As a result area development approach and tribal sub-plan strategy was viewed suitable for planning in tribal concentrated areas.

In view of salient features of tribal sub-plan approach and integrated tribal development, it is important to examine the effectiveness of new approach for educational development of tribes.

Findings

- (i) In the policy framework emphasis was given on the medium of instruction of the tribal children.
- (ii) Administrative mechanism of tribal development activities has undergone noticeable changes in terms of control over various agencies and bodies involved in tribal development programmes.
- (iii) As far as access to education is concerned, there are noticeable variations in the process of access of children in different areas.
- (iv) The quality of education in the tribal areas is much to be desired.
- (v) As regards participation, the tribal people involvement is not as desired.
- (vi) Institutions were found performing below the desired level.
- (vii) It was found that conflict and friction between Education and Development agencies particularly with local bodies and welfare department are still a hindrance.

5. *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)*

A project on Critical Evaluation of Correspondence Institute was approved under the NIEPA's Scheme of Assistance with an amount of Rs. 72,300/-. The Project was conducted by Dr. H.C.S. Rathore, Lecturer, Department of Education, Banaras Hindu University.

Objectives of the Study

1. To study the present practices adopted for the management of teaching and learning with respect to :
 - (i) Development of learning materials, i.e., practices and process adopted for writing, evaluating (ascertaining the didactic suitability of the learning materials for use as distance teaching/staff learning materials), and production of course materials.
 - (ii) Distribution of the learning materials, i.e. mode adopted and pacing introduced.
 - (iii) Feed-back, i.e. practices followed such as :
 - (a) *Assignments*: their nature, marking procedures, process of commenting and the turn-around-time, etc.
 - (b) *Personal Contact Programmes*: their frequency, nature, process and purposes served, etc.
 - (c) *Tutorials, Guidance and Counselling, if any*: their frequency, nature, process and purposes served, etc.
 - (iv) *Study Centres* : their location, number, size, number of students attached, facilities extended, facilities utilized, purposes served, etc.
 - (v) *Examinations/Students' Evaluation* : practices followed for the assessment of students

progress, nature, type and frequency of the examinations given, etc.

2. To critically evaluate the system studied under objectives one, by :
 - (i) Quality and didactic suitability of the learning materials as self instructional materials.
 - (ii) Suitability of the distribution system of learning materials and introduced pacing.
 - (iii) Quality of the assignments, efficacy of the comments on them, and suitability of the turn-around-time.
 - (iv) Quality and suitability of the system of personal contact programmes.
 - (v) Quality and suitability of the other feed-back system such as tutorials, guidance, counselling, and services at study centres.
3. To compare theoretically (i), (ii), (iii) & (iv) studied above with latest practices, innovations and world trends adopted in distance teaching systems all over the world and suggest viable management strategies for avoiding duplication and wastage of resources.

Findings

The study generated a vast amount of data, thus making it difficult to report them in an abstract like this. However, the important findings and conclusions having implications for planning and management of correspondence education at the national level are reported in the following sub-sections.

The Materials System : The system adopted (of course with slight variations) for the management of development of course materials in the existing correspondence institutes in India are : (i) **stereotyped** i.e., mostly written by individual teachers/experts; (ii) **lack innovation** i.e., there is no provision for combining media in the presentation of written course materials and evaluation of the materials; and (iii) **fail to produce course materials of a high didactic quality** perceived to be suitable for distance study by a majority of students.

The Despatch System: Most of the students (67.23%), appear to be satisfied with the reading workload put on them; and the present distribution system suits to 56.4% students.

While a majority of 67.80% students are satisfied with the quality of reading materials sent.

The Assignment System : The assignments appended to the course reading materials reach the students at regular time intervals according to the adopted despatch policies. However, the findings of the study clearly reflect that the correspondence institutes have failed to fully exploit the two-way communication potential of the response sheet assignments for providing the timely feed-back to support distance study. Submission of assignments was voluntary in 50% institutions, compulsory in 35.17% and both in 7.14% institutions. They are only corrected in 50% and also commented upon in 42.85% of institutions.

The Personal Contact System : The study provided sufficient evidence to conclude that the system of correspondence education in India relies more on face-to-face sessions during personal contact programmes (PCPs) than non-contiguous two-way communication through tutor marked and commented assignments for supporting distance study.

The Study Centre Support System : The findings of the study clearly revealed that the correspondence education in India is hardly backed by the support at the study centres. Only 35.71% institutes have study centres, out of this 14.28% have only one study centre and 21.42% have five study centres each. Interesting to note was that out of the 17 study centres under investigation, the project team got the opportunity to visit 11 in the head-quarter city or its sub-urban areas alone. Thus, the students in rural and distant areas of these institutes are also deprived of the study centre facilities.

Some Other Support System : In addition to the support services reported earlier, a stock of pre-enrolment guidance/counselling, tutoring by teachers of the institution and counselling to check non-starter and drop-out rates was taken in the study.

The Evaluation System : The practices pertaining to formative and summative evaluation of distance students' performance were studied. The data pertaining to the type and nature of continuous assessment revealed that 78.57% institutions had some element of it in their system. For example, 42.85% used the students' performance on the assignments for formative evaluation, 21.42% gave written periodic/intermediary examinations and 14.28% gave oral

periodic examinations. In the case of 50% institutions continuous assessment was compulsory and done after the completion of a course unit. In 38.88% institutions continuous assessment served the exclusive purpose of monitoring learners performance, while in 33.33% it was used for determining the eligibility of students for sitting in the final examination. Only in the case of 11.11% cases the marks on continuous assessment were given weightage for the final examination.

6. *A Pilot Study of the Factors Contributing to the Literacy Status of Meghalaya and Mizoram (Under NIEPA Scheme of Assistance)*

A Pilot Project to study the Literacy Status of Meghalaya and Mizoram was approved under the NIEPA's Scheme of Assistance with an amount of Rs. 32,500/-. The Project was conducted by Dr. S. Hom Chaudhuri, N.E.H.U., Shillong.

Objectives of the Study

- * To make a block-wise comparative analysis of literacy rates in the two states with a particular focus on the growth and the disparities in literacy.
- * To study and analyse the pattern of growth of the first level of education in the two selected states namely Meghalaya and Mizoram.
- * To study district-wise rate of growth of population vis-a-vis that of literacy.

Findings

Literacy Growth Pattern : Till 1951, literacy spread was at a slow rate among females in Mizoram Hills. From 1961, female literacy grew at a faster pace than male literacy leading to a tremendous reduction in disparity by 1981. In 1991, the gap between male and female literacy was found to be the least (5.79%).

In this Scheduled Tribe dominated state, the Mizos, the most numerous group, have been found to be the most literate tribe.

Inter-district variation in literacy spread as well as in growth rate has been quite pronounced. Aizwal, the most populous district with a strong base of literate population by 1971, moved ahead at a faster rate than the state as a whole in each Census period (1971, 1981 and 1991).

The disparity between male and female literacy rates was below state average index (0.0991) in 1981 in each of the blocks with the exception of Serchhip (0.1064), Khawazal (0.1145) and Lunglei Block (0.019). In 1991, there was a substantial decrease and, except East Lungdar (0.0628), all the eleven blocks have shown disparity index below state average (0.0608). In the blocks of Aizawal district - Thingsulthliah and Talanguam (the most populous block) - the disparity is virtually non-existent.

Pattern of Growth in Schooling Facilities : Beginning with one school, in 1894, the Mizo Hills had 274 schools in 1946 with majority of the schools located in the Northern part of the Hills. By 1951, 66% of villages in the Northern part had primary schools. The spread of schools was at a slow pace in the rest of the areas. In 1961, Mizo hills with most of its population residing in rural areas had primary schools in 77.26 percent of its villages. In 1981, 80.86% of villages were reported to have schools within habitations; 94.59% of rural population had access to primary schools in that year.

Pattern of Enrolment : The total enrolment increased seven times, from 14,754 in 1947 to 1,03,686 in 1990.

Till 1950, female participation in literacy programmes was poor. During 1950-1960 period, against the decadal growth rate of 57% in total enrolment, the girls' enrolment registered 89.27% increase. The growth spurt got reflected in the participation rate - 90 girls for every 100 boys in the school in 1960. In the next decade (1960-70), the growth rate peaked in total enrolment (95.65%) and girls (101.01%). Participation rate was very high. It was 95 girls for every 100 boys students. The following decade was the decade of slow growth.

Studies in Progress

1. *A Study Project on School Mapping*

The project on School Mapping was approved with an amount of Rs. 8.83 lakhs. The project team consists of Shri M.M. Kapoor, Project Director, Professor L.C. Singh, Project Fellow, Shri R.K. Solanki, Senior Research Officer and Ms. Pushpa Kathuria, Project Assistant.

The main objectives of the project on School Mapping are to undertake critical study of the existing processes and methodologies of locational planning with particular reference to norms and standards and provision of educa-

tional facilities in various States and Union Territories; to prepare manual of school mapping for guidance of the field staff; and to organise training programmes in school mapping for resource persons of the States/UTs for organising similar training programmes for their field staff.

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

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

Block Plans are finalised on the basis of additional information received from the States.

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

The survey project on Educational Administration was approved with an amount of Rs. 17.04 lakhs. The project team consists of Shri M.M. Kapoor, Project Director; Dr. J.C. Goyal, Project Fellow; Dr. (Mrs.) S. Majumdar, Project Associate; Shri R.S. Tyagi, Project Associate; Shri V.N. Alok and Shri A.K. Sinha, Project Assistants; and Shri Bharat Bhushan, Project Cartographer.

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

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

Draft Survey reports were received from different states and were finalised.

Meeting of the Sub Committee of National Advisory Committee was organised at NIEPA on November 23, 1991 to review the draft reports. The suggestion made by the Sub Committee are being incorporated in the reports. Bibliography on Educational Administration, State Organograms and Educational Indicators were also finalised.

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

The project on Planning and Management of Non-formal Education in Latin America was approved with an amount of Rs. 1,46,200/-. The project is being conducted by Dr. (Ms.) Anjana Mangalagiri, Project Director.

Objectives of the Study

- * to examine the structure and process of planning of non-formal education;
- * To examine the management and organization of non-formal educational programmes (decentralization, community participation, training resources, etc.); and
- * to contribute to the development of comparative education with a view to inter-regional understanding and cooperation in education.

It is widely assumed that non-formal education can transmit new skills and values effectively and inexpensively thereby enhancing the educational status and income levels of the marginal groups in third world societies. The Latin American continent has had a long-standing experience in its efforts at making non-formal education a viable alternative. The present study by analysing significant experiments in Latin America, contends that despite systematic and significant efforts in both basic education and vocational skills imparted to the marginal groups through non-formal education, these groups remain disadvantaged. This is so because they look the formal school credentials. The study also examines planning and management strategies in non-formal education in Latin America with special reference to decentralization

and community participation, in the light of India's own emphasis on these strategies. The lack of success of these strategies, the study observes has less to do with the strategies and methods themselves and more to do with the dynamics of the development model adopted by the country. Though unintentional, the study is working itself out as a critique of the human capital model which believes that through general and specific training, the poor can gain skills and thereby raise productivity and income. The study thus raises two major questions : (a) can non-formal education - education without formal credentials - change occupational levels and raise standards of living? (b) likewise, can non-formal education achieve its long-term goal of greater social and economic equality without changes in the values and institutions associated with a society's occupational stratification process?

A third issue being examined in the study is of the viability of the planning and management strategies of non-formal programmes in Latin American and their lessons for India.

The study is relying almost exclusively on research literature existing on non-formal education in Latin America.

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

The project on District-wise Analysis of the Disparities in Literacy of SC and Non-SC population in India was approved with an amount of Rs. 1,44,396.30. The project team consists of Dr. Y.P. Aggarwal, Project Director and Dr. (Miss) Sarika Sibou, Project Assistant.

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

Computerisation of District-wise data relating to the levels of literacy and workforce participation of SC population was completed. Cartographic work consisting of prepara-

tion of final maps and diagrams is under progress. Two chapters on SC population distribution and literacy situation among SC has been finalised for the draft report.

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

The project on Management of Autonomous Colleges was approved with an amount of Rs. 1,52,100/-. The project team consists of Dr. (Mrs.) K. Sudha Rao, Project Director and Shri George Mathew, Project Assistant.

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

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

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

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

The project on Effective Utilisation of Resources was approved with an amount of Rs. 1,19,100.00. The project team consists of Dr. J.B.G. Tilak, Project Director, Shri K.D. Murthy, Project Assistant.

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

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

Questionnaires have been finalised and pretested. Data collection has been completed to a great extent. The processing of data has begun.

7. *Basic Education for All in Uttar Pradesh*

The project on Basic Education for All in U.P. - a preliminary study is being conducted by Shri S.C. Behar, IAS, Consultant, Ms. Sunita, Ms. Deepa Kharwal, and Ms. Pushpa Kathuria, Project Assistants.

The project document was scrutinised by the members of faculty of NIEPA. Accordingly necessary modifications/improvements have been suggested by the members of faculty in the meetings which were held at NIEPA and at Department of Education, Ministry of Human Resource Development. The suggested modifications along with the document have been sent to the UP State Officials by Department of Education, Ministry of Human Resource Development for the improvement of the document.

8. *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 project on Regional Disparities at the Grass-root Level was approved with an amount of Rs. 3,48,840/-. The project team consists of Dr. S.C. Nuna, Project Director, Ms. Basobi Sirear, Project Assistant and Shri Jamaluddin Farooqui, Project Cartographer.

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

Plan for data collection was developed. Data on accessibility to primary schools was collected and processed. A paper as a part of the project entitled "Integrated Planning under Five Year Plans" was developed. The data on enrolment was also collected from Fifth All India Educational Survey for all districts and was processed. The tabulation of various related data is in progress.

9. *Computerised Planning for Education (Sponsored by Department of Education)*

The project on Computerised Planning for Education was approved with an amount of Rs. 12,22,534/- by Department of Education, Ministry of Human Resource Development. The project team consists of Mrs. Anita Chopra, Shri P. Raghu Ram Rao, Mohammad Ahmad Ansari and Shri Anoop Banerjee.

A training programme was organised in the first week of February at NIC in which officers from 8 different states were present. This programme was jointly organised by the National Monitoring Bureau, NIC and project COPE. Later in the third week of February, on an invitation from the State Education Board of Himachal Pradesh, an orientation programme was organised for the statistical staff of the State and the DEO's Office.

Data Entry in the States of Madhya Pradesh, Bihar and Uttar Pradesh is in progress. 24 districts in Madhya Pradesh and district Etawah in Uttar Pradesh have successfully completed their data entry.

Analysis and development of the State level System was also undertaken during this time.

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

The project on National Sample Survey for Monitoring of UEE was approved by the Department of Education, Ministry of Human Resource Development. The project team consists of Shri M.M. Kapoor, Project Director, Dr. D.N. Abrol, Project Coordinator, Dr. G.P. Singh, Project Associate Fellow.

An amount of Rs. 10,000,00/- has been approved for the study.

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

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

A paper on multiple indicators for Monitoring of UEE was discussed in the meeting of Ministry of Human Resource Development. 5 tables pertaining to multiple indicators to be used for monitoring of UEE (viz gross enrolment ratio, admission rate, completion rate, class-wise retention rate), were computed for 32 states/UTs and sent to the Ministry of HRD.

In consultation with Department of Education, Ministry of Human Resource Development and on the basis of in-depth discussion, a draft project proposal for second phase of this project was prepared and sent to Ministry of Human Resource Development.

11. *Use of Sample Survey Techniques in Educational Statistics (Sponsored by UNESCO)*

The project on use of Sample Survey Techniques was approved with an amount of Rs. US \$ 20,000/- by UNESCO. The project team consists of Prof. Shri Prakash, Project Director, Dr. Arun C. Mehta, Dr. (Ms.) Ranjana Srivastava, Dr. S.M.I.A. Zaidi, and Ms. Tarujyoti Burugaon, Ms. Soumitra Choudhary, and Ms. Abha Agarwal, Project Assistants.

The major objectives of the project are to identify the key missing statistical elements which do not form part of the present data system; to examine the timeliness of data college, data processing and their presentation for use; to evaluate the extent and pattern of utilisation of existing data; to test and verify the credibility of data items presently collected; to identify, evolve and empirically test sample survey techniques for the collection of data identified as missing elements under first objective, and other data that do not at present become available in time; and to analyse data so collected for purposes of planning.

A preliminary report entitled "Educational Data Gaps and Limitations" has been prepared and sent to UNESCO office, Paris.

Questionnaires have been finalised and translated into Hindi and Gujarati. The field work in Lucknow (U.P.) and Gandhi Nagar and Panchmahal Districts of Gujarat are in progress.

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

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

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

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

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

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

recommendations for the effective management of studies in educational technology.

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

14. Market for Agricultural Graduates in India : A Benefit Cost Study of Rajasthan Agricultural University, Udaipur (Under NIEPA's Scheme of Assistance)

The project on Market for Agricultural Graduates was approved with an amount of Rs. 61,200/- under the NIEPA's Scheme of Assistance. The project is being taken up by Dr. B.C. Mehta, Professor of Economics, M.L. 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 analyse the socio-economic background of the current year's 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.

The gaps in the data were identified, and the tabulation work including analysis work is under progress.

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

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

Objectives of the Study

- * To find out, what the parents would like the school going children to imbibe at school to fulfil their expectations;
- * To find out what the children of the primary school going age do for the family and the village - at house in the habitation, in cultivation and in the jungle;
- * To experiment with a pre-school phase of one year with about 20 Bonda boys and girls as to what interests them most;
- * To elicit Bonda assessment of his prospects in the changing life and the role of education and the children in it;
- * To find out to what extent the Bonda may take advantage of current facilities of residential 'Ashram' school and residential Sevashrama schools; and
- * To find out the economic value of the activities of the children, who are either drop-outs or have never been to school.

Seeing the prevailing awareness for the school in the village and with the consent of Damuripada Villagers a piece of land was aquired and developed for the school. The school started on December 1, 1991 and selected a teacher animator who is well conversant with Bonda life and language.

In the first month they took the children to play in two groups.

New Studies

1. Educational Development in Pondicherry - A Historical Perspective

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

higher proportion of allocation to education as compared to many other States and Union Territories.

The internal efficiency and performance of the education system, judged from its results at secondary and higher secondary levels have also been far better than that of Tamil Nadu with whose Board of Secondary Education it is affiliated. This is also true of higher education. This impressive expansion of the educational system at all levels is not a historical accident but a product of the previous French tradition of commitment for mass education and an outcome of planned efforts and consistent policy commitment since the merger in 1954.

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

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

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

Research Team: Dr. K.S. Mathew and Dr. A. Mathew, Project Directors, Shri Shri C.J. Chelho and Shri Venkatasan, Project Assistants.

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

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

Objectives of the Study

- * Media facilities - radio/audio cassette recorder TV/Video Cassette player available in the school;
- * Duration for which different media facilities have existed in the school;
- * Scheme which provided the media facilities;
- * Operating conditions of the reception sets - working conditions;
- * Location of the sets in the school;
- * Provision in the time table;
- * Orientation of teachers in use of media;
- * Frequency and method of viewing and utilisation of the programme etc.
- * Maintenance of the sets provision of power repairs, replacements etc.
- * General assessment of reaction to programme by students and teachers relevance, quality suitability etc.

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

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

Objectives of the Study

- * to find out the extent of utilisation of the scheme by states and within the state by different districts;

- * to find out the extent of utilisation by females as compared to males and Scheduled Castes and Scheduled Tribes as compared to non-scheduled tribes;
- * to analyse the socio-economic background of the beneficiaries;
- * to critically review the practices followed by different states in identification of talent and study the validity of selection procedure;
- * to critically evaluate the management structure provided in the scheme as also its actual operation and identify bottlenecks in implementation;
- * to study the procedure for disbursement of scholarships and suggest steps for streamlining the same;
- * to study the impact of scheme on the educational advancement of beneficiaries of scheme;
- * relevance of the scheme, especially in the context of the introduction of Navodaya Vidyalayas.

The progress made in the project so far is :

- (i) Concerned with each of the eight objectives of the study a note on the types of data required and the possible sources from where the data could be obtained, has been prepared.
- (ii) In an effort to finalise the sampling design, 10 states and UTs have been selected for the study with necessary justifications.
- (iii) About the tools for collecting data, three questionnaires — one each for the Authority at the State level, Headmaster of the school and the Scholarship Awardee/Beneficiary, have been proposed. Preliminary work is in progress for drafting/developing these tools.
- (iv) Collection of data on utilisation of scholarships for the last five years, i.e., 1985-86 to 1989-90 is in progress through two proformae prepared for the purpose. Complete data has already been collected from Meghalaya.
- (v) Data on practices followed for selecting the NRTS awardess has been obtained from Meghalaya, Orissa, Delhi, Rajasthan and Uttar Pradesh.

4. *A Study of Selected DIETs in Haryana and Jammu and Kashmir (Sponsored by the Ministry of Human Resource Development, Department of Education)*

An amount of Rs. 97,000/- was sanctioned. The Project has been undertaken by Dr. (Mrs.) Sudesh Mukhopadhyay and Dr. (Mrs.) Pramila Menon.

The study has been undertaken with the following objectives:

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

Information and data for DIETs in Haryana has been collected and report is likely to be submitted by April, 1992. Response from DIETs in Jammu and Kashmir is still awaited.

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

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

Management of change in the context of institutional management has been a major field of study all over the world. The head of the institution holds the key to initiation and managing the process of change. Outstanding reviews by Buch (1973), Havelock (1971), House (1981), Mukhopadhyay (1981) bring this to sharp focus. The assumption that the school principal is well versed with the managerial activities like academic management across

the disciplines, financial administration, infrastructural management, staff development, management of co-curricular activities, external linkages and above all optimising on the human energy and material resources for institution building sometimes are not found in the principals.

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

(vi) student services (viii) methodological competencies and (viii) behavioural competencies.

Objectives of the Study

- * To examine the perceived problems faced by principals of secondary and higher secondary schools.
- * To identify the priority managed areas in which the principals would like to take training.
- * To suggest systematically designed training programme for principals of secondary and higher secondary schools.

The Institute is actively engaged in providing consultancy, technical assistance, and advisory services to the Central and State Governments, National and International Organisations engaged in the area of Planning and Management of Education. During the period under review the faculty of the Institute was involved in consultancy for International Organisations like UNESCO/UNDP and its affiliate organisations like IIEP. The faculty also provided technical support to the Ministry of Human Resource Development in the specific areas by participating in the discussions, acting as Members of the Expert/Working Groups, providing technical assistance for the formulation of various projects to be funded by the external agencies and participating in the plan discussions of various State Governments. This year the Institute provided professional services to Planning Commission, State Institutes of Public Administration, NCERT, UGC, CBSE, KVS and NVS.

The faculty also provides technical and professional support to the State Governments in organising training programmes and preparing reports of specific themes.

Empowered Committee Meetings

The faculty of the Institute represented the State Level Empowered Committee Meetings in the States of Bihar, Kerala, Manipur, Lakshadweep and Tamil Nadu.

Ministry of Human Resource Development Meetings

The Institute represented in the various meetings of the CABE Committee, Parliament Consultative Committee, Grant in Aid Committee (on Higher Education and Assistance of Voluntary Organisations) of Department of Education, Ministry of Human Resource Development.

Planning Commission Meetings

The Institute was represented on Working Groups on Education of States and Union Territories on Education sector in Planning Commission.

The Committee meeting on "Core Group on Open Education" of Planning Commission was represented by the In-

stitute. The Institute also represented the Plan meetings of Planning Commission on formulation of VIII Five Year Plans.

University Grants Commission Meetings

The UGC review meetings of Academic Staff Colleges were represented by the Institute and a meeting regarding "University Education for All" was also represented by the Institute.

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. Another similar Monograph was developed for Maharashtra at the request of the Maharashtra State Government.

Professional Support on Special Issues

The Faculty provided support in preparing a report for the project on "Basic Education for All - Uttar Pradesh" for the Government of Uttar Pradesh for onward submission to World Bank for funding. The faculty also provided support in the formulation of a project on "Lok Jumbish".

Professional Support

J.B.G.Tilak

Provided support to the Department of Education, Ministry of Human Resource Development, Government of India in the context of the Project proposal on Lok Jumbish.

Rendered Consultancy in the preparation of the Project Document on "Basic Education for All - Uttar Pradesh", Department of Education, Ministry of Human Resource Development.

M.M. Kapoor

Provided support to the Ministry of Human Resource Development and Government of Uttar Pradesh in pre-project activities for World Bank project on 'Education for All' in Uttar Pradesh especially in areas of Educational Management, School Mapping

and Micro Level Planning.

Acted as Chief Consultant to Education Consultant India Ltd. on project on preparation of long term perspective plan for educational development of Arunachal Pradesh.

Y.P. Aggarwal

Provided support to the Department of Education, Ministry of Human Resource Development, Government of India in the preparation of the Project Document on "Basic Education for All - Uttar Pradesh" for possible funding by the World Bank.

N.V. Varghese

Rendered Consultancy in the preparation of the Project Document on "Basic Education for All - Uttar Pradesh", Ministry of Human Resource Development.

International Assignments/Consultancy

G.D. Sharma

Undertook the assignment of Consultant on "District-level Budgeting and Costing" under UNESCO-UNDP programme for Cambridge Education Consultants Ltd. U.K. in Ghana (from 1.3.1991 to 23.7.1991).

M. Mukhopadhyay

Undertook the assignment of Distance Education Specialist (Consultant) in World Bank's Basic Education Project in SANA, Yeman (from 27.1.1992 to 14.2.1992)

R. Govinda

Undertook the assignment of Resident Fellow in IIEP, Paris in connection with the project "Quality of Basic Education Services" (from 8.2.1991 to 7.4.1991).

Undertook the assignment as Consultant with UNESCO, Bangkok for editing and finalising "APPEAL Manual for Literacy and Continuing Education" (from 15.4.1991 to 26.4.1991 and 12.8.1991 to 28.8.1991)

Y.P. Aggarwal

Provided consultancy on "Enrolment Projections and Costing" under UNESCO-UNDP Programme

for Cambridge Education Consultants Ltd., U.K. during October/November, 1991.

Visited China as a member of Indian Delegation to study educational system in China. Also participated in the International Seminar on 'Basic Education and National Development : Experiences from India and China' in June 1991. The seminar was organised by Shanghai Institute of Manpower Planning, Shanghai.

K. Sudha Rao

Was awarded Fulbright Scholar by the Council for International Educational Studies (CIES), USA for seven months. During this period she undertook a study on 'Structural Influence on Restructuring of Undergraduate Courses' at Harvard Graduate School of Education, Cambridge, USA.

Visitors and Delegations

Mrs. Meena Seetul Singh, Director, National Audio-visual Production Centre for Education, Mauritius College of the AIR, Mauritius met the Joint Director and faculty of the Institute to acquaint herself about the growth of "Distance Mode of Education in India — Its Present Status and Future Directions and Development" on 11.9.1991.

Mr. Ahmed Safi, Adviser to Education Minister, Ministry of Education, Tehran, Iran, met the Director and Joint Director to discuss the developments in the field of "Basic Education and Adult Literacy" on 22.11.1991.

Dr. Hilali, Deputy Minister and Dr. Abdul Wadood Wafamal of Afghanistan met the Director and faculty to discuss the developments in the field of non-formal education and adult education on 18.2.1992.

Mr. Victor Ordonez, Director, Basic Education, UNESCO, Paris discussed the Educational Management Information System with NIEPA faculty on 28.2.1992.

Chinese Delegation

A high level Chinese delegation visited India and the States of the Tamil Nadu and Kerala to study and discuss with NIEPA faculty "The Educational Developments in India". The visit was sponsored by UNICEF from 29.10.1991 to 7.11.1991.

Russian Delegation

A four member Russian delegation led by Mr. V.D. Shardrikov, Dy. Chairman, State Committee for Education met the Director and faculty on the 16th December, 1991 and discussed the current issues faced by educational planners and administrators. The delegation indicated their interest for establishing linkages with NIEPA.

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 parts 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, Planning Commission, Academic Staff Colleges; Institute of Applied Manpower Research, National Institute of Adult Education, National Institute of Urban Affairs and Indira Gandhi National Open University.

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

Library, Documentation and Publication Services provide support to the varied and growing number of training programmes, research and other academic activities of the Institute and disseminate information relating to new advances and innovative experiences in the area of educational planning and administration.

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

Library

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

During the period under review, 520 books and various documents were added. The Library presently has a collection of 45,098 books besides a rich collection of reports of international Seminars and Conferences organised by international agencies like UNO, UNESCO, OECD, ILO, UNICEF, etc.

Journals

The library receives 350 National and International periodicals mainly in educational planning, administration, management and other allied fields. All important articles appearing in these journals are indexed. 2123 articles were indexed from these journals during the year.

Newspaper Clippings

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

Non-print Material

In 1986, it was decided to modernize the Library and develop it as Multi-media Resources Centre. To achieve

this, video cassettes, audio cassettes, films, microfilms and microfiches are being acquired. During this year, 10 Microfiches and 1 video cassette were added to this collection. The present stock consists of 6 films; 34 video cassettes; 80 audio cassettes; 54 micro films; and 58 microfiches.

Circulation of Books

During the period under review, 58,090 documents were issued to the participants of various programmes, faculty and on inter-library loan to other institutions. 1,00,813 documents were used by the research scholars in the Library.

Current Awareness Service

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".

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.

Bibliography

Library prepared 90 bibliographies for the various programmes organised by the Institute during the period.

Documentation Services

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

Training Programme

Keeping in view the need and importance of information processing and retrieval, the NIEPA Library organized training programme for DIET Librarians and Incharge of

Libraries from different states and UTs, which was attended by 21 participants.

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 collects reference material on education and related areas concerning Educational Planning and Administration mostly published by the State/Union Territory Education Departments, district authorities and institutions at the sub-national level. The main thrust of the Centre is on collection, storage and dissemination of information up to district level, so as to enable the Institute to perform its function as clearing house of information and documents.

During the year, 954 documents were added to the Centre. Presently, the Centre has 12,954 documents consisting of state gazetteers, state census, handbooks, educational surveys, state educational plans, five year plans, budgets, state university handbooks, basic sources books and bibliographies, press clippings, state educational codes, acts, rules and regulations techno-economic and sample surveys, district gazetteers, district census handbooks, annual plans, educational plans, district credit plans, Lead Bank reports, district sample surveys, district educational surveys, district statistical handbooks, village and block level plans and studies, research and project reports, resource inventory studies, techno-economic surveys.

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

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

Publications

The Publication Unit provides all the necessary facilities in bringing out various publications of the Institute. Besides, it also disseminates the published material to various institutions and organisations.

During the year, the following publications were brought out:

International Training Seminar on Environmental Education for Educational Planners and Administrators

This is a report of the programme organized under the aegis of UNESCO-UNEP-IEEP that was weaved into the Institute's annual programme. The Report presents the objectives, programme design and proceedings of the seminar. It includes consolidated summary of the country reports as also the technical papers presented in the session. These pertain to, Overview of Environmental Education; Guidelines for Developing Non-formal Environmental Education; Strategies for the Training of Teachers in Environmental Education; Environmental Education in Technical and Vocational Education; Procedures for Developing Education Curriculum and the Planning and Management of Environmental Education.

Education for All: A Graphic Presentation by P.N.Tyagi

The Graphic Presentation on Education for All is an attempt to meet the needs of a diverse group of people consisting of policy analysts, senior level administrators and researchers. The document has been prepared with the following objectives in view:

- (i) to present historical trends in the behaviour of key educational indicators like institutions, enrolment, teachers and financing of education;
- (ii) to describe the trends in demographic behaviour particularly of the age specific population;
- (iii) to highlight the salient features of educational imbalances particularly in the provision of infrastructure, teaching and non-teaching inputs and the quality of outcome; and
- (iv) to present the level of inputs and achievements for important programmes of educational development particularly the adult education and non-formal education.

An attempt has been made to generate a comparable time series and spatial data in respect of these sectors of education. For the purposes of presentation, the volume has been divided into the following seven sections : (i) Administrative Structure; (ii) Demographic; (iii) Literacy; (iv) Institu-

tions; (v) Teachers; (vi) Enrolment; and (vii) Expenditure on Education.

Efforts have been made to build comparable time-series to the extent possible. In certain cases a complete time-series is not available and consequently, the comparative picture at a number of points has been presented. As the publication was in its final stages, some preliminary results of 1991 census became available. The relevant results from 1991 census have also been included in the present volume.

All India Seminar on Environmental Education for Educational Planners and Administrators (New Delhi, 1991)

This is a report of a national programme organized under the aegis of UNESCO-UNEP-IIEP, for education personnel involved in designing, planning and managing environmental education. The Report presents the objectives, programme design and programme proceedings under the major themes of (i) Environment and Development: the Interface (ii) Issues in Environmental Education and (iii) Methods and Strategies for Implementation of Environmental Education. Summaries of the technical presentations made under these heads are also included in this volume.

COPE/DSS (Computerised Planning for Education) User's Manual for District level Users.

The COPE/DSS User Manual contains information with regard to the COPE/DSS software. It guides the user on how to systematically go about using the software and generate reports as per his requirements. The manual also

contains solutions to common hardware and software problems, apart from a data dictionary. This user manual has been specially designed for first time computer users. It is expected that after going through the COPE/DSS user's manual, the user would be able to input data on the COPE/DSS software as well as generate reports from it.

Journal of Educational Planning and Administration

The following issues of the Journal were brought out:

- 1-4. Vol. IV No. 2, April 1990; Vol. IV No.3, July 1990; Vol. IV No.4, October 1990 and Vol.V No.1, January 1991.
5. Special Issue of Journal on "Economics of Education" Vol.V No. 2, April 1991.
- 6-7. Hindi version of the Special Issue of the Journal on "Educational Administration" and "Education of Working Children".
- 8-9. Hindi version of the Journal Vol. IV No.2, April 1990 and Vol.IV No.3, July 1990.

The following publications are in press :

1. Journal of Educational Planning and Administration Vol.V No.3, July 1991.
2. Hindi version of the Journal of Educational Planning and Administration Vol. IV No.4, October 1990.

Mimeographed

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

The Institute is an autonomous body set up by the Government of India, Ministry of Human Resource Development (Department of Education). The authorities of the Institute are:

- (a) The President
- (b) The Vice-President
- (c) The Council
- (d) The Executive Committee
- (e) The Finance Committee
- (f) The Planning and Programme Committee

The Director is the principal executive officer of the Institute and is appointed by the Government of India. He is assisted by the Joint Director. Apart from acting as Secretary of the Council, the Executive Committee, the Finance Committee and the Planning and Programme Committee, the Registrar is the Head of Office and the overall incharge of academic, personnel and general administration.

The Council

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

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

A list of the members of the Council as on 31st March, 1992 is given at Appendix I.

The Executive Committee

The Director of the Institute is its ex-officio Chairman. Nominees of the Secretaries, Ministry of Human Resource Development (Department of Education), Finance and Planning Commission; one Education Secretary of a State; one eminent educationist; one Director of State Government and one Director of State Institute of Education actively engaged in educational planning and management; the Joint Director, NIEPA, and two of the three faculty members on the NIEPA Council are the members of the Executive Committee. Registrar, NIEPA acts as Secretary of the Executive Committee.

The Executive Committee is responsible for management of affairs and funds of the Council and has the authority to exercise all powers of the Council.

A list of the members of the Executive Committee as on 31st March, 1992 is given at Appendix II.

The Finance Committee

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

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

A list of the members of the Finance Committee as on 31st March, 1992 is given at Appendix III.

The Planning and Programme Committee

The Planning and Programme Committee (PPC) consists of the Director as ex-officio Chairman, Joint Director, Heads of Academic Units, NIEPA; one representative each of the Ministry of Human Resource Development (Department of Education), Planning Commission,

University Grants Commission; one Vice-Chancellor of a university (to be nominated by the President); two Education Secretaries and two Directors of Education of State Governments (to be nominated by the Govt. of India); six educationists/social scientists/management experts (of whom two are involved in Women's/Girls' education; one in Education of SC/ST and one in Education of Minorities) to be nominated by the President. The nomination on the PPC to be made by the President, NIEPA Council and the Govt. of India, Ministry of Human Resource Development (Department of Education), were awaited as on 31st March, 1992.

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

Organisational Set up

Academic Units

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

- Educational Planning (EPL)
- Educational Administration (EAD)
- Educational Finance (EFN)
- Educational Policy (EDP)
- School and Non-formal Education (SNF)
- Higher Education (HED)
- Sub-national Systems (SNS)
- International (INT)

The academic units are headed by Senior Fellows except the 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.

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.

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 varied training research and other academic activities of the Institute.

A detailed account of the activities of the Library and Documentation Services and Publication Unit has been given in Chapter 5.

Computer Centre

The Computer Centre is equipped with four IBM compatible WIPRO PC/ATs, each having 1 MB RAM, 40 MB Hard Disk and one 5.25" floppy drive of 1.2 MB. Of the above four PC/ATs three are used exclusively for data processing jobs related to research and training activities of the Institute, and one PC/AT is used for Desk Top Publishing work with a Laser Printer (QMS PS 810) with a speed of eight pages per minute. The DTP system with Ventura Publishing software caters to all in-house publishing work including the Annual Report and the NIEPA Journal. There are ten PC/XTs each with 640 KB RAM, 20 MB Hard Disk and two 360 KB floppy drives which are used for hands on practice during training programmes.

The Centre also has one HCL PC/AT 386 and two PC/XTs one each from WIPRO and Blue Star having 640 KB RAM, 20 MB Hard Disk and two floppy drives one each of 5.25" and 3.5" of 1.2 MB and 1.4 MB storage capacity respectively.

In addition, the Centre is also well equipped with latest PC-based software packages such as Lotus 1-2-3 (Rel. 3), dBase IV, SPSS PC+ (Ver. 4) and Wordstar (Rel. 6). For programming purposes we have language compilers for COBOL, FORTRAN, PASCAL and 'C'.

Cartographic Cell

The Cartographic Cell facilitates Cartographic representation in research and training. The cell has adopted new methods of presentation of data and information by means of diagrams, graphs, charts, tables and transparencies for illustration in various training programmes and research projects. During the year, important contribution of the cell among others included preparation of diagrams and maps for the projects - Basic Education in Uttar Pradesh, Study of Tribal Sub-plan Areas, Computerised Project of Elementary Education (COPE) and various state organograms for the Second All India Administrative Survey Project.

The Cartographic Cell also brought out a volume on "Education for All - A Graphic Presentation", This volume provides a glimpse of the spatial - comparable time series data in the various sectors of education. The data refers from the past 40 years to the present i.e., 1991. It also provides all the vital data necessary for educational planning and administration.

Hindi Cell

The Hindi Cell contributed in the editing, translation and vetting of the questionnaires, reports and handouts of the Institute. Besides Hindi versions of the Journal of Educational Planning and Administration were also brought out. The Hindi translation of the "Education for All - A Graphic Presentation" was also completed. The editing of five issues of "Shaikshik Yojna Aur Prashashan" were also completed.

The Hindi Cell celebrated "Hindi Day" and organised a meeting on September 16, 1991 in which Professor Krishna Kumar, Head of the Department of Education, University of Delhi addressed the meeting on the theme "Uchcha Shiksha Mein Hindi Madhyam Ki Sambhavna". This meeting was presided over by Professor Satya Bhushan, Director NIEPA.

The Hindi Cell as a part of the Hindi Implementation Scheme trained Hindi Typists. All the typists qualified the Hindi Typing test conducted by Central Hindi Training Institute.

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. Consequent upon the superannuation of Registrar on 31.1.1991, the Administrative Officer is acting as Registrar.

Cadre Planning

The category-wise cadre strength of the Institute as on 31.3.1992 was 176 :

<i>Cadre Posts</i>	<i>Number</i>
<i>Faculty</i>	
(Director, Joint Director, Senior Fellows, Fellows and Associate Fellows)	33 (19%)
<i>Academic Support</i>	
(Publication Officer, Librarian, Documentation Officer, Computer Programmer, Hindi Editor, Assistant Publication Officer, Senior Technical Assitants, Librarian Gr. II and Gr. III, Publication Assistant, Hindi Translator, Semi-Professional Assistant and Technical Asstt.)	24 (14%)
<i>Administrative and Secretarial Staff</i>	41 (23%)
<i>Technical Staff</i>	
(P.S. to Director, Senior P.As, Senior Stenographers, Mechine Operator, Junior Stenographers, Telephone Operator, Drivers, Computer, Electrician, Programme Attendant, Library Attendants and Senior and Junior Gestetner Operators)	33 (19%)
<i>Group D (Non-technical)</i>	45 (26%)
Total	176

Staff Changes

Shri Baldev Mahajan, Financial Adviser and Joint Secretary, Ministry of Water Resources, New Delhi. Joined the Institute as Joint Director on 12th June, 1991.

Shri S.C. Behar, IAS (MP : 1961), relieved of his duties of Consultant w.e.f. 8.10.1991 (FN) for taking charge as Principal Secretary, Tribal Welfare Development, Government of Madhya Pradesh, Bhopal.

Shri Mukesh Kacker, IAS (MP : 1979), joined NIEPA as Consultant for the World Bank assisted project w.e.f. 17.1.1992 (FN).

In-Service Training Programmes

Shri N.D. Kandpal participated in the Refresher Course in Library Science held at the Academic Staff College, Aligarh Muslim University, Aligarh from 12.8.1991 to 10.9.1991.

Dr. (Mrs.) Pramila Menon participated in the Regional Seminar on "Collaborating for Educational Change : The Participation of Government, Schools, NGO's, and the Community in the Improvement of Basic Education" held at Jakarta, from May 29 - June 7, 1991.

Study Leave

Dr. (Mrs.) Sushma Bhagia, Fellow, NIEPA proceeded on study leave w.e.f. 20.6.1991 for writing a book on "Innovation and Year 2000 Curriculum" in collaboration with Professor Jamie Wallin at the University of British Columbia, Canada.

Dr. (Mrs.) K. Sudha Rao, Fellow, NIEPA was on study leave w.e.f. 3.9.1991 to 31.3.1992 in connection with the work on a research study on "Structural Influence on Planning and Management of Structure Courses in Institutions of Higher Learning".

Ms. N. Juneja, Associate Fellow, NIEPA continued on study leave for completing Ph.D. work.

Ms. J. Jalali, Associate Fellow, proceeded on study leave for a period of two years w.e.f. 18.2.1992 for completing Ph.D. work.

Foreign Assignments

Dr. Brahm Prakash, Senior Fellow and Head, Educational Planning Unit continued on foreign assignment as Project Economist in the Education Division of Asian Development Bank, Manila.

Dr. G.D. Sharma, Senior Fellow & Head, Higher Education Unit, undertook the assignment of Consultant on 'District-level Budgeting and Costing' under

UNESCO-UNDP Programme from Cambridge Education Consultants Ltd., U.K. from 1.3.1991 to 3.5.1991 and again undertook the same consultancy assignment from 3.6.1991 to 23.7.1991.

Dr. M. Mukhopadhyay, Senior Fellow & Head, Educational Administration Unit, undertook an assignment of Distance Education Specialist (Consultant) in World Bank's Basic Education Project in SANA (Yemen) from November 12-26, 1991 and from 27.1.1992 to 14.2.1992.

Dr. R. Govinda, Senior Fellow & Head, School and Non-formal Education Unit, undertook an assignment as Consultant to edit and finalise the APPEAL and Manual for Literacy and Continuing Education from 15.4.1991 to 26.4.1991 and from August 12-26, 1991 offered by UNESCO, Bangkok.

Visits Abroad

Dr. J.B.G. Tilak, Senior Fellow & Head, Educational Finance Unit attended a panel discussion on International perspectives of the Cost of Higher Education organised in the context of 74th Annual Meeting of American Council of Education in Washington, DC from January 22-25, 1992.

Dr. (Mrs.) Kusum K. Premi, Fellow & Head, Educational Policy Unit, participated in a Regional Workshop for Conduct of Skill Based Training for Women and Girls from 9.11.1991 to 1.12.1991 organised by UNESCO at Hua-Hin, Thailand.

Dr. S.C. Nuna, Fellow participated in the Regional Training Workshop on Integrated Planning and Management of Education for Human Resource Development from December 16-21, 1991 organised by UNESCO, Bangkok.

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 of type-II, III and V and Director's residence. The construction work of 8 type-IV quarters was completed and the eligible officials have been allotted the quarters.

The work pertaining to extension and upgradation of the hostel building which includes the Warden's residence, guest faculty accommodation, additional blocks, enlarge-

ment of dining hall, recreation rooms and modernisation of the mess, commenced during the period under report.

Fire safety measures as per advice of the Delhi Fire Service taken up at an estimated cost of about Rs. 9.50 lakhs which included provision of dry riser-cum-down comer, fibre glass water storage tanks and cement concrete approach road to the hostel, installation of DG set etc. have been completed and certified by the Delhi Fire Service to be satisfactory. The remaining works such as underground water storage tank of 2 lac litres capacity water supply pumps being jointly undertaken by NIEPA and NCERT has also been completed.

The capacity of the existing electric Sub-Station of NCERT through which NIEPA has been receiving electricity supply was found to be inadequate to meet the increased demands of both the organisations in view of the expansion of existing buildings of both the organizations. CPWD, therefore, advised to go in for an independent Electric Sub-station for NIEPA. Necessary deposits to the tune of Rs. 22.00 lakhs have been made with the CPWD for construction of a separate Electric Sub-station for NIEPA to meet the Institute's requirements of electricity supply. Simultaneously, the matter for sanction electricity load of 720.96 KW for the Sub-station was taken up with DESU. While, NOC from Chief Fire Officer, Delhi Fire Service has since been obtained, the approval of DESU

required in this connection, is still awaited. The HT panels and other electrical equipment needed for installation of the Electric Sub-station have already been procured by the Electrical Division No. XIII of CPWD.

Finance

During the year, the Institute received a grant of Rs. 185.25 lakhs (Rs. 95.28 lakhs under Non-plan and Rs. 89.97 lakhs under Plan) against Rs. 167.56 lakhs (Rs. 98.24 lakhs under Non-plan and Rs. 69.32 lakhs under Plan) during 1990-91. The Institute had a balance of Rs. 8.75 lakhs (Rs. 3.72 lakhs under Non-plan and Rs. 5.03 lakhs under Plan) at the beginning of the year. Office and hostel receipts amounted to Rs. 24.02 lakhs during the year. Thus, against the total receipts of Rs. 218.02 lakhs, total expenditure out of Government grants during the year amounted to Rs. 193.02 lakhs against Rs. 191.91 lakhs during 1990-91.

The Institute had a balance of Rs. 35.36 lakhs and received additional funds amounting to Rs. 51.36 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. 32.17 lakhs.

The total expenditure during the year both under government grants and funded programmes and studies aggregated to Rs. 225.19 lakhs as against Rs. 227.53 lakhs during 1990-91.

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

<i>Sl. No.</i>	<i>Name of the Programmes</i>	<i>Dates and Duration</i>	<i>No. of Participants</i>
I. DIPLOMA PROGRAMMES			
National Diploma Courses			
	Eleventh Diploma Programme in Educational Planning and Administration for District Education Officers Phase-II (School & Non-formal Unit)*	Feb. 1 - April 30, 1991 (30 days) १९	12
	Phase-III	July 2-5, 1992 (4 days)	12*
1.	Twelfth Diploma Programme in Educational Planning and Administration for District Education Officers (School & Non-Formal Unit)	November 11, 1991 - February 7, 1992 (89 days)	14
	Phase-II	February 8 - May 10, 1992 (53 days)	14*
Total	1	176	26
International Diploma Courses			
	Seventh International Diploma in Educational Planning and Administration (Phase I & II) (International Unit)*	Jan. 21 - July 20, 1991 (111 days)	26
2.	Eighth International Diploma Course in Educational Planning and Administration (Phase I) (International Unit)	February 3 - May 2, 1992 (58 days) १९	13
Total	1	169	39
II. THEMATIC PROGRAMMES			
Institutional Planning for Heads of Schools			
3.	Orientation Programme in Institutional Planning and Management for Heads of Secondary/Sr. Secondary Schools (Edl. Admn. Unit)	June 3-21, 1991 (19 days)	25
4.	Training Programme in Educational Planning and Management for Education Officers and Senior Principals of Kendriya Vidyalaya Sangathan (International Unit)	November 11-15, 1991 (5 days)	27
5.	Training in Institutional Planning for Headmasters of Primary Schools of Karim Nagar District, A.P. (field based) (SNF Unit)	March 3-7, 1992 (5 days)	27
Total	3	29	79

<i>Sl. No.</i>	<i>Name of the Programmes</i>	<i>Dates and Duration</i>	<i>No. of Participants</i>
Planning and Management of School Education			
6.	SWOT Analysis for Institution Building for Officers of Navodaya Vidyalaya Samiti (Jointly organised by Higher Education and Educational Administration Unit)	October 28-30, 1991 (3 days)	19
7.	Orientation Programme in Planning Management of Equity in Education in the context of Education for All (Edn.Policy Unit)	January 20-24, 1992 (5 days)	21
8.	Nineteenth Management Development Programme for Senior Educational Administrators (SNS Unit)	Feb. 10-14, 1992 (5 days)	8
9.	Seminar on Quality of Basic Education Services in India (SNF Unit)	July 29-31, 1991 (3 days)	30
10.	Workshop to Prepare Training Modules on Quality of Primary Education in India (Jointly organised by SNF & SNS Unit)	December 9-13, 1991 (5 days)	28
11.	National Seminar on Education in an Integrated Planning Framework (SNS Unit)	March 2-4, 1992 (3 days)	14
Total	6	24	120
Planning and Management of District Institutes of Education and Training (DIETs)			
12.	Fourth Training Programme for the Faculty of Planning and Management Branch of District Institutes of Education & Training (DIETs) (SNS Unit)	August 19 - Sept. 6, 1991 (19 days)	25
13.	Training Programme for the Faculty of Planning and Management Branch of DIETs in Rajasthan : Udaipur (SNS and Educational Policy Unit) (field based)	Sept. 16-30, 1991 (15 days)	26
14.	Planning & Management of DIET Libraries (Lib./Documentation Unit)	March 16-27, 1992 (12 days)	21
Total	3	46	72
UEE and Micro-level Planning			
15.	Training Programme on Planning for UEE at State Level (Educational Planning Unit)	July 1-12, 1991 (12 days)	6
16.	Orientation Programme on Decentralised System of Educational Planning at Micro-level in Meghalaya Baropani (SNS Unit) (Field based)	October 7-11, 1991 (5 days)	20
17.	Orientation Programme on Decentralised System of Educational Planning at the Micro-level in Manipur (SNS Unit) (Field based)	January 13-18, 1992 (6 days)	25
18.	National Workshop on Sample Survey for Monitoring of UEE (SNS Unit)	Feb. 3-5, 1992 (3 days)	26
Total	4	26	77

<i>Sl. No.</i>	<i>Name of the Programmes</i>	<i>Dates and Duration</i>	<i>No. of Participants</i>
Non-formal and Adult Education			
19.	Orientation Programme for Assistant Directors of Non-formal Education for Managing Quality of NFE (SNS Unit)	July 24-26, 1991 (3 days)	19
Total	1	3	19
Planning and Management of Minority/Disadvantage Groups			
20.	Orientation Programme for District Level Education Officers on Composite Area Approach to Planning Facilities for Education of the Disabled Children (School & Non-formal Edn. Unit)	June 18-21, 1991 (4 days)	22
21.	Training Programme in Planning and Management for Heads of Minority Managed Institutions (Edl. Policy Unit)	June 24-29, 1991 (6 days)	6
22.	Meeting on Educational Development among Tribes in Sub-Plan Areas in Andhra Pradesh (Ednl. Admn. Unit)	January 29-31, 1992 (3 days)	20
Total	3	13	48
Net working of Institutions			
23.	Network Development of Institutional Management Training of Resource Persons (Edl. Admn. Unit)	June 24-28, 1991 (5 days)	21
24.	Training Programme of Resource Persons on Network Development on Institutional Management (Ednl. Admn. Unit)	July 22-26, 1991 (5 days)	19
25.	Policy Meeting on Networking in Management Development in Education (Ednl. Admn. Unit)	May 9-10, 1991 (2 days)	18
Total	3	12	58
District level Planning of Education			
26.	Training Programme on Methodology of District Planning of Education (Educational Planning Unit)	Sept. 9-13, 1991 (5 days)	9
27.	Training Programme on Educational Planning at the District Level (SNS Unit)	Sept. 23 - Oct. 4, 1991 (12 days)	3
Total	2	17	12
Methodology in Long-term Perspective Planning			
28.	Training Programme on Methodology in Long-term Perspective Planning (Educational Planning Unit)	October 28 - November 1, 1991 (5 days)	3
Total	1	5	3
Quantitative Techniques for Educational Planning			
29.	Training Programme on Quantitative Techniques for Educational Planning, Bangalore (Field based) (Ednl. Planning Unit)	Sept. 23 - Oct. 5, 1991 (13 days)	44
Total	1	13	44

<i>Sl. No.</i>	<i>Name of the Programmes</i>	<i>Dates and Duration</i>	<i>No. of Participants</i>
Planning and Management of Higher Education - Colleges, Academic Staff Colleges and Universities			
30.	Orientation Programme for Educational Planners and Administrators of Women's Colleges (Hr. Education Unit)	July 31 - August 14, 1991 (15 days)	21
31.	National Level Programme in Educational Planning and Administration for College Principals (Hr. Education Unit)	Sept. 9-27, 1991 (19 days)	42
32.	Orientation Workshop on Planning and Administration of Universities for Registrars of Universities (Hr. Education Unit)	December 16-20, 1991 (5 days)	10
33.	Seminar-cum-Workshop for Sharing Experiences in Development and Efficient Functioning of Colleges: An Action Research Study (Hr. Edn. Unit)	March 23-25, 1992 (3 days)	25
34.	Planning and Management of Academic Staff Colleges: Discussion-Review Meeting of Directors (Hr. Education Unit)	October 24-25, 1991 (2 days)	43
Total	5	44	141
Financial Management			
35.	Orientation Programme in the Management of University Finances (Edl. Finance Unit)	April 1-5, 1991 (5 days)	24
Total	1	5	24
Utilisation of Resources			
36.	Orientation Programme on Resource Utilisation in Schools coping with Resource Crunch (Edl. Admn. Unit)	Feb. 17-21, 1992 (5 days)	24
37.	Workshop on Utilisation of Resources in Education (Edl. Finance Unit)	March 3-5, 1992 (3 days)	14
Total	2	8	38
Computer Applications for Educational Planning & Management			
38.	Training Programme on Computer Applications for Educational Management Information System (Educational Planning Unit)	November 25 - December 6, 1991 (12 days)	10
39.	Training on Computerised Management Information System for College Management (Edl. Admn. Unit)	January 6-10, 1992 (5 days)	25
40.	Training Programme on Computer Applications for Educational Management Information System (Edl. Plg. Unit)	Feb. 17-28, 1992 (12 days)	19
Total	3	29	54
Planning and Management of Environmental Education			
41.	UNESCO-UNEP International Environmental Education Programme - National Training Seminar on Environmental Planning and Administration (Inter-Unit Collaborative Programme)	April 29 - May 3, 1991 (5 days)	44

<i>Sl. No.</i>	<i>Name of the Programmes</i>	<i>Dates and Duration</i>	<i>No. of Participants</i>
42.	Training Workshop in Environmental Education for Elementary Teacher Educators for South Asian Countries (Educational Policy Unit)	Sept. 3-14, 1991 (12 days)	14
43.	UNESCO-Sponsored Regional Workshop in Environmental Education (Western Region) Ahmedabad. (Inter-Unit Collaborative Programme)	Sept. 18-20, 1991 (3 days)	29
44.	UNESCO-Sponsored Regional Training Workshop on Environmental Education at Madras (Inter-Unit Collaborative Programme)	October 14-16, 1991 (3 days)	26
45.	UNESCO-Sponsored Regional Training Workshop on Environmental Education at Allahabad (Inter-Unit Collaborative Programme)	October 23-25, 1991 (3 days)	17
46.	UNESCO-Sponsored Regional Training Workshop on Environmental Education at Shillong (Inter-Unit Collaborative Programme)	October 28-30, 1991 (3 days)	37
Total	6	29	167
Educational Planning and Management in the SAARC Countries			
47.	SAARC Workshop on Educational Planning and Administration (Edl. Policy Unit)	March 9-12, 1992 (4 days)	11
Total	1	4	11
Grand Total	47	652	1032

* The two on-going Diploma courses one National and one International each were also continued during the year. The participants of both the courses are also included.

- * Educational Policy and Planning in Zimbabwe
- * Financial Planning at the Regional Level
- * Financial Estimations
- * School Principal and Financial Management - Theory
- * Resource Management - An Overview
- * Training of Teacher Educators : Planning and Management Dimensions
- * Guidelines for Planning at District Level
- * Elementary Education in the North-Eastern Region of India
- * Education for All : The Concerned Areas
- * Girls Education
- * Quality of Primary Education in India
- * Role of Educational Functionaries
- * Universalisation of Elementary Education in the North-Eastern Region with special reference to the State of Meghalaya
- * Equity and Efficiency, Factors Affecting Internal Efficiency of the Education System in Remote Areas
- * Community Education and Extension Work
- * Community Participation in Planning and Management
- * An Overview of SAARC Countries
- * Research Abstract on Education of SC and ST
- * Employment Planning in Nineties
- * Approaches to Effective Utilisation of Resources in Education
- * Internal Efficiency, School Effectiveness and Learner Achievement
- * Selected Educational Statistics of Third World Countries
- * Selected Statistics on SAARC Countries
- * Lok Jumbish at a Glance
- Utilisation of Resources in Education
- * Developing of Education in Asia
- * Computer Model of Internal Efficiency of Education System
- * Training Modules on Quantitative Techniques with Practical Exercises Based on Karnataka Data
- * Teaching and Reading Material on Methodology of Long-term Educational Planning with Illustrative Applications

<i>Date</i>	<i>Theme</i>	<i>Speaker</i>
April 22, 1991	Educational Policy in India	M.V. Rama Rao Research Scholar Central University Hyderabad
November 28, 1991	Total Literacy Programme in Ernakulam District	P.K. Michael Tharakon Centre for Development Studies Ulkor Trivandrum
December 3, 1991	Recent Changes in Soviet Development Policy	Prof. Kotoski Moscow University Moscow

Books/Contribution to Books

Mukhopadhyay, M.

Research on Educational Management - A Trend Analysis, in Buch, M.B. (ed.), *Fourth Survey of Research in Education*, New Delhi, NCERT, 1991.

Educational Technology : The Future, in Mukhopadhyay M., and others (eds), *Educational Technology : Third Year Books*, New Delhi, AIAET, 1991.

Management of Teachers Education in Singh, L.C. (ed) *Resource Book on Teachers Education*, New Delhi, NCERT, 1991.

Kapoor, M.M.

Micro Level Educational Planning and Management : Handbook (Co- author), UNESCO Principal Regional Office for Asia and Pacific, Bangkok, 1991.

Collaborative contribution on 'World Education Indicators' in '*World Education Report : 1991*', UNESCO, Paris, 1991.

Education in Arunachal Pradesh in 2000 : A Perspective Plan (Co-author), Educational Consultants India Ltd., New Delhi: 1991.

Shri Prakash

Contributed the following four chapters to *International Encyclopaedia of Economics*, Mittal Publication, New Delhi, 1991.

- i) Input-output-Programming Model of Inventory Investment in Indian Economy.
- ii) Impact of Economic Development on Forests in Meghalaya
- iii) An Inter-Industry Model of Economic Effect of Education
- iv) Demographic Transition in India

Tilak, J.B.G.

Schooling and Equity (Jointly with Psacharopoulos G.) in *Essays on Poverty, Equity and Growth*, Oxford : Pergamon, 1991.

Financing of Education in India (Jointly with Varghese, N.V.) Research Report No. 92, IIEP, Paris, 1991.

Educational Planning at Grassroots, Ashish Publication, New Delhi, 1992.

Education for Development in Asia, A UNESCO-IIEP Sponsored Study, Sage Publications (In Press).

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

Premi, Kusum K.

Contributed the Chapter "Literacy Dilemma" in *India's Population - Moving Towards a Billion*, D.K. Publishers, New Delhi, 1991.

Nuna, S.C.

Regional Disparities in Educational Development in India, South Asian Publications (In Press)

Sudha, Rao, K.

Catch them Young : Vocationalization of Education at Plus Two Stage, Sterling, New Delhi, 1992.

Research Papers/Articles Published**Mukhopadhyay, M.**

Computers in Education : Future Perspective, Proceedings of National Expert Meet on Future Directions in Education, ETMA, February, 1992.

Educational Technology : Why so Ignored? Proceedings of the 24th National Conference on Educational Technology, Bhubaneswar, 1991.

Role of Media in Open Learning, invited presentation in SAARC Workshop on Open Learning System, India International Centre, New Delhi, 1991.

National Task : Doordarshan Evasive, Educational Technology, May 1991.

Shri Prakash

Private Demand for Education in India, *Manpower Journal*, IAMR, New Delhi, Vol. 26, No.1-2, 1990.

Input-output Programming of Inventory Investment in India Economy, *MARGIN*, NCAER, New Delhi, Vol. 23, No.3, 1990.

Demographic Pressures and Migration : A Case Study of Meghalaya, *Manpower Journal*, IAMR, New Delhi, 1989.

Tilak, J.B.G.

Why Educational Policies Can Fail? *Journal of Educational Planning and Administration*, Vol. 5 No. 3 (July 1991).

Cluster Approach to Educational Planning, *Journal of Education and Economic Research and Extension*, Vol. 27, No.3, 1991.

Development of Education in Asia, *Asian Economics*, No. 80 (March 1992).

"Education and Wage Earnings", *Encyclopedia of Educational Research* (New York, 1992).

"Privatisation of Higher Education", *Prospects*, Vol. 21 No. 2 (1991).

Family and Government Investments in Education, *International Journal of Educational Development*, Vol. 11, No. 2, 1991.

Human Development Index for India, *IAASI Quarterly* Vol. 10, No.2, 1991.

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

International Trends in Costs and Financing of Higher Education : Some Tentative Comparisons between Developed and Developing Countries. 74th Annual Meeting of the American Council of Education, Washington D.C., 1992.

Financing Education, *Seminar* No. 389, Annual Number, 1992.

Premi, Kusum K.

"Protective Discrimination and Regional Disparities in Educational Development : The Case of Indian Tribes", *Journal of Education and Social Change*, Vol. IV, No.4, 1991.

"Education for All : The Concern Areas" in *Demography India*, Vol. 20, No.1, 1991.

"Universal Primary Education in Remote Areas : A Case Study of Ladakh (Leh)" in *New Frontiers in Education*, Vol. 22, No.1, January-March 1992.

Sharma, R.S.

"Institutional Planning, Strengthening Institutional Efficiency", *Journal of Primary Teachers-Year*, Vol. 3, July 1991.

Mehta, Arun C.

"Introduction to Computer and its Applications in Education", *All India Association of Educational Technology*, Vol. 4, No.5, October 1991.

"Introduction to LOTUS 1-2-3", *All India Association for Educational Technology*, Vol. 4, No. 5, November 1991.

Zaidi, S.M.J.A.

'Caste and Politics in an Indian Village' in *Social Change*, Vol. 20, No.1, March 1990.

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

Josephine, Y.

"Development of Education", in *Palastine New Frontiers in Education*, Vol. 21, No.1, (January-March), 1991.

Book Reviews

Tilak, J.B.G.

"Economics of Education", *Journal of Educational Planning and Administration*, Vol. 5, No. 2, April 1991.

"Human Resource Development", *KYLOS*, Vol.44, 1991.

"Higher Education in India", *Pacific Affairs*, Vol. 64, No.3, 1991.

"Graduate Unemployment in India" *University News*, Vol. 30, No.11, March 16, 1992.

"Education and the Global Concern" *Journal of Educational Planning and Administration*, Vol. 5, No. 3, July 1991.

"Financing Higher Education" and "Financing Higher Education in Japan", *Journal of Educational Planning and Administration*, Vol. 6, No. 1, January 1992.

"Education and Social Social Transformation in the Third World", *Journal of Educational Planning and Administration* Vol. 5, No. 4, October 1991.

Nuna S.C.

"Literacy Scenario in India: A March Towards Development of Underdevelopment?", *Social Action* Vol. 41, October 1991.

Srivastava, Ranjana

"Micro Computers in School Education, Media and Technology for Human Resource Development", *Journal of Educational Technology*, Vol.4, No.1, October, 1991.

Zaidi, S.M.J.A.

'Status of Women' in *Journal of Educational Planning and Administration*, Vol. 4, No. 2, April 1990.

Panda, B.K.

"Grassroots Education in India : A Challenge for Policy Makers", *Journal of Educational Planning and Administration*, Vol. V, No.1, January 1991.

Participation of NIEPA Faculty outside the Institute/Chaired Sessions/Inauguration/Valediction

Bhushan, Satya

Chaired a Seminar on Qualitative Expansion of Secondary Education (September 18, 1991).

Mukhopadhyay, M.

Chaired the Inauguration of 24th National Conference on Educational Technology in Regional College of Education in Bhubaneswar (December 22, 1991).

Delivered Lectures

Bhushan, Satya

Delivered a lecture in a Training Programme for Zonal Educational Officers of Jammu Province at Jammu (August 10, 1991).

Delivered a lecture on "Re-organised Scheme of Rural Functional Literacy Project" in a Workshop at Jammu (December 7, 1991).

Sharma, G.D.

Delivered a lecture on "Higher Education" at NCERT, New Delhi (November 20, 1991).

Delivered a lecture on "Issues of Excellence and Relevance in Higher Education" at Jamia Millia Islamia University, New Delhi (December 4, 1991).

Delivered a lecture at Centre for Professional Development in Higher Education, University of Delhi, Delhi (January 3, 1992).

Delivered a lecture on "Development of Higher Education and Information System" at Jamia Millia Islamia, New Delhi (February 14, 1992).

Delivered a lecture in 7th Orientation Programme at Jamia Millia Islamia, New Delhi (February 25, 1992).

Delivered a lecture on "Conditions of Services of Teachers and Material Conditions" at Centre for Professional Development in Higher Education, University of Delhi, Delhi (March 26, 1992).

Mukhopadhyay, M.

Role of Media in Open Learning, SAARC Workshop on Open Learning System, New Delhi (April 10, 1991).

Delivered a lecture on "Managerial Excellence" at SCERT, New Delhi (June 25, 1991).

Role of NGOs in Education, in Institute of Applied Manpower Research, New Delhi (August 13, 1991).

Management of Education Technology, in CIET, New Delhi (August 22, 1991).

Youth and Education, in Viswa Yuvak Kendra, New Delhi (August 28, 1991).

Teachers in Emerging Educational Scenario, Teachers' Day Celebration, Howrah (September 5, 1991).

Education : Problems and Prospects, All India Education Convention, Patna (October 21, 1991).

Presidential Address, Educational Technology : Why so Ignored? In National Conference organised by AIAET (December 22, 1991).

Management of Educational Technology, Kendriya Vidyalaya Training Centre, New Delhi (February 18, 1992).

Computers in Education : Future Perspective, Presidential Address in National Expert Meet on Future Directions in Computers in Education, Educational Technology and Management Academy, New Delhi (February 22, 1992).

Virmani, K.G.

Delivered a lecture on Management at Haryana Institute of Public Administration, Chandigarh (May 9, 1991).

Delivered lectures on Management Themes at Ranchi (May 15-18, 1991).

Delivered lecture on "Supervisory Development" at Foundation for Organisational Research and Education, New Delhi (May 22, 1991).

Delivered lectures on "Educational Leadership" at Pastoral Centre, Shillong, (June 22, 24-26, 1991).

Delivered a lecture at SCERT, New Delhi (June 27, 1991).

Delivered a lecture to Heads of KVS Schools at New Delhi (January 9, 1992).

Delivered lectures to Heads of NVS School at New Delhi (February 4, 17-18, and March 12-13, 1992).

Delivered lectures at Haryana Institute of Public Administration, Chandigarh (February 24, 1992).

Govinda, R.

Delivered a lecture on "Indian Education System" at Vishwa Yuvak Kendra, New Delhi (September 26, 1991).

Delivered a lecture on "Role of DIET in the Universalisation of Elementary Education" at CIET, NCERT, New Delhi (November 11, 1991).

Delivered a lecture on "Non-formal Education" at NCERT, New Delhi (November 22, 1991).

Delivered a lecture on "Transmission of Knowledge through Lecture Method" at Centre for Professional Development in Higher Education, University of Delhi, Delhi (December 27, 1991).

Delivered a lecture on "Academic Excellence and the Role of the Principal of NVS" at New Delhi (January 11, 1992).

Delivered a lecture on "Role of DIET in Achieving Minimum Levels of Learning of Primary Schools" at Jamia Millia Islamia, New Delhi (February 25, 1992).

Kapoor, M.M.

- Delivered a lecture on "Institutional Planning and Evaluation" at SCERT, New Delhi (June 25, 1991).
- Delivered two lectures on 'Quantitative Methods in Women Studies' in NCERT, New Delhi (August 8, 1991).
- Delivered lecture on 'Programme Monitoring and Evaluation : Concepts and Techniques' at NIPCCD, New Delhi (November 11, 1991).
- Delivered a lecture on "Educational Administration in India" at NCERT, New Delhi (November 25, 1991).
- Delivered a lecture on "Micro Level Planning at Institution Level" at DIET, Moti Bagh, New Delhi (January 27, 1992).
- Delivered a lecture on "Micro Level Planning for Education for All" in NCERT, New Delhi (February, 1992).
- Delivered a lecture on "Micro Level Planning for Universalisation of Elementary Education" at DIET, Rajinder Nagar, New Delhi (February 10, 1992).

Shri Prakash

- Delivered a lecture on "Role of Higher Education in Development Process and Manpower Planning" at Centre for Professional Development in Higher Education, University of Delhi, Delhi (May 1, 1991).
- Delivered a lecture on "Universalisation of Elementary Education, Planning and Management" (June 6, 1991).
- Delivered a lecture on "Employment Education Linkages in the Asian Economy" at Academic Staff College, JNU, New Delhi (June 26, 1992).
- Delivered a lecture on "Community Participation in Elementary Education in the State of Meghalaya" at State Institute of Rural Development, Shillong (October 11, 1991).

Indiresan, Jaya

- Delivered a lecture on "Guidance and Counselling for Student Development" at Academic Staff College, JNU, New Delhi (June 14, 1991).

Tilak, J.B.G.

- Delivered a lecture on "Cost and Financing of Education" at Institute of Applied Manpower Research, New Delhi (August 13, 1991).
- Delivered a lecture on "Educational Finance in India", at NCERT, New Delhi (November 21, 1991).
- Delivered a lecture on "Educational Finance" at Jamia Millia Islamia, New Delhi (January 14, 1992).
- Delivered a lecture on "Financial Management in Education" at M.S. University of Baorda, Baorda (February 11, 1992).
- Delivered a lecture on "Investment Policies in Education" at M.S. University of Baroda, Baroda (February 12, 1992).
- Delivered a lecture on "Financial Management in School" at SCERT, Hyderabad (February 23, 1992).

Premji, Kusum K.

- Delivered a lecture on "Indicators of Educational Development for Women" at NCERT, New Delhi (August 6, 1991).
- Delivered a lecture on "Educational Problems of SCs and STs in Higher Education" at Institute of Professional Development for College Teachers, University of Delhi, Delhi (March 13, 1992).

Sharma, R.S.

- Delivered a lecture on "Emerging Issues and Major Challenges in Elementary Education" at DIET, Rajinder Nagar, New Delhi (February 2, 1992).
- Delivered a lecture on "Role of Education and Issues in Distance Learning" at Patrachar Vidyalaya, Delhi (March 23, 1992).

Varghese, N.V.

- Delivered a lecture on "Educational Development in Post- Independence India" at NCERT, New Delhi (July 16, 1991).
- Delivered a lecture on "Unemployment of the Educated" at Institute of Applied Manpower Research (September 27, 1991).

Mukhopadhyay, Sudesh

Delivered a lecture on "Education of the Visually Handicapped" at NCERT, New Delhi (May 13, 1991).

Mehta, Arun C.

Delivered a lecture on "Data and Sources of Data" at NCERT, New Delhi (July 31, 1991).

Delivered a lecture on "Computer Applications in Manpower Planning" at IAMR, New Delhi (August 12, 1991).

Delivered a lecture on "Computer Models for Educational Planning" at IAMR, New Delhi (August 26, 1991).

Mathew, A.

Delivered a lecture on "Education in India : Historical Overview" at NCERT, New Delhi (July 7, 1991).

Delivered a lecture on "Education in India since Independence : Policy-Priority Dichotomies" at NCERT, New Delhi (July 18, 1991).

Menon, Pramila

Delivered a lecture on "Community Participation with Special Focus on School Community Linkages" at Convent of Jesus and Mary, New Delhi (May, 1991).

Zaidi, S.M.I.A.

Undertook a study visit to the Computer Cell of Directorate of Secondary Education, H.P. Shimla from July 13-20, 1991 and developed a case study of EMIS of Himachal Pradesh along with Dr. Arun C. Mehta.

Panda, B.K.

Delivered lectures on (a) Preparation of Institutional Plans for Schools and (b) Role of School Headmasters in the Training Programme on Institutional Planning for School Headmasters of Karimnagar, Andhra Pradesh (March 3-7, 1992)

Participation in Seminars*Bhushan, Satya*

Participated in the International Training Seminar on Incorporation of Environmental Education into Secondary School Curricula at Cairo (July 4, 1991).

Attended a conference on Universalisation of Primary Educational Secretaries (August 10, 1991).

Mahajan, Baldev

Participated as Rapporteur in the "Twenty-first Session of the Indian National Commission for Co-operation' with UNESCO (July 22, 1991).

Participated in the Seminar on "School Education in 1990's: Problems and Perspectives" held at NCERT, New Delhi (September 18-19, 1991).

Sharma, G.D.

Participated in the Vice-Chancellors Conference, University of Kerala, Trivendrum (October 9-10, 1991).

Participated in a Panel Discussion on Educational Planning at Institute of Applied Manpower Research, New Delhi (January 29, 1992).

Mukhopadhyay, M.

SAARC Workshop on Open Learning, M/HRD/National Open School, New Delhi (April 10- 12, 1991).

Directed a Workshop in Bombay on Educational Development for Slum Children (June 22-23, 1991).

Conducted a two-day Workshop on Organisational Development for IPCL Schools (April 26-27, 1991).

All India Education Convention, Patna (October 21-22, 1991).

National Conference on Educational Technology under the Auspices of All India Association for Educational Technology (December 22- 24, 1991).

Kapoor, M.M.

Acted as resource person in Technical Workshop on Monitoring of Universal Elementary Education at Guwahati (March 12-13, 1991).

Acted as resource person in workshop for Educational Administrators of Uttar Pradesh in connection with World Bank Project at Lucknow (April 23-24, 1991).

Participated in workshop on 'Finalisation of Strategy-cum-Approach paper' to meet requirements of DIET Training Programme at NCERT, New Delhi (May 27, 1991).

Participated and presented a paper on "Non-formal Education for Working Children of India" in a conference organised at India International Centre, New Delhi (November 26, 1991).

Acted as resource person in workshop on Micro Level Planning for UEE in Urban Areas at DIET, Rajender Nagar, New Delhi (December 15, 1991 and Feb. 9-10, 1992).

Participated in National Seminar on Elementary Education at NCERT, New Delhi (December 9-10, 1991).

Participated and presented a paper on "Modernisation of Educational Administration in Arunachal Pradesh" in the Conference of Senior Education Officers at Itanagar (December 19- 20, 1991).

Govinda, R.

Participated in the Author's Workshop on "Handbook for Teacher Educators on Value Education" at Regional College of Education, Mysore (June 24, 1991).

Participated in the Workshop on "Perspective Plan for Maulana Azad Centre for Elementary and Social Education" at University of Delhi, Delhi (December 18, 1991).

Participated in a Seminar on Evaluation Studies in Adult Education at National Institute of Adult Education, New Delhi (January 24, 1992).

Participated in the Pre-Consultative Meeting on "Urban Child" at National Institute of Urban Affairs, New Delhi (February 10, 1992).

Acted as a resource person for the Training of Head Masters' at Karimnagar, Andhra Pradesh (March 3, 1992).

Indiresan, Jaya

Acted as resource person for an Organisational Programme at IPCL School, Baroda (April 26-27, 1991)

Tilak, J.B.G.

Attended a workshop on "Development and Finalisation of Tools for a Study on Cost Effectiveness of Training Modalities in Population Education at NCERT, New Delhi (June 3, 1991).

Attended an International Workshop on "Education for All" at World University Service, New Delhi (September 6-8, 1991).

Participated in the "74th Annual Conference of the Indian Economic Association" at Shri Krishna Devaraya University, Anantapur (December 1991).

Participated in the 74th Annual Conference of the American Council on Education, Washington D.C. (January 1992).

Premi, Kusum K.

Participated and presented a paper on "Literacy Dilemma" in the Seminar on 1991 Census : Preliminary Results" at JNU, New Delhi (April 24, 1991).

Participated in a seminar on Sex Ratio, 1991 Census at NCERT, New Delhi (May 6, 1991).

Participated in a Regional Workshop on "Skill-based Literacy Programme for Adult Women and Girls" at Regional Office of UNESCO, Hua Him, Thailand (November 10 - December 1, 1991).

Participated in a seminar on "1991 Census Result" organised by Indian Association for Population Studies" at Trivandaram (December 19-22, 1991).

Varghese, N.V.

Participated in a Seminar on "Integrated Planning for Employment" at Institute of Applied Manpower Research, New Delhi (February 21-22, 1992).

Participated in a Seminar on "Girls Education" at NCERT, New Delhi, (March 12-13, 1992).

Nuna, S.C.

Participated in Regional Workshop on Integrated Planning and Management of Education for Human Resource Development, UNESCO, Bangkok (December 16-21, 1991).

Presented a paper on "Literacy Scenario in India during 1991: A March towards Development of Underdevelopment?" Workshop on the First Results of the 1991 Census of India, Jawaharlal Nehru University, New Delhi, April 24, 1991.

Sudha Rao, K.

Participated in the International Conference on Crisis in the Quality of Education organized by the Comparative and International Education Society held at Annapolis, Maryland, USA, March 12-25, 1992. Also presented a paper on 'Restructuring of Courses at Under Graduate Level : Interplay of Structural Influences and Academic Realities.

Participated in the accreditation commission meeting held at Connecticut, USA on March 5-6, 1992 and presented an analytical review of functioning of New England Association of Schools and Colleges on March 6, 1992.

Attended a Regional Seminar on Professional Development at Bentley College at Waltham, USA on February 14, 1992, organized by the New England Teachers Association.

Mukhopadhyay, Sudesh

Acted as resource person in a workshop on "What Research Says to Classroom Teachers : Modifying Teachers Behaviour" at Baroda (October 26 - November 2, 1991).

Zaidi, S.M.I.A.

Attended a seminar on "Primary Education in Assam" organised by Department of Planning and Development, Govt. of Assam, Guwhati (January 27, 1992).

Attended and presented a paper 'Planning for Education at the District Level : Present Status' in a seminar on 'Primary Education in Assam' organised by Department of Planning, Govt. of Assam on January 27-28, 1992 at Guwhati.

Panda, B.K.

Acted as resource person for the training programme on "Institutional Planning for School Headmasters" at Karimnagar, Andhra Pradesh (March 3-7, 1992).

President

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

Vice-President

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

Ex-Officio Members

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

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

Education Secretaries

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

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

Directors of Education/DPIs

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

Eminent Educationists

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

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

Members of the Executive Committee

27. Dr. R.V. Vaidyanatha Ayyar
Joint Secretary (Planning)
Ministry of Human Resource Development
Department of Education
Shastri Bhawan
New Delhi.
28. Shri L. Pandey
Director (Primary Education)
Government of Uttar Pradesh
Directorate of Education
Nishatganj
Lucknow
29. Shri D.Á. Paneerseivam
Director, SCERT
6, ITI Compound College Road
Madras
Tamil Nadu
30. Shri Baldev Mahajan
Joint Director
NIEPA, New Delhi

Faculty Members of NIEPA

31. Dr. G.D. Sharma
Senior Fellow & Head
Higher Education Unit
32. Dr. (Mrs.) Kusum K. Premi
Fellow & Head
Educational Policy Unit

33. Shri Arun C. Mehta
Associate Fellow
Educational Planning Unit

Secretary

34. Shri K.L. Dua
Acting Registrar

- | | | | |
|--|----------|--|-----------|
| 1. Professor Satya Bhushan
Director
NIEPA
New Delhi. | Chairman | 7. Shri D.A. Panerseviam
Director
SCERT
6, ITI Compund College Road
Madras, Tamil Nadu | |
| 2. Dr. R.V. Vaidyanatha Ayyar
Joint Secretary (Planning)
Ministry of Human Resource Development
Department of Education, Shastri Bhawan
New Delhi. | | 8. Professor Krishna Kumar
Department of Education
Delhi University
Delhi. | |
| 3. Shri S. K. Banerjee
Financial Adviser
Ministry of Human Resource Development
Department of Education, Shastri Bhawan
New Delhi. | | 9. Shri Baldev Mahajan
Joint Director
NIEPA
New Delhi. | |
| 4. Shri M.R. Kolhatkar
Adviser (Planning)
Planning Commission, Yojana Bhawan
New Delhi. | | 10. Dr. G.D. Sharma
Senior Fellow & Head
Higher Education Unit
NIEPA
New Delhi. | |
| 5. Shri Dev Swarup
Commissioner-cum-Secretary (Education)
Government of Himachal Pradesh
Shimla-171002 | | 11. Dr. (Mrs.) Kusum K. Premi
Fellow & Head
Educational Policy Unit
NIEPA
New Delhi | |
| 6. Shri L. Pandey
Director (Primary Education)
Government of Uttar Pradesh
Directorate of Education
Nishatganj, Lucknow | | 12. Shri K.L. Dua
Acting Registrar
NIEPA
New Delhi | Secretary |

Members of the Finance Committee
(As on 31.3.1992)

- | | | | |
|--|----------|--|-----------|
| 1. Professor Satya Bhushan
Director, NIEPA
New Delhi. | Chairman | 4. Shri Baldev Mahajan
Joint Director
NIEPA
New Delhi | |
| 2. Shri S. K. Banerjee
Financial Adviser
Ministry of Human Resource Development
Department of Education, Shastri Bhawan
New Delhi. | | 5. Mr. Lalchuma
Commissioner & Secretary
(School Education)
Govt. of Nagaland
Kohima-797 001 | |
| 3. Dr. R.V.Vaidyanatha Ayyar
Joint Secretary (Planning)
Ministry of Human Resource Development
Department of Education, Shastri Bhawan
New Delhi | | 6. Shri K.L. Dua
Acting Registrar
NIEPA
New Delhi | Secretary |

Bhushan, Satya, Director

Mahajan, Baldev, Joint Director

Educational Administration Unit

Mukhopadhyay, M., Senior Fellow & Head

Mehta, C., Fellow (on leave abroad)

Sujatha, K., Fellow

Mathew, A., Associate Fellow

Josephine, Y., Associate Fellow

Narula, Manju, Senior Technical Assistant

Educational Finance Unit

Tilak, J.B.G., Senior Fellow & Head

Kumar, Ashok, Senior Technical Assistant

Educational Planning Unit

Shri Prakash, Senior Fellow & Head

Brahm Prakash, Senior Fellow (on EOL abroad)

Mehta, Arun C., Associate Fellow

Srivastava, Ranjana, Associate Fellow

Zaidi, S.M.I.A., Associate Fellow

Aggarwal, Prabha Devi, Senior Technical Assistant

Educational Policy Unit

Premi, Kusum K., Fellow & Head

Menon, Pramila, Associate Fellow

Juneja, Nalini, Associate Fellow (on Study leave)

Malik, M., Senior Technical Assistant

Higher Education Unit

Sharma, G.D., Senior Fellow & Head

Indiresan, Jaya, Senior Fellow

Rao, K. Sudha, Fellow

Wizarat, Kausar, Senior Technical Assistant

International Unit

Virmani, K.G., Senior Fellow & Head

Mangalagiri, Anjana, Fellow

Chugh, Sunita, Senior Technical Assistant

School & Non-formal Education Unit

Govinda, R., Senior Fellow & Head

Bhagia, Sushma, Fellow

Aggarwal, Y.P., Fellow

Mukhopadhyay, Sudesh, Fellow

Panda, B.K., Senior Technical Assistant

Raju, V.P.R.S., Senior Technical Assistant

Sub-national Systems Unit

Kapoor, M.M., Senior Fellow & Head

Sharma, R.S., Fellow

Nuna, S.C., Fellow

Varghese, N.V., Fellow

Jalali, J., Associate Fellow (on Study Leave)

Hindi Cell

Roy, S.B., Hindi Editor

Publication Unit

Ajwani, M.M., Assistant Publication Officer

Cartography Cell

Tyagi, P.N., Senior Technical Assistant

Coordination

Reddy, A.N., Senior Technical Assistant

EDPR Unit

Sridhar, B.H., Computer Programmer

Library & Documentation Centre

Malhotra, Nirmal, Librarian

Kandpal, N.D., Documentation Officer

Makol, Deepak, Librarian Gr. II

Training

Prasad, Yogeshwar, Training Assistant

Research Project Staff

Goyal, J.C., Project Fellow

Iyengar, Usha, Project Fellow

Rehman, M.M., Project Associate

Tyagi, R.S., Project Associate

Dhar, Neera, Project Associate

Singh, G.P., Project Associate

Mazumdar, S., Project Associate

Ansari, Mohd. Ahmed Project Associate
Banerjee, Aroop, Project Associate
Rao, Reghu Ram, Project Associate
Khan, Neyaz, Project Associate
Trivedi, Virendra, Project Associate

Project Assistants

Kathuria, Pushpa
Buragohain, Tarujyoti
Farooqui, Jamaluddin
Sircar, Basobi
Sibou, Sarika
Sinha, A.K.
Mathew, George
Saluja, Anjana
Mohd. Zamir
Dakishna Murty, D.K.

Jayadevan, C.M.
Anuradha
Aggarwal, M.
Saxena, Archana
Sinha, A.N.
Venketasan, M.

Office Administration

Dua, K.L., Acting Registrar
Sharma, O.P., Finance Officer
Bhardwaj, G.S., Section Officer
Dhyani, T.R., Section Officer
Sharma, M.L., Section Officer
Chaudhury, S.R., Section Officer
Mani, P., Private Secretary to Director
Asija, Sushma, Senior Personal Assistant
Sharma, R.C., Accountant

ANNUAL ACCOUNTS AND AUDIT REPORT

Appendix V

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

<i>Receipts</i>		
Opening Balance		
Cash in Hand	5,599.00	
Imprest	1,000.00	
Cash at Bank	4,462,576.20	4,469,175.20
Grants in aid received from Government of India		
Non-Plan	9,528,000.00	
Plan	8,997,000.00	18,525,000.00
Office Receipts		
Licence Fee	50,200.00	
Water and Electricity Charges	4,402.00	
EDPR Receipts	7,618.00	
Photocopier Receipts	173,284.50	
Sale of Condemned Articles, etc.	41,892.00	
Other Misc. Receipts	28,911.92	
Sale of Publications	27,570.00	
Leave Salary & Pension Contributions	29,780.00	
Interest on G.P.F./C.P.F.	1,792.00	
Charges for use of Staff Car	948.00	
Capital Value of Pensionary Benefits	10,915.00	
Programme Receipts	118,732.00	
Recovery on Estt. Expenses		
L.T.C.	1,896.00	
Recovery on Acad. Activities		
Refund Received	10,982.85	
T.A.	80.00	509,004.27
Hostel Rent		436,770.00
By Way of Gifts & Donations (Library Books)		
		80,215.00
Interest		
Interest on Interest Bearing Advances	38,117.00	
Interest on Short-term Deposits	586,658.50	
Interest on Investment of G.P.F./C.P.F.	385,914.70	1,010,690.20
Refund Received from Participants		
		500.00
Deposits		
Refund Received from CPWD	124,320.00	124,320.00
Suspense Account	2,480.83	2,480.83
Undisbursed Amount	10,125.00	10,125.00
Security Deposits		1,000.00
Sponsored Programme and Studies		
Programme & Study Receipts		5,135,577.75

PLANNING AND ADMINISTRATION

Period from 1.4.1991 to 31.3.1992

<i>Payments</i>		
Establishment Expenses		
Non-Plan		
Salary	6,135,144.00	
Pension & Gratuity	392,806.00	
Interest on GPF/CPF Employer's Share	449,593.00	
Leave Salary & Pension Contribution	25,150.00	
Travelling Expenses	29,492.00	7,032,185.00
Plan		
Salary	351,195.00	351,195.00
Office Expenses		
Non-plan	2,036,715.00	
Plan	572,791.00	2,609,506.00
Hostel		
Recurring Expenditure (Non-Plan)	214,185.00	
Non-recurring Expenditure (Plan)	78,460.00	292,645.00
Academic Activities (Non-Plan)		
Programme Expenses	1,769,119.00	1,769,119.00
Staff Training	2,020.00	2,020.00
Library Books	185,564.00	185,564.00
Academic Activities (Plan)		
Research Studies	1,363,772.25	
Scheme of Assistance	67,580.00	
Publications	178,130.00	1,609,482.25
By Way of Gifts and Donations (Books)	80,215.00	80,215.00
Capital Expenditure (Plan)		
Furniture & Fixtures	57,521.00	
Other Office Equipment	502,471.00	
Typewriters	46,037.00	
Staff Car	194,885.00	800,914.00
Deposits (Plan)		
Deposits with CPWD (Plan)		4,354,517.00
Suspense Account		58,730.00
Security Deposits Refund		3,000.00
Security Refund		2,000.00
Sponsored Programmes and Studies		
Programme & Study Expenses	3,216,608.10	3,216,608.10

<i>Receipts</i>	
Recoverable Advances	
Cycle Advances	5,480.00
Scooter Advances	33,760.00
Festival Advances	29,200.00
House Building Advances	106,505.00
Motor Car Advances	49,378.00
Fan Advances	280.00
Computer Advances	15,140.00
	219,743.00
Misc. Advances (NCT-II) (Adjustment Amount Received)	3,777.50
G.S.L.I. Scheme Received from L.I.C.	6,562.60
TOTAL	30,514,941.35

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

<i>Payments</i>		
Recoverable Advances		
Cycle Advances	4,800.00	
Scooter Advances	52,000.00	
Festival Advances	30,680.00	
House Building Advances	17,600.00	
Computer Advances	90,000.00	195,080.00
Misellaneous Advance		13,780.00
G.S.L.I. Scheme		3,262.00
Amount Paid Received from LIC		6,562.60
Closing Balance		
Cash in Hand	10,125.00	
Imprest	1,000.00	
Cash at Bank	7,957,431.40	7,968,556.40
		30,554,941.35

Sd/-
 (Baldev Mahajan)
 Joint 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, 1992

<i>Head of Expenditure</i>	<i>Opening Balance</i>	<i>Grants in Aid</i>	<i>Other Receipts</i>	<i>Total</i>	<i>Payment</i>	<i>Balance</i>
Non-Plan	371,561.76	9,528,000.00	2,402,242.47	12,301,804.23	11,451,910.00	849,894.23
Plan	503,135.78	8,997,000.00	0.00	9,500,135.78	7,850,574.25	1,649,561.53
Sponsored Programmes/Studies	3,536,228.49	5,135,577.75	3,777.50	8,675,583.74	3,216,608.10	5,458,975.64
Suspense Account	56,249.17	0.00	2,480.83	58,730.00	58,730.00	0.00
Deposits	2,000.00	0.00	0.00	2,000.00	2,000.00	0.00
Amount Received (LIC)	0.00	0.00	6,562.60	6,562.60	6,562.60	0.00
U.D. Amount	0.00	0.00	10,125.00	10,125.00	0.00	10,125.00
TOTAL	4,469,175.20	23,660,577.75	2,425,188.40	30,554,941.35	22,586,384.95	7,968,556.40

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

National Institute of Educational Planning and Administration

Sd/-
(Baldev Mahajan)
Joint Director

National Institute of Educational Planning and Administration

**NATIONAL INSTITUTE OF
EDUCATIONAL PLANNING AND ADMINISTRATION**

Income and Expenditure Account for the Year 1991-92

<i>Expenditure</i>		<i>Income</i>		
Establishment Expenses	7,383,380.00	Grant in Aid	18,525,000.00	
Office Expenses	2,609,506.00	Less Grants Capitalised		
Staff Training	2,020.00	Office Items	879,374.00	
		Library Books	185,564.00	17,460,062.00
Hostel Expenses	214,185.00	Office Receipts		509,004.27
Academic Activities	3,378,601.25	Hostel Rent	436,770.00	
		Less Last Year	8,700.00	428,070.00
		Accrued for the year	920.00	428,990.00
Exc:ess of Income Over Expenditure	5,825,703.62	Interest	1,010,690.20	
		Accrued Intt. on SB A/C of PF	4,649.40	1,015,339.60
TOTAL	19,413,395.87			19,413,395.87

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

National Institute of Educational Planning and Administration

Sd/-
(Baldev Mahajan)
Joint Director

National Institute of Educational Planning and Administration

NATIONAL INSTITUTE OF EDUCATIONAL
Balance Sheet as at the

<i>Liabilities</i>		
Grants Capitalised		
Balance as per Last Balance Sheet	25,638,767.33	
Additions during the Year	1,064,938.00	
Additions (by Adjustment)	1,587,193.00	
Less Capital Investment Written Off	52,000.00	
	108,040.51	28,130,857.82
Sponsored Programme Receipts		
Receipts Capitalised	720,693.00	720,693.00
COPE/MIS Project		
	611,600.00	
Balance as per Last Balance Sheet		
Additions during the year	82,855.00	694,455.00
		24,359.00
System of Monitoring of UEE		
Excess of Income over Expenditure		
Balance as per Last Balance Sheet	7,884,497.31	
Addition during the Year	5,825,703.62	
Less by Adjustment	1,587,193.00	2,123,007.93
Assigned Programmes & Studies		
Balance as per Last Balance Sheet	3,560,692.39	
Additions during the Year	5,135,577.75	
Less Expenditure during the Year	3,216,608.10	5,479,662.04
Provident Fund		
Balance as per Last Balance Sheet	3,193,511.00	
Additions during the Year	2,720,920.00	
Less Withdrawal during the Year	1,359,313.00	4,555,118.00
Suspense Account		
Balance as per Last Balance Sheet	56,249.17	
Additions during the Year	2,480.83	
Less Clearance during the Year	58,730.00	0.00
Gifts and Donations		
Balance as per Last Balance Sheet	4,962.31	
Additions during the Year	80,215.00	85,177.31
U.D. Amount		
Balance Amount during the Year	10,125.00	10,125.00

PLANNING AND ADMINISTRATION

Close of 31st March, 1992

		<i>Assets</i>	
Land and Buildings			
Balance as per Last Balance Sheet	15,786,176.78		
Additions by Adjustment	1,587,193.00		
Other Additions during the Year	0.00		17,373,369.78
Equipment and Machinery, Furniture & Fixtures, Vehicles including Staff Car, Computers, Type Writers, etc.			
Balance as per Last Balance Sheet	8,755,257.93		
Additions during the Year	986,588.00		
Less by Disposal during the Year	160,040.51		9,581,805.42
Library Books			
Balance as per Last Balance Sheet	2,434,587.93		
Additions during the Year	185,564.00		
Addition by Way of Gifts and Donations	80,215.00		2,700,366.93
Provident Fund Investments			
Balance as per Last Balance Sheet	2,830,000.00		
Additions during the Year	1,250,000.00		4,080,000.00
Deposits			
Balance as per Last Balance Sheet	52,990.00		
Additions during the Year	3,000.00		55,990.00
Deposits with CPWD			
Balance as per Last Balance Sheet	5,852,208.77		
Additions during the Year	4,354,517.00		
Less by Refund	124,320.00		
Less by Adjustment	1,587,193.00		8,495,212.77
Recoverable Advances			
Motor Car Advances	363,442.00		
House Building Advances	366,639.00		
Festival Advances	21,460.00		
Cycle Advances	3,260.00		
Scooter Advances	90,470.00		
Computer Advances	192,345.00		
Fan Advances	-		
Miscellaneous Advances (NIEPA)	20,750.00		
Transfer TA Advances	7,000.00		1,065,366.00
Miscellaneous Advances (NCT-II)			20,686.40

<i>Liabilities</i>		
Deposits		
Balance as per Last Balance Sheet	4,500.00	
Additions during the Year	1,000.00	
Less Clearance during the Year	2,000.00	3,500.00
<hr/>		
TOTAL		51,826,955.10

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

<i>Assets</i>		
Remittance		
G.S.L.I Scheme		
Balance as per Last Year	1,652.00	
Additions during the Year	3,262.00	4,914.00
Accrued Income on Hostel Rent		
Balance of Last Year	8,700.00	
Recovered during the Year	8,700.00	
Additions during the Year	920.00	920.00
Sundry Debtors		
Balance as per Last Balance Sheet	500.00	
Less Received during the Year	500.00	
Less Clearance during the Year	0.00	0.00
Accrued Intt. on S.B. A/c P.F.		4,649.40
Cash Balance		
Cash in Hand	10,125.00	
Imprest	1,000.00	
Current Account (C-4)	7,957,431.40	
GPF/CPF Account (T-2)	475,118.00	8,443,674.40
		51,826,955.10

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

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

Proforma Account for the Assigned Programmes/Studies as at the Close of 31st March, 1992

Sl.No.	Name of Programme/Study	Opening Balance as on 1.4.91	Receipts During the Year	Total	Expenditure	Balance
Government of India						
1.	Ministry of Home Affairs Ministry of Human Resource Development, Deptt. of Education - Study Unit on Edu. Dev. of Scheduled Castes	(-) 116,398.25	116,398.25	0.00	0.00	0.00
2.	National Commission on Teachers-II - Central Technical Unit - Organization of Commission Visits	128,713.55	0.00	128,713.55	29,881.50	98,832.05
3.	Experimental Project for Non-formal Education - An Evaluation Study (Ministry of Education)	24,923.36	0.00	24,923.36	0.00	24,923.36
4.	CABE Committee on Transfer of Teachers	33,354.00	0.00	33,354.00	33,354.00	0.00
5.	Experimental and Innovative Prog. for Education at Elementary Level including NFE (COPE) and MIS for District Education Officers	1,510,772.30	0.00	1,510,772.30	589,734.00	921,038.30
Planning Commission						
6.	Study on Beneficial Linkages between Education and Employment	13,372.90	0.00	13,372.90	0.00	13,372.90
7.	More Efficient Utilisation of Existing Facilities	(-) 8,463.00	28,000.00	19,537.00	1,500.00	18,037.00
International Programmes and Studies						
8.	International Diploma in Educational Planning and Administration	801,208.64	926,745.50	1,727,954.14	790,557.00	937,397.14
9.	Study on Equity, Quality and Cost in Higher Education	20,954.13	0.00	20,954.13	0.00	20,954.13
10.	Project on Mechanism of Allocation of Resource for Higher Education	12,000.00	0.00	12,000.00	0.00	12,000.00
11.	Effective Utilisation of Hiring of Computers - UGC Sponsored	32,000.00	0.00	32,000.00	19,250.00	12,750.00
12.	Micro-level Educational Planning and Management as a Measure for Decentralization (Dr. Brahm Prakash)	8,944.61	0.00	8,944.61	0.00	8,944.61
13.	Inter-Regional Training Course in Environmental Education, (UNESCO) (Dr. R. Govinda)	12,389.15	32,971.00	45,360.15	0.00	45,360.15
14.	Handbook for Educational Planning on Environmental Education Programme	51,900.00	0.00	51,900.00	51,900.00	0.00

Sl.No.	Name of Programme/Study	Opening Balance as on 1.4.91	Receipts During the Year	Total	Expenditure	Balance
15.	Inter-Regional Trng. Workshop on Environmental Edn. (C. No. 109.500.8)	0.00	54,000.00	54,000.00	54,000.00	0.00
16.	One Week National Trng. Seminar on Environmental Education Programme	0.00	431,400.00	431,400.00	278,290.60	153,109.40
17.	Environmental Education for South Asian Countries	0.00	77,750.00	77,750.00	82,173.00	(-) 4,423.00
18.	Author's Contract : Guidelines on Environmental Education	0.00	52,000.00	52,000.00	0.00	52,000.00
19.	Six Week Training Programme for DEOs (Adult Education)	2,181.00	147,375.00	149,556.00	33,137.00	116,419.00
20.	Review Committee on NPE	147,257.00	2,546.00	149,803.00	13,600.00	136,203.00
21.	Use of Sample Survey Techniques for Education	(-) 12,600.00	196,000.00	183,400.00	135,077.00	48,323.00
22.	System of Monitoring of Elementary Education	72,055.00	2,396,678.00	2,468,733.00	422,119.00	2,046,614.00
23.	Basic Education for All in U.P. (World Bank) Pre-Proj. Activities (Etawah)	142,458.00	0.00	142,458.00	237,999.00	(-) 95,541.00
24.	Evaluation Study of Educational Technology Scheme	671,940.00	0.00	671,940.00	37,818.00	634,122.00
25.	UNESCO Fellow from "China"	11,730.00	0.00	11,730.00	11,730.00	0.00
26.	Evaluation Study of Scholarship at Secondary Stage for Talented Children from Rural Areas (M/HRD)	0.00	100,000.00	100,000.00	21,115.00	78,885.00
27.	Orient. Prog. for the Distt. Level Edn. Officers on Composite Area Approach to Planning Facilities for Disabled Children	0.00	78,000.00	78,000.00	14,853.00	63,147.00
28.	D.I.E.T. Programme	0.00	97,000.00	97,000.00	8,530.00	88,470.00
29.	Third Ind. Training Programme DIET	0.00	50,464.00	50,464.00	50,464.00	0.00
30.	DIET Programme (R.S. Sharma)	0.00	105,000.00	105,000.00	88,918.00	16,082.00
31.	Programme for DIET Librarians	0.00	93,750.00	93,750.00	51,265.00	42,485.00
32.	Training of Foreign Nominees under SCAAP Programme	0.00	19,500.00	19,500.00	10,500.00	9,000.00
33.	Lok Jumbish Programme (M/HRD)	0.00	80,000.00	80,000.00	26,855.00	53,145.00
34.	SAARC Expert Group Meeting	0.00	0.00	0.00	71,988.00	(-) 71,988.00
35.	SCERT Programme Workshop	0.00	50,000.00	50,000.00	50,000.00	0.00
OTAL		3,560,692.39	5,135,577.75	8,696,270.14	3,216,608.10	5,479,662.04

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

National Institute of Educational Planning and Administration

Sd/-
(Baldev Mahajan)
Joint Director

National Institute of Educational Planning and Administration

**NATIONAL INSTITUTE OF
EDUCATIONAL PLANNING AND ADMINISTRATION**

Receipt and Payment Account for GPF/CPF for the Year 1991-92

<i>Receipts</i>		<i>Payments</i>	
Opening Balance	363,511.00	Advances and Withdrawals	1,359,313.00
Contribution and Refund of Advance	2,259,726.00	Investment in Term Deposits Less Withdrawals	1,250,000.00 -
Employer's Share Paid by Employees	11,601.00		2,609,313.00
Interest, Employer's Contributions, etc.	449,593.00	Closing Balance	475,118.00
TOTAL	3,084,431.00		3,084,431.00

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

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

Audit Report

I have examined the Receipt and Payment Accounts/Income and Expenditure Accounts for the year ended 31st March 1992 and the Balance Sheet as on 31st March 1992 of the National Institute of Educational Planning and Administration. I have obtained all the information and explanations that I have required, and, 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

Dated:

Sd/-

(B.P. Mathur)

Director General of Audit

Central Revenues

LIBRARY & DOCUMENTATION CENTRE
National Institute of Educational
Planning and Administration,
77B, Sri Aurobindo Marg,
New Delhi-110016
DOC. No. D-9372
Date 5.12.96

NIEPA DC



D09372



A glimpse of NIEPA library



Staff at work in the computer centre



Participants of the International Diploma Programme in a session



Participants of the Diploma Programme with NIEPA staff