

# ANNUAL REPORT

1993-94



NIEPA

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION



A visit to the Institute by Dr. Chitra Naik, Member Planning Commission and Dr. J. Hallak, Director, IIEP, Paris for attending a conference



Staff at work in the Computer Centre

# **Annual Report**

## **1993-94**



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

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# Contents

1. An Overview	01
2. Training	05
3. Research and Publications	12
4. Library and Documentation Centre and Academic Support System	30
5. Organization, Administration and Finance	32
<i>Annexures</i>	
I. Training Programmes/Workshops/Seminars	35
II. Academic Contribution of Faculty	40
<i>Appendices</i>	
I. Members of the NIEPA Council	50
II. Members of the Executive Committee	53
III. Members of the Finance Committee	54
IV. Members of the Planning and Programme Committee	55
V. Faculty and Administrative Staff	57
VI. Annual Accounts and Audit Report	59

## Mission and Objectives

- \* *To be a National Centre for excellence in educational planning and administration intended to improve the quality of planning and administration in education by means of study, generation of new ideas, and techniques and disseminating them through interaction with, and training of strategic groups and to achieve the same;*
- \* *To organise pre-service and in-service training, conferences, workshops, meetings, seminars and briefing sessions for senior educational officers of the Central and State Governments and Union Territories;*
- \* *To organise orientation and training programmes and refresher courses for University and College administrators connected with educational planning and administration;*
- \* *To develop networking of Institutions engaged in identical task of as that of this Institute and to play supportive and collaborative role so that State/UT and regional level are gradually undertaken by them;*
- \* *To organise orientation programmes, seminars and discussion groups for top level persons, including legislators, in the field of educational planning and administration at policy making level in Central and State Governments;*
- \* *To undertake, aid, promote and coordinate research in various aspects of educational planning and administration, including comparative studies in planning techniques and administrative procedures in the different States of India and in other countries of the world;*
- \* *To provide academic and professional guidance to agencies, institutions and personnel engaged in educational planning and administration;*
- \* *To offer, on request, consultancy service to State Governments and other educational institutions;*
- \* *To act as a clearing house of ideas and information on research, training and extension in educational planning and administration services and other programmes;*
- \* *To prepare, print and publish papers, periodicals and books in furtherance of these objectives and especially to bring out a Journal of Educational Planning and Administration;*
- \* *To collaborate with other agencies, institutions and organisations, including the University Grants Commission, the Universities, Institutes of Management and Administration and other allied institutions in India and abroad, in such way as may be considered necessary for the promotion of these objectives;*
- \* *To offer fellowships, scholarships and academic awards in furtherance of the objects of the National Institute;*
- \* *To confer honorary fellowships on eminent educationists for their contribution in the field of educational planning and administration; and*
- \* *To provide, on request, facilities for training and research in educational planning and administration to other countries, especially of the Asian Region, and Collaborate with them in programmes.*

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

With a view to achieve its objectives, the Institute has organised academic programmes under four thematic units, namely, (i) planning; (ii) administration; (iii) finance and (iv) policy; under two educational level units, namely, (i) school and non-formal education and; (ii) higher education; and under two area level units, namely, (i) sub-national systems; and (ii) international unit. The academic work is supported by library and documentation centre, publication unit, Hindi cell, electronic data processing unit, reprography, and cartography cells as well as by the general administration and finance. The present report covers the main activities of the Institute for the year 1993-94.

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

knowledge consultancy, professional support and publications.

## Training

### *Programme Thrust*

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

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

### *Coverage*

During the year, 53 programmes were conducted by the Institute. These programmes provided opportunities to 1,153 participants drawn from various parts of India and from as many as 10 countries of the world.

### *Training Material*

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

### *Training Methodology*

All the training programmes are of inter-disciplinary in nature. The programmes include practical and syndicate work, case studies and seminars. Training aids like computers, films, videos and over-head projectors are used to

enrich the presentations. The participants are taken for field visits wherever found necessary.

#### *Evaluation*

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

#### **Research**

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

During the year, 6 research projects were completed, while as many as 17 research projects were in progress. Another five studies were initiated during the year. Of the completed projects, five focussed on working of the education system. Of these one each related to equity and quality aspects. One study was on research techniques. Another two studies related to identification of training needs of women's college principals and demand assessment of professionally educated people. Studies in progress relate to equity, school and higher education, planning and finance aspects.

#### **Consultancy and Professional Support**

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

#### **Dissemination of Information**

##### *Publications*

The Institute regularly publishes research studies and brings out two journals - one in English and other in Hindi on educational planning and administration. During the year NIEPA brought out six books and six issues of journals (four in English and two in Hindi) besides several mimeographs and research papers.

##### *Colloquium*

Dr. Kishori Lal, Director-General, Central Statistical Organisation, Federal Government of Canada, delivered a lecture on "New UN System of National Income Accounting with special reference to Service Sectors in Developing Economies" in a colloquium organised by the Institute.

##### *International Collaboration*

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

#### **Academic and Supporting Units**

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

##### *Academic Units*

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

*Educational Administration Unit:* The Unit, through its various programmes of training, research and other activities, tries to strengthen the capabilities of educational administrators both at institutional and supra-institutional

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

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

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

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

During the current year, the major focus of the activities of the unit has been in the areas of planning and management of education in remote areas, educational development of minorities, decentralised planning and community participation. The unit also contributed substantially towards the preparation of guidelines with respect to certain aspects of Revised Policy and Programme of Action, 1992.

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

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

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

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

*Sub-National Systems Unit:* The main focus of the Unit is on: decentralised and micro-planning in the context of Education for All; institutional planning and evaluation; monitoring and evaluation of educational programmes; and development of indicators of education at sub-na-

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

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

#### *Academic Support Units*

*Library and Documentation Centre:* The library acquires latest and up-to-date materials on educational planning and administration and provides facilities for their use. Dissemination of information is done through documentation and information service. The library has a collection of over 45963 volumes and subscribes to as many as 350 periodicals and has a computerised catalogue of books and articles. The library and documentation centre has also organised training programmes in planning and management of libraries of DIETs.

*Publication Unit:* Dissemination of research findings is as important as the conduct of research itself. Research is also brought out through working and occasional papers. Monographs and mimeographed manuscripts offer another mode of dissemination. The Unit also publishes working and occasional papers, Journals of EPA in Eng-

lish and Hindi, and books/research reports in the area of educational planning and administration.

*Hindi Cell:* As a response to the national policy on promotion of Hindi, the Institute has brought out 2 issues of the Hindi version of the EPA journal. The Cell also provides support for translating training materials into Hindi. It gives support to the administration and faculty for implementation of the Official Language Policy.

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

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

#### **Administration and Finance**

##### *Administration*

The administrative set up includes general, academic and personnel administration. As on 31.3.94, the Institute had a total sanctioned strength of 180 staff members, both academic and administrative, besides 44 project staff appointed for the duration of the respective projects.

##### *Finance*

During the year the Institute received a grant of Rs. 140.52 lakhs (Rs. 95.52 lakhs under Non-Plan and Rs. 45.00 lakhs under Plan). The Institute had an opening balance of Rs. 35.01 (Rs. 3.48 lakhs under Non-Plan and 31.53 lakhs under Plan). The internal office and hostel receipts amounted to Rs. 21.87 lakhs during the year.

The Institute had a balance of Rs. 41.77 lakhs and received additional funds amounting to Rs. 37.76 lakhs during the year for the sponsored programmes/studies from other agencies.

##### *Campus Facilities*

The Institute has a four-storeyed office building, seven-storeyed hostel having 48 rooms and a residential complex having 16 type I quarters, 8 quarters each of Type II to V and the Director's residence. The construction work is in progress for extension and upgradation of hostel building which includes warden's residence, guest faculty accommodation, additional blocks, enlargement of dining hall and recreation rooms.

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

#### **Approach and Thrust**

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

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

The Institute continues to play its pivotal role at international level by organising the training programmes, workshops and seminars for educational functionaries from developing countries in collaboration with the UNESCO and other international organisations.

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

#### **Training Materials**

NIEPA faculty remained actively involved in the preparation of research based training materials for training programmes. This training material serves as background papers given to the participants during the programmes.

These materials are supplemented by published literature on the subjects concerned.

NIEPA faculty prepared special papers for presentation in a UNICEF sponsored National Seminar on Management of Education under the Panchayati Raj Institutions which was organised during the year under report.

#### **Evaluation**

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

#### **Participation**

##### *National*

During the year under review, out of the total 53 programmes the Institute organised 51 national training programmes/workshops/seminars of varying durations. A total of 1123 persons participated in these programmes. Of these, 993 belonged to various State Govt. and UTs, and 130 belonged to various organisations and departments of the Government of India.

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

Programmes organised by NIEPA fall in three categories: a) Diploma Programme (National as well as International); b) General training programmes in educational planning and management; and c) theme based short-term training/orientation programmes/ workshops/seminars.

During the year under review, the Institute organised two international diploma programmes, 35 programmes for the national and state level functionaries, involving 858 participants. Sixteen programmes in specific areas were organised involving 282 participants. These programmes focussed on research methodology, UEE and Micro-level Planning management of university finance demographic pressures, Computer applications for management infor-

mation system, quantitative techniques in educational planning, and management of information system etc.

Table 1  
Category-wise Programmes Organised by the Institute during 1993-94

<i>Sl. No.</i>	<i>Classification of Programmes</i>	<i>Number of Programmes</i>	<i>Duration (Days)</i>	<i>Number of Participants</i>
<b>I. Diploma Programmes*</b>				
(a)	National Diploma	2	186	40
(b)	International Diploma	2	170	13
<b>II. General Programmes</b>				
(i)	Institutional Planning and Evaluation	6	35	112
(ii)	District and Area Level Planning of Education	12	53	249
(iii)	Planning and Management of District Institute of Education and Training	1	19	37
(iv)	Management of DIET Libraries	1	13	21
(v)	Non-Formal, Adult Education and Literacy	2	4	69
(vi)	Planning and Management of Higher Education	9	60	295
(vii)	Planning and Management of Education of Minorities and Women	1	7	14
(viii)	Education for Tribals and Disadvantaged Group	1	4	21
<b>III. Theme Based Programmes</b>				
(i)	Utilization of Finances in Education	1	1	8
(ii)	UEE and Micro-Level Planning	2	16	31
(iii)	Demographic Pressure	1	5	17
(iv)	Computer Applications for Management Information System	3	27	41
(v)	Quantitative Techniques, Data Base and Indicators	3	16	60
(vi)	Others	4	6	77
(vii)	Management of Information System	1	2	8
(viii)	Other Programme EMIS	1	1	40
<b>Grand Total</b>		<b>53</b>	<b>625</b>	<b>1153</b>

\* Two on-going Diploma Programmes (National & International one each) are included in the above list.

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

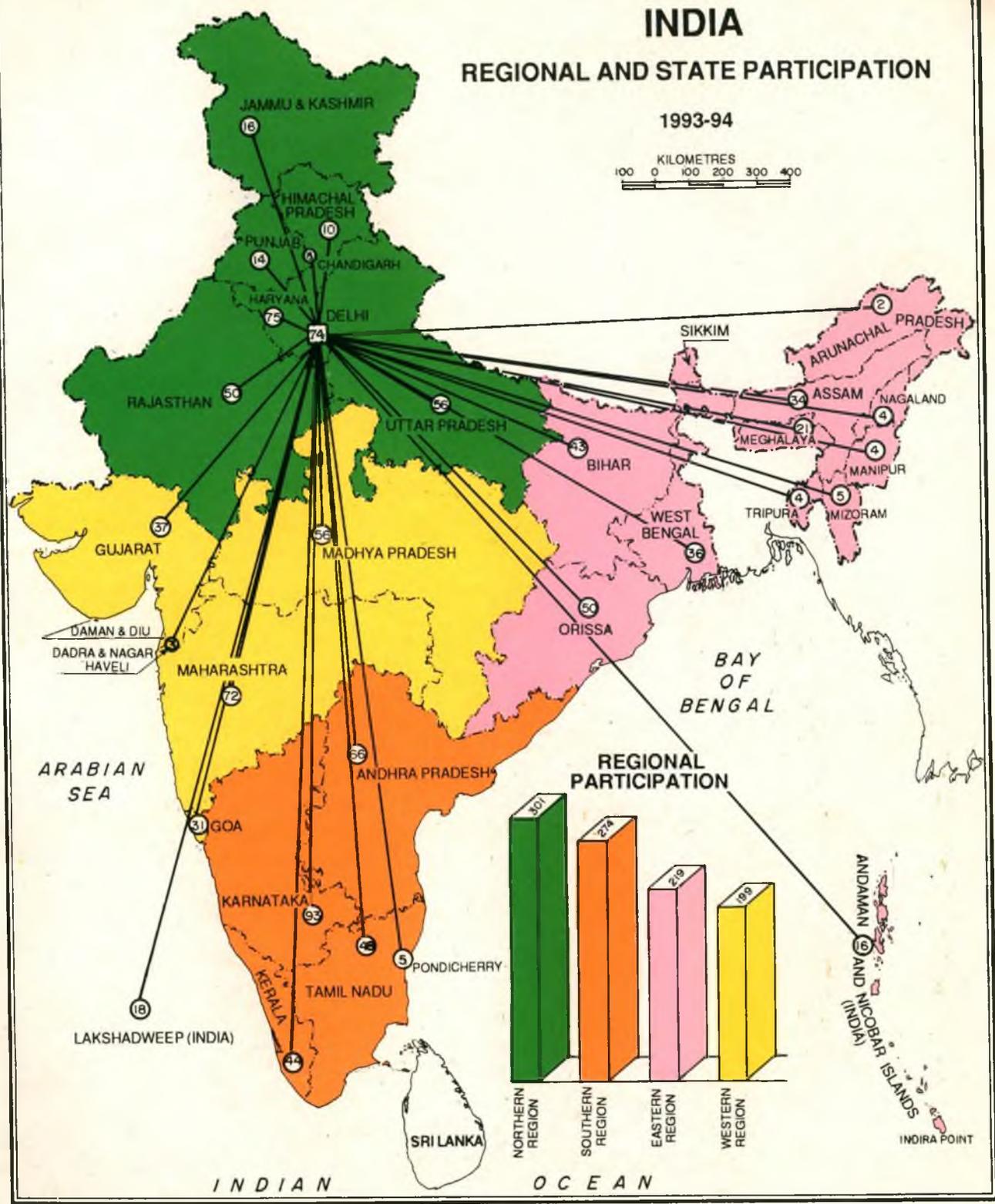
a) All the States and Union Territories in the country (except Sikkim & Daman & Diu) participated in various programmes of the Institute.

b) About 35.85 per cent of the participants belonged to the ten educationally backward States, namely, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal.

# INDIA

## REGIONAL AND STATE PARTICIPATION

1993-94





c) Apart from the States and UTs, 130 Officers from the Government of India and other national institutions like Planning Commission, University Grants Commission, Directorate of Adult Education, etc. participated in various programmes.

32. Pondicherry	5
33. Govt. of India and other Organisations	130
Total	1123

\* Ten educationally backward states (409 participants)

Table 2  
State-wise Participation

S.No.	States/UTs	No. of Participants
<b>States</b>		
1.	Andhra Pradesh*	66
2.	Arunachal Pradesh*	2
3.	Assam*	34
4.	Bihar*	43
5.	Goa	31
6.	Gujarat	37
7.	Haryana	75
8.	Himachal Pradesh	10
9.	Jammu & Kashmir*	16
10.	Karnataka	93
11.	Kerala	44
12.	Madhya Pradesh*	56
13.	Maharashtra	72
14.	Manipur	4
15.	Meghalaya	21
16.	Mizoram	5
17.	Nagaland	4
18.	Orissa*	50
19.	Punjab	14
20.	Rajasthan*	50
21.	Sikkim	-
22.	Tamil Nadu	48
23.	Tripura	4
24.	Uttar Pradesh*	56
25.	West Bengal*	36
<b>Union Territories</b>		
26.	Andaman & Nicobar Islands	16
27.	Chandigarh	6
28.	Dadra Nagar Haveli	3
29.	Daman Diu	-
30.	Delhi	74
31.	Lakshadweep	18

Table 3  
Level-wise Participation in the Orientation and Training Programmes/Workshops/Seminars/Meetings etc.

Level	No. of Participants
School Principals	49
District Education Officers	51
DIETs/SCERT Personnels/Sr. Administrators	441
Adult Education Officers	40
Finance Officers	7
Statistical Officers	30
College Principals	279
University Administrators	45
Others	181
Total	1123

#### Type and Level of Participation

The participants of various programmes constituted a mixed group in terms of their levels. These included senior functionaries from State Ministries, Directorates of Education, SCERTs Regional and District Officers, tribal welfare officers as well as institutional heads like School Principals. Similarly, Administrators from Universities also took part in the programmes in the area of higher education. Details of the participants in terms of types and levels may be seen from Table 3.

#### International Participation

During the year Institute organised two IDEPA programmes (which includes one on-going) one Commonwealth Visitation Programme and one for faculty of National Institute of Education (NFE) of Sri Lanka. A total of 25 persons participated in these programmes. Apart from this 5 experts from the World Bank have also participated in one of the programmes. The country-wise participation is given in Table 4.

Table 4  
International Participants in the Training  
Programmes/Workshops/ Seminars

Sl. No.	Country/ International Body	No. of Participants
1.	Bangladesh	2
2.	Ethopia	2
3.	Indonesia	1
4.	Maldives	2
5.	Mauritius	2
6.	Nigeria	2
7.	Seychells	3
8.	Sri Lanka	8
9.	Zambia	2
10.	Zanzibar	1
11.	International Bodies	5
Total		30

#### Programmes by Areas and Themes

The Institute organised total 4 diploma programmes. National and International two each which includes two on-going (National and International one each) 26 training/orientation programmes, 18 workshops and 5 seminars/meetings during the year. These programmes, workshops, seminars and meetings were organised on themes; like Institutional Planning, UEE and Micro-level Planning; Planning and Management of DIETs; Non-formal and Adult Education; Planning and Management of Education for Minority and Women; Education for the Tribals and Disadvantaged; District-level Planning of Education; Utilisation Finances in Education; District and Area Level Planning; Computer Applications in Educational Planning and Management; Planning and Management of Higher Education; Planning and Management of Panchayati Raj Institution, Quantitative Techniques, Data Base and Indicators, Management of Information System, EMIS etc. A brief description of these programmes is presented below:

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

The Institute conducted its first National Diploma Programme in Educational Planning and Administration in July, 1983. This year, the Institute completed the second and third phases of the 13th diploma programme, which commenced in November, 1992. The first phase of three

months of the 14th diploma programme concluded in February, 1994. The district-level officers and personnel from SCERTs and DIETs participated in the 13th and 14th diploma programmes. The state-wise participation in the diploma programmes is given in Table 5.

Table 5  
Statewise participations in the Thirteenth and Fourteenth  
Diploma Programme

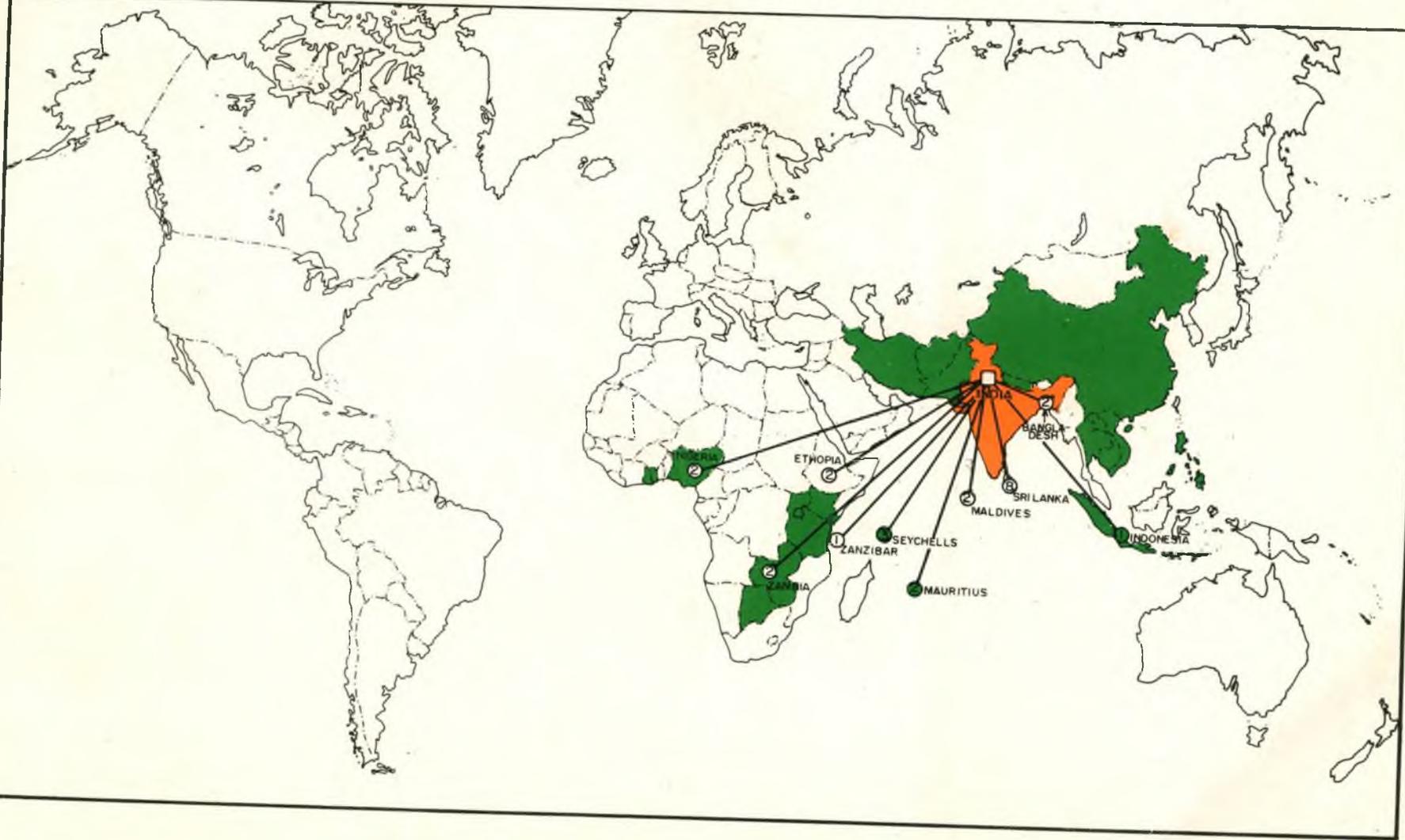
Sl. No.	Name of the States/UTs.	Number of Participants*
1.	Assam	3
2.	Gujarat	2
3.	Jammu & Kashmir	2
4.	Karnataka	5
5.	Kerala	8
6.	Madhya Pradesh	1
7.	Maharashtra	2
8.	Manipur	1
9.	Nagaland	1
10.	Rajasthan	3
11.	Tripura	2
12.	Uttar Pradesh	5
13.	West Bengal	2
14.	Andaman & Nicobar Islands	1
15.	Dadar & Nagar Haveli	2

\* 13th and 14th National Level Diploma Programmes.

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

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

# INTERNATIONAL PARTICIPATION : 1993-94





signments and visits to some important educational institutions.

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

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

The first International Diploma Programme was conducted in January, 1985. In the Ninth diploma programme which commenced in February, 1993 and completed during the year, 6 officers from 4 countries participated. The tenth International Diploma Programme started in February, 1994 in which 7 officials from 5 countries participated. The Institute has been receiving positive feedback about the programme from the various funding agencies formally and informally. The country-wise participation in international diploma programmes is given in Table 6.

Table 6  
Country-wise participation in the Ninth and Tenth International Diploma Programme

<i>Name of the Countries/ International Body</i>	<i>No. of Participants</i>
Ethiopia	2
Indonesia	1
Mauritius	2
Nigeria	2
Seychells	1
Sri Lanka	2
Zambia, Rep. of	2
Zanzibar	1
<b>Total</b>	<b>13</b>

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

tional/cultural field visits, field educational attachments and enrichment lectures.

## 3. *Institutional Planning and Evaluation*

Six programmes were organised for Principals of secondary and senior secondary schools. 112 Principals, Headmasters and Rectors of Schools attended these programmes. Some of the aspects discussed were: Academic Supervision and Leadership; Educational Productivity, Mounting Expectations on Secondary Education and Role of Principals; and Institutional Evaluation.

## 4. *Decentralisation and District-level Planning of Education*

Twelve programmes were organised on decentralised system of educational planning and management. In all 249 participants attended these programmes. The special issues discussed in these programmes were: National Policy on Education and Revised Programmes of Action; Role of Districts in Planning and Management; Dynamics of Community Participation; Methods and Techniques of Micro Planning for Education for All; Decentralised Planning; DPEP Programmes, Preparation of District Plans and Panchayati Raj Institutions.

Three programmes were also organised on District Level Planning of Education which were attended by 53 participants. The main themes covered in these programmes were: The Need for Decentralised Planning at the District Level: Present Status; Indicators of Educational Development; Data Requirements for District Level Educational Planning; Use of Computers in Developing Data Base.

## 5. *Planning and Management of District Institute of Education and Training (DIETs)*

One programme was organised in the area of Planning and Management of District Institute of Education and Training. This programme was attended by 37 participants. The programme was specifically organised for the faculty of Planning and Management branches in order to make the branch aware of the various academic activities and planning of district data for the benefit of the DIETs.

## 6. *Planning and Management of Institutional Libraries*

One programme was organised in the area of planning and management of DIET libraries. 21 participants attended the programme. The main themes covered in this programme were: Planning and Management of DIET Li-

brary; Information Networking; Planning Techniques, Library Management, Introduction to Dewey Decimal Classification and Information Service.

#### 7. *Planning and Management of Non-formal and Adult Education*

Two programmes were organised in the area of non-formal and adult education in which 69 persons participated. The themes discussed in these programmes were: Goal and Objectives; Formation of National Level Planning, Micro Planning, Project Planning, Training of Personnel; Curriculum and Materials Development, Monitoring and Evaluation; Review of Status of NFE in the State and Future Directions; District-wise Experiences and Issues in Planning and Management of NFE; Issues in Enhancing Academic Efficiency of NFE Centres.

#### 8. *Planning and Management of Higher Education*

Nine programmes were organised on the theme of planning and management of higher education. In all 295 participants attended these programmes. The main areas covered were: autonomous colleges : concept and practices; planning and implementation of autonomy; UGC support for autonomous colleges; restructuring of courses and curriculum; examination reforms and management of examinations; motivation of teachers; higher education and development Policy and Programme of Action; key issues in higher education; conflict management for educational administrators; college as resource centre for community development; organisational and behavioural aspects of management; preparations of perspective institutional planning; problems and issues in implementation of programmes of ASCs, future thrust in the development of ASCs; Mechanism of evaluation and indicators of performance of ASCs.

#### 9. *Planning and Management of Education of Minorities and Women*

One programme was organised on the theme of planning and management of education for minorities and women. 14 participants took part in this programme. The main areas discussed in the programme were: education of minorities; trends in planning for women's education; women's equality; reflection on integrated planning for women's development; education of SC women; educating adult women; education of women in a tribal setting; sociological aspects of women's education and their inte-

gration in planning strategies; education and women's development, female literacy and open education, educating the handicapped; women's education and better health care etc.

#### 10. *Education for the Tribals and Disadvantaged Group*

One programme was conducted on the theme of education for the tribals and disadvantaged in which 21 participants took part. The major themes discussed in this programme were: educational development in remote areas - a situational analysis; issues related to supply and demand generation in the context of remote areas; orientation to the concept of composite area plan and experiences in composite area planning.

#### 11. *Utilization of Finances in Education*

One Programme was organised on state financial utilization in education. 8 participants attended programme. The major issues covered were : new economic policy and financing education; subsidies for education; financing school education; mobilization of resources for higher education; privatization of education; external aid for education, school resource management; financial management, cost analysis and role of principal in accounting, and human resource management.

#### 12. *UEE & Micro-level Planning*

Two programmes were organised for school level functionaries on Micro-level Planning for Elementary Education. These programmes were attended by 31 participants. The following issues were covered in these programmes: Emerging Role of Planners in the context of Decentralization; Issues for Eighth Five-Year Plan; Demand Estimation and Mobilisation; Enrolment Scenarios, Feasibility, Prioritization and Target Setting, Estimation of Resource and Resource Mobilization, Interface with Total Literacy Campaign; Special Problems of Education with reference to Tribes and Remote Areas in the Context of Education for All; Decentralized System of Educational Planning at Micro Level; Planning for Education for All; Indicators of Educational Development; Minimum Levels of Learning at Primary Stage.

#### 13. *Demographic Pressures on Education*

One training programme on demographic pressures on education was organised to discuss recent demographic trends and its implication on education system, demo-

graphic and educational projection models and the problems of their interrelationship. It was attended by 17 officers from Bihar and Andhra Pradesh.

#### 14. *Computer Applications in Educational Planning and Management*

Three programmes were organised on Computer Applications in Educational Planning and Management. 41 participants participated in these programmes. The main issues covered in these programmes were: Computer application in education convergence of COPE with the existing systems of data collection, software and decision making through COPE, plan of action for implementing COPE, education data requirements and gaps, data and information and construction of indicators, introduction to EMIS, and personnel management information system.

#### 15. *Quantitative Techniques*

Three programmes were organised on Quantitative Techniques in Educational Planning to acquaint the participants with the concept of education role of data in it, to update the skill of participants in quantitative techniques

methods and expose them with application of quantitative for educational planning. These programmes were attended by 60 participants.

#### 16. *Others*

Six programmes were organised in the area of Management and Information System, and EMIS etc. and attended by 125 participants.

#### 17. *Resource Support*

In addition to the training programmes organised by the Institute on its own and in collaboration with other organisations, the Institute provided academic resource support in conduct of the training programmes to various States/UTs, Universities and other organisations on the following themes :

Inspection and Supervision System

Management of Information System

Panchayati Raj Institutions

Quantitative Techniques, Data Base and Indicators

### Research

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

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

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

During the period under reporting, six research studies were completed while seventeen studies were in progress. Five new studies were approved.

The total expenditure on research during the year for the studies undertaken by the faculty of the Institute was Rs. 5.69 lakhs. While the grants released for the studies under NIEPA's Scheme of Assistance during the year amounted to Rs. 0.06 lakhs, the amount received for studies sponsored by outside agencies was Rs. 63.75 lakhs.

### Studies Completed

#### 1. *Management of Autonomy of 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 had been undertaken by Dr. (Mrs.) K. Sudha Rao, Fellow, Higher Education Unit of NIEPA.

The relationship between academic institutions and the political and social orders within which they must operate is often vexed. Even in most democratic societies this

relationship does not always seem entirely satisfactory. In India for example, while universities enjoy the advantages of academic freedom in principle, in practice that licence is sharply qualified by the exigencies of governmental monetary controls. Though the universities are free to devise courses of their choice, their ability to run such courses depend mainly on the government's funding of faculty appointments, for teacher training and infrastructural facilities and finally on a given university ability to meet government endorsed criteria. Autonomous colleges are no exception to this practice. ACs are also to abide by the norms of university approvals as they are to give the degree, and state government approvals where finance is involved and of course attuned by the norms of UGC as they are to finance these institutions.

The overlapping issues and tensions that are observed at the UGC, University and state levels and the imbalances of influences that it has on the ACs are creating further unwanted restrictions of the functioning of an autonomous college. It is observed that these factors have been responsible for marring the development of ACs in general and government ACs in specific. Due to this, college's contemporary role remain maintenance of status quo with only added responsibility for conducting examinations and announcing results in government autonomous colleges in Rajasthan. The consequences of government's university's and UGC's legislative dealing serve the ACs in financial, administrative and teacher related issues forcing the colleges to spend more time on sorting the administrative issues more than was expected.

Reforms in examination, though appear to be one other function of the college, the impact of this on the total scenario of the college and its unintended positive outcomes on the system are unimaginable. Though reforms in student evaluation was introduced in the system to facilitate teaching-learning, examinations and the results contributed to the present changed, scenario of rest of the activities of teachers : viz. teaching administration, and student learning. It is heartening to note that these reforms in ACs have contributed to reverse the negative scenario

of the colleges into positive dimension. Introduction of semester system, continuous internal assessment, changes in question papers, and question items etc. of the ACs are instrumental for this achievement. Some of the ACs have introduced semester systems, while others have continued with the annual system of examinations. Yet with annual system also, tests are conducted frequently during the academic session, and performance in these tests is taken into consideration while declaring the result. A good number of ACs have introduced semester system with continuous internal assessment. The pattern of question paper also varies in its content "in comparison to that of the affiliated colleges' typical question papers stating "answer any five". In the AC question papers, one can notice short answer, essay type, objective type questions and the combination of all. Some of the colleges have developed their own question banks. Further, Autonomy has facilitated in adhering to the time schedule in the conduct of examinations and announcement of results. This alone has resulted in benefitting the students in several ways : not losing years. Whether affiliated college students are able to get admission in post graduate courses or not, ACs are always on time and hence students are able to apply to different universities. Further, both teachers and students unanimously agreed that semester system and continuous internal assessment in ACs has been responsible in ensuring student discipline, promotion of regular study habits in students, developing a positive attitude towards examination etc. In the words of the students "semester system makes examination easy and interesting", "reduces tension and anxiety", "helps in securing better marks", "promotes subject understanding and its application".

Restructuring of courses is another positive feature of ACs. Almost all private ACs and government ACs in Tamil Nadu and Andhra Pradesh have restructured their courses in one or the other form. Some colleges have introduced new courses, while others have reviewed existing courses and removed obsolete content and updated the syllabus. 84.2% of the sampled colleges have done some or the other kind of restructuring. The courses introduced pertain to conventional courses (42.2%), socially relevant courses (63.2%), applied courses (57.9%) and job oriented courses (73.6%). In addition to foundation and core courses colleges have been successful in implementing job oriented courses, value oriented

courses, courses that are introduced to train students for various competitive examinations and also courses aimed at developing a proper personality.

On the financial side : Financial powers given are similar to both autonomous and non-autonomous college principals, whereas the structure and function of these two colleges vary significantly. ACs have to conduct their own examinations, get the papers evaluated and announce results on time. It is major responsibility assigned to the college demands flexibility in financial powers of the principal. The normal procedure of calling for tenders then finalising on the basis of lowest quoted are not suitable to manage new tasks assigned to ACs. Old rules of such nature need modifications. Government colleges have no right to increase and decrease the fee structure which is fixed by the government revenue whereas in the private colleges they are able to manage in many ways to meet the requirements of the ACs. Instead of total government funding to the colleges, funds should be essentially based on formula driven by number of students, types of studies, types of colleges, types of courses etc. In the teaching realm, differential tuition fees should be permitted not only between ACs but among different quality.

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

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

The success of any scheme depends on both financial and non financial inputs. One of the major non-financial inputs is the management input. Our understanding at the end of this rather large scale evaluative survey, is that the management input in the scheme implementation is rather weak, and needs upgradation.

In order to increase effectiveness in implementing the scheme, certain strategic management interventions would be necessary. It is possible to derive a guideline of the management input from the findings of the study.

Strategic management would require certain major activities and monitoring of such activities.

On the basis of consultation with teachers and principals, it becomes evident that maintenance of logbook was the most dependable indicator of utilization of media. Such record for television was available in 8.76% schools, and that for radio in 6.83% schools. Next major indicator is the time table. More than 22 per cent schools provided place for radio programmes in the time table, and more than 20% schools for television programme. The third criterion was the location of sets, particularly in classrooms. Nearly 23.45% TV sets and only 7.55% RCCPs were kept in classrooms. The location of TV sets, particularly, in classroom is directly related to utilization.

There are at least two supportive criterion that enhances possibility of utilization of media. Availability of information chart is one of the supportive features, and 29.66% and 21% schools received radio and television programme schedules respectively in advance. Another supportive feature was exposure and training of teachers in utilizing radio and television programmes.

Keeping these findings in view, certain management activities are called for at the school level; to ensure these activities, there is a need to set up a monitoring system.

The strategic management would require development of a mechanism involving the central, state and district level agencies besides the elementary schools. At the central, state and district levels there are two types of agencies - the professional support systems like CIET at the national level, SIET/ET Cell/SCERT at the state level and DIETs at the district levels. The second is the departmental or governmental agencies Ministry of Human Resource Development at the Centre, State Directorate particularly officer incharge of ET scheme at the state level and the district education officer in the districts. As a broad policy the professional agencies and the governmental organisation should collaborate. This collaboration is relatively more visible at the national level, it is rather dominant or weak at the state and nearly absent at the district level.

In order to enhance utilisation of educational technology facilities it would be necessary to develop a coupling between implementational actions and monitoring actions. As a general rule, actions in schools are to be

monitored by district level agencies, district level actions by State level agencies and so on.

#### *School Level*

Certain primary actions are necessary at school level.

- (i). The educational television and radio programmes should be indicated in the time table of each class. Time table is by far the major indicator of daily and weekly activities of a school. It brings in a natural expectation of the students and an automatic compulsion on the teachers.
- (ii) Teachers should maintain a log book on use of television. This would provide a corroborative evidence whether time table is being followed or not. It would be desirable to maintain a small note/annotation on the programme in the log book. It would be still more desirable if teacher could record basic questions and key issues for discussion on the programme. Instead of being too idealistic, the minimum expectation would be an entry in the logbook about the programme, the time and the date.
- (iii) The study found, more or less, that there is a correlation between viewing of television programme and their location in the classroom in contradistinction to location of television in headmaster's office or staff room. However, many schools do not have right kind of classroom with adequate safety. It is a major concern among the principals; and this is natural. It would be useful if alongwith the sets, provision can be created to provide a safe storage facility like steel almirah that can house the television sets and the RCCP Sanghamitra sets of ET & T is one such model (sanghamitra houses a TV and a VCP). The lid can be slided up and down for television viewing. This would facilitate locating the sets in the classroom.
- (iv) The prevailing predominance of curriculum and examination and teachers' overriding concern for completion of courses makes many programmes redundant, since the programmes are not necessarily based on curriculum. As a natural consequence, the coverage through televi-

sion and RCCP do not form part of the tests and evaluation procedures. Conducting quizzes and tests on the basis of television and radio programme would enhance importance of media broadcast among children, as well as among the teachers. In other words, it will be necessary to integrate radio and television programmes with cultural ethos of schools even if it is not very satisfactory and pedagogically sound.

These activities in the school should enhance rate of utilisation of radio and television sets. However, it would still leave the utilisation of audio cassette component totally open. As and when recorded audio cassettes can be made available, the same strategic management can be utilised for enhancing utilisation of cassette player component of RCCP. We would, however, suggest and recommend that schools should be provided with or school should be asked to acquire a few blank audio cassettes for the following use :

- Student should be invited to narrate a story, recite a poetry or participate in a discussion. These should be recorded and played back. The opportunity to listen to one's own voice is a great encouragement to the children. And it provides powerful feedback for learning articulation. Such cassettes need not be preserved, so that these can be used again and again.
- Teachers can also use the blank cassettes to record her/his own brief presentation, or record from radio and use it in the class.

These activities should be initiated at the school level. However, they would require to be monitored and provided with professional input and support from the district and state levels.

#### *District Level*

At the district level there are two different agencies, namely, the District Education Officer and the DIET. Most of the states have developed an inspection schedule which is used for school inspection. Incidentally, component of educational technology scheme or utilization of media facilities has not been a part of the inspection schedule. It would be useful to provide within the schedule the scope of inspecting use of RCCP, Television and other equipments and materials. This will automatically create the provision and mechanism for monitoring maintenance

of logbook, accommodation in the time table, location of sets, and quizzes and tests in the school.

The inspection schedule should also reflect upon the capability of the teachers to make use of programmes. This qualitative component of the inspection report should be forwarded to the DIETs.

There are two major activities that can be done by the DIETs - undertake to provide professional support to the utilisation of education technology scheme. The Educational Technology Unit in collaboration with in-service education unit in the DIET should conduct training programmes for teachers on pedagogy and approaches to use of mass media.

In the present highly centralised production of programmes, teachers not only feel left out, they also develop a kind of jealousy about the media programme. In many cases, the media presenter is not necessarily the talented one. Lot of other considerations dominate. This is, besides, the lack of relevance including compatibility of language and dialects of the media and those used by children. The DIETs should organise not only script writing workshops but script competitions for audio cassettes. It can also develop, even if less sophisticated, programmes with the help of local teachers. This should involve participation, programmes would be location specific and hence more relevant. Such an experiment has been successfully carried out with rural primary teachers by Howrah Rural Teachers Forum, an NGO in Udang.

#### *Conclusion*

It is important to note that the number of sets in working condition are very high. The reported use of media facilities are also very high. We do not consider the reported use either as true or false. The partial truth is they are used once in a while, not regularly. The logbook and timetable indicate regularity. We consider the environment to be friendly and receptive. With the management inputs - action and monitoring - recommended here, the proportion of utilization of media should increase.

3. *National Sample Survey for Monitoring of UEE - Sponsored by the Ministry of Human Resource Development, Department of Education, Government of India.*

The project of National Sample Survey for Monitoring of UEE was approved by the Department of Education,

Ministry of HRD. The project was conducted by Late Shri M.M. Kapoor, Sr. Fellow & Head, SNS Unit.

As a part of the programme to develop a system for monitoring of progress towards universalisation of elementary education (UEE), a project on 'National Sample Survey for Monitoring of UEE' was assigned to NIEPA by the Ministry of Human Resource Development, Department of Education, in 1991 to collect data on sample basis for estimating the necessary educational rates and ratios for monitoring progress of UEE in each state and UT. This project was envisaged as a long term project to improve the national data collection systems for monitoring of UEE as well as realistic educational Planning and fixation of targets in respect of elementary education in the country.

The main objectives of the project were:

- a) to collect, compile and analyse information on enrolment and repeaters from class I to V with age break-up for classes I and V;
- b) to improve upon the existing methodology of using sample survey for collection of educational data; and
- c) to develop a technique of target setting on the basis of multiple indicators based on data collected through sample survey and also on census basis by the official agencies.

The report of the study is divided into two phases. The report of the first phase of the study has been brought out. The concluding observations of the first phase of the study are:

- (i) While there is no dearth of research studies and reports on growth of elementary education in the country, prior to this survey no systematic attempt was made to work out completion rate for any age-grade by any state, Union Territory or by the Central Government. The need to work out completion rate arose in the context of the 1986 National Policy on Education which laid down that "all children who attain the age of 11 years by 1990 will have had five years of schooling. The study has revealed that the present system of monitoring the achievement of UEE on the basis of 'Gross Enrolment Ratio' alone is not adequate. The 'Completion Rate' is a better indicator and more close to reality. However, it

alone also cannot help in monitoring the progress of UEE. Therefore, to monitor the complete process of UEE, in addition to CR, the indicators of 'Admission Rate' to monitor enrolment in class I, and 'Transition Rates' to monitor flow of pupils from class I to V in term of 'Repetition Rate' and 'Dropout Rate' need to be adopted. It would require adoption of multiple indicator approach for monitoring the critical aspects of universalisation of elementary education on the following lines:

For monitoring completion, completion rates for class V in age group 11-13 years and for class VIII in age group 14-17 years may have to be worked out. Standardised attainment tests based on minimum levels of learning on prescribed competencies may have to be administered to class V and class VIII students to work out achievement test scores to monitor 'Achievement'.

- (ii) The above set of indicators would help in monitoring the flow of pupils into the system, through the system, and who complete the system. However, in view of operational difficulties, initially the scope of monitoring can be restricted upto class V. 'Achievement' can be approximated by 'pass percentage' in class V on the basis of any system of pupil's evaluation followed in the institutions.

#### 4. *Identification of the Training Needs of the School Principals of Baroda (under NIEPA's Scheme of Assistance)*

A study 'Identification of the Training Needs of the School Principals of Baroda' by Professor Sneha Joshi, Head, Faculty of Education and Psychology, Department of Educational Administration, M.S. University of Baroda, was sanctioned by NIEPA at a cost of Rs. 9,800/-. The main objectives of the study were:

- a) to examine the perceived problems faced by Principals of secondary and higher secondary schools;
- b) to identify the priority management areas in which Principals would like to take training; and
- c) to suggest systematically designed training programmes for Principals of secondary and higher secondary schools.

The study has since been completed.

Some of the major findings of the study are:

- (i) For any educational institution, the planning is the most vital function because any organisation/institution works/functions towards achievement/fulfilment of predecided set of objectives and school is no exception. For this, school has to plan the whole sets of activities after deciding its broad set of priorities in terms of well defined specific goals. Thus, planning is core of all the management activities. Any activity begins with planning as absence of planning leads to chaos, disorder, confusion and wastage of resources, duplication of efforts, inefficiency etc. without planning, evaluation becomes difficult. Thus, planning is very vital for any school.
- (ii) Sometimes, some major policy decisions may be taken by school management as though they may involve principals to some extent but mostly management will be decision making authority e.g. starting a new class, functioning of schools in different shifts/mediums, constructing a new building, etc. may rest with management while preparation of calendar of daily routine activities, allotment of work, conducting cocurricular activities, etc. may rest with the Principals. Thus many times, it appears that principals are performing routine type of functions to a greater extent. They are more executors than planners one can say that they are more administrators than managers. They execute policies of the management and work according to the government rules and regulations. In matter of yearly planning with reference to syllabus planning, allotment of work, preparation of time table etc. they may take help of some teachers. As far as the day to day functioning is concerned, sometimes principals would face some pressure and this is more in case of admission of students, appointment of teachers, examinations etc. The pressures can be from different corners.
- (iii) Professional development is very vital for the benefit of the teachers, students and school as a

whole but this idea does not seem to have crippled much. Job security and lack of much scope for future upward mobility in the profession seems to be the factors behind this, commercialisation of education in last few years too might have contributed to this. There is a need for improvement in this regard. Importance of professional growth has to be perceived and acted upon properly. Principals will have to perform role of motivators in this regard. They should motivate teachers and teachers should also take more initiatives in this regard. They should keep in mind that job security and good salary is important but at the same time they should also strive for their professional development.

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

The study was undertaken by NIEPA with a total cost of Rs.96,684/- out of which a sum of Rs. 20,000/- was borne by the Tribal Welfare Department of Andhra Pradesh. Dr.(Ms.) Sujatha, Fellow, Educational Administration Unit of NIEPA, was the Project Incharge.

The study was undertaken with the objectives of seeking answers to the following questions : whether the entire schoolless villages are covered or not. If not, the gap with location particular (macro-level data to be collected from DEO (Agency) ITDA; whether the entire school-age population is covered in the villages where single teacher schools are opened; whether the local tribal only was appointed, or if not what was the method adopted and problems faced by the tribal coming from outside the locality like problems of stay, language, etc.; whether all the teachers are trained or not and difficulties therefore; whether the schools are functioning or not in terms of attendance of teachers and students, quality of teaching, problems of communication, accommodation and other infrastructure; whether wastage and stagnation is contributing to insufficient feeding of third class in Ashram Schools and residential schools; problems of disbursement of salaries, increased holidays to schools; whether appointment of local tribal increased their socio-economic status; are they able to solve the other problems of their kinsmen; and whether relationship of the non-tribal

"qualified" teachers to tribal "unqualified" teachers were cordial or not.

Some of the main conclusions and action points emerging out of the study are :

- (i) It has been noticed that the demand for Ashram Schools has increased considerably after the GVVKs single-teacher schools came into existence. In fact in Khammam the ashram schools are not able to meet the demands for admission as they have not increased. There is urgent need to plan for expansion of ashram schools or increasing the intake with corresponding improvement in the infrastructure facilities provided in these schools. In this context the role of ashram schools needs to be reviewed separately.
- (ii) Due to lack of planning, the budgetary allocation for different requirements were not provided except for the teachers salary. Establishment of a school was erroneously equated to appointment of teachers. As a result, a large number of schools lack even minimum essential material. Similarly as large number of schools were opened simultaneously, teacher requirement was not projected properly particularly in the absence of adequate qualified tribal youth. In the same way there is no proper planning for number of teachers to be deputed for the training. Alternative arrangement need to be planned while deputing teachers for training so that the school function without interruption.
- (iii) Recruitment of teachers should be in excess of present requirements so that teachers are deputed for training in a phased manner and when all the teachers are trained the surplus teachers duly trained could be utilised in expansion of schools to be established over a period of time.
- (iv) The cooperation and participation expected of the community in constructing and maintaining the school house proved to be unrealistic in the given developmental context and on the other hand the community expects the ITDA to provide the school house. In view of this attitude of community it is imperative for the ITDA to make budgetary allocation for construction and maintenance of schools house, nominal contribution for teachers and doctors salaries. This has been possible by appointing community coordinators who are highly educated and committed. These coordinators act as only facilitator to bring awareness among the tribals. In this endeavour the participation of the women is also very high. If the ITDAs in other districts can effectively replicate this community participation it would work to the advancement of the community as well as the administration.
- (v) Along with this there is a need for developing school complexes with ashram school taking the lead. This would facilitate interaction and constant monitoring. Inspection and supervision of these schools should be on non-conventional lines. The officers should play a role of friend, philosopher and guide by being an example for the teachers to play the same role with students and community. These officers should be adequately oriented about their role in the special context.
- (vi) These officers should also plan and organise training programmes for the professional enrichment of teachers in collaboration with the DIET in the district. They should also develop comprehensive tools for evaluation and monitoring of the schools objectively and they should be able to indicate the strengths and weaknesses of teachers. The frequency of visits should be decided based on number of schools under each officer.
- (vii) While recruiting teachers in future the ITDA should take a policy decision to appoint teachers who are trained. In case of non-availability of trained people the recruits should be made to improve their qualification before deputed for full time training but in the meanwhile they should be provided short time periodic training on the job. Although the ITDA appoint exclusively the tribal teachers, they should also have a small percentage of non-tribal teachers from the local areas for having healthy interaction and

avoid the feeling of exclusiveness among the tribal teachers.

#### 6. *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 was taken up by Dr. Malathi Somaiah, Indian Institute of Management, Bangalore.

Some of the main conclusions and action points emerging out of the study are :

- (i) The university need to activate its Alumni Association. Since Mysore University is one of the oldest universities in Kamataka, a number of people who have studied here have occupied important positions both in the corporate sector and in other public/private sectors of our economy. The university has to promote the idea of establishing academic chairs in various departments. Through this, funds can be generated and also eminent people may be selected for the chairs.
- (ii) The Post-graduate departments must be encouraged to take up consultancy assignments with client organisations. This serves two important purposes. The first one is that the post graduate departments direct their research work to more practical areas which are relevant to client organisations and also learn from the working of real life situations. This increases the relevance of university research. Besides, the professional fee charged to client organisations may be shared, by faculty and the university in some acceptable proportion (say 1:2 or equal).
- (iii) Whenever any university makes a request for developmental grants from the UGC, it must mobilize its own financial resources to meet the corresponding increase in the recurring expenditure thus minimizing the deficit.
- (iv) Sponsored research activity with regard to financing pattern need to be decentralized at the project or department level as the case may be. A small monitoring committee consisting of the project leader, head of the department and a

representative of finance department may be constituted to monitor the utilization of research grants.

- (v) Specific student loan schemes with necessary repayment strategies may be designed so that needy students can be benefited. Increased participation of employers on both the policy making and academic bodies of the university would enable raising more resources for the university.
- (vi) Annual budgets need to be prepared as 'performance budgets' with an emphasis on the results to be achieved, rather than looking at grants as consumption expenditure. This approach would make the universities to be more result-oriented and cost-effective.
- (vii) Universities should actively work with policy-making bodies and carry out policy-research. This will provide sufficient resources as many such studies have large budgets and has a duration of 2 to 3 years.

#### **Preview of Studies in Progress**

##### 1. *A Study on School Mapping*

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

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

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

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

Draft State reports and Block plans received from other states are in the process of finalization. The reports in respect of States of Orissa and U.P. and U.T. of Delhi have to be finalised to complete the pending work.

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

The project was approved with budget of Rs. 19.84 lakhs. The study was being conducted by Late Shri M.M. Kapoor, Sr. Fellow & Head, Project Director - upto December 1993 and after that by Shri Baldev Mahajan, Joint Director.

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

The survey reports of Arunachal Pradesh, Kerala and Punjab have been brought out as priced publications as a part of the series on Educational Administration by M/s Vikas Publishing House, Delhi on behalf of the Institute. The reports of Goa, Haryana and Mizoram were in the press in March, 1994, while the reports of Karnataka, Madhya Pradesh and Sikkim were under finalisation. The draft reports received from six other states, namely, Andaman and Nicobar, Chandigarh, Lakshadweep, Daman and Diu, Rajasthan and Tripura have been partially modified.

In all, draft report from 27 states were received till March 1994. The states of Maharashtra and Uttar Pradesh have submitted their draft reports in part. The states of Andhra Pradesh, Jammu and Kashmir and West Bengal are yet to submit their draft reports.

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

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

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

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

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

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

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

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

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

The project on Regional Disparities at the Grassroots Level was approved with an amount of Rs. 3,48,840/-. The study is being conducted by Dr. S.C. Nuna, Fellow, SNS Unit.

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

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

6. *Computerised Planning for Education (Sponsored by Ministry of Human Resource Development, Department of Education, Govt. of India)*

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

An orientation programme on COPE (Computerised Planning for Education) was organised for the senior level officers of the states of Himachal Pradesh, Rajasthan and UT of Delhi with an objective of familiarizing them with the COPE system.

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

The data-bases of the districts of Etawah, UP and Ranchi, Bihar have been completed. The data-base of Ranchi

district is being used in Bihar Education Project extensively.

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

The project on National Sample Survey for Monitoring of UEE was approved by the Department of Education, Ministry of Human Resource Development. An amount of Rs. 23.96 lakhs has been approved for the study.

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

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

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

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

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

The design of the project was approved by the Project Advisory Committee in February 1993. The study is being

conducted by Dr. (Ms.) Kusum K. Premi, Fellow and Head, Educational Policy Unit.

The main objectives of the study are: to find out the extent of utilisation by different category of beneficiaries and possible reasons for under-utilisation by specific categories; to review the practices followed by different states in identification of talent and nurturing practices; to evaluate the management structures and identify bottlenecks in implementation to analyse the socio-economic background of the beneficiaries; to assess the impact of scheme on the beneficiaries; and finally relevance of scheme in the context of introduction of Navodaya Vidyalayas.

The study involved collection of secondary as well as primary data from the states. During the period, secondary data was collected from 14 states and a brief overview of the findings based on analysis of secondary data was sent to the Ministry in February 1994. Questionnaires were prepared for collection of primary data from the state level officers, district level officers, headmasters of schools, scholarship holders, their parents and ex-beneficiaries.

The work on primary data collection was initiated in Maharashtra, Meghalaya and Orissa. Meghalaya and Maharashtra completed the field work and prepared draft tables.

#### 9. *Educational Development in Pondicherry : A Historical Perspective*

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

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

However, it seems that there are deficiencies in the efficiency of management which determine the quality and

health of the system. These include the pattern of educational administration, institutional management, the professional competence and its upgradation of teachers, their cadre policy including recruitment, posting, promotion and transfer and utilisation of available facilities by the institutions.

In the light of the above factors, a diagnosis of the educational system in Pondicherry is of direct value to initiate corrective planning and management measures. Conceived in this perspective, the main objectives of the proposed research are : to study the policy and system of educational development in Pondicherry under the French Ruler; to assess the French influence in Pondicherry's educational system after its merger; to critically examine the educational development in Pondicherry since 1954; and to identify the focal planning and management issues and suggest corrective measures in the light of the emerging concerns.

Report writing is in progress.

#### 10. *Study on Profile of Selected Universities in India (Sponsored by the University Grants Commission)*

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

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

of the development of sample universities, given their past trends and suggest plans and programme of action to influence the future thrusts in the desired direction; and build profile of each of the selected universities and suggest specific policy, programme action for each of the universities.

We have received 10 university profiles out of 17 sample universities and teacher profiles of all departments of ten universities. Data pertaining to Aligarh Muslim University, Kerala University, Vishwa Bharati and Bombay University, NEHU and Madras University are being received as almost 80% of the work of these universities have been completed by the Chief Research Investigators. The processing of data for comparative analysis on the computer is in progress.

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

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

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

The data collection work is in progress.

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

The University Grants Commission has sponsored a study on Development of Colleges in 100 educational and economically backward districts with a grant of Rs.3.40 lakhs. Dr. G.D. Sharma, Senior Fellow and Head, Higher Education Unit, is the Project Director of this Study.

The study is being conducted with the following objectives: to identify hundred most deserving colleges in edu-

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

The schemes of quality improvement sponsored by the UGC are for the colleges and universities in the country. These do not take special note of the situations prevailing in the backward or rural areas. In order to tailor the schemes of assistance for the improvement of the quality of inputs in backward/rural areas the University Grants Commission sponsored a study to examine the status and specific needs of the colleges located in educationally backward districts of the country.

The report would be divided into seven chapters namely introduction, human resources, infrastructural facilities, processes and performances, governance and finance, perspective plans and indicators of performance and recommendations : programmes initiative and schemes of assistance.

13. *Study on Universalisation of Elementary Education by 2000 A.D. : Resource Implication of Alternative Policy Packages*

A Study on Universalisation of Elementary Education by 2000 A.D. : Resource Implications of Alternative Policy Packages is undertaken by NIEPA with a budgetary provision of Rs. 95,000. Professor Shri Prakash, Senior Fellow & Head, Educational Planning Unit of NIEPA is the Project Director of the Study.

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

The study is in progress.

#### 14. *Baseline Assessment Studies in respect of : Kerala and Karnataka*

The project is undertaken in the context of the District Primary Education Programme and is funded by the World Bank. The study in respect of Kerala is being conducted by Dr. N.V. Varghese, Fellow, SNS Unit.

The objectives of the study are : (i) to measure the levels of learner achievement at primary levels of education in Kerala; (ii) to analyse the functioning of primary schools; and (iii) to identify factors influencing learner achievement and school effectiveness.

The study is based on the empirical evidence generated from the three districts of Kerala, namely Malappuram, Kasaragode and Wayanad. The DIETs in the respective districts were identified as the nodal agency for the field work operations. A preliminary report highlighting the levels of learner achievement was brought out by the end of January 1994. The data analysis and drafting of the final report is continuing and the project is expected to be completed by July, 1994.

#### *Baseline Assessment Study : Karnataka State*

The World Bank sponsored Baseline Assessment Studies for all the six states covered under DPEP. The study for Karnataka is being conducted by Dr. Y.P. Aggarwal, Fellow, School and Non-formal Education Unit.

The objectives of the study were : to measure the levels of learners' achievement and establish Baseline data for evaluation purposes and to analyse and understand the basic factors influencing the learners' achievement and school effectiveness.

The study is confined to four districts namely, Kolar, Mandya, Belgaum and Raichur. The field work was completed during the months of November/December 1993 and a preliminary report was presented in a seminar held at Delhi in January, 1994. In order to ensure that adequate capacity at the State level is built for undertaking similar studies at a future date, the present study was conducted in close co-operation with the resource institutions in the Karnataka State. DSERT in the State was the nodal agency from where all the activities of survey planning, collection

and computerisation of data were undertaken. Mr. M.V. Parthasarathi Raju, Reader DESERT, was the State Coordinator for the study.

The Project is progressing as per schedule and the tasks assigned for the study will be completed in time.

#### 15. *Financing of Education in the Context of 10th Finance Commission*

The project is being taken up at the instance of the Ministry of HRD, by Dr. J.B.G. Tilak, Senior Fellow & Head, Educational Finance Unit and Dr. N.V. Varghese, Fellow, Sub-National Systems Unit.

The project work started in July 1993. In initial months, the work was essentially collection of Data from various sources. More specifically Enrolment Data on Elementary and Secondary levels of education were collected for various years. Similarly, expenditure data on different levels of education for 18 major states were collected from the published and unpublished sources of M/HRD. We could create a database from 1980-81 onwards.

Data pertaining to elementary education were analysed and a draft report. "Resources Requirements of Education in India Implications for the Tenth Finance Commission", was brought out by the end of March 1994. The draft report provides information on : past trends in plan, non-plan and total expenditure on education in current and constant prices - at elementary, secondary, university and technical levels of education separately and all levels of education as a whole; projected expenditure on education based on past trends in plan, non-plan and total expenditure in current and constant prices by levels of education; per student expenditure on education (plan, non-plan and total) on current and constant prices by levels of education; enrolment trends in elementary and secondary education, and enrolment targets in elementary education (based on target of universalisation of elementary education by 2000 AD) and likely growth in secondary education (based on past growth); and estimates of requirements of resources for elementary education based on enrolment trends.

At present the collection of data pertaining to Secondary and Higher levels of education is continuing.

16. *Perception of Educational Administrators in Institutions of Higher Education : Some Gender Issues*

The project is being undertaken by Dr. Jayalakshmi Indiresan, Senior Fellow, Higher Education Unit. The main objectives of the study are : to analyse the entry path and factors influencing the career path of educational administrators; to understand the perception of educational administrators on their roles, responsibilities and expected rewards and how these are moderated by their work orientation; to study the perception of the professional climate and its impact on self-concept; and to examine the gender differences in these perceptions.

Any examination of women in management raises a number of questions. Accepting the observation that there are very few women in senior administrative positions in universities, this study addresses the following issues : why do we want more women in senior administrative positions; factors influencing the journey of a woman to an administrative position; what are the perceptions of women educational administrators on important managerial dimensions of power, recognition and reward and its relationship to professional climate; and what are the implications of these for bringing in more women and making their functioning more effective.

17. *Project on Use of Sample Survey Techniques of Study Problems of Education of Children of Slums - A Case Study of Delhi and Bombay*

The project is being undertaken by Prof. Shri Prakash, Senior Fellow & Head, Educational Planning Unit. The main objective of the study are : to study the problems of education of children of slums in order to determine want of enrolments, retention and dropouts and their inter-relations with socio-economic development.

The questionnaire has been developed and field tested, listing of the universe has been obtained and sample procedure has been finalised.

The study is in progress.

**New Studies**

1. *Profiles of School Quality in Secondary Education - A Study of Selected Secondary Schools*

The project is being taken up by Dr. (Mrs.) Sudesh Mukhopadhyay, Fellow, School and Non-formal Education

Unit. The study is undertaken with the objectives : to develop profiles of quality in secondary education; to identify factors contributing to the school quality under varying administrative arrangements; and to work out the intervention strategies for improvement of school quality.

The study was sanctioned in the month of April, 1993, and the financial approval was given on January 3, 1994. A Research Assistant was appointed for the months of February to April, 1994. During this period the progress is as under : (i) Review of literature has been completed resulting in a paper on Quality of Secondary Education : "Journey from school effectiveness to effective schools" which will be published in a suitable journal besides being used as the background paper on a proposed programme of quality of education; (ii) Preliminary visit has been made to the State Boards of Secondary Education, Gandhi Nagar and Ajmer and the lists of Schools to be covered under the study are being processed; and (iii) The work of DELPHI study for identifying indicators of school quality is in progress.

2. *Assessment of Infrastructural Facilities for Women Students in Higher Education Institutions*

The project is being undertaken by Dr. Jayalakshmi Indiresan, Senior Fellow, Higher Education Unit.

The main objectives of the study are: to make a qualitative and quantitative assessment of the currently available infrastructural facilities in terms of hostels, common rooms, toilets and other facilities for women students; to assess the adequacy of these facilities in relation to the demands; and to assess the gap and project the requirements for the next five to ten years. Two types of questionnaire : College and; University, have been developed. The questionnaires were despatched to 500 colleges all over the country. Of these 240 colleges have responded. The entire data have been computerized. Tables are being generated and report writing is in progress.

3. *Project on "Standards of Teaching and Research in Economics in Indian Universities"*

The Institute has undertaken a small study on "Status of Research and Teaching of Economics in Indian Universities" sponsored by UGC at a cost of Rs. 20,000/- and for a period of 2 months. The project is being undertaken by Prof. Shri Prakash, Senior Fellow and Head, Educational Planning Unit.

The main objectives of this study are : (i) to identify the gaps and limitations of infrastructural facilities, teaching staff, research capabilities and facilities; (ii) to review work by subject panels also involves the assessment of the strengths, weaknesses, specialisations of the faculty and the research undertaken by the individual departments undertaken both by teachers and research scholars; and (iii) To assess the standards of research in various university departments of economics with a view to help the lagging departments to overcome their infrastructural and faculty limitations so as to bring the research standards, up to national average.

The study is in progress.

4. *A Study of Planning and Management Processes in Respect of Inservice Training in DIETs*

The project is being undertaken by Dr. B.K. Panda, STA.

The study is being conducted with the following objectives : size of the DIETs; management and control - financial, academic and administrative; process of programme formulation; linkages within and outside DIET; and perceptions of DIETs faculty and Principals, beneficiaries and target groups across formal, non- formal, and adult education about the effectiveness of in-service programmes and to formulate a functional framework for planning and management of inservice teacher education programme in DIETs.

The study is in progress.

5. *Power, Status and Responsibilities of Principals of Colleges*

The project is being undertaken by Dr. G.D. Sharma, Senior Fellow and Head, Higher Education Unit.

The main objectives of the study are to examine : methods and procedures of recruitment of principals; service and working conditions of principals; power and authorities vested in the principals of colleges by the Act, orders and through Memorandum of Associations and the responsibilities assigned to them; Responsibilities of the principals with regard to : a. curriculum development, b. ensuring regularity of teaching learning process, c. ensuring and carrying out innovative programmes, students staff development and management including non-teaching staff, and d. infrastructure development and management. methods of governance and relationship between manage-

ment and principals and between the college principals and funding agencies; status and responsibilities as perceived by the principals of colleges and problems experienced by them in efficiency performance of their responsibilities.

It was felt that traditional role and authority exercised by the principal is under a serious stress. With the change in educational structure, processes and size of institutions, the system of governance, particularly powers, authority and responsibility exercised by the principal also need to undergo a change.

**Publications**

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

During the year under review, following publications were brought out by the Institute:

*Priced*

1. *Educational Administration in Arunachal Pradesh: Structure, Processes and Prospects for the Future* by M.M. Kapoor, R.P. Vadhera and Srilekha Majumdar

As the first publication in a major series on educational administration being brought out by the Institute, the book is an outcome of the Second Survey of Educational Administration conducted recently in the state by NIEPA as a part of the countrywide survey on educational administration. To bring about the much needed changes in the educational administrative system as recommended by the National Policy on Education, 1986, and its subsequent modifications, a knowledge of its present form and functioning are necessary. It is based on information from primary as well as secondary sources and provides the current status of educational administration from institution to the state level with focus primarily on the school stage. Apart from furnishing general information about the state and indicating the legal basis of education, it contains brief description of the different aspects of

educational administration like the educational policies and programmes, organisation and structures, the role of non-government agencies, personnel management, information system, financial management, process of educational planning, inspection and supervision, academic support system, etc. The activity profile of administrative personnel at various hierarchical levels of the system have been dealt with in detail. A special feature of the book is the description of the innovative policy on transfer of teachers. The report also analyses critically the urgent tasks ahead for future development of educational administration in Arunachal Pradesh.

2. *Educational Administration in Punjab: Structure, Processes and Prospects for the Future* by M.M. Kapoor, Amrit Dhingra and R.S. Tyagi.

The book is an outcome of the Second All India Survey of Educational Administration recently conducted by NIEPA in Punjab. The book containing 15 chapters giving the present status of educational administration right from the institution to state level with focus primarily on administration of school education. It belongs to a series of such publications on educational administration in the various states and union territories of the country and is valuable reference material for researchers, educationists, educational planners and administrators, as well as all those interested in the development of education.

3. *Educational Administration in Kerala: Structure Processes and Prospects for the Future* by M.M. Kapoor, T.H. Sreedharan and J.C. Goyal

This book has been published as one in the series based on the Second All India Survey of Educational Administration conducted in all the States and Union Territories in the country.

All important aspects of educational administration like organisation and administration of education; educational planning, policy and programmes, educational finance, inspection and supervision, institutional planning and management including legal basis of education have been studied. Prospects for future development of education in the state are also given.

Kerala occupies an enviable position so far as educational development is concerned. It has the distinction of being 'first' in several ways. It has the highest literacy rates both for males and females. It was first to declare its Emakulam

district as the totally literate district in India. Kerala has gross enrolment ratio of 105.6 for lower primary stage. It provides substantial proportion of its resources for education. Its teacher-pupil ratio are lower than the national averages. The proportion of women teachers is 60 per cent. The dropout rate at primary state is only three per cent which is lowest in the country. But it still needs to do better in certain areas like strengthening its data base, reducing non-viable schools removal of inter-district disparities in education, institutional planning, supervision and inspection, staff development etc.

*Unpriced*

4. *External and Internal Resource Mobilization for Education for All* by J.B.G. Tilak

This discussion paper was prepared for inclusion in the Country Paper entitled "External and Internal Resource Mobilization for Education for All (Panel Two)" and presented at the EFA Summit of Nine High Population Countries held at New Delhi during December, 1993.

The paper examines the domestic resource availability vis-a-vis the resource requirements to achieve EFA by 2000 A.D. In this context, it explores the possibilities of external assistance to fill the gap (if any) between domestic resource requirements, and resource availability in achieving the said goal.

The paper also examines the pattern of educational expenditure in developing countries using several indicators. Some of the salient features the paper has brought are: (i) nowhere in the developing world, the educational expenditure exceeds four percent of GNP as compared to six percent in developed countries; (ii) the need for emphasizing physical capital formation in education; (iii) enhancing investment on items other than salaries (e.g. text books, teaching aids etc.).

The paper also highlights the role of government as the major financier of primary education.

While analysing the external resources for education, the paper identifies some of the important agencies such as bi-lateral, multi-lateral, World Bank, IMF, UNESCO and their contributions thereof. The paper analyses the trend of external assistance to education in developing countries since 1980's and noted a marked shift in favour of primary education in late 80's.

The paper concluded by discussing certain policy issues. Some of the important issues discussed were as follows :

- (a) The contributions from communities, fees, privatisation, decentralisation etc. may not necessarily generate the resources required to achieve EFA. The state should continue to be the major financier of education.
- (b) Though the external assistance is much needed and important and can play the role of a catalyst in educational development but to expect much from it may not be desirable.
- (c) The external assistance should take into account the country's conditions while deciding the nature and type of assistance and should aim at capacity building and long term educational development of the nation concerned.
- (d) The external aid to primary education should be strengthened and sustained.

5. *Education for All: A Graphic Presentation* (Hindi version) by P.N. Tyagi

This publication is the Hindi version of the "Education for All - A Graphic Presentation" brought out by the Institute earlier.

6. *Education for All: A Graphic Presentation* (Second Edition) by P.N. Tyagi

Second edition of "Education for All - A Graphic Presentation" is a revised and enlarged edition. It is designed to meet the needs of a diverse groups of people consisting of policy analysts, senior level administrators and researchers in India and abroad. It is based on final tables made available from the Census 1991 and latest educational data collected by the Deptt of Education, Ministry of Human Resource Development.

The document was prepared with the following objectives:

- (a) to present historical trends in the behaviour of key educational indicators like institutions, enrolment, teachers and financing of education;
- (b) to describe the trends in demographic behaviour particularly of the age specific population;
- (c) to highlight the salient features of educational imbalances particularly in the provision of infrastructure, teaching and non-teaching inputs and the quality of outcome;
- (d) to present the level of inputs and achievements for important programmes of elementary 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 seven sections: (1) Administrative Structure; (2) Demography; (3) Literacy; (4) Institutions; (5) Teachers; (6) Enrolment; and (7) 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.

At the beginning of each section, a brief summary is presented on the basis of graphs and tables contained in the section. The main features of the document are the basic data as well as the illustrations together.

*In Press*

- 1-3. Educational Administration relating to the states of Haryana, Mizoram and Goa (Priced)
4. Source Book on Environmental Education for Elementary Teacher Educators edited by Kusum Premi, S.C. Nuna and Pramila Menon (Unpriced).

*Journal Of Educational Planning and Administration*

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

- (a) English: Vol.VI No.4, October 1992, Vol.VII No.1, January 1993, Vol.VII No.2 April 1993, and Vol.VII No.3 July 1993.
- (b) Hindi versions of Journal: Vol.V No.4, October 1991 and Vol.VI No.1, January 1992.

*In Press*

1. Journal of Educational Planning and Administration Vol.VII No.4, October 1993.

2. Hindi version of the Journal Vol.VI No.2, April 1992 and Vol.VI No.3, July 1992.

*Mimeographed Publications*

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

## Chapter 4

# Library and Documentation Centre and Academic Support System

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### Library/Documentation Centre

The Institute maintains a well stocked Library/Documentation Centre in educational planning, administration and inter-disciplinary subjects. It may claim to be one of the richest libraries in the field of educational planning and management in the Asian Region. It serves not only the faculty, research scholars and participants of the various programmes but also other organisations through the inter-library loan system. The Library reading room facilities are open to all.

During the period under review, 548 books and 611 documents were added to the Library/Documentation Centre. The Library/Documentation Centre presently has a collection of 45,963 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/Documentation Centre receives 350 Journals in educational planning, administration, management and other allied fields. All important articles appearing in these journals are indexed. 3425 articles were indexed from these journals during the period under review.

### Newspaper Clippings

Apart from books and journals, the Library/Documentation Centre also maintains a special collection of Newspaper Clippings relating to educational planning and administration from 20 newspapers received in Library/Documentation Centre.

### Non-print Material

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

### Circulation of Books

During the period under review, 75123 documents were issued to the participants of various programmes, faculty and on inter-library loan to other institutions. 1,20,280 documents were used by the users in the Library.

### Current Awareness Service

*Periodicals on Education : Titles Received and their Contents* : To provide the readers a current awareness service about the contents of the journals on education received during the fortnight, the Library continued its fortnightly mimeographed publication "Periodicals on Education: Titles Received and their Contents".

### NIEPA Library/Documentation Centre Acquisitions

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

### Selective Dissemination of Information

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

### Bibliography

Library prepared 103 bibliographies for the various programmes organised by the Institute during the period.

### NIEPA 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. The first issue brought out was devoted to annotated bibliography on Staff Development. The Second issue was - J.P. Naik on Education. It includes the books and articles written by J.P. Jaik.

During the period under Review, the issue on NIEPA Research Studies has been prepared.

### Documentation Centre

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

Centre has documents consisting of state gazetteers, state census handbooks, educational surveys, state educational plans, five years 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 projects reports, resource inventory studies, techno-economic surveys. NIEPA Training Programmes Reports, NIEPA Research Studies, Dissertations submitted by the participants of National and International training programmes organized by NIEPA.

### Computer Centre

The Institute has a well-equipped Computer Centre which provides support to the various training, research and other activities. During the year the process of networking of computers was initiated for which a Super Genius PC/486-SX alongwith Novel Netware (Ver. 3.12) software were acquired. Initially twenty five nodes are provided to computer centre (training section), library, documentation, administration, accounts, COPE project, etc.

The Desk Top Publishing System with Ventura publishing software caters to the in-house publishing work. In

order to strengthen the DTP work, Super Genius PC/486-SX alongwith a 600 DPI Laser Printer were added to the existing DTP Unit. The Computer Centre is also equipped with the latest PC based software packages and manuals like Lotus 1-2-3 (Rel.3), dBase IV, SPSS PC+ (Ver.4), Softcalc, Softword, Softbase and Wordstar (Rel.6). For programming purposes COBOL, FORTRAN, PASCAL and 'C' Compilers are used. A number of user-friendly softwares have also been acquired which are being used for quantitative analysis of education and allied data.

### Cartography Cell

The Cartography Cell provides cartographic presentation in training and research. The Cell has developed new methods of presentation of data and information by means of diagrams, graphs, charts, tables and transparencies for illustration in various training programmes and research projects. The Cell brought out the second edition of 'Education for All - A Graphic Presentation'. This Volume presents educational data for the last 40 years. The cell also contributed various illustrations in the publications of Educational Administration in Arunachal Pradesh, Punjab and Kerala.

### Hindi Cell

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

During the year, 2 issues of the Journal in Hindi were brought out. A book entitled 'Sabke Liye Shiksha: Sachitra Prastutikaran' by Shri P.N. Tyagi was brought out by the Cell.

### Organizational Setup

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

### The Council

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

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

A list of the members of the Council as on 31st March, 1994 is given at Appendix I.

### The Executive Committee

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

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

The Executive Committee is responsible for the management of affairs and funds of the Institute and has the authority to exercise all powers of the Council. A list of the members of the Executive Committee as on 31st March, 1994 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, 1994 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.

A list of the Members of the PPC as on 31st March, 1994 is given in Appendix IV.

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

### Academic Units

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

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

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

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

### Task Forces and Committees

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

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

An Advisory Board of Research Studies under the Chairmanship of Director, consisting of, 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.

### Administration and Finance

The Administrative set-up comprises three Sections and two Cells, namely, Academic Administration, Personnel Administration, General Administration, Training Cell and Coordination Cell. The Academic Administration and Coordination Cell report directly to the Registrar. Personnel and General Administration Sections and Training Cell are supervised by Administrative Officer under the overall charge of the Registrar.

The Finance Officer is in-charge of the Finance and Accounts Section.

The total staff strength of the Institute as on 31.3.1994, was 180. The category-wise cadre strength of the Institute is given below :

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

### Staff Changes

Dr. M. Mukhopadhyay, Senior Fellow & Head, Educational Administration Unit, joined National Open School on 29.1.1993 as Chaim an on deputation basis.

Shri S. Gopal, Secretary, CBSE, joined as Registrar, NIEPA w.e.f. 1.6.1993.

Mrs. Anjana Manglagiri, Fellow was relieved of her duties w.e.f. 1.10.93 to take up the assignment of Assistant Project Officer (Education), UNICEF for a period of 2 years.

Dr. S.B. Roy, Hindi Editor retired on 31.1.1994.

Shri S.R. Chaudhury, Section Officer joined National Open School on 28.2.1994 as Accounts Officer on deputation basis.

Dr. (Mrs.) K. Sudha Rao, Fellow took up her new assignment in the All India Council for Technical Education as Adviser for a period of two years w.e.f. 29.3.1994.

### Visit Abroads

Dr. R. Govinda, Senior Fellow & Head continued as Resident Fellow at the International Institute for Educational Planning, Paris while on EOL w.e.f. 14.1.1993 to 13.1.1995.

Dr. Pramila Menon, Associate Fellow attended a Regional Seminar on Decentralisation and Participation for the Development of Basic Education held at Manila from August 25 to September 2, 1993.

Dr. N.V. Varghese, Fellow, NIEPA participated in the Sub-regional workshop held at Bangkok from October 20 to November 5, 1993.

Dr. J.B.G. Tilak, Senior Fellow & Head, Educational Finance Unit participated in a workshop on Financing and Social Sectors organised by the Institute of Development Studies, Sussex (England) from 28.2.1994 to 2.3.1994.

Shri Baldev Mahajan, Joint Director, NIEPA attended the Regional Experts meeting to prepare for the 44th Session of the International Conference on Education held at Tagaytay City, Philippines from March 1-4, 1994.

#### **Obituary**

Shri M.M. Kapoor, (born 23.09.1945) Senior Fellow & Head, Sub-National Systems Unit, suddenly expired on 12.12.1993, after running high fever for 3-4 days. With advance training in educational planning from the International Institute for Educational Planning (UNESCO), Paris, he had specialised in various aspects of educational planning and management particularly school-mapping and micro-planning. Apart from being closely associated with a number of state and national level committees and commissions on education, he had been consultant in educational planning and management to UNESCO, UNICEF, World Bank, SIDA and other organisations. His numerous researches and publications on education have been widely acclaimed.

With his passing away, NIEPA has lost a dynamic member of the faculty.

#### **Campus Facilities**

The Institute has a four-storeyed office building, seven-storeyed hostel having 48 rooms fully furnished with attached baths and a residential complex having 16 type I

quarters, 8 quarters each of Type II, III, IV & V and the Director's residence.

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

#### **Finance**

During the year, the Institute received a grant of Rs. 140.52 lakhs (Rs. 95.52 lakhs under Non-Plan and Rs. 45.00 lakhs under Plan) against Rs. 166.00 lakhs (Rs. 93.00 lakhs under Non-Plan and Rs. 73.00 lakhs under Plan) received during 1992-93, the Institute had a balance of Rs. 35.01 lakhs (Rs. 3.48 lakhs under Non-Plan and 31.53 lakhs under Plan) at the beginning of the year. Office and hostel receipts amounted to Rs. 21.87 lakhs during the year. Thus, against the total receipts of Rs. 197.40 lakhs, total expenditure out of Government grants during the year amounted to Rs. 196.99 lakhs (Rs. 120.46 under Non-plan and Rs. 76.53 under Plan) against Rs. 178.69 lakhs during 1992-93.

The Institute had a balance of Rs. 41.77 lakhs and received additional funds amounting to Rs. 37.76 lakhs during the year for the sponsored programmes/studies from other agencies. The expenditure on sponsored programmes and studies during the year amounted to Rs. 63.75 lakhs.

The total expenditure during the year against government grants amounted to Rs. 196.99 lakhs (both Plan and Non-Plan) as against Rs. 178.69 lakhs during 1992-93. In addition, an expenditure of Rs. 63.75 lakhs was incurred on programmes and studies funded by other organisations. The total expenditure during the year both under government grants and funded programmes/studies was Rs. 260.74 lakhs against Rs. 215.10 lakhs during 1992-93.

*Annexure I*

**List of Training Programmes/  
Workshops/Seminars/Conferences  
organised during the Year**

<i>Sl.No.</i>	<i>Name of the Programme</i>	<i>Dates and Duration</i>	<i>No. of Participants</i>
<b>I. DIPLOMA PROGRAMMES</b>			
<b>National Diploma Programmes</b>			
1.	Thirteenth Diploma in Educational Planning and Administration (Phase - II) (on-going) (School & Non-Formal Unit)	Feb. 2-March 3, 1993 (30 days)*	25
	(Phase - III)	July 19-23, 1993 (5 days)	
2.	Fourteenth Diploma in Educational Planning and Administration for DEOs/DIETs Faculty and other Personnel (Phase I & II) (SNF Unit)	Nov. 1, 1993 April 28, 1994 (151 days)	15
	2	186	40
<b>International Diploma Programmes</b>			
3.	Ninth International Diploma in Educational Planning and Administration (Phase I & II) (on-going) (International Unit)	Feb. 3 - August 2, 1993 (124 days)*	6
4.	Tenth International Diploma in Educational Planning and Administration (Phase - I) (International Unit)	Feb. 14 - May 13, 1994 (46 days)	7
	2	170	13
<b>II. THEMATIC PROGRAMMES</b>			
<b>Institutional Planning and Evaluation</b>			
5.	Training Programme in Planning and Management for the Principals of Higher Sec. Schools of the Railways (Educational Administration Unit)	May 24 - June 4, 1993 (12 days)	22
6.	Programme for Heads of Secondary Schools in Collaboration with SCERT, Andhra Pradesh (Field Based - Hyderabad) (Edl. Admn. Unit)	June 7-10, 1993 (4 days)	15
7.	Workshop on Management of Excellence in Education for Vice Principals of Atomic Energy Central Schools and Junior Colleges (International Unit)	Nov. 8-12, 1993 (5 days)	26
8.	Consultative Workshop on Educational Planning and Management for Education Officers and Principals of Schools of Andaman and Nicobar Islands (Field Based - Port Blair) (Edl. Policy & SNS Units)	Nov. 20-26, 1993 (7 days)	15

9. Technical Workshop on Institutional Evaluation (SNS Unit)	Jan. 17-19, 1994 (3 days)	20
10. Workshop cum Training Programme for Principals of Delhi Aided Schools (Edl. Admn. Unit)	Feb. 21-24, 1994 (4 days)	14
6	35	112
<b>District &amp; Area Level Planning of Education</b>		
11. National Seminar on Management of Education under the Panchayati Raj Institutions (UNICEF sponsored) (Educational Policy Unit)	May 3-4, 1993 (2 days)	26
12. National Workshop on Planning for Women's Development under Panchayati Raj Institutions (SNS Unit)	Aug. 9-10, 1993 (3 days)	12
13. Training Programme on Decentralized Planning of Education with special reference to Social Safety Network (Educational Planning Unit)	Aug. 16-20, 1993 (5 days)	17
14. Workshop on District Level Educational Planning (SNS Unit)	Aug. 30 - Sept. 3, 1993 (5 days)	22
15. Workshop on Preparation of District Educational Development Plans of Rajasthan (SNS Unit)	Sept. 7-11, 1993 (5 days)	4
16. Training-cum-Workshop for Field Staff of DSCERT, Karnataka (Field-based Bangalore) (SNF Unit)	Oct. 26-30, 1993 (5 days)	41
17. Training-cum-Workshop for Field Staff of DSCERT, Karnataka (Field-based Bangalore) (SNF Unit)	Nov. 5-9, 1993 (5 days)	40
18. Workshop on Studies on State Finances (Social Safety Network : District Primary Education Project (Edl. Finance Unit)	Jan. 3-6, 1994 (4 days)	8
19. Second Management Development Programme in Educational Planning and Administration (SNS Unit)	Feb. 7-11, 1994 (5 days)	18
20. Orientation Programme in Planning and Management of Education for Heads of Area Level Officers at Lakshadweep (Field Based - Kavarati) (Edl. Policy & SNS Units)	Feb. 9-12, 1994 (4 days)	17
21. Workshop for the Revision of District Plans prepared by the DPEP States (SNS Unit)	Feb. 24-28, 1994 (5 days)	27
22. Workshop on Inspection and Supervision for Inspecting Officers of Meghalaya (Field Based) (SNS Unit)	Aug. 17-21, 1993 (5 days)	17
12	53	249
<b>Planning and Management of District Institute of Education and Training (DIETs)</b>		
23. Seventh Training Programme for the Faculty of Planning and Management Branches of DIETs (SNS Unit)	Sept. 13 - Oct. 1, 1993 (19 days)	37
1	19	37

**Management of DIET Libraries**

24. Planning and Management of DIETs Libraries (Lib. & Documentation Unit)	Jan. 27 - Feb. 8, 1994 (13 days)	21
1	13	21

**Non-Formal, Adult Education and Literacy**

25. Planning Meeting of NFE with NFE functionaries (Field Based - Bhopal) (SNF Unit)	May 16-17, 1993 (2 days)	18
26. Meeting of Directors and Programme Co-ordinators of SRCs for Effective Planning and Management of Adult and Continuing Education Programmes (SNF Unit)	Aug. 12-13, 1993 (2 days)	51
2	4	69

**Planning & Mangement of Higher Education**

27. Orientation Programme in Planning for Development of Colleges in 100 Educationally and Economically Backward Districts (Higher Education Unit)	June 28-July 3, 1993 (6 days)	22
28. Workshop on Quality Assumace and Coverage in Academic Colleges (Higher Education Unit)	July 6-7, 1993 (2 days)	7
29. Implementation of Relevance in Higher Education through Project Work (Field Based - Bhubaneswar) (Higher Education Unit)	July 31, 1993 (1 day)	15
30. Planning and Administration of Academic Staff Colleges - Meeting of Directors of ASCs (Higher Education Unit)	Aug. 23-24, 1993 (2 days)	44
31. Orientation Programme in Planning and Management of Colleges (Higher Education Unit)	Sept.6-24., 1993 (19 days)	64
32. National Level Workshop on Institutional Evaluation and Grading of Institutes (Higher Education Unit)	Sept. 22-24, 1993 (3 days)	64
33. Orientation Programme on Management of University Finance (Edl. Finance Unit)	Dec.6-10. 1993 (5 days)	22
34. National Level Programme in Planning and Administration for College Principals (Higher Education Unit)	Jan. 17 - Feb.4, 1994 (19 days)	37
35. Training Programme for College Principals of Goa (Field-based) (Higher Education Unit)	Jan. 27-29, 1994 (3 days)	20
9	60	295

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

36. Policy Implementation at Institutional Level : Orientation Programme in Planning and Management for Heads of Minority Managed Institutions (Field Based - Darbhanga) (Edl. Policy Unit)	May 15-21, 1993 (7 days)	14
1	7	14

**Education for Tribals and Disadvantaged Group**

37. Composite Area Approach for Planning Facilities for Education of the Disabled: Training Workshop (SNF Unit)	July 13-16, 1993 (4 days)	21
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1	4	21
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**Utilisation of Finances in Education**

38. Orientation Training Programme on Preparation of Studies on State Finances for Education (Edl. Finance Unit)	June 18, 1993 (1 day)	8
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1	1	8
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**UEE & Micro-Level Planning**

39. Training Programme on Planning for Universalisation of Elementary Education (UEE) at State and District Levels (Edl. Plg. Unit)	Oct. 26 - Nov. 5, 1993 (11 days)	9
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40. Training Programme in Micro Level Planning and Community Participation (Edl. Policy Unit)	Feb.21-25, 1994 (5 days)	22
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2	16	31
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**Demographic Pressure**

41. Training Programme Demographic Pressures on Education with Special References to Universalisation of Elementary Education (Edl. Plg. Unit)	Jan. 10-14, 1994 (5 days)	17
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1	5	17
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**Computer Applications for Educational Planning Management**

42. Training in Operationalization of Project COPE (COPE Project)	May 20-29, 1993 (10 days)	4
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43. Training on COPE for AIEP Personnel (COPE Project)	Aug. 16-20, 1993 (5 days)	22
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44. Training Programme on Computer Applications for Educational Planning and Management (Edl. Plg. Unit)	Nov. 22 - Dec. 3, 1993 (12 days)	15
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3	27	41
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**Quantitative Techniques, Data Base and Indicators**

45. National Workshop of Experts on Revision of International Standard Classification of Ednl. (ISCED) and Ednl. Indicators (SNS Unit)	Oct. 13-15, 1993 (3 days)	25
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46. Training Programme on Quantitative Techniques in Educational Planning (Edl. Plg. Unit)	Jan. 31 - Feb.11, 1994 (12 days)	10
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47. Data Base of Educational Research (Int. Unit Collaborative - Planning., SNS & Higher Education Units)	Feb. 1, 1994 (1 day)	25
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3	16	60
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**III. Others**

48. Apex Group Meeting on Planning and Forecasting of Technical Education, in collaboration with All India Council for Technical Education (AICTE) (Higher Education Unit)	Sept. 6 1993 (1 day)	22
49. Workshop in Planning and Management of Educational Improvement Programmes for Basic Education (International Unit)	Sept.20-22, 1993 (3 days)	43
50. Common Wealth Visitation Programme (SNS Unit)	Feb. 1, 1994 (1 day)	6
51. One day Training Programme in Research Method in Education for the Faculty of National Institute of Education, Sri Lanka (Hr. Edn. and Edl. Policy Units)	March 31, 1994 (1 day)	6

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77

**Management of Information System**

52. Workshop for the Development of EMIS in DPEP States (SNF Unit)	Feb.21-22, 1994 (2 days)	8
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**Other Programme EMIS**

53. Seminar on the Role of NICNET in Education (SNF Unit)	Feb. 6, 1994 (1 day)	40
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40

**Grand Total**

53

625

1153

\* Two on-going Diploma Programme (National & International one each)

**G.D. Sharma**

*Books, Publication, Research Papers and Reports*

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

*Improving Quality of Secondary Education : Preparing for the 21st Century* by Council of Boards of School Education in India (COBSE) issues in Planning and Management, November 6-8, 1993.

*Consultancy & Academic Support*

Member of Advisory Committee of Andhra Pradesh State Council of Higher Education.

Member of UGC Committee on review of Autonomous Colleges.

Member of UGC Committee of Academic Staff Colleges.

Member of Madras University Review Committee on Autonomous Colleges.

*Other Academic Activities*

Attended International Conference on "Improving Quality of Secondary Education: Preparing for the 21st Century" organised by Council of Boards of School Education in India (COBSE) at Pitampura, New Delhi from 6-8 November, 1993.

Attended two-day conference of Principals on National Policy on Education organised by Kurukshetra University on 5-6 November, 1993.

Attended three-day seminar for Principals of Arts, Commerce and Autonomous Colleges in ASCs in Tamil Nadu State from 4-6 December, 1993.

Attended ICF conference (Second Annual) at Goa on 3-4 January, 1994.

Attended programme for Principals of Colleges of Goa University from 27-29 January, 1994.

Attended first meeting of the Industry, Education and Technology Cooperation Committee for 1993-94 at PHD House on 21st January, 1994.

Inaugurated the workshop on Different Areas of National Policy on Education (NPE) in Faridabad on 4th February, 1994.

Attended "Standing Committee on Autonomous Colleges" at Madras University on 21st February, 1994.

Attended two-day National Workshop on Curriculum Development at NCERT on 16th March, 1994.

**K.G. Virmani**

*Consultancy & Academic Support*

Member, Governing Council, SCERT, Delhi

Member, Executive Committee, SCERT, Delhi

Member, Standing Committee on Financial & Establishment Matters of SCERT, Delhi

Chairman, Vidyalaya Management Committee, K.V. Pushpa Vihar, New Delhi

Member of several Selection Committees

*Other Academic Activities*

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

**Shri Prakash***Books, Publication, Research Papers and Reports*

"*Expenditure on Education : Theory, Models and Growth*", NIEPA, New Delhi, 1994.

"*Liberalisation of Indian Economy and Relevance of Nehru Mahalanobis Strategy of Development*" *New Economic Policy of India*, Edited by Ajit Kumar Sinha

"*Universalisation of Elementary Education: Prospects and Problems*", *Journal of Education and Social Change*, Vol. VI No.3.

"*Educational Price Deflators*" *Journal of Education and Social Change*, Vol. VI No.4.

"*Demographic Transition in India and Its Implication for Education*", *Journal Perspective in Education*, Vol. 8 Nos. 3-4.

"*Study on Development of Framework for Productivity-oriented Educational Structure*", IAMR Occasional Paper.

*Shaikshik Mang : Pratyaya aur Phalan* in *Kautilya Varta*, Vol. XIII.

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

Role of College Principals in Faculty Development in "*Landmarks in Management*" B.L. Mathur (ed.), Arihant Publishing House, 1993.

"*Research in Educational Management : Some Challenges*", *University News*, Vol. XXXI, July 5, 1993.

"*Women's Study Centres : Rhetoric Vs. Reality*", *University News*, Vol. XXXII, January 3, 1994.

*Training Materials*

Module on "Empowerment of Women"

Module on "SWOT Analysis for Organisational Diagnosis"

*Consultancy & Academic Support*

Consultant, The Ford Foundation on Diversity Initiative in College Campuses.

Consultant, World Bank on Evaluation of Technician Education.

Consultant, Educational Consultants India Ltd. Educating Foreign Students in India.

Convenor, UGC Review Committee for Women's Study Centres.

Consultant to Ministry of Environment on Environmental Education in Colleges.

*Other Academic Activities*

National Seminar on Rural Informatics, Udang, organised by TTTI, Calcutta, May 18-19, 1993.

Keynote address "Research in Educational Management: Some Challenges" Sixth Annual Conference of the All India Association of Educational Research, Mangalore, May 25-27, 1993.

National Seminar on Telecommunication and Electronics for Women. FICCI Ladies Organisation, August 27, 1993.

Towards Excellence in Higher Education, Calicut University, 14- 16, September 1993.

Silver Jubilee Conference of the All India Association of Educational Technology, October 28, 1993.

National Seminar on Women and Development, India International Centre, December 10, 1993.

Inaugural Address at the Seminar "Empowerment of Women for Educational Leadership", M.S. University, Baroda, 11-12, February 1994.

**Jandhyala, B.G. Tilak**

*Books, Publication, Research Papers and Reports*

*Education for Development in Asia*, (A Unesco-IIEP sponsored study) New Delhi/Thousand Oaks/London: Sage Publications, 1994.

*Resource Requirements of Education in India : Implications for the Tenth Finance Commission*. [Draft Report (Part I) prepared for the Government of India], NIEPA, New Delhi, 1994.

"The Pests are Here to Stay: The Capitation Fee in Disguise," *Economic and Political Weekly* 29 (7) (February 12 1994): 348-50.

"Training Costs: Measurement", in *The International Encyclopedia of Education*. Second Edition. (Oxford: Pergamon Press, 1994), pp. 6420-25.

"Indian Subcontinent: Adult Education," in *The International Encyclopedia of Education*. Second Edition. (Oxford: Pergamon Press, 1994), pp. 2753-59.

"South Asian Perspectives" (on Alternative Modes of Financing, Governing, and Managing Educational Systems) *International Journal of Educational Research*, 21(8), (1994), pp. 791-98.

"Cost Recovery Approaches in Education", Workshop on the Social and Economic Effects of Alternative Methods of Financing Education and Health in Developing Countries. Sussex, England: Institute of Development Studies (February 28 - 2 March 1994) (mimeograph)

"Strengthening the Resource Base for Education in India," *Yojana* 38 (1-2) 26 January 1994 (Republic Day Special Issue): 55-59

"External Financing of Education, Review Article in *Journal of Educational Planning and Administration* 8 (1) (January 1994): 81- 86.

*External and Internal Resource Mobilization for Education for All*, Discussion Paper. Education for All Summit of Nine High Population Countries. New Delhi, December 1993 [Summary in *Perspectives in Education* 10 (2) April, 1994: 93-96].

"Financing Higher Education in India: Principles, Practice and Policy Issues," *Higher Education* 26 (1) (July 1993 Special Issue on Perspectives on Higher Education in India): 43-67. [A marginally different version appeared as "Financing Higher Education in India," in: *Higher Education Reform in India: Experience and Perspectives* (eds. S. Chinis and P.G. Altbach), New Delhi: Sage Publications, 1993, pp. 41-83.]

"East Asia", in *Women's Education in the Developing Countries: Barriers, Benefits, and Policies*, (eds. E.M. King and M.A. Hill) Baltimore: Johns Hopkins University Press for the World Bank, 1993, pp. 247-84.

"Subsidies in Higher Education", *Economic and Political Weekly*, 28 (24), (June 12 1993): 1259-60

*Costs and Financing of Education in India: A Review of Issues, Trends, and Problems*," Discussion Paper prepared for the Research Project on Strategies and Financing of Human Development. Tiruvananthapuram: Centre for Development Studies, June 1993 (mimeograph)

*Elementary Education in India in the 1980s: Problems and Perspectives*," Background Paper prepared for a Research Project on Efficiency and Funding of Social Safety Net Programme. New Delhi: National Council of Applied Economic Research, June 1993 (mimeograph)

"International Trends in Costs and Financing of Higher Education: Some Tentative Comparisons between Developed and Developing Countries," *Higher Education Review* 25 (3) (Summer 1993): 7-35

"Education and Agricultural Productivity in Asia: A Review," *Indian Journal of Agricultural Economics* 48 (2) (April-June 1993): 187-200

"Education, Poverty, and Income Distribution in Asia," *Margin: Quarterly Journal of National Council of Applied Economic Research* 25 (2) (part 2) (March-April 1993): 61-78.

"A Select Bibliography: J.P. Naik", *Prospects* 1993 (in press)

"Economic Reforms and Investment Policies in Education", in *Private Initiative and Public Policy in Education* (ed. R.P. Singh) New Delhi: Federation of Management of Educational Institutions, 1993, pp. 30-49.

"Public and Private Sectors in Education in India", in *Public and Private Education: An International Perspective* (ed. K.N. Reddy) Hyderabad: Academic Services, 1994, pp. 30-49. [also in *Perspectives in Education* 9(3), (July 1993), pp. 133-46].

"Myths and Facts about Privatisation of Higher Education", *Journal of Higher Education* 16(2), (Spring 1993), pp. 239-58.

"*Financing Higher Education in Sri Lanka*," (Background Paper for the Report of the Mission to Sri Lanka on the Establishment of Lanka Institute of Technology and Management). New Delhi: Educational Consultants India Ltd., November 1993

"Prospects of Investment in Social Development during the Phase of Internationally Funded Structural Adjustments". *Journal of Higher Education* 16 (4) (Monsoon 1993): 519-38.

#### Book Reviews

Investing in the Future: An International Comparison of Government Funding of Academic and Related Research (J Irvine et al) *Journal of Educational Planning and Administration* 8 (1), (January 1994): 143-45.

Economics of Being Poor (T.W. Schultz) *Journal of Educational Planning and Administration* 7 (4) (October 1993): 518-19.

Human Resource Policy and Economic Development (Asian Development Bank) *Journal of Educational Planning and Administration* 7 (3) (July 1993): 383-186

Caste, Class and Education (R. Kaul), Financing Higher Education (E.T. Mathew), [and] Privatization and Privilege in Education (G. Walford) *Journal of Educational Planning and Administration* 7 (2) (April 1993): 267-71

#### Consultancy & Academic Support

Member, Advisory Committee on the Sixth All-India Educational Survey, New Delhi: Ministry of Human Resource Development, Department of Education, 1993-

Member, UGC Committee on Training of Non-Teaching Staff in Universities (Kakatiya University), New Delhi: University Grants Commission, 1993-

Member, National Core Team and Head of the Group on Studies on State Finances for Education: District Primary Education Projects (Social Safety Net Programme), New Delhi: Government of India, 1993-

Member, Higher Education Core Group, New Delhi: Rajiv Gandhi Institute for Contemporary Studies, Rajiv Gandhi Foundation, New Delhi, 1993-

Member, UGC Committee on the Admission and Fee Structure in Universities and College, New Delhi: University Grants Commission, 1993 -94)

Member, UGC Committee on Excellence in Higher Education, New Delhi: University Grants Commission, 1993 -

Member, Governing Body, Maitreyi College (University of Delhi), 1993-

Member, Governing Body, Indira Gandhi Institute of Physical Education & Sports Sciences (University of Delhi), 1992-94

Member, Governing Body, National Open School, 1993-

Member, Board of Hony. Directors, Centre for Research on Education, Applied Technology, Indian Values and Environment, Visakhapatnam, 1993 -

*Other Academic Activities**Participated in :*

Workshop on the Social and Economic Effects of Alternative Methods of Financing Education and Health in Developing Countries. Sussex, England: Institute of Development Studies (February 28 - 2 March 1994)

International Conference on Open University System and Development. Nashik: Yashwantrao Chavan Maharashtra Open University (16-19 February 1994)

Education for All Summit of Nine High Population Countries, jointly organized by the UNESCO, UNICEF, UNFPA and the Government of India (New Delhi, December 13-16 1993) [prepared a Discussion Paper and served as a Rapporteur for Panel 2 on 'External and Internal Resource Mobilization for Education for All']

National Workshop on Access to and Financing of Education in India. Bangalore: Institute for Social and Economic Change (September 28-30 1993)

Supervisor : Education and Productivity in Egypt (E. Esmet, Jamia Millia Islamia, New Delhi, 1993) Degree awarded.

Supervisor : Education and Economic Development in Orissa (A. Das), Utkal University, Bhubaneswar (in progress).

Served as referee for *Journal of Quantitative Economics* (1993).

Served as a referee for *Indian Journal of Agricultural Economics* (1993)

Served as a referee for *Comparative Education Review* (1993)

Served as an examiner for Ph.D. Thesis, University of Madras

Served as an examiner for Ph.D. Thesis, University of Kerala

Served as an examiner for Ph.D. Thesis, University of Pune

**Kusum K. Premi***Books, Publication, Research Papers and Reports*

*Source Book on Environmental Education for Elementary Teacher Educators:* (Co-editor) NIEPA with support from UNESCO, 1994.

"*Protective Discrimination and Regional Disparities in Tribal Education*" in *Regional Disparities in Educational Development*, Nuna, S.C., (ed.) New Delhi, South Asian Publisher 1993.

"*Why not Educate Girls*" in *Self-Reliant Women Series*, UNESCO, Bangkok 1994.

*Training Materials*

"Panchayati Raj and Education : Some Past Experience" for Seminar on Panchayati Raj.

"Education in Remote Areas: Planning and Management Dimensions for Andaman & Nicobar Programme.

*Consultancy & Academic Support*

Member of the National Core Team on District Planning under District Primary Education Programme for Kerala: helped in preparation and appraisal of district plans.

Member of the National Core Group on Tribal Education and prepared terms of reference for preparation and evaluation of district plans.

Developed guidelines for setting up of the "State Institute of Educational Planning and Management" for DPEP States.

Prepared proposals for operationalising of SIEMT in the States.

Guided Andaman & Nicobar Islands Administration in preparation of their Training Policy and Training Design for educational administrators.

*Other Academic Activities*

Seminar on Methodology for Education and Development of Women, organised by NCERT, (March 29-April 3, 1993) gave a presentation on "Indicators of Educational Development of Women".

Gender Issues in Education, organised by Indian Association for Educational Planners and Administrators (December 6 and 7, 1993).

Workshop on 'Operationalising Programme of Action' organised by Department of Higher Education, Haryana at Gurgaon, (December 12, 1993) led the discussion on education of Scheduled Castes and other weaker sections.

National Seminar on Developing National Core for DPEP, organised by MHRD at NCERT, Jan. 1994.

**Ram Sarup Sharma***Training Material*

Paper on modern practical techniques of Inspection and Supervision - Prepared, presented and distributed in the State level Workshop of Inspection and Supervision at SCERT, Shillong, Meghalaya (From 17.8.93 to 21.8.93).

Paper on Institutional Evaluation in Primary Schools - Prepared, presented and distributed in the Technical Workshop on Institutional Evaluation (Jan. 17, 1994 at NIEPA, New Delhi).

*Other Academic Activities*

Participated in the Workshop of Social Safety Net Primary Education : 20.4.93 convened by the Ministry of HRD, of Deptt. of Edu., Govt. of India.

Participated in the two-day Workshop on District Planning Programme : 30.4.93 to 1.5.93 organised at NCERT in collaboration with the Ministry of HRD, Govt. of India.

Participated in the National Workshop of Planning for Women's Development under Panchayati Raj Institutions, (9-11 Aug., 1993).

Attended Examination Advisory Committee meeting SCERT, Delhi to decide policy matters relating to the conduct of entrance test and annual examination of elementary teacher education diploma course conducted for DIETs in Delhi State.

Attended 2-day National Conference of Gender Issues in Education for All (Dec. 6-7, 1993) in the NCERT at Delhi as an important input into the EFA Summit, 1993 of Nine High Population Countries.

**N.V. Varghese***Books, Publication, Research Papers and Reports*

"Quality of Primary Schooling in India: A Case Study of Madhya Pradesh" (Jointly with R. Govinda), Paris, IIEP, 1993.

"Private Schools in India: Presumption and Provisions" in R.P. Singh (ed.) *Private Initiative and Public Policy in Education*; New Delhi, Federation of Management of Educational Institutions, 1993, pp. 50-75.

"Total Literacy Campaigns in India: A Study of their Organisation and Cost Effectiveness", Survey paper submitted to the Project on Strategies and Financing for Human Development, Trivandrum, Centre for Development Studies, 1993.

"Quality of Primary Education: The Indian Efforts", paper presented at the Workshop on Using Research for Monitoring the Quality of Primary Schools, Bangkok, 20 October to 05 November, 1993.

"Baseline Assessment Study: Kerala" (A Preliminary Analysis), preliminary draft report of the project presented at the workshop on DPEP, New Delhi, NCERT, 24-25 January, 1994.

*Consultancy & Academic Support*

As a member of the National Core Team on District Planning under the District Primary Education programme, helped the Union government and State governments to develop district plans. This involved (i) developing guidelines, (ii) attending

meetings at national, state and district levels; (iii) conducting meetings/workshops at the national level; (iv) helping in appraising the district plans.

#### *Other Academic Activities*

Participated and presented a paper in the Workshop on Access and Financing of Education, Bangalore, Institute for Social and Economic Change, 28 - 30 September, 1993.

Participated and presented a paper in the Workshop on Using Research for Monitoring the Quality of Primary Schools, Bangkok, 20 October - 05 November, 1993.

#### **S.C. Nuna**

##### *Books, Publication, Research Papers and Reports*

*Abortion in India : An Overview*, 1994 (Co-editor).

*Source Book on Environmental Education for Elementary Teacher Educators*, NIEPA-UNESCO-UNEP, 1994. (Co-editor)

*Elementary Education in India : An Annotated Bibliography*, Centre for Developmental Initiatives - UNICEF, New Delhi, 1993.

*Self-Learning Training Module on Sexually Transmitted Diseases*, Centre for Developmental Initiatives - WHO, New Delhi, 1993.

##### *Training Material*

"Management of Education under Panchayati Raj Institutions: A Perspective" for UNICEF sponsored Seminar on Management of Education under Panchayati Raj, New Delhi.

"Planning for Women's Development under Panchayati Raj Institutions" for Workshop on Planning for Women's Development under Panchayati Raj, New Delhi.

##### *Consultancy & Academic Support*

President, Centre for Developmental Initiatives, New Delhi.

Co-Chairperson, NAGI's Commission on Geography of Education, New Delhi.

Permanent Invitee, CABE Committee on Decentralisation Management of Education under Panchayati Raj.

##### *Other Academic Activities*

*Participated in :*

National Conference on Panchayati Raj, Parliamentarians and Legislators, Parliament Annex, New Delhi.

Conference on Service Delivery System in Induced Abortion, Parivar Seva Sansthan, Agra.

Workshop on Gender Sensitisation under Panchayati Raj Institutions, New Delhi.

Workshop on Micro-level Planning for Universalisation of Primary Education, Indian Institute of Education, Pune.

#### **K. Sujatha**

##### *Books, Publication, Research Papers and Reports*

*Educational Development among Tribes in Sub-Plan Areas in Andhra Pradesh* (Book forth coming) South Asian Publishers, New Delhi, 1994.

"Aspirations and Attitude towards Education Among Tribes", Indian Journal of Adult Education, Vol. 54, No.1, 1993.

*Consultancy & Academic Support*

Provided consultancy to British Council (ODA) in Appraising Andhra Pradesh Primary Education Project, September 6-September 21, 1993.

Member of the National Core Group on Tribal Education for DPEP.

Prepared Tribal Education Component for District Level Planning and Management of Tribal Education under DPEP.

*Other Academic Activities*

Visited Department of Aboriginal Studies, New England, University on a short-term fellowship from 20th October - 20th December, 1993. During the visit, a comparative study of Educational Policies for Australian and Aboriginals and Indian Tribes was carried-out.

**Sudesh Mukhopadhyay***Books, Publication, Research Papers and Reports*

Regional Disparities in Special Education. *Regional Disparities in Educational Development*, Nuna, S.C., New Delhi : South Asian Publishers, 1993.

Fourth Yearbook, Educational Technology (ed.) : New Delhi : AIAET, 1993.

"*Educating the Handicapped Women*", Paper presented at the National Seminar on Education and Women's Development, New Delhi, NIEPA, December 7-10, 1992. Also accepted for Perspectives in Education Oct., 1993.

"*Composite Area approach as facilitating for Community Base Rehabilitation (CBR) Strategies*" Journal of Disability and Rehabilitation Volume VI (2) July to December, 1992.

*Other Academic Activities*

Availed Shastri Indo-Canadian Institutes' Fellowship on Women and Development from September to December, 1993, at University of Manitoba, Canada.

Participated in Seminar on Rural Informatics at Udang from May 17-18, 1993, sponsored by DOE and AIAET.

**A.C. Mehta***Books, Publication, Research Papers and Reports*

"*Education for All in India - Myths and Realities*", Journal of Education and Social Change, IIE, Pune Oct. - Dec. 1992, Vol. VI, No. 3.

Co-author of "*Use of Sample Survey Techniques in Educational Statistics*" - Study based on project sponsored by UNESCO, Paris. Published in December, 1993 by UNESCO, Paris.

*Training Material*

Enrolment Projections and Goal of EFA in India

Efficiency and its Correlates : A Cross-state Analysis

Efficiency of Education System in India

A note on Demographic and Educational Scenario in India

A Survey of Estimates of over-age and under-age Children at School level in India.

A set of practical exercises on Demographic, and Educational Projections and on use of quantitative techniques on Computers.

Enrolment Projections in the Context of DPEP Programme.

Demographic Projections at the Sub-national level for TP on Demographic Pressures on Education with p.r. to UEE.

*Consultancy & Academic Support*

Member, National Core Group for DPEP Programme, MHRD, New Delhi.

*Other Academic Activities*

Presented an article "Demographic Projections at the Sub-national" level in International Symposium on Population Growth in Developing Countries, organised by International Geographical Union Commission on Population Geography at JNU, Delhi during December 20-24, 1993.

**Ranjana Srivastava***Books, Publication, Research Papers and Reports*

"Use of Sample Survey Techniques in Educational Statistics" Unesco, Paris, 1993.

*Training Material*

"Planing for UEE at State and District Levels".

"Educational Planning Processes and Problem", IDEPA course 206.

*Consultancy & Academic Support*

Educational Planning and Administration in Tripura.

Correspondence Study Unit Published by M.D. University, Haryana - "Policy Studies in Education". Representation of Public Managerial and Technical interests in Policy adoption and Policy adjudication.

Consultancy and advisory services rendered to MHRD and State Governments for preparation and appraisal of District Primary Education Projects of various States as a member of the National Core Team, Pre-Appraisal Mission, etc.

**Pramila Menon***Books, Publication, Research Papers and Reports*

Source book on Environmental Education for Elementary Teacher Educators (Co-editor), NIEPA, New Delhi, 1993.

Prepared a chapter in the source book entitled "Mobilising Community Support for Conservation Participation and Education".

*Consultancy & Academic Support*

Member, National core team for school effectiveness, management, and community participation

Prepared a note on institutionalisation of community participation through VEC

*Other Academic Activities*

Participated in an IIEP/DSE/IDRC Seminar on Decentralisation and Participation in Educational Development at Manila from 25 August - 1 September 1993.

Participated in a seminar "Decentralized Policy Making and Governance at IDRC, New Delhi, on July 5, 1993.

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

Use of Sample Survey Techniques in Educational Statistics (Co-author) UNESCO Paris, December, 1993.

Development of Higher Education in Uttar Pradesh, in Journal of Higher Education Vol. 16 No.4, Monsoon, 1993.

'The War Against Gender Bias' (by Indira Kulshreshtha), Book Review in Journal of Educational Planning and Administration Vol. VIII No.1, January 1994.

*'Management of Educational Institutions under PRIs at the grassroot level'*, May 1993.

*Consultancy & Academic Support*

Member, National Core Team on District Planning for District Primary Education Programme (DPEP).

*Other Academic Activities*

Attended National Seminar on Management of Education under Panchayati Raj Organised at NIEPA, New Delhi on May 3-4, 1993.

**Yazali Josephine**

*Books, Publication, Research Papers and Reports*

*"Integrated approach for Human Resource Development in the Third World Countries"*, International Educator Vol. 8, No 2 & 3, 1993.

*Training Material*

Grant in aid system in School Education in particular to Delhi.

Resource Utilisation in Navodaya Vidyalayas.

*Other Academic Activities*

Seminars participated : National Seminar on Management of Education under Panchayati Raj May 3-4, 1993.

**President**

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

**Vice-President**

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

**Ex-Officio Members**

3. Shri Baldev Mahajan  
Joint Director  
NIEPA  
New Delhi
4. Professor G. Ram Reddy  
Chairman  
University Grants Commission  
Bahadurshah Zafar Marg  
New Delhi.
5. Shri S.V. Giri  
Education Secretary  
Ministry of Human Resource Development  
Department of Education  
Shastri Bhavan  
New Delhi.
6. Miss S. Chauhan  
Financial Adviser  
Ministry of Human Resource Development  
Department of Education  
Shastri Bhavan  
New Delhi.

7. Smt. Kiran Aggarwal  
Additional Secretary  
Department of Administrative  
Reforms and Public Grievances  
Room No. 514, Sardar Patel Bhawan  
Sansad Marg  
New Delhi.

8. Shri R.C. Tripathi  
Adviser (Education)  
Planning Commission  
Yojana Bhawan  
New Delhi.

9. Dr. A.K. Sharma  
Director  
National Council of Educational  
Research & Training  
New Delhi.

**Education Secretaries**

10. Shri K.M. Chadha  
Education Secretary  
Government of Nagaland  
Civil Secretariat  
Kohima-797001
11. Shri N.K. Aggarwal  
Secretary (Department of HRD)  
Government of Bihar  
New Secretariat  
Patna-800015
12. Shri P.S. Negi  
Commissioner-cum-Secretary  
Education Department  
Government of Himachal Pradesh  
Himachal Pradesh Secretariat  
Shimla-171002

13. Shri H. Mishra  
Secretary (Higher Education)  
Government of Madhya Pradesh  
Vallabh Bhawan  
Bhopal-462004

14. Shri J.S. Sama  
Secretary  
Education Department  
Government of Andhra Pradesh  
Hyderabad-500022

15. Shri B.V. Selvaraj  
Education Secretary  
Education Department  
Secretariat  
Goubert Avenue  
Pondicherry-605001

#### Directors of Education/DPIs

16. Shri R. Hranthanga  
Director of School Education  
Government of Mizoram  
Aizawal-790001

17. Smt. Gourinag  
Director of Education  
Government of West Bengal  
Bikash Bhawan  
Salt Lake  
Calcutta-700091

18. Shri B.P. Khandelwal  
Director of Education  
Government of Uttar Pradesh  
18-Park Road  
Lucknow-226001  
(Camp Office, Hq. at Allahabad)

19. Dr. Om Parkash  
Director of College Education  
SB-161, Gandhi Nagar  
Government of Rajasthan  
Jaipur-302015

20. Shri K. Sivaraj Vijayan  
Director of Public Instruction,  
Jagathy Commissioner for  
Government Examinations  
Thiruvananthapuram -695014

21. Shri Z.I. Khan  
Director of Education  
Union Territory of Lakshadweep  
Kavaratti-682555

#### Eminent Educationists

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

23. Professor Bipin Chandra  
Centre for Historical Studies  
Jawaharlal Nehru University  
New Mehrauli Road  
New Delhi

24. Professor Prabhat Patnaik  
Centre for Economic Studies & Planning  
Jawaharlal Nehru University  
New Mehrauli Road  
New Delhi

25. Professor Poromesh Acharya  
Indian Institute of Management  
Diamond Harbour Road  
Joka, P. Box No. 16757, Alipur P.O.  
Calcutta-700027

26. Professor Krishna Kumar  
Department of Education  
University of Delhi  
Delhi

27. Shri M.P. Parameshwaran  
Kerala Sasthra Sahitya Parishad  
Thiruvananthapuram  
Kerala

#### Faculty Members of NIEPA

28. Dr. K.G. Virmani  
Senior Fellow & Head  
International Unit

29. Dr. (Mrs.) Kusum K. Premi  
Fellow & Head  
Educational Policy Unit

30. Dr Arun C. Mehta  
Associate Fellow  
Educational Planning Unit

**Members of Executive Committee (Not included above)**

31. Shri Deepak Gupta  
Joint Secretary (Planning)  
Ministry of Human Resource Development  
Department of Education  
Shastri Bhawan, New Delhi

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

33. Thiru R. Kannan  
Director of Teacher Education  
Research and Training  
College Road  
Madras-600006

**Secretary**

34. Shri S. Gopal  
Registrar  
NIEPA  
New Delhi

## Appendix II

## Members of Executive Committee (As on March 31, 1994)

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- |   |          |   |           |
|---|----------|---|-----------|
| 1. Director<br>NIEPA<br>New Delhi   | Chairman | 7. Dr. L. P. Pandey<br>Director (Primary Education)<br>Government of Uttar Pradesh<br>Directorate of Education<br>Nishatganj<br>Lucknow |           |
| 2. Shri Baldev Mahajan<br>Joint Director<br>NIEPA<br>New Delhi  |          | 8. Thiru R. Kannan<br>Director of Teacher Education<br>Research and Training<br>College Road<br>Madras-600006                           |           |
| 3. Shri Deepak Gupta<br>Joint Secretary (Planning)<br>Ministry of Human Resource Development<br>Department of Education<br>Shastri Bhawan<br>New Delhi. |          | 9. Professor Krishna Kumar<br>Department of Education<br>Delhi University<br>Delhi.   |           |
| 4. Miss S. Chauhan<br>Financial Adviser<br>Ministry of Human Resource Development<br>Department of Education<br>Shastri Bhawan<br>New Delhi.            |          | 10. Dr. K.G. Virmani<br>Senior Fellow & Head<br>International Unit<br>NIEPA<br>New Delhi.   |           |
| 5. Shri R.C. Tripathi<br>Adviser (Planning)<br>Planning Commission<br>Yojana Bhawan<br>New Delhi.   |          | 11. Dr. (Mrs.) Kusum K. Premi<br>Fellow & Head<br>Educational Policy Unit<br>NIEPA<br>New Delhi   |           |
| 6. Shri P.S. Negi<br>Commissioner-cum-Secretary (Education)<br>Government of Himachal Pradesh<br>Shimla-171002  |          | 12. Shri S. Gopal<br>Registrar<br>NIEPA<br>New Delhi  | Secretary |

*Appendix III*

**Members of Finance Committee  
(As on March 31, 1994)**

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- |   |          |  |           |
|---|----------|--|-----------|
| 1. Director<br>NIEPA<br>New Delhi.  | Chairman | 4. Miss S. Chauhan<br>Financial Adviser<br>Ministry of Human Resource Development<br>Department of Education<br>Shastri Bhawan<br>New Delhi. |           |
| 2. Shri Baldev Mahjan<br>Joint Director<br>NIEPA<br>New Delhi.  |          | 5. Shri K.M. Chadha<br>Education Secretary<br>Government of Nagaland<br>Kohima-797001  |           |
| 3. Shri Deepak Gupta<br>Joint Secretary (Planning)<br>Ministry of Human Resource Development<br>Department of Education<br>Shastri Bhawan<br>New Delhi. |          | 6. Shri S.Gopal<br>Registrar<br>NIEPA<br>New Delhi   | Secretary |

## Appendix IV

## Members of Planning and Programme Committee (As on March 31, 1994)

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- |   |          |   |
|---|----------|---|
| 1. Director<br>NIEPA<br>New Delhi   | Chairman | 9. Shri K.P. Sodwane<br>Director of Higher Education)<br>Government of Maharashtra<br>17-Ambedkar Road<br>Pune-411 001.   |
| 2. Shri Baldev Mahajan<br>Joint Director<br>NIEPA<br>New Delhi  |          | 10. Dr. Sanat Kumar Biswas<br>Nuclear Scientist<br>F-19, Old Ballygung Road<br>Calcutta                                   |
| 3. Shri Deepak Gupta<br>Joint Secretary (Planning)<br>Ministry of Human Resource Development<br>Department of Education<br>Shastri Bhawan<br>New Delhi. |          | 11. Dr. Satyapal Ruhela<br>Dean<br>Faculty of Education<br>Jamia Millia Islamia<br>Jamia Nagar<br>New Delhi               |
| 4. Shri R.C. Tripathi<br>Adviser (Education)<br>Planning Commission<br>Yojana Bhawan<br>New Delhi.  |          | 12. Shri Shakeel Ahmed<br>Vice-Chancellor<br>Bihar University<br>Muzaffarpur  |
| 5. Shri D.K. Khanna<br>Secretary<br>University Grants Commission<br>Bahadurshah Zafar Marg<br>New Delhi.  |          | 13. Dr. (Mrs.) Gargi<br>Former Vice-Chancellor<br>Bundelkhand University<br>Jhansi-284001<br>Uttar Pradesh                |
| 6. Shri H. Mishra<br>Principal Secretary (Higher Education)<br>Government of Madhya Pradesh<br>Vallabh Bhawan<br>Bhopal - 162004                        |          | 14. Dr. (Mrs.) R. Debi<br>Professor of Education<br>Gauhati University<br>P.O. Gopinath Bordoloi Nagar<br>Guwahati-781014 |
| 7. Shri K.K. Vijay Kumar<br>Secretary<br>General Education Department<br>Government of Kerala<br>Thiravananthapuram-650 001.                            |          | 15. Dr. Rajendra Jain<br>President<br>International Law Association<br>Indore Branch<br>Ujjain                            |
| 8. Smt. Anuradha Gupta<br>Director of Secondary Education<br>Government of Haryana<br>30, Bay Building, Sector-17<br>Chandigarh-160017.                 |          |   |



Mahajan, Baldev, Joint Director

**Educational Planning Unit**

Prakash, Shri., Senior Fellow & Head  
Mehta, Arun C., Associate Fellow  
Srivastava, Ranjana, Associate Fellow  
Zaidi, S.M.I.A., Associate Fellow

**Educational Administration Unit**

Mehta, C., Fellow (unauthorisedly absent)  
Sujatha, K., Fellow & Incharge  
Josephine, Y., Associate Fellow  
Narula, Manju, Senior Technical Assistant

**Educational Finance Unit**

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

**Educational Policy Unit**

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

**School & Non-formal Education Unit**

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

**Higher Education Unit**

Sharma, G.D., Senior Fellow & Head  
Indiresan, Jaya, Senior Fellow  
Wizarat, Kausar, Senior Technical Assistant

**Sub-National Systems Unit**

Sharma, R.S., Fellow & Incharge  
Varghese, N.V., Fellow  
Nuna, S.C., Fellow  
Jalali, J., Associate Fellow (on leave)  
Biswal, Kamalakanta, Senior Technical Assistant

**International Unit**

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

**Library & Documentation Centre**

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

**Hindi Cell**

Sharma, S.C., Hindi Translator

**Publication Unit**

Ajwani, M.M., Assistant Publication Officer

**Academic Support**

Mehta, Arun C., Incharge, Computer Centre  
w.e.f. 19.10.1992  
Tyagi, P.N., Cartographer (Computer Applications)  
Prasad, Yogeshwar, Training Assistant

**Coordination**

Panda, B.K., Senior Technical Assistant

**Administration and Finance**

Gopal, S., Registrar  
Sharma, O.P., Finance Officer  
Bhardwaj, G.S., Junior Administrative Officer  
Dhyani, T.R., Section Officer  
Sharma, M.L., Section Officer  
Mani, P., Section Officer  
Sharma, R.C., Section Officer



**ANNUAL ACCOUNTS AND AUDIT REPORT**

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

<i>Receipts</i>		
<b>Opening Balance</b>		
Cash in Hand	3,950,000.00	
Imprest	1,000.00	
Cash at Bank	3,737,792.30	7,688,792.30
<b>Grants in aid received from Government of India</b>		
Non-Plan	9,552,000.00	
Plan	4,500,000.00	14,052,000.00
<b>Office Receipts</b>		
Licence Fee	72,887.00	
Water and Electricity Charges	6,500.00	
EDPR Receipts	0.00	
Photocopier Receipts	30,345.00	
Staff Car Receipts	1,250.00	
Sale of Condemned Articles, etc.	5,485.00	
Other Misc. Receipts	35,196.00	
Leave Salary & Pension Contributions	67,121.00	
Capital Value of Pensionary Benefits	86,519.30	
Programme Receipts	907,982.30	1,213,285.60
Hostel Rent		342,426.00
By Way of Gifts & Donations (Library Books)		4,458.45
<b>Interest</b>		
Interest on Interest Bearing Advances	43,260.00	
Interest on Short-term Deposits	272,658.00	
Interest on Investment of G.P.F/C.P.F.	6,327.00	
Interest on Saving Bank Account	0.00	322,245.00
<b>Sponsored Programme and Studies</b>		
Programme & Study Receipts		3,775,588.00

**PLANNING AND ADMINISTRATION**

Period from 1.4.1993 to 31.3.1994

*Payments***Establishment Expenses****Salaries: (Non-Plan)**

Faculty	3,457,220.00	
Support for Prog. Execution	1,061,187.00	
General Administration	2,297,325.00	
Finance and Accounts	444,708.00	
Pension and Gratuity	413,052.00	
Interest on GPF/CPF Employer's Share	714,608.00	
Leave Salary and Pension Contribution	31,377.00	
Travelling Expenses	60,569.00	8,480,046.00
Staff Training		4,800.00

**Salaries: (Plan)**

Faculty	324,633.00	
Support for Prog. Execution	90,288.00	
General Administration	108,637.00	
Finance and Accounts	51,117.00	574,675.00

**Office Expenses**

Non-plan	1,180,651.24	
Plan	1,989,669.00	3,170,320.24

**Hostel**

Recurring Expenditure (Non-Plan)	334,853.00	
Non-recurring Expenditure (Plan)	65,275.00	400,128.00

**Academic Activities (Non-Plan)**

Programme Expenses	980,154.00	
Advertisement Charges	22,905.00	
Telephone and Trunkcall Charges	546,544.00	
Microprocessor Charges	42,155.00	
Photocopier Charges	212,836.00	1,804,594.00

**Academic Activities (Plan)****Research Studies**

Recurring Expenditure	569,060.00	569,060.00
Scheme of Assistance	5,816.00	
Publication	246,998.00	
Library Books	252,516.00	
Documentation and Periodical Charges	425,590.00	930,920.00

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<i>Receipts</i>		
<b>Recoverable Advances</b>		
Cycle Advances	3,980.00	
Scooter Advances	40,045.00	
Festival Advances	48,600.00	
House Building Advances	73,948.00	
Motor Car Advances	85,448.00	
Fan Advances	800.00	
Computer Advances	14,640.00	267,641.00
Misc Advance Receipts		36,912.00
GLIS Receipts		84.00
<b>TOTAL</b>		<b>27,703,252.35</b>

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

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*Payments*


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**Academic Support**

TA to Participants	30,539.00	-
TA to Resource Persons	100.00	
Honorarium to Resource Persons	12,250.00	
Misc. Charges	2,234.00	
Printing and Binding Charges	79,955.00	125,078.00

By Way of Gifts & Donations (Books) 4,458.45

Furniture & Fixtures	245,945.00	
Other Office Equipment	2,171,570.00	
Typewriters	0.00	
Staff Car	0.00	2,417,515.00

**Deposits (Plan)**

Deposits with CPWD (Plan) 980,929.00

Security Deposits 7,500.00

**Sponsored Programmes and Studies**

Recurring Expenditure 6,375,410.71 6,375,410.71

**Recoverable Advances**

Computer Advances	37,600.00	
Fan Advances	400.00	
Car Advances	71,200.00	
Cycle Advances	1,200.00	
Scooter Advances	12,000.00	
Festival Advances	51,000.00	
House Building Advances	63,200.00	236,600.00

**Closing Balance**

Cash in Hand	0.00	
Imprest	1,000.00	
Cash at Bank	1,620,217.95	1,621,217.95

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27,703,252.35

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

**NATIONAL INSTITUTE OF  
EDUCATIONAL PLANNING AND ADMINISTRATION**

Details of Closing Balance as on 31st March, 1994

<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	347,847.13	9,552,000.00	2,186,788.05	12,086,635.18	12,046,002.69	40,632.49
Plan	3,153,271.53	4,500,000.00	0.00	7,653,271.53	7,653,121.00	150.53
Sponsored Programmes/Studies	4,177,491.64	3,775,588.00	0.00	7,953,079.64	6,375,410.71	1,577,668.93
Earnest Money	10,000.00	0.00	0.00	10,000.00	7,500.00	2,500.00
Amount Received (LIC)	182.00	0.00	84.00	266.00	0.00	266.00
<b>TOTAL</b>	<b>7,688,792.30</b>	<b>17,827,588.00</b>	<b>2,186,872.05</b>	<b>27,703,252.35</b>	<b>26,082,034.40</b>	<b>1,621,217.95</b>

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 1993-94

<i>Expenditure</i>		<i>Income</i>	
Establishment Expenses	9,054,721.00	Grants-in-Aid	14,052,000.00
Office Expenses	3,170,320.24	Less Grants Capitalised	
Staff Training	4,800.00	Office Items	2,482,790.00
Hostel Expenses	334,853.00	Library Books	252,516.00
Academic Activities	3,177,136.00	Office Receipts	1,213,285.60
		Hostel Rent	342,426.00
		Less Last Year's Receipt	3,095.00
		Accrued Hostel Rent for the year	8,800.00
		Interest	322,245.00
		Excess of Expenditure over Income for 1993-94	2,541,474.64
<b>TOTAL</b>	<b>15,741,830.24</b>		<b>15,741,830.24</b>

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>		
<b>Grants Capitalised</b>		
Balance as per Last Balance Sheet	32,952,052.59	
Additions during the Year	2,735,306.00	
Additions (by Adjustment)	3,013,188.00	
Less Capital Investment Written Off	102,747.15	38,597,799.44
<b>Sponsored Programme Receipts</b>		
Receipts Capitalised	720,693.00	720,693.00
COPE/MIS Project		
Balance as per Last Balance Sheet	769,872.00	
Additions during the year	0.00	769,872.00
Project on System of Monitoring of UEE		
Balance as per last year	168,647.00	
Additions during the year	0.00	168,647.00
World Bank (Etawah Project)		23,400.00
Development of Colleges (UGC Sponsored)		2,775.00
<b>Gifts and Donations (Books)</b>		
Balance as per last year	89,462.31	
Additions during the year	4,458.45	93,920.76
<b>Excess of Income over Expenditure</b>		
Balance as per Last Balance Sheet	10,421,250.66	
Addition during the Year	0.00	
Excess Expenditure over Income during the Year	2,541,474.64	
Less Expenditure during the Year	3,013,188.00	4,866,588.02
<b>Assigned Programmes &amp; Studies</b>		
Balance as per Last Balance Sheet	4,198,178.04	
Additions during the Year	3,775,588.00	
Less Expenditure during the Year	6,375,410.71	1,598,355.33
<b>Provident Fund</b>		
Balance as per Last Balance Sheet	5,796,484.00	
Additions during the Year	3,211,209.00	
Less Withdrawal during the Year	1,681,272.00	7,326,421.00
<b>Earnest Money</b>		
Received during the Year	10,000.00	
Received during the Year	2,500.00	
Less Clearance during the Year	10,000.00	2,500.00

## PLANNING AND ADMINISTRATION

Close of 31st March, 1994

<i>Assets</i>		
<b>Land and Buildings</b>		
Balance as per Last Balance Sheet	20,819,162.55	
Additions by Adjustment	3,013,188.00	
Other Additions during the Year	0.00	
Less Refund from Contractor	2,706.00	23,829,644.55
<b>Furniture &amp; Fixtures, including Staff Car, Computers, Type Writers, etc.</b>		
Balance as per Last Balance Sheet	10,817,468.42	
Additions during the Year	2,482,790.00	
Less by Disposal during the Year	102,747.15	13,197,511.27
<b>Library Books</b>		
Balance as per Last Balance Sheet	3,090,270.93	
Additions during the Year	252,516.00	
Addition by Way of Gifts and Donations	4,458.45	
Less Written Off Books	0.00	3,347,245.38
<b>Provident Fund Investments</b>		
Balance as per Last Balance Sheet	5,000,000.00	
Additions during the Year	1,270,000.00	
Less Withdrawal during the Year	0.00	6,270,000.00
<b>Deposits</b>		
Balance as per Last Balance Sheet	55,990.00	
Additions during the Year	0.00	55,990.00
<b>Deposits with CPWD</b>		
Balance as per Last Balance Sheet	5,756,807.00	
Additions during the Year	980,929.00	
Less by Refund	0.00	
Less by Adjustment	3,013,188.00	
Additions Payment by Adjustment	2,706.00	3,727,254.00
<b>Recoverable Advances</b>		
Motor Car Advances	319,936.00	
House Building Advances	435,102.00	
Festival Advances	35,040.00	
Cycle Advances	810.00	
Scooter Advances	64,425.00	
Computer Advances	163,765.00	
Fan Advances	0.00	1,019,078.00
Miscellaneous Advances (NIEPA) as per Balance Sheet	45,012.00	
Less Received during the Year	36,912.00	8,100.00
Transfer TA Advances		7,000.00
Miscellaneous Advances (NCT-II)		20,686.40

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<i>Liabilities</i>			
<b>Deposits</b>			
Balance as per Last Balance Sheet	3,500.00		
Additions during the Year	0.00		
Less clearance during the Year	0.00		3,500.00
<hr/>			
<b>TOTAL</b>			<b>54,174,471.55</b>

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

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<i>Assets</i>		
<b>Remittance</b>		
G.S.L.I Scheme		
Balance as per Last Year	4,732.00	
Additions during the Year	0.00	
Less Received during the Year	84.00	4,648.00
<b>Accrued Income on Hostel Rent</b>		
Balance of Last Year	3,970.00	
Recovered during the Year	3,095.00	
Additions during the Year	8,800.00	9,675.00
<b>Cash Balance</b>		
Cash in Hand	0.00	
Imprest	1,000.00	
Current Account (C-4)	1,620,217.95	
PF S.B. Account (T-2)	1,056,421.00	2,677,638.95
		54,174,471.55

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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, 1994

<i>Sl.No.</i>	<i>Name of Programme/Study</i>	<i>Opening Balance</i>	<i>Receipts</i>	<i>Total</i>	<i>Expenditure</i>	<i>Balance</i>
1.	National Commission on Teachers-II Central Technical Unit Organization of Commission Visits	98,832.05	0.00	98,832.05	78,145.65	20,686.40
2.	Experimental Project for Non-formal Education - An Evaluation Study (Ministry of Education)	24,923.36	0.00	24,923.36	10,000.00	14,923.36
3.	Experimental and Innovative Prog. for Education at Elementary Level including NFE (COPE) and MIS for District Education Officers (Ministry of Education)	437,228.30	0.00	437,228.30	327,428.00	109,800.30
4.	Study on Beneficial Linkages between Education and Employment (Planning Commission)	13,372.90	0.00	13,372.90	13,372.90	0.00
5.	More Efficient Utilisation of Existing Facilities (Planning Commission)	18,037.00	0.00	18,037.00	5,000.00	13,037.00
6.	International Diploma in Educational Planning and Administration	877,989.14	442,109.00	1,320,098.14	1,081,281.00	238,817.14
7.	Study on Equity, Quality and Cost in Higher Education (UGC Sponsored)	20,954.13	0.00	20,954.13	3,000.00	17,954.13
8.	Project on Mechanism of Allocation of Resource for Higher Education (UGC Sponsored)	12,000.00	0.00	12,000.00	2,000.00	10,000.00
9.	Effective Utilisation of Hiring of Computers (UGC Sponsored)	12,750.00	0.00	12,750.00	12,750.00	0.00
10.	Micro-level Educational Planning and Management as a Measure for Decentralization (Dr. Brahm Prakash)	8,944.61	0.00	8,944.61	8,944.61	0.00
11.	Inter-Regional Training Course in Environmental Education, (UNESCO) (Dr. Govinda)	27,249.15	0.00	27,249.15	27,249.15	0.00
12.	One week National Training Seminar on Environmental Education Programme (UNESCO)	153,109.40	0.00	153,109.40	152,609.40	500.00
13.	Use of Sample Survey Techniques for Education	208,712.00	0.00	208,712.00	90,833.00	117,879.00
14.	System of Monitoring of Elementary Education	1,476,890.00	0.00	1,476,890.00	926,518.00	550,372.00
15.	Education for All in UP - World Bank Assisted Pre-project Activities (Etawha Project)	(-) 341,971.00	0.00	(-) 341,971.00	272,078.00	(-) 614,049.00

<i>Sl.No.</i>	<i>Name of Programme/Study</i>	<i>Opening Balance</i>	<i>Receipts</i>	<i>Total</i>	<i>Expenditure</i>	<i>Balance</i>
16.	Evaluation Study of Educational Technology Scheme	260,785.00	0.00	260,785.00	78,649.00	182,136.00
17.	Evaluation Study of Scholarship at Secondary Stage for Talented Children from Rural Areas (M/HRD)	60,361.00	100,000.00	160,361.00	88,655.00	71,706.00
18.	D.I.E.T. Programme	84,908.00	0.00	84,908.00	0.00	84,908.00
19.	DIET Programme (R.S. Sharma)	13,295.00	151,342.00	164,637.00	164,637.00	0.00
20.	DIET Programme for Librarians	40,626.00	32,974.00	73,600.00	53,738.00	19,682.00
21.	Training of Foreign Nominees under SCAAP Programme	9,000.00	0.00	9,000.00	7,000.00	2,000.00
22.	Lok Jumbish Programme (M/HRD)	51,284.00	0.00	51,284.00	51,284.00	0.00
23.	SAARC Expert Group Meeting	(-) 78,816.00	78,816.00	0.00	0.00	0.00
24.	Trends of Development of Universities in India (UGC Sponsored)	41,130.00	200,000.00	241,130.00	190,131.00	50,999.00
25.	Women's Well Being in India at the Grass Root Level (M/HRD)	145,975.00	49,250.00	195,225.00	185,957.00	9,268.00
26.	Development of Colleges in Educationally and Economically Under Dev. Distt. (UGC Sponsored)	81,039.00	0.00	81,039.00	129,913.00	(-) 48,874.00
27.	Development of Education in India	(-) 7,262.00	0.00	(-) 7,262.00	0.00	(-) 7,262.00
28.	Training Course in Educational Planning and Management in NIEPA — Six Members of the Chinese Association for Science Technology	147,930.00	0.00	147,930.00	75,893.00	72,037.00
29.	An Assessment of Educational Research and Evaluation Capacity in U.P. (World Bank Project — IIInd Phase)	312,703.00	0.00	312,708.00	291,708.00	21,000.00
30.	Western Region Meeting and Workshop for Operation Programme of Action	(-) 13,806.00	13,806.00	0.00	0.00	0.00
31.	Assessment of Infrastructural Facilities in Higher Education (Mrs. Inderasen)	0.00	30,000.00	30,000.00	21,637.00	8,363.00
32.	Social Safety Network Scheme (MHRD)	0.00	300,000.00	300,000.00	404,872.00	(-) 104,872.00
33.	Status of Women and Pathology (Ist Phase)	0.00	474,600.00	474,600.00	50,694.00	423,906.00
34.	CABE - Panchayati Raj Instt. (MHRD)	0.00	175,000.00	175,000.00	55,997.00	119,003.00
35.	CABE - Panchayati Raj Instt. (UNICEF)	0.00	250,000.00	250,000.00	209,013.00	40,987.00
36.	Environmental Education for Elementary Teacher Educators	0.00	0.00	0.00	10,215.00	(-) 10,215.00
37.	Orientation Programme in Planning and Management of Colleges	0.00	0.00	0.00	171,337.00	(-) 171,337.00

<i>Sl.No.</i>	<i>Name of Programme/Study</i>	<i>Opening Balance</i>	<i>Receipts</i>	<i>Total</i>	<i>Expenditure</i>	<i>Balance</i>
38.	Base Line Studies (Kerala)				443,892.00	
	Base Line Studies (Karnataka)	0.00	1,400,000.00	1,400,000.00	587,015.00	369,093.00
39.	Study on Planning and Management Process in respect of Inservice Training Programme	0.00	0.00	0.00	600.00	(-) 600.00
40.	EFA - 9th Summit	0.00	0.00	0.00	85,869.00	(-) 85,869.00
41.	Preparation of Source Book (Cont. No. 818.6391/91/254)(276)	0.00	15,549.00	15,549.00	5,495.00	10,054.00
42.	Regional Seminar on Decentralisation Participation in Education Development	0.00	62,142.00	62,142.00	0.00	62,142.00
<b>TOTAL</b>		<b>4,198,178.04</b>	<b>3,775,588.00</b>	<b>7,973,766.04</b>	<b>6,375,410.71</b>	<b>1,598,355.33</b>

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 1993-94

<i>Receipts</i>		<i>Payments</i>	
Opening Balance	796,484.00	Advances and Withdrawals	1,681,272.00
Contribution and Refund of Advance	2,471,401.00	Investment in Term Deposits	1,270,000.00
Interest on GPF/CPF and Employers Share of CPF	739,808.00	Closing Balance	1,056,421.00
<b>TOTAL</b>	<b>4,007,693.00</b>		<b>4,007,693.00</b>

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

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



## **Audit Certificate**

I have examined the Receipts & Payments Account/Income & Expenditure Account for the year ended 31st March, 1994 and the Balance Sheet as on 31st March, 1994 of the National Institute of Educational Planning and Administration, New Delhi. I have obtained all the information and explanations that I have required, and subject to the observations in the appended Audit Report. I certify, as a result of my audit, that in my opinion these Accounts and Balance Sheet are properly drawn up so as to exhibit a true and fair view of the state of affairs of the National Institute of Educational Planning and Administration, New Delhi according to the best of information and explanations given to me and as shown by the books of the organisation.

Place : New Delhi  
Dated : 27.3.1995

Sd/-  
Director General of Audit  
Central Revenues



**Audit Report on the Accounts of  
National Institute of Educational Planning and Administration  
for the Year 1993-94**

**Introduction**

The National Institute of Educational Planning and Administration (Institute) formerly known as National Staff College for Educational Planners and Administrators, was established in May 1979 as society registered under the Societies Registration Act, 1860. The main objective of the Institute is to undertake, aid, promote and coordinate research in various aspects of educational planning and administration.

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

The Institute is financed by grants from the Central Government and other institutions. Analysis of receipt & payments of the Institute for the years 1992-93 and 1993-94 is given below:

**Reply**

No comments

S.No.	Particulars	Receipts (Rs. in lakhs)	
		1992-93	1993-94
1.	Opening Balance	79.69	76.89
2.	Grants from Government of India		
	i) Plan	73.00	45.00
	ii) Non-Plan	93.00	95.52
		<b>166.00</b>	<b>140.52</b>
3.	Receipts under Sponsored Programme	23.59	37.75
4.	Other Receipts	22.80	21.87
		<b>46.39</b>	<b>59.62</b>
<b>Total</b>		<b>292.08</b>	<b>277.03</b>

S.No.	Particulars	Payments (Rs. in lakhs)	
		1992-93	1993-94
1.	Establishment/Office Expenditure	102.48	125.65
2.	Academic Programme	29.63	31.77
3.	Capital Expenditure	17.11	27.40
4.	Sponsored Programme	36.41	63.75
5.	Others	29.56	12.25
6.	Closing Balance	76.89	16.21
		<b>292.08</b>	<b>277.03</b>

## Comments on Accounts

Reply

### I(a) Excess Expenditure of Rs. 10,42,478/- Assigned Programmes/Studies

It was also observed that at the end of year 1994, the Institute had incurred excess expenditure to the tune of Rs. 10.42 lakhs as detailed below in respect of seven programmes/studies for which specific grants were received from other Departments.

<i>S.No. Name of the Programme/Studies</i>	<i>Excess Grants (in Rs.)</i>
1. Education for All - UP World Bank Assistance Pre-Project Activities (Etawah Project)	(-) 6,14,049.00
2. Development of Colleges in Educationally and Economically under developed Districts (UGC)	(-) 48,874.00
3. Development of Education in India	(-) 7,262.00
4. Social Safety Network Scheme (MRD)	(-) 1,04,872.00
5. Environmental Education for Elementary Teacher Education	(-) 10,215.00
6. Orientation Programme in Planning & Management of Colleges	(-) 1,71,337.00
7. Education for All 9th Summit	(-) 85,869.00
<b>Total</b>	<b>(-) 10,42,478.00</b>

The Institute stated (February 1995) that the excess expenditure incurred on projects at Sr. No. 2 to 7 has since been received. As regard Sr. No. 1 the amount was to be adjusted as against Institute's budget as per Ministry's Directions dated 30th September 1992 but the matter is still under consideration.

No further comments

### I(b) Un-authorized Retention of Unspent Balance of Rs. 4,92,384.00

The Institute also had an unspent balance of Rs. 4.92 lakhs at the end of March, 1994 in respect of ten programmes/studies for which specific grants were received from other Departments, connected records, however, were not furnished to audit.

<i>S.No. Name of the Assigned Programme/Studies</i>	<i>Unspent Balance (Rs. in Lakhs)</i>
1. National Commission on Teachers-II i) Central Technical Unit ii) Organisation of Commission Visits	20,686.40
2. Experimental Project for Non-Formal Education - An Evaluation Study	14,923.00

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Date .....

3. More Efficient Utilisation of Existing Facilities	13,037.00
4. International Diploma in Educational Planning and Administration	2,38,817.14
5. Study on Equity, Quality & Cost in Higher Education	17,954.13
6. Project on Mechanism of Allocation of Resource for Higher Education	10,000.00
7. DIET Programme	84,908.00
8. DIET for Librarians	19,862.00
9. Preparation of Source Book	10,054.00
10. Regional Seminar on Decentralisation Participation in Education Development	62,142.00
<b>Total</b>	<b>(Rs.) 4,92,383.67</b>

The Institute stated (February 1995) that the amount pertained to continuing sponsored studies and is adjustable in subsequent grants sanctioned by the sponsoring agencies.

No further comments

## II. Non-maintenance of Accounts in Approved Format by NIEPA

Form of accounts of the National Institute of Educational Planning and Administration were approved by the Government of India, Ministry of Education & Social Welfare, Department of Education in July 1979.

The Institute stated (February 1995) that the accounts have been maintained in approved format but for getting clear view of various activities of the Institute, expenditure is depicted under the sub-head/minor head in the accounts. However, the accounts for the year 1995-96 will be prepared in the abridged format as approved. The account for 1994-95 may be prepared in abridged format as approved.

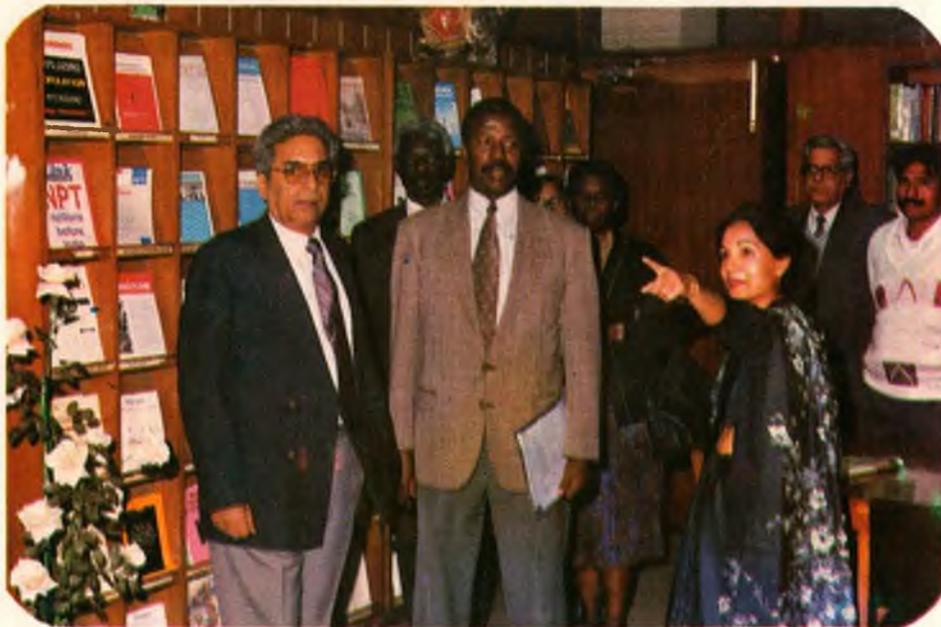
No further comments

Place: New Delhi  
Date: 27.3.1995

Sd/-  
Director General of Audit  
Central Revenue



Participants of the International Diploma Programme with NIEPA staff



Education Minister, Uganda with the Director in the NIEPA Library



Participants of the National Diploma Programme with NIEPA staff



A session in progress