

ANNUAL REPORT 1990 – 91



**National Institute of Educational
Planning and Administration**

Annual Report

1990-91



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

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

During three decades of its existence as the apex institution, NIEPA has performed a pioneering role in the area of educational planning and administration.

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

The main functions of the Institute include training of educational planners and administrators; research; consultancy and advisory services; diffusion of innovations; and collaboration with other countries, especially in the Asian and Pacific Region as well as international organisations like UNESCO.

The report covers the main activities of the Institute for the year 1990-91.

Training Programmes/Workshops/ Seminars/Diploma Courses

During the year, the Institute organised 50 training programmes/workshops/seminars and 2 diploma courses.

Participation

The number of participants during the year was 1060. The various categories of participants included 856 were from states/UTs; 116 officers of the Government of India, Planning Commission, UGC, various universities and other national level organisations; and 88 from foreign countries and international organizations.

Region-wise, the highest participation was from the North 318, followed by South 207, East 184, and West 147.

State-wise, the highest participation was from Rajasthan (116), followed by Andhra Pradesh (102), Delhi (72), Gujarat (67), Uttar Pradesh (52), Madhya Pradesh (41), Tamil Nadu (39) and Maharashtra (33).

The ten educationally backward states deputed 432 officials representing 50.47 per cent of the total participants.

Diploma Courses

- a) *National Diploma* : The third phase of the Tenth Programme based on the presentation of project reports was held in July, 1990. Diplomas were awarded to successful participants. The Eleventh Diploma Programme in Educational Planning and Administration (DEPA) was launched in November 1990 in which officers from eight States of Assam, Jammu & Kashmir, Karnataka, Mizoram, Rajasthan, Tripura, Uttar Pradesh, West Bengal and the Union Territory of Delhi participated.
- b) *International Diploma* : Sixth On-going International Diploma in Educational Planning and Administration (IDEPA) Course started during 1989-90 was completed. Seventh International Diploma Programme was organised in which Officers from 14 countries participated namely Afghanistan, Cuba, Gambia, Kenya, Malawi, Malaysia, Mauritius, Namibia, Nigeria, Senegal, Sri Lanka, Uganda, Zambia and Zimbabwe.

The regular programmes of the Institute included :

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

- iv) Three-week Orientation Programme for College Principals; and
- v) Six-week Orientation Programme on Planning and Management of Adult Education.

Other Thematic Programmes of the Year

During the year, the various thematic programmes organised included Micro-level Planning, School Mapping, Institutional Planning, Non-formal and Adult Education, Planning and Management of DIETs and Distance Education.

An International Training Seminar sponsored by UNESCO-UNEP was organised for educational planners and administrators on Environment Education.

One programme was organised for the librarians on role of indexing, abstracting, and information retrieval in collaboration with International Library and Information Consultancy Centre.

Visitation programmes for the Chinese and Sri Lanka delegation were also organised.

Training Methodology

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

Evaluation

Each training programme has invariably an element of evaluation built into it. In the programmes of longer durations such as, DEPA and IDEPA, the evaluation of the programme is done on a continuous basis.

Training Material

About 23 modules, papers and statistical reports on educational planning and management were prepared for use in the training programmes and wider dissemination.

Research

During the year, 10 research studies were completed, 17 studies are in progress and 5 new studies have been approved. These included 3 collaborative studies, 2 sponsored studies under NIEPA's Scheme of Assistance.

Research Studies Completed

1. Project on "Education in the Year 2000 AD - A Long-term Perspective" (Phase II)
2. Literacy in India — A Spatio-temporal Analysis (1901-1981)
3. Action Research to Study Implementation Strategies in Educational Planning and Administration (Adult-cum-Universalisation of Elementary Education) (ARISE) in Punhana Block, Gurgaon District, Haryana (Phase III)
4. Monograph on Education and Development of Maharashtra
5. Identification of Training Needs of Administrators of Women's Colleges (NIEPA-SNDT University) (collaborative study)
6. A Study of More Efficient Utilisation of Existing Facilities/Resources in Higher Education (sponsored by Planning Commission)
7. Profile of District Educational Administrators - A National Study
8. A Study of the Views of District Education Officers and Senior Educational Administrators with reference to the Redesigning of Diploma Course for DEOs.
9. Study of Cost of Distance Education Institutes with Different Class Size (under NIEPA's Scheme of Assistance)
10. A Study of the Organisational and Faculty Structure of the Distance Education System within the Formal University Framework (under NIEPA's Scheme of Assistance)

Studies in Progress

1. Development and Efficient Functioning of Colleges : An Action Research Study (Phase II)
2. Project on School Mapping
3. Project on Second All India Survey of Educational Administration
4. A Study of Planning and Management of Non-formal Education in Latin America - Implications and Lessons for India

5. District-wise Analysis of the Disparities between the Literacy Levels of Scheduled Castes and Non-Scheduled Castes Population in India
6. Management of Autonomy in Educational Institutions : A Study of Autonomous Colleges
7. Computerised Planning and Elementary Education (Sponsored by Department of Education)
8. MIS for District Education Officers (Sponsored by Department of Education)
9. Regional Disparities in Educational Development in India - An Enquiry into the Educational Disparities in the Context of Social Well-being at the Grass-root Level
10. Effective Utilisation of Resources in Education - A Case Study
11. A Study of Educational Development of Tribal and Sub-Plan Area
12. A Study of Role of College Development Councils in the Development of Colleges : An In-depth Study of 10 Selected College Development Councils
13. Quality of Basic Education Services (NIEPA-IIEP) (collaborative study)
14. Financial Management of Indian Universities (under NIEPA's Scheme of Assistance)
15. A Critical Evaluation of the Systems Adopted for the Management of Teaching and Learning in the Existing Correspondence Institutes in India (under NIEPA's Scheme of Assistance)
16. Management of Education Technology in Tamil Nadu (under NIEPA's Scheme of Assistance)
17. Market for Agricultural Graduates in India : A Benefit Cost Study of Rajasthan Agricultural University, Udaipur (under NIEPA's Scheme of Assistance)
3. Basic Education for All in Uttar Pradesh (World Bank Project)
4. Value Perceptions and Participation of the Hill Bondas
5. A Pilot Study of Factors Contributing to the Literacy Status of Meghalaya and Mizoram

Priority Areas of Training

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

A number of research studies were undertaken which are utilised as inputs for the training programmes and as well as catered to the priorities of the National Policy on Education.

NIEPA Colloquium

NIEPA Colloquium is a professional forum for discussions and exchange of views on important issues in education and development to enable the faculty to sharpen its conceptualisation, strengthen its theoretical base and contribute to greater clarity on basic issues and objectives of education.

During the year, 6 colloquia were organised which were addressed by some of the noted academicians like Mr. Hedayal Ahmed, Director, UNESCO, Office Bangkok, and Professor P.G. Altabach, Director, Comparative Education Centre, New York.

The themes of the colloquia are listed in the Annexure-III.

National Register of Educational Planners and Administrators

The Institute has undertaken an exercise to prepare a National Register of available resource persons in areas of Educational Planning and Management.

On the recommendations of the Expert Committee a format was developed for collecting information for preparation of the National Register. A notification was also issued in the some of the National dailies.

New Studies Approved

1. Study on Monitoring of Elementary Education (Sponsored by Department of Education)
2. Use of Sample Survey Techniques in Educational Statistics (Sponsored by UNESCO)

In response to the notification over 1,200 completed forms were received which are being stored in the computers, and a draft model of register is being planned to be brought out.

Publications

The following publications were brought out by the Institute.

Brought Out

1. Schooling and Rural Transformation by Moonis Raza and H. Ramachandran (Price Rs. 100/- Vikas Publishing House)
2. Environmental Education Handbook for Educational Planners by Satya Bhushan, R. Govinda and A. Mangalagiri (Unpriced)
3. School Education in India : The Regional Dimension by Moonis Raza, A. Ahmed and S.C. Nuna (Unpriced)
4. Ministry of Education - An Organisational History by A. Mathew (Unpriced)
5. Women and Development by S.C. Nuna (Unpriced)
6. Development of Education in India - 1989-90 : National Report of India for ICE, Geneva, 1990 (Unpriced)

Journal of Educational Planning and Administration

Special Issues of the Journal were brought out on the following themes :-

1. Planning and Management of Education in the Third World
2. Educational Administration
3. Education of the Working Children
- 4-5. Hindi Versions of the Special Issues of the Journal on Distance Education and Planning and Management of Education in the Third World.

In Press

The following publications are in press :

1. Education for All : A Graphic Presentation

2. Report of the International Training Seminar on Environmental Education for Educational Planners and Administrators (April 22- 26, 1990).

Mimeographed Publications

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

Library

The library of the Institute is catering increasingly to the requirements of scholars, students and trainees with the provision of uninterrupted Library and Documentation Services throughout the year including holidays. Presently, it has a collection of about 44,578 books besides reports of national and international seminars and conferences. The Library receives 350 periodicals in the fields of educational planning, administration, management and other allied fields.

The Documentation Centre presently has collection of 12,000 documents on Educational Planning and Administration relevant to state and district level.

Computer Centre

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

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

Personnel

The cadre planning policy consistently pursued by the Institute aims at strengthening its professional academic capabilities and pinning down the administrative cadres to the minimum. As on 31.3.1991, it had a total cadre strength of 178 besides 50 project staff members appointed for the duration of the respective projects.

Campus Development

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

Eight type-IV quarters that were under construction are nearing completion.

Finance

The total expenditure during the year against government grants amounted to Rs. 191.90 lakhs (both Plan and Non-Plan) as against Rs. 144 lakhs during 1989-90. In addition, an expenditure of Rs. 35.63 lakhs was on programmes and studies funded by other organisations. The total expenditure during the year both under government grants and funded programmes was Rs. 227.53 lakhs.

Advisory, Consultancy and Support Services

Formulation of National Policy on Education 1986, Programme of Action and Policy Implementation provided a unique opportunity to the Institute to share its accumulated experiences with the experts and various agencies in this task of major importance at National level.

NIEPA provided academic as well as other necessary support in the deliberations of the Committee appointed by the Ministry of Human Resource Development vide its Resolution No.F.1-6/90-PN(D- I) dated 7.5.1990 under the Chairmanship of Acharya Ramamurti to review the National Policy on Education-1986.

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

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

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

Review of NIEPA Activities

The Review Committee on NIEPA, constituted by the Government of India, Ministry of Human Resource Development (Department of Education) on 15.3.1989 to review the work and progress of NIEPA, completed its deliberation and submitted its report to the Union Education Secretary on September 6, 1989.

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

Some of the important observations made by the Review Committee on the work performed by NIEPA in terms of the objectives are :

"The Institute has conducted extensive in-service training programmes for various functionaries in the field of education. They have covered the personnel in strategic positions, such as district education officers, adult education officers, senior university personnel. Not only have they reached out their training programmes to the various categories of educational planners and administrators but they have also ensured that all the Regions and States and Union Territories are covered in their efforts. It is heartening to note that all the States and Union Territories have participated in the training programmes, and from the feedback received from some of the participants, have benefited by the interaction.....

The training programmes of NIEPA have been evaluated by the participants as well as independently. The general impression is that the objectives of the programmes have by and large been fulfilled. The results of evaluation have been encouraging. The Personnel and Training Department is pleased with the conduct of the one week training programme for IAS Officers in NIEPA.....

The NIEPA must also be congratulated on the initiative taken and the work done in the preparation of training materials and modules. This would indicate that NIEPA is steadily moving in the direction of assuming the role of an apex institution in the field of training

The Institute has also paid considerable attention to research studies and a number of studies have been taken up in recent years. The fact that the Institutions like UNESCO, IIEP, ICSSR and UGC have supported these efforts, is an indication of the confidence that these institutions have developed in this apex organisation....

NIEPA has been able to provide academic and professional support services to the important bodies like the National Commission on Teachers, Finance Commission, Planning Commission, State Governments, State Institutions of Public Administration, NCERT, etc. It is again a welcome development that NIEPA is being increasingly recognised as a professional institution in the field of educational planning and administration and is readily consulted by State Governments and other professional and academic organisations including international organisations....

NIEPA is gradually evolving as a clearing house of ideas and information on research, training and extension. They are, as provided in the objectives, bringing out the Journal on Educational Planning and Administration both in English and Hindi. They have also brought out a series of documents on various issues relating to their subjects. Some of their recent publications touch on important issues in the field of educational planning and administration and have attracted the notice of scholars and academic experts....

The Institute has undertaken international training programmes. It is indeed a welcome feature that they have organised regular training programmes for personnel from Asian and Pacific Region, Middle East and African States. These programmes have been appreciated by the international bodies and rated highly....

Lastly but not the least, the Committee is impressed by the contribution made by NIEPA to the formula-

tion of the National Policy on Education. It is indeed a measure of recognition of the expertise and capabilities of the Institute and its faculty that the Institute was made to shoulder a very heavy responsibility in this regard by the Government."

The Committee is of the view that the objectives of the Institute have been fulfilled in an ample measure, largely through excellent leadership provided by the Directors of the Institute and the devoted efforts of the faculty and staff. While there are individual areas of activities where there is scope for further development, the Institute has, on the whole, made substantial contributions in its fields of competence and, in the process, has secured recognition not only among Central and State Governments and agencies but also sister academic institutions within the country and abroad. The Committee would like to compliment the Government for having provided needed guidance its role in an effective manner.

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

o long-term and short-term Academic Perspective
o consolidate annually the research, training, dissemi-
and advisory programmes planned by the faculty,
rem and identify gaps and thrust areas.

Necessary action for implementing the recommendations
has been initiated.

Building up capacity at various levels through appropriately designed training activities has been an important area of NIEPA's activities. For over 25 years, NIEPA has been engaged in training of educational functionaries. The Institute collaborates with international agencies for organising training programmes having international focus. The main areas of thrust pertain to:

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

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

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

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

During the year under review, the Institute organised 52 training programmes/workshops/seminars of varying durations. The Diploma programmes organised by the Institute continue to be in great demand and two of these programmes (one for the national and other for international participants) were started during the year. In addition, the two Diploma programmes started during the previous year were successfully completed. A total of 1060 persons were trained. Of these 1060 participants, 856 belonged to States and UTs cadre, 116 belonged to various organisations and departments of the Government of India and the remaining 88 were from other countries.

Participation

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

A. National

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

all the States and Union Territories in the country participated in various programmes of the Institute.

more than 50% of the participants belonged to the ten educationally backward States, namely, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal.

region-wise, highest participation was from the states in the Northern region (318) followed by Southern (207), Eastern (184) and the Western region (147).

apart from the States and UTs, 116 officers from the Government of India and other national institutions like

National Council of Educational Research and Training, Planning Commission, University Grants Com-

mission, and Directorate of Adult Education, etc. participated in the training programmes.

TABLE I
Classification of Programmes

<i>Classification of Programmes</i>	<i>Number of Programmes</i>	<i>Duration (in days)</i>	<i>Number of Participants</i>	<i>Programme Person Days</i>
I. Diploma Programmes				
National Diploma	1	185	38*	2696
International Diploma	1	182	43*	3724
II. Thematic Programmes				
Programmes for Heads of Schools	6	23	133	531
Planning and Management of District Institutes of Education and Training (DIETs)	4	48	117	1529
Planning and Management of School Education	7	43	166	817
UEE & Micro-level Planning	4	14	83	266
School Mapping	2	6	19	57
Non-formal and Adult Education	3	51	90	1900
Higher Education	4	31	106	930
Financial Management	2	10	19	95
Computer Applications	3	51	42	502
Quantitative Techniques	1	12	2	24
Long-term Planning/Local Area Planning	3	10	71	237
Employment Planning and Planning of Vocational Education	2	7	19	69
Planning and Management of Education for Deprived Sections/Disabled/Women	3	19	31	274
All India Survey	2	5	21	57
Planning of Environment Education	1	5	17	85
Distance Education	1	4	10	40
Library and Information Management	1	6	28	168
Other	1	5	5	25
Grand Total	52	717	1060	14026

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

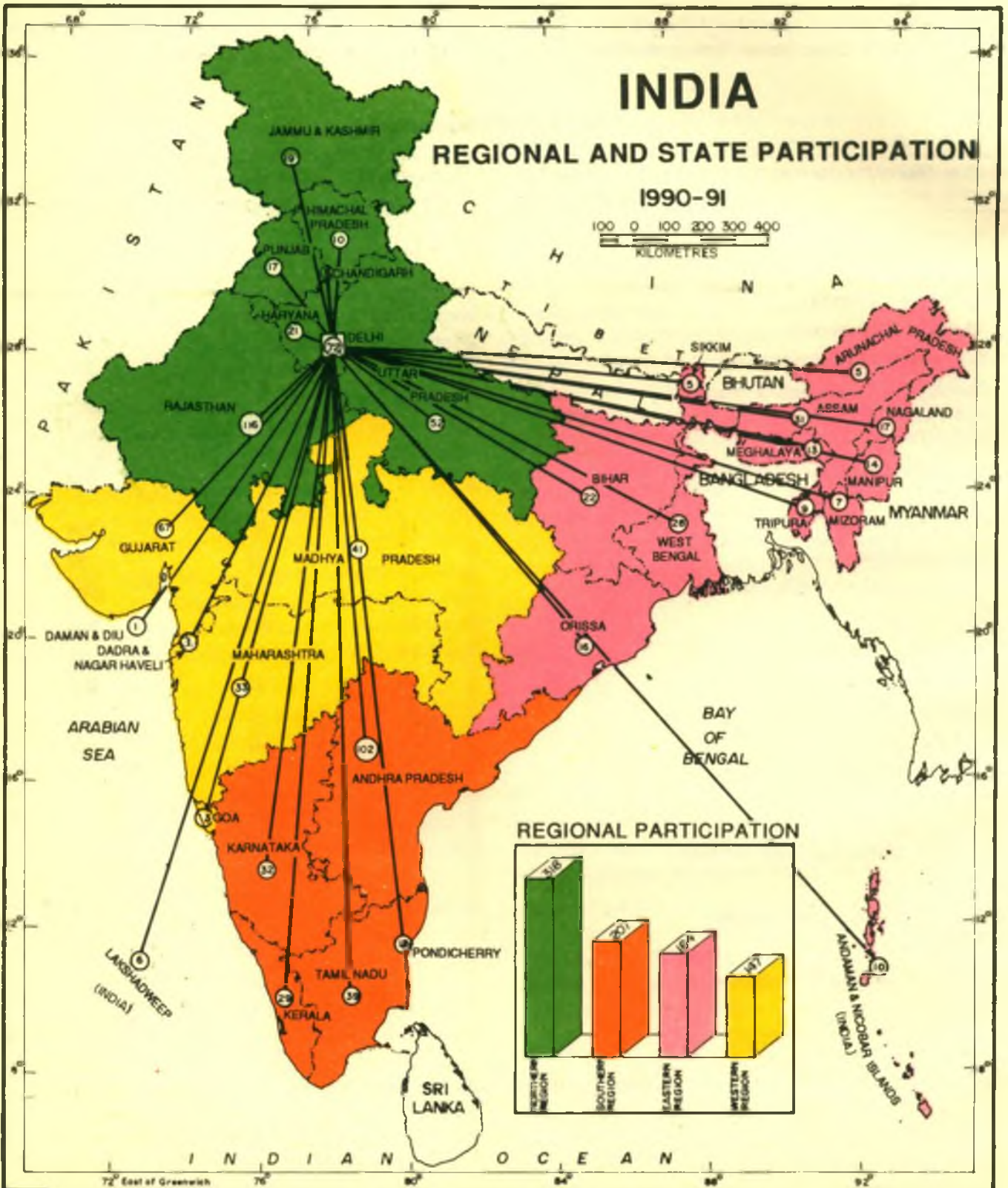


TABLE 2
National Participation

Sl.No.	State/s/UTs/ Other Organisations	Participation
1.	Andhra Pradesh@	102
2.	Arunachal Pradesh@	5
3.	Assam@	31
4.	Bihar@	22
5.	Gujarat	67
6.	Goa	3
7.	Haryana	21
8.	Himachal Pradesh	10
9.	Jammu & Kashmir@	19
10.	Karnataka	32
11.	Kerala	29
12.	Madhya Pradesh@	41
13.	Maharashtra	33
14.	Manipur	14
15.	Meghalaya	13
16.	Mizoram	7
17.	Nagaland	17
18.	Orissa@	16
19.	Punjab	17
20.	Rajasthan@	116
21.	Sikkim	5
22.	Tamil Nadu	39
23.	Tripura	9
24.	Uttar Pradesh@	52
25.	West Bengal@	28
26.	Andaman & Nicobar Islands	10
27.	Chandigarh	6
28.	Dadra & Nagar Haveli	1
29.	Daman & Diu	1
30.	Delhi	72
31.	Lakshadweep	6
32.	Pondicherry	12
	Total	856
	Govt. of India and other Organisations	116
	Grand Total	972

@ Educationally Backward states

TABLE 3
Region-wise Participation

Regions	Participation
Northern Region	318
Southern Region	207
Eastern Region	184
Western Region	147
Total	856
Govt. of India and other Organisations	116
Grand Total	972

TABLE 4
Level-wise Participation

Levels	Number of Participants
School Principals	127
District Education Officers	28
Other School Personnel	371
Adult Education Officers	41
Finance Officers	6
Statistical Officers	19
College Principals	55
Other University Personnel	106
Personnel from Government of India and Other Organisations	219
Total	972

B. International

In all 73 participants from 26 countries participated in the various programmes of the Institute. These included 43 participants of Sixth and Seventh International Diploma Courses. 15 experts from five International Organisations namely ICAE, IIEP, UNESCO, UNICEF and World Bank participated in various programmes organised by NIEPA. The distribution of international participants by their country of origin is given in Table 5.

TABLE 5
International Participation

Name of the Countries/ International Bodies	Number of Participants
Afghanistan	1
China	4
Cuba	1

INTERNATIONAL PARTICIPATION 1990-91



<i>Name of the Countries/ International Bodies</i>	<i>Number of Participants</i>
The Gambia	1
Germany	1
Iran	12
Kenya	1
Laos, Republic of	4
Malaysia	3
Malawi, Republic of	1
Mauritius	2
Mongolia	2
Namibia	3
Nepal	2
Nigeria	2
Philippines	1
Senegal	2
Sri Lanka	7
Sierra Leone	2
Seychelles	1
Tanzania	4
Thailand	1
USA	1
Uganda	9
Zambia	1
Zimbabwe	4
Total	73
International Bodies	
UNESCO	1
UNICEF	1
ICAE*	1
IIEP	1
World Bank	11
Total	15
Grand Total	88

* International Council of Adult Education, Canada

Diploma Programmes

Two Diploma courses were launched during the year :

Diploma in Educational Planning and Administration (DEPA)

The Institute launched the Diploma in Educational Planning and Administration in July, 1983. This year, the Institute completed the second and the third phase of the

Tenth Diploma Programme. The Eleventh Diploma Programme was launched in November, 1990. The first phase of three months for the Eleventh Diploma concluded in January, 1991 and second phase would continue till April 1991. In all, 38 district level officers and personnel from SCERTs and DIETs belonging to 18 States and UTs participated in the Tenth and Eleventh diploma courses. The state-wise participation in the diploma courses is given in Table 6.

TABLE 6
State-wise Participation in Diploma Courses

<i>States/UTs</i>	<i>Tenth Diploma</i>	<i>Eleventh Diploma</i>	<i>Total</i>
Andhra Pradesh	4	-	4
Assam	3	1	4
Himachal Pradesh	1	-	1
Jammu & Kashmir	-	2	2
Karnataka	2	2	4
Kerala	2	-	2
Madhya Pradesh	1	-	1
Maharashtra	1	-	1
Manipur	2	-	2
Meghalaya	1	1	2
Nagaland	1	-	1
Punjab	1	-	1
Rajasthan	1	1	2
Tamil Nadu	1	-	1
Tripura	-	1	1
Uttar Pradesh	1	2	3
West Bengal	1	1	2
Delhi	3	1	4
Total	26	12	38

The Diploma course, consisting of 25 credits, is organised in three phases. The first phase consists of a three-months intensive curricular work of 15 credits at the Institute. The second phase consists of three months supervisory project work in the district of the trainee. The trainees prepare a project report for evaluation by the Institute. The third phase consists of 4-6 days' duration in which the project work of the trainees is evaluated and shared with a wider audience.

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

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

A one week field visit was arranged to Udaipur District of Rajasthan to acquaint the participants with Innovative Experiments on School Education and Community Based Programmes.

International Diploma in Educational Planning and Administration (IDEPA)

The first International Diploma programme was launched in January, 1985. The Sixth Diploma programme which commenced in January, 1990 was completed during the year. The Seventh International Diploma course started in January, 1991. Due to the growing popularity of this programme, large number of nominations were received. Against 17 participants from 9 countries in Sixth Diploma course, 26 participants from 14 countries took part in Seventh Diploma course. The country-wise participation in Diploma programme is given in Table 7.

TABLE 7
Country-wise Participation in International Diploma Programmes

<i>Name of the Countries/ International Bodies</i>	<i>No. of Participants</i>		<i>Total</i>
	<i>IDEPA VI</i>	<i>IDEPA VII</i>	
Afghanistan	-	1	1
Cuba	-	1	1
The Gambia	-	1	1
Iran	6	-	6
Kenya	-	1	1

<i>Name of the Countries/ International Bodies</i>	<i>No. of Participants</i>		<i>Total</i>
	<i>IDEPA VI</i>	<i>IDEPA VII</i>	
Laos, Republic of	2	-	2
Malaysia	1	1	2
Malawi, Republic of	-	1	1
Mauritius	-	2	2
Mongolia	1	-	1
Namibia	-	3	3
Nepal	1	-	1
Nigeria	-	2	2
Senegal	-	2	2
Sierra Leone	1	-	1
Seychelles	1	-	1
Sri Lanka	-	1	1
Tanzania	2	-	2
Uganda	2	5	7
Zambia	-	1	1
Zimbabwe	-	4	4
Total	17	26	43

The International Diploma course consists of two phases - three months of intensive curricular work at the Institute and three months of supervisory project work in the home country of the trainees. The curriculum is divided into the core courses and specialised courses. While the core provides basic concepts and techniques of educational planning and administration, the specialisation is advanced work in selected areas of importance to the participants. The themes covered in the course include Planning and Management of Education in the Third World, Fundamentals of Educational Planning, Quantitative Planning, Organisational Behaviour, Personnel and Financial Management, Educational Technology and Distance Education, Training in Computers and its Applications, etc. The field attachment programme is a supplement to the course work at NIEPA.

In the Seventh Diploma Programme, the institutions visited included National Council of Educational Research and Training, Kendriya Vidyalaya Sangathan Schools and Head Quarters, Navodaya Vidyalaya Samiti, and District Institutes of Education and Training. Besides, the participants visited schools and supra level educational institutions in different states of Maharashtra, Goa and Rajasthan. The institutions and places visited in these

states were : University of Bombay, and some of the colleges, SNDT University, SCERT, Pune, and Maharashtra Bureau of Textbook Production and Curriculum Research, Pune; National Institute of Oceanography, Goa, Kendriya Vidyalaya, Goa; and some of the institutions and cultural centres at Jaipur.

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

Training and Orientation Programmes

Nineteen theme specific and cadre specific training/orientation programmes were organised during the year under reporting in which 378 participants attended the programmes. Thirty-one Workshops/Seminars/Conferences/Meetings were organised on various themes in which 601 participants representing various regions participated.

Theme Specific Programmes

The various programmes of the Institute included training/orientation/seminars and workshops in selected areas of National Policy on Education in priority areas. These included Micro-level Planning, School Mapping, Institutional Planning, Non-formal and Adult Education, Planning and Management of DIETs and Distance Education.

School Education

In the area of School Education, Orientation Programmes and Workshops were organised. The number of these programmes were 17 in which about 416 school level educational functionaries attended. The various school level functionaries were from SCERTs, SIEs, DIETs, Senior School Level Educational Administrators and Principals from Kendriya Vidyalayas. Out of 17 programmes, three programmes were organised in collaboration with NCERT, Directorate of Adult Education, Indo-Petro Chemical Limited and DIET, Udaipur.

Besides, 4 programmes on UEE and Micro-level Planning were organised in which 83 officers participated. One of the programmes was organised at the request of Government of Nagaland in collaboration with State Education Department, Nagaland at Kohima. Two programmes on School Mapping were also organised for 19 participants, out of which one programme was organised at the request of Andaman and Nicobar Administration at Port Blair.

Non-formal Education

In the area of Non-formal and Adult Education, 3 programmes were organised and attended by 90 participants. One field based programme on Non-formal Education was organised at the request of Andhra Pradesh Government at Hyderabad. A six-week programme on Planning and Management of Adult Education was organised in collaboration with Directorate of Adult Education and Adult Education Centre of Jawaharlal Nehru University. As a part of the programme one-week field visit was organised to "Literacy Mission" districts of Dehradun, (Uttar Pradesh), Midnapore and Burdwan (West Bengal).

Higher Education

Four programmes were organised for university/college level functionaries. At the request of UGC three programmes for College Principals, Directors of College Development Councils and Academic Staff Colleges were organised in which 102 functionaries participated. A delegation from the universities in the Republic of China also visited the Institute.

In addition, 2 programmes on Financial Management were organised and was attended by 19 participants.

Computer Applications/Quantitative Techniques

Three programmes on Computer Applications and one on Quantitative Techniques were organised. The Computer Applications programmes were attended by college principals and state level computer personnel, the Quantitative Techniques Programme was attended by statistical personnel. These programmes were attended by 44 functionaries of various levels.

Long-term Planning and Employment Planning

In the field of Long-term Planning, Local-area Planning, Employment Planning and Planning of Vocational Education, five programmes were organised and attended by 90 participants.

Planning and Management of Education for Deprived Sections/Disabled/Women

One programme each was organised specifically for the deprived sections, disabled children and women administrators focussing on problems of women. These programmes were attended by 31 participants.

Environment Education

An International Training Seminar funded and sponsored by UNESCO- UNEP was organised for Educational Planners and Administrators on Environmental Education. The programme was attended by 17 participants from 9 countries namely India, Iran, Laos-PDR, Malaysia, Mongolia, Nepal, Sierra Leone, Tanzania and Uganda.

Distance Education

One programme about the future role of "Distance Education - Education for All" was organised by the Institute in which experts from 10 Distance Education Institutions participated.

Library and Information Management

A programme on role of Indexing and Abstracting and Information Retrieval in Collaboration with International Library and Information Consultancy Centre was organised by the Institute and it was attended by 28 librarians from various States and UTs.

Other Programmes

Two workshops were organised for Project Directors of various states on Second All India Survey of Educational Administration to discuss the modalities of preparing the model State Reports and State and District level organisational set-ups etc. These workshops were attended by 21 Project Directors.

Besides, a visitation programme of Sri Lanka Officials was also organised in which 5 education officers from Sri Lanka visited the Institute.

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

Training Materials/Modules

A number of papers, statistical data on educational planning and management besides 23 modules on various themes were prepared for use in the training programmes and for wider dissemination. List of training materials prepared during the year is given at Annexure-II.

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

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

The total expenditure on research during the year for the research studies of the Institute was Rs. 14.97 lakhs while the grants released for the studies under NIEPA's Scheme of Assistance amounted to Rs. 1.01 lakhs and the amount received on sponsored studies was Rs. 63.57 lakhs.

During the period, 10 research studies were completed whereas, 17 studies are in progress, 5 new studies were approved which included 3 sponsored studies and 2 studies under NIEPA's Scheme of Assistance.

Studies Completed

1. *Education in the Year 2000 AD - A Long-term Perspective*

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

An amount of Rs. 4.08 lakhs was sanctioned for the project.

The restructured study focussed on (a) Analysis of Educational Expenditure; (b) Average Years of Schooling Completed; (c) Long-term Perspective for Development of Education; and (d) Medium-term Projections.

The following 13 papers/documents were brought out as part of the study :

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

2. *Literacy in India - A Spatio-temporal Analysis (1901-1981)*

The project team consisted of Dr.S.C. Nuna, Project Director; Mr. Jamaluddin Farooqui and Mr. O.D. Tyagi,

Project Cartographers; and Shri Rajpat Ram and Ms. Harjinder Kaur Project Assistants.

An amount of Rs. 2,23,900/- was sanctioned for the project.

In view of significance of literacy in accelerating the process of development, all round efforts are being made to eradicate illiteracy. The success, although, significant in the context of dismal performance at the dawn of this century, may not be considered satisfactory as a majority of population continues to be illiterate. This study was an attempt to analyse the spread of literacy in India since 1901 using district level data, in order to discuss trends in its spread and to identify its determinants so that strategies are moulded accordingly.

The study has three components : analysis of literacy patterns since 1901 and the nature of its spread at district level; determinants of literacy in India using secondary data at district level; and factors influencing literacy at the grass-root level.

The study developed a district level data base for literacy for different census decades beginning with 1901. Primary data was generated from the districts of Barmer, Ganganagar (Rajasthan), Rampur (Uttar Pradesh), Bastar (Madhya Pradesh), Aurangabad (Maharashtra), Malappuram (Kerala), Kanniyakumari (Tamil Nadu), West Sikkim and BARPETA (Assam). The study indicates that a large number of districts present a dismal picture with respect to progress of literacy. The very fact that in 163 districts, Female Literacy was as low as below 11.30 per cent in 1981 should be a matter of concern. It has further been noted that areas which have traditionally been backward in literacy continue to march forward. There is a group of districts which have made significant progress. Interestingly, these districts have been growth of tertiary sector which to a large extent explain the emerging trend. Probably, this indicates that the developmental stimuli for progress of literacy have been conspicuous by their absence. This acquires more significance in view of the fact that literacy is found to be positively co-related with developmental indicators in a system of inter-dependency. These findings are also supported by the analysis of primary data. The study also throws light on the functioning of adult education centres. Surprisingly, in a large number of villages, the population was unaware of functioning of these centres.

Results of this study indicate the need for developing strategies for promotion of literacy in a developmental framework. An integrated area specific approach for development of literacy is indicated by the study.

3. *Action Research to Study Implementation Strategies in Educational Planning and Administration (ARISE) in Punhana Block, Gurgaon District, Haryana (3rd Phase)*

The project team consisted of Professor Satya Bhushan, Project Director, Dr. R. Govinda, Project Incharge, and Dr. Pramila Menon, Project Coordinator.

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

Training was organised for instructors/volunteers and Certificates were distributed in the three villages, viz., Chharoda, Patuka and Sarai which were selected for study under the third phase. Representative from the Directorate of Adult Education, Jamia Millia Islamia, NISTADS, two volunteer agencies, Block Education Officers, Sarpanches from eight neighbouring villages and district level functionaries, authorities were also present on the occasion. This became a pace setter for renewed activities in the other villages.

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

Two voluntary organisations, viz., Mewat Social and Educational Development Society, Bisru and Mewat Educational Society, Chharoda Nuh adopted 5 villages in their areas for complete eradication of illiteracy. Training and learning material were provided by NIEPA by mobilising resources from Directorate of Adult Education and State Resource Centre, Jamia Millia.

4. *Education and Development in Maharashtra*

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

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

The role of education in accelerating the pace of development while recognised generally, is a matter of empirical probing. The present study was a step towards this direc-

tion. Using district level data for Maharashtra State, an attempt was made to explore the relationship between education and other spheres of development.

The study was undertaken at the request of Government of Maharashtra, with a view to analyse educational development in the context of developmental processes in the State. Using district level data, the study focused on various spheres of development which included Education, Demography, Nuptiality and Fertility, Health, Economic Activities, and Availability of Safe Drinking Water Facilities. The study used mapping as a technique of data analysis. The study indicates that there are significant regional variations in development processes. It has been observed that areas which have traditionally shown a better performance continue to maintain their forward march. Education being no exception, one observes enclaves of educational development in coastal region on one hand and other urban nodes on the other hand. Significantly, it has been noted that there are linkages between education and other developmental spheres. For instance, areas characterised by high female literacy are also characterised by Low Infant Mortality, Low Birth Rate and High Mean Age at Marriage. Such linkages call for an integrated area approach to educational development.

The study also provides, district level data for various indicators along with ranks of districts for selected indicators.

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

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

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

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

A training needs identification study was initiated to facilitate these training programmes.

A questionnaire was designed to obtain data on the following aspects:

- i) General planning and management issues common to the administration of all colleges;
- ii) Certain issues which are of special relevance to the education of women students;
- iii) Certain critical issues specific to women as administrators; and
- iv) Personal data of the women administrators.

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

The project team consisted of Dr. G.D. Sharma, Project Director, and Dr. F. Qamar, Project Fellow.

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

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

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

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

7. *Diploma in Educational Planning and Administration — An Evaluative Study of the Institute*

The study was conducted by Dr. Y.P. Aggarwal, Fellow, School and Non-formal Unit

The study was undertaken as a part of recommendations of the Expert Committee wherein it was felt that in chang-

ing educational scenario, the role and functions of DEOs; have changed which call for a such look into their training requirements.

The study examined various aspects of the course contents, its impact and the participants views on the effectiveness of the course.

About 180 officers who had undergone training in the first nine courses were the target group for the study. A questionnaire was mailed to all the officers and 68 responses were received and analysed.

The objectives of the study were :

- i) to examine the relevance of various components of the course in day to day functioning of the trainees;
- ii) to identify the areas overlapping with other programmes which the trainees might have attended earlier or after obtaining the training of NIEPA;
- iii) to prepare a career profile of the trainees in terms of their age, experience and training, on the one hand, and their career mobility, on the other; and
- iv) a post-facto assessment of the extent to which various courses fulfilled their stated objectives.

By and large the course was able to achieve its objectives. The areas where transferring of knowledge and skills are concerned, the success has been relatively higher. The respondents also expressed satisfaction over the course methodology. In view of the changing role of DEOs, the following areas need to be highlighted in the programme.

- i) The maximum demand is for a course on Computer Applications in Education;
- ii) Planning and Management of Vocational Education;
- iii) Micro-level Planning, Decentralised Planning, School Mapping, School Complexes and People's Participation in Education;
- iv) Management of Political and other Pressures in day to day Functioning of a District Level Functioning;
- v) Litigation, Dealing with Court Cases and a Course on Law Relating to Educational Institutions;

- vi) A Course on Administrative Rules, Regulations and Accounting Practices;
- vii) Technical Education and Management Education; and
- viii) Planning and Management for various centrally sponsored schemes like Adult and Non-formal Education, Operation Blackboard, Early Childhood Care Education and Population Education.

8. *Profile of District Educational Administrators — A National Study*

The study was conducted by Dr. (Mrs.) Sudesh Mukhopadhyay of the Institute.

This study was undertaken as a part of recommendations of the Expert Committee to review the Diploma in Educational Planning and Administration Programme of NIEPA. It was felt that the Nomenclature "District Education Officer" has expanded in terms of jurisdiction and functions during the last 18 years when first similar study was undertaken by NIEPA in the year 1972 to initiate this programme. The objectives of the study were :

- i) To study the perceptions of district level administrators of their role of functions : (a) across different forms of education; (b) with respect to different dimensions of functions
- ii) To find out the importance and time devoted to different functions.
- iii) To identify problems faced by DEOs in performing their roles and functions.
- iv) To analyse their views on recruitment procedures.
- v) To analyse views with respect to training needs.

The study was conducted on all India basis using mailed questionnaire technique for data collection. Though 65 responses were received, the final analysis could be done only on 50 respondents covering 16 states and union territories. The study revealed that there is no significant disparity between the perceptions of the seniors, juniors and parallel of District Education Officer as far as global approach to role functions of perceived difficulties are concerned. The study supported a large number of observations made in the earlier study of 1972.

However, the following new areas emerged for future training programmes :

a) Dealing with pressure groups; b) Management of increased number of children in school vis facilities required and available; c) Management of judicial functions; d) Involvement of community; e) Management of increased workload; f) Managing involvement of other agencies; g) Managing teachers' transfers and posting; and h) Managing financial resources.

9. *Study of Cost of Distance Education Institutes with Different Class Size (Under NIEPA's Scheme of Assistance)*

An amount of Rs. 59,600/- was sanctioned for the study in February, 1989. The study was taken up by Professor Rud-dar Dutt, Principal, School of Correspondance Courses, University of Delhi.

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

The study has highlighted the following points :

1. Several institutes of distance education generate surpluses and use them either to create infrastructures or to augment the general revenues of the Universities. Although the University Grants Commission has stipulated that resources generated from student fees should in no case be utilised for the general purposes of the university, this has not been observed in practice.
2. Although there is no guarantee that sanctioning more faculty positions leads to improvement in the quality of distance education, it is equally true that having no faculty in distance education institutions or a very small faculty cannot bring about improvement in the organisation of instruction. It would be, therefore, proper to appoint core faculty in each subject when a course is introduced. Since preparation of reading materials requires maturity, accurate expression and academic acumen, it would be more desirable to have senior faculty positions in the directorates.

3. Distance Education requires supporting staff for a variety of jobs which are not generally performed in formal education. For instance, specifically trained staff for preparation of reading materials, editors for manuscript correction, proof reading, designers, etc. are needed. Similarly, staff is needed for audio and video cassette preparation. There is a need to develop norms of non-academic or supporting staff commensurate with the needs of distance education.
4. Let alone institutions with small enrolment, most of the DE institutions indicate a negative and significant relationships with cost per student. Since costs at undergraduate level are generally much lower than those at the post-graduate level, those institutions in which undergraduate enrolment is relatively large, help to support the high cost at PG level and still result in overall lower costs. A judicious blend of courses both at the UG and the PG level is required so that the economies of scale may be reaped.
5. As against a negative relationship between increase in enrolment and cost per student in distance education, there is a positive correlation between enrolment and cost per student in regular colleges. The cost of providing instruction to one student in a regular college is equivalent to cost of providing 6.5 students in distance education.
6. State support in enriching distance education is much less than in formal education. For instance, state support per student in 1987-88 in Delhi Colleges was Rs. 4,744 as against Rs. 328 per student in distance education.
10. *A Study of the Organisational and Faculty Structure of the Distance Education System within the Formal University Framework Towards the Evolution of an Appropriate and Adequate Organisational and Faculty Structure for More Efficient Functioning of the Distance Education System (Under NIEPA's Scheme of Assistance)*

An amount of Rs. 63,600/- was sanctioned for the study in August, 1989. The study was taken up by Dr. Kishore

Valicha, Directorate of Distance Education, University of Bombay.

The primary question that this research addressed was to examine whether it is possible to evolve an organisational structure that will permit the following kinds of educational programmes : (i) Learner Variants in Formal Education; (ii) General Non-formal Education; (iii) Specific Non-formal Education; (iv) Work Experience; and (v) Educational Technology.

The major findings of the Study were :

1. **The Material :** The distance education system to a great extent relies on the print medium. The study material should have the capacity to communicate very well.
2. **Use of Technology :** In many countries where distance education has played a successful role in covering more and more potential learners giving to them the benefits of higher education, there is a much wider use of technology in instructional media like radio and television or even computers are applied more in professional areas than in education. Much can be done in these new and challenging fields. Audio and video media can go a long way in improving the situation of wide spread illiteracy in our country.
3. **Orientation of Teachers :** Teaching in a DE requires greater skills compared to the face to face situation namely because the teaching process is carried out in absentia. Therefore, teaching in this situation calls for orientation courses and refresher courses from time to time. The finding shows that most of the directors were in favour of such programmes.

Studies in Progress

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

The Research Team consists of Dr. G.D. Sharma, Project Director, Dr. M.M. Rehman, Project Associate Fellow, and Dr. (Ms.) Kausar Wizarat/Mr. James Joes, Project Assistants.

An amount of Rs. 5,78,410/- has been sanctioned for the study.

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

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

So far the following reports have been prepared :

- i) **Development and Efficient Functioning of Colleges : An Action Research Project**
(A preliminary report - Dronacharya Government College, Gurgaon)
- ii) **Development and Efficient Functioning of Colleges : An Action Research Project**
(A draft report on NBGSM College, Sohna)
- iii) **College as a Resource Centre for Development of Community : A Conceptual Framework and Process of Implementation**
- iv) **Socio-economic Profile of Village Harsaru**
- v) **Educational Profile of Village Harsaru**
- vi) **Application of Science for Development of Rural Community : A Report of SOIL Analysis**

Several discussions/meetings were held with the teachers of both the colleges — Dronacharya Govt. College and NBGSM College, Sohna. A conceptual paper on College as a Resource Centre for the Development of the Community was prepared. Institutional Planning of Sohna College is in progress. A seminar on Methodology of Teaching was organised at Sohna College. Evaluation was carried out in Dronacharya Govt. College, Gurgaon. A report with regard to management process in the college is under preparation.

2. *A Study Project on School Mapping*

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

An amount of Rs. 8.83 lakhs has been sanctioned for the project.

In the II Phase the draft tools for collection of data, sample design, consolidation plans, format of reports and theme papers were prepared and discussed in a Technical Workshop. A field try out of the tools was carried out in Churu district of Rajasthan and the tools in a modified shape were again discussed in a Second Technical Workshop.

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

Arunachal Pradesh, West Bengal and Delhi were also included in the Project in addition to 10 States already covered. Inclusion of Arunachal Pradesh and West Bengal was done at the request of the State Governments and that of Delhi on the advice of the Programme Advisory Committee for study of Problems of School Mapping in Urban Areas.

During this period questionnaires were finalised, printed and distributed to the thirteen collaborating States. A three day technical workshop was held, in which guidelines for conducting the survey were prepared. Field visits to the states of Assam, Arunachal Pradesh, Haryana, Karnataka, Maharashtra, Mizoram, Orissa, Uttar Pradesh, Tamil Nadu and West Bengal were organised in order to help the state level project functionaries to compile, evaluate the data and prepare block plans. A bibliography was prepared.

The draft reports received from various states were discussed for necessary modifications.

3. *Second All India Survey of Educational Administration*

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

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

In order to conduct the survey work in all States/UTs, Education Secretaries of each State/UT were requested to

nominate state level project Director-cum-Liaison Officers. Nominations were received from the States/UTs. Funds were also released to the States/UTs for conducting the survey. Three draft questionnaires viz. State Level, Area Level and Institutional Level were developed to cover all sectors and levels of educational administration except professional and technical education. Two National Level Technical Workshops of State Level Project Directors were organised. In these workshops, the sample design, draft survey tools and state level operational plans for this survey were discussed and finalised for approval by the National Advisory Committee. A meeting of the National Advisory Committee of this project was held which discussed in detail the project design, scope, coverage, survey tools, modus operandi and present position of the project. The draft questionnaires and operational strategies for conduct of survey were approved by the Committee with some modifications. The survey tools were finalised on the basis of recommendations made by the National Advisory Committee and sent for printing.

Various questionnaires which were printed were sent to State Project Directors for data collection. Guidelines for preparing the organograms of the state-set up of Secretariat, Directorate, and Inspectorate etc. were finalised and nominations of Project Directors were also received. Plan to develop state profiles were initiated. A National level workshop was organised from September 13-15, 1990, in which guidelines for tabulating data, and writing the report was discussed.

Draft reports from some of the states were received and discussed for improvement. Various tables for inclusion in the report were finalised. Meeting of state level advisory committee was also held. Case studies of Delhi, Punjab, Chandigarh, Bihar, Tripura, Kerala and Mizoram were prepared. A bibliography was compiled.

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

The study is being carried out by Dr. Anjana Mangalagiri.

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

In the first phase of the project, attempt was made to gather available information pertaining to educational development in two regions of Ecuador and Colombia in Latin

America. A bibliography has been prepared accordingly. Statistical data on educational development in the regions has been collected and compiled. However, information pertaining to non-formal education in the two regions was very scant in this part of the world.

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

These countries were selected particularly because there are scholars in organisations such as the International/Intercultural Development Education Programme at Florida State University; The Third World Centre, Nijmegen; and the International Institute of Educational Planning, Paris who have been working on non-formal education in Latin America.

A number of external agencies were contacted for obtaining material in the area of study. Consolidation of material was done. As the material is mostly from agencies abroad it is pursued to obtain the related information through contact addresses. Before the final report is drafted, it is hoped that more information will be available.

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

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

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

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

Computerisation of district-wise data relating to the levels of literacy and workforce participation of SC population

was completed. A meeting of the Project Advisory Committee was held in which future plan of action was discussed. The analysis of districtwise data relating to - Distribution of population, literacy rate, work force distribution and disparities in literacy rates were completed. The preparation of following chapters has been initiated : (1) Patterns of Spatial Distribution of SC Population, and (2) Literacy Profile and Analysis of Disparities.

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

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

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

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

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

Data collection work started and the work of review of literature for the study was completed. The format for developing a detailed case study of the autonomous colleges was structured. Data was collected from 6 colleges of Andhra Pradesh and 13 colleges of Tamil Nadu. The data collected was tabulated, consolidated and analysis

work is in progress. The drafting plan of the report is being finalised.

7. *A Study of Educational Development of Tribal and Sub-plan Areas*

The study is being carried out by Dr. K. Sujatha.

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

The objectives of the study are to make a study of sub-plan area regarding existing pattern of distribution of educational facilities covering quantitative and qualitative aspects and levels including catchment area of schools. The Quality is measured in terms of teacher pupil ratio, teachers towards qualification, infrastructure facilities at the school level, to study the socio-lingual background and attitude of teachers towards tribals and students, to study the extent of enrolment, dropout and successful completion, to examine the unit cost of education by different items and to find out the nature of inter departmental coordination i.e., agriculture, health etc. in sample areas with reference to education in order to understand the effectiveness of integrated approach for educational progress of tribes and to prepare a action plan for educational development of tribes with micro-level planning.

The work relating to the study in terms of data collection, consolidation, analysis was completed in June 1990. The writing of the report is in progress.

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

The project team consists of Dr. Jaya Indiresen, Project Director, and Ms. M. Tulasi and Ms. M. Kagdiyal Project Assistants.

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

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

With this in view, ten CDCs were identified to represent all the regions of the country. Based on a specially designed interview schedule, indepth discussions were

held with the directors of the CDCs, Vice-Chancellors of the concerned universities and other officials. Individual and group discussions were also held with principals of colleges to obtain their perception on the functioning of the CDCs. In addition, documents and reports have been received from 20 CDCs on their activities and achievements.

Four major roles of the CDCs have been identified, namely, Academic Leadership Role, Monitoring and Implementation Role, Coordinating Role and Planning Role. Data obtained from the various sources are being analysed to study the impact of the CDCs in effectively carrying out its roles.

Data was collected from College Development Councils of Mysore and a number of colleges. Case Studies were prepared. The information collected from various colleges and college development councils were analysed and drafting of the report and finalisation of the case studies are in progress.

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

The project team consists of Dr. R. Govinda, Project Director, Dr. N.V. Varghese, Project Coordinator and Dr. R.P. Kathuria, Project Coordinator, (Field Operations).

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

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

Achievement test material of Hindi and Mathematics was developed. Coding schemes were also developed. The various tests were administered to around 2100 students belonging to selected schools of five project locations of Madhya Pradesh. Data files of various questionnaires (Head Masters and Teachers) and Achievement results were prepared and sent to IIEP-Paris. Preliminary analysis of the data, developing a framework of data analysis and modalities for preparing the report was planned and discussed in a workshop, which was attended by Mr. Ta Nagoc Chau of IIEP-Paris.

The study is in its final stages of report drafting.

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

The project team consists of Mrs. Anita Chopra, Mr. P. Raghu Ram Rao, Md. Ahmad Ansari and Shri Anoop Banerjee.

An amount of Rs. 10,22,534/- has been sanctioned by the Ministry of Human Resource Development, Department of Education.

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

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

The following tasks were completed in these districts :

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

Developing Data Capture Formats that would pose little burden both on the school principal who would capture the data as well as the data entry operator at the district. A simple 11 paged format to be filled once a year was developed.

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

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

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

A decision was taken to translate COPE/DSS Software into Hindi, work of version 2 was underway. The Datia District of Madhya Pradesh was completely computerised and made operational. The reports from field flowed regularly to the DEO.

The COPE/DSS system is poised for implementation in the 54 educational districts of Madhya Pradesh and 3 districts each of Rajasthan and Bihar.

A training at Bhopal was organised, and a one month training was also organised in NIEPA for the fresh recruits of the Bhopal regional centre.

Computers were installed in various districts of Madhya Pradesh. Data Entry process was also initiated in the following districts of Jabalpur, Balaghat, Mandla, Seoni, Durg, Rajnandgaon, Bemetra and Kawasrdha. Data base were completed in many of these districts. A total of 17 districts have been able to generate their databases successfully.

The project was also launched in the state of Uttar Pradesh — A Pilot District "Etawah" was taken up. Training on COPE/DSS was organised for Uttar Pradesh Officials. A field officer is stationed for Etawah. Feasibility of developing a Micro-planning Module for the present computerised system is under progress.

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

The project team consists of Ms. Anita Chopra, Ms. Sushma Popli, and Mr. P. Raghu Ram Rao.

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

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

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

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

In the meeting held with Education Secretary on March 27, 1990, a decision was taken to integrate both Non-formal Education and Decision Support System (DSS). Hence, this study will be merged with the Project on Computerised Planning of Elementary Education.

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

The study has been sanctioned at an estimated cost of Rs. 3,48,840/-. The project team consisting of Dr. S.C. Nuna, Project Director, Ms. Basobi Sircar, Project Assistant and Shri Jamaluddin Farooqui, Project Cartographer.

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

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

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

The study has been sanctioned at an estimated revised cost of Rs. 1,19,100/-. Dr. J.B.G. Tilak 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.

A review of the recent literature was completed and a questionnaire was finalised. The data collection work was planned. The work of the project is in progress.

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

An amount of Rs. 48,000/- was sanctioned for the study in December, 1988. The study has been taken up by Dr. Malathi Somaiah, Indian Institute of Management, Bangalore.

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

Data was collected from two universities, and the data analysis was completed. The drafting of the report is in progress.

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

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

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

The data collection was completed. The data thus collected from the colleges were analysed and the drafting of the report is in progress.

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

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

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

The review of the related literature was collected and completed. One day workshop was organised on June 25, 1990, where the tools developed were thoroughly discussed and necessary modifications were carried out. The questionnaires were finalised and printed, data was also collected from the faculty members and the higher education institutions. The tabulation and analysis of the data was in progress and drafting of first chapter is underway.

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

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

The objectives of the study are : to provide a detailed quantitative analysis of the market for the graduates of Rajasthan Agricultural University so as to suggest improvements in the agricultural education policy; to study the demand and supply side of agricultural education; to study cost effectiveness of agricultural education and to study the financial and productivity aspects of agricultural education; to study horizontal and vertical mobility of the agricultural graduates; to analyse the socio-economic background of the current year's agricultural students so as to evaluate the admission policy and implications for achieving the social objectives of economic development in India; and to probe whether reorientation of agricultural education can bring about an increase in social returns.

Secondary data from College of Veterinary Science, Bikaner and RCA, Udaipur was collected. A complete list of students graduating from these two colleges since their inception was prepared and samples selected using random number tables. A questionnaire for calculating

returns to education were dispatched to sample graduates of both the selected sample colleges. Besides the questionnaires for calculating private cost were filled up personally by contacting the current final year students of the two sample colleges. The information gathered is being tabulated.

Studies Approved

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

The research study is being conducted by Professor L.K. Mahapatra, President, Association for Social Research and Action (ASRA), Mudulipada, Koraput, Orissa-764043. The study has been sanctioned on May 11, 1990 for a period of 18 months at an estimated cost of Rs.50,000/-. The objectives of the Study are :

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

2. Monitoring of Progress of Achievement in Universalisation of Elementary Education - A Sample Survey (Sponsored by the Department of Education)

The project team consists of Shri M.M. Kapoor, Project Director; Dr. D.N. Abrol, Project Coordinator; and Dr. D.B. Damle, Project Assistant.

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

Sample Selection : Sample selection was completed for all the remaining states which could not attend the December 1990 meeting except the two states of Bihar and West Bengal where only the first stage sampling of Block and Towns could be completed.

Distribution of Forms : Forms for data collection were distributed to the remaining states and UT's where these could not be distributed in December 1990.

Data Collection : Data collection progressed well in majority of the States and UT's . Except Andhra Pradesh, Bihar, Orissa and West Bengal the position has been quite satisfactory. In majority of the States/UT's data collection has been completed and scrutiny is in progress.

Field Visits : During this period the staff of the project visited Arunachal Pradesh, Assam, Meghalaya, Nagaland, Bihar, West Bengal, Madhya Pradesh, Punjab, Haryana and Chandigarh. This helped in expediting the work in these areas.

Computerisation of Data : The firm to be entrusted with the work of data processing has been selected. The terms of agreement are being finalised.

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

The project team consists of Prof. Shri Prakash, Project Director; Dr. Arun C. Mehta, Dr. (Ms.) Ranjana Srivastava, Dr. S.M.I.A. Zaidi, Members and Ms. Tarujyoti Burugaon, Ms. Soumitra Choudhary, and Ms. Abha Agarwal, Project Assistants.

An amount of Rs. US \$ 20,000/- has been sanctioned for the study.

- a) A detailed questionnaire to be canvassed among the institutions has been developed. This has been discussed with educational officers of the states of Uttar Pradesh; Gujarat; Haryana; and Rajasthan. A questionnaire to be canvassed among the household of sampled villages has also been developed
- b) Both these questionnaires are being pretested in field conditions.
- c) A detailed exercise of review of existing data

base at (i) national (ii) regional and (iii) sub-regional levels has been undertaken. The part of the exercise relating to national level data system based on publications of (i) NSSO (ii) CSO (iii) Department of Education, Government of India and (iv) Registrar General, Government of India, has also been completed.

- d) Field visits to Lucknow and Rohtak have already been made and Gandhinagar, Jaipur, Bikaner and Barmer are being visited during last two weeks of April, 1991. While institution and village level field visits of Rohtak will be completed by the end of May, 1991.

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

A Pilot study has been sanctioned from January 1991 for period of 6 months. An amount of Rs. 32,500/- has been sanctioned for the study. The Research term consists of Dr. Biloris Lynden Laso and Dr. S. Hom Chaudhuri, N.E.H.U., Shillong. The main objectives of the study are :

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

5. *Basic Education for All in Uttar Pradesh*

The Project is being conducted by Shri S.C. Behar, IAS Consultant, Ms. Sunita and Ms. Deepa Kharwal, Project Assistants.

The project of Education for All comprises following major objectives :

- i) improve equity and access of DDUs and Women to Basic Education;
- ii) improve the quality of basic education; and

- iii) increase the efficiency of management and administration of the basic education system in Uttar Pradesh.

One of the objectives of the project is to assist the Government of Uttar Pradesh in preparing the project document for obtaining funding from World Bank for launching Education for All programme in 10-15 districts of the State. The project team organized a number of meetings

with the senior officials of the U.P. Government and others involved in the preparation of the project document. The first draft of the Project Proposal to be submitted to the World Bank was discussed at NIEPA in a two day meeting. The meeting was attended by the officials from the World Bank, Ministry of Human Resource Development, (Department of Education), Government of Uttar Pradesh and NIEPA.

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

Programmes

31 programmes were organised in priority areas. These included one programme for Senior Education Officers of Nagaland, 5 Programmes on Micro-level Planning and School Mapping including one Programme for Andaman and Nicobar Islands; two programmes on Institutional Planning and Evaluation for Rajasthan; three Programmes on Adult and Non-formal Education; Four programmes for DIETs which included one programme on Lab Area Approach; two programmes for Senior Educational Administrators of KVS; two for Deprived Sections and one programme for Academic Staff College.

Research Studies

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

- i) Education in the Year 2000 AD — Long-term Perspective
- ii) Literacy in India — A Spatio-temporal Analysis (1901-1981)
- iii) Development and Efficient Functioning of Colleges : An Action Research Study
- iv) A Study of Educational Development of Tribal and Sub-plan Areas
- v) Project on School Mapping
- vi) Second All India Survey of Educational Administration
- vii) District-wise Analysis of the Disparities between the Literacy Levels of Scheduled Castes and Non-Scheduled Castes Population in India

- viii) Management of Autonomy of Educational Institutions : A Study of Autonomous Colleges
- ix) Computerised Planning of Elementary Education (Sponsored by Ministry of Human Resource Development, Department of Education)
- x) A Study of More Efficient Utilisation of Existing Facilities/Resources in Higher Education (Sponsored by Planning Commission)

Specific Need Based Programmes

The Institute organised 23 special training programmes/workshops and seminars to meet the specific needs at the requests/and in collaboration with States and UTs and national level organisation. These included two programmes for Navodaya Vidyalaya Samiti; one programme for Kendriya Vidyalaya Sangthan; three programmes for DIETs; one programme for Academic Staff Colleges at the request of UGC; one programme each at the requests of State Governments of Rajasthan and Andaman Nicobar.

Annual Plan Discussions

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

Studies/Projects

Collaborative/Sponsored Studies/Projects

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

- i) Quality of Basic Education Services (NIEPA-IIEP) (collaborative study)
- ii) Identification of Training Needs of Administrators of Women's Colleges (NIEPA-SNDT University) (collaborative study)
- iii) Computerised Planning of Elementary Education (sponsored and funded by Ministry of Human Resource Development, Department of Education)

- iv) A Study of More Efficient Utilisation of Existing Facilities/Resources in Higher Education (sponsored and funded by Planning Commission)
- v) Monitoring of Progress of Achievement in Universalisation of Elementary Education - A Sample Survey (sponsored by Ministry of Human Resource Development, Department of Education)
- vi) Use of Sample Surveys Techniques in Educational Statistics (Sponsored by UNESCO)
- vii) Basic Education for All in Uttar Pradesh (World Bank Project)

Studies/Projects on State Requests

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

Professional Support on Special Issues

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

Consultancy

Dr. J.B.G. Tilak, provided expertise to the Ministry of Human Resource Development (Department of Education) in the preparation of "Lok Jumbish" a project proposal.

Dr. R. Govinda, provided expertise to the Ministry of Human Resource Development, (Department of Education), in the preparation of Material on "Minimum Levels of Learning".

Academic Contribution of the Faculty in Specialised Areas

The faculty of the Institute provided expertise in the training and research works of other educational institutions and establishments including professional bodies; served as members of academic and official committees/delegations and published research papers and books in the areas of their specialisation etc.

The Institute provided academic support in programmes organised by various state governments and union territory administrations, universities, colleges and schools in different parts of the country, different Boards of School Education, State Councils of Educational Research and Training, State Institutes of Public Administration, Teacher Colleges, Administrative Training Institutes, National Council of Educational Research and Training, University Grants Commission; Kendirya Vidyalaya Sangathan, Navodaya Vidyalaya Samiti, Planning Commission; Academic Staff Colleges; and Indira Gandhi National Open University.

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

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

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

Library

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

During the period under review, 912 books and various documents were added. The Library presently has a collection of 44,578 books besides a rich collection of reports of International Seminars and Conferences organised by International Agencies like UNO, UNESCO, OECD, ILO, UNICEF, etc.

Journals

The library receives 350 National and International periodicals mainly in educational planning, administration, management and other allied fields. All important articles appearing in these journals are indexed. 2001 articles were indexed from these journals during the year.

Newspaper Clippings

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

Non-print Material

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

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

Circulation of Books

During the period under review, 61019 documents were issued to the participants of various programmes, faculty and on inter-library loan to other institutions. 91,810 documents were used by the research scholars 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 Acquisitions

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

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

Regional Information Retrieval

The Library contributed annotated references on Indian documents under the heading "Notes of Asian Documents" in the Journal "Education in Asia and the Pacific;

Reviews, Reports and Notes" brought out by UNESCO Regional Office, Bangkok.

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. Under this series, it is proposed to bring out Bibliographies, Book Reviews, Research Studies, States Reports, etc.

The first issue brought out during this period is devoted to annotated bibliography on Staff Development. The Second Issue is 'J.P. Naik on Education'. It includes the books and articles written by J.P. Naik.

Training Programme

Keeping in view the need and importance of information processing and retrieval, the NIEPA Library in collaboration with International Library and Information Consultancy Centre organized training programme on "Role of Indexing and Abstracting in Information Retrieval". 28 Librarians from different states and UTs participated.

Documentation Centre

In order to provide an effective information base for the programmes of the Institute, particularly those geared to the needs of the States and Union Territories, the centre collects reference material on education and related areas concerning Educational Planning and Administration mostly published by the States/Union Territory Education Departments, district authorities and institutions at the Sub-national level. The main thrust of the Centre is on collection, storage and dissemination of information up to district level, so as to enable the Institute to perform its function as clearing house of information and documents.

During the year, 1000 documents were added to the Centre. Presently, the centre has 12,000 documents consisting of state gazeteers, state census, handbooks, educational surveys, state educational plans, five year plans, budgets, state university handbooks, basic sources books and bibliographies, press clippings, state educational codes, acts, rules and regulations techno-economic and sample surveys, district gazeteers, district census handbooks, annual plans, educational plans, district credit plans, Lead Bank reports, district sample surveys, district educational surveys, district statistical handbooks, village

and block level plans and studies, research and project reports, resource inventory studies, techno-economic surveys.

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

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

Publications

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

During the year, the following publications have been brought out:

Schooling and Rural Transformation by Moonis Raza and H.Ramachandran. (Price : Rs. 100/-, Vikas Publishing House)

Education is inseparably intertwined with other socio-economic facets. It is a sub-system of a larger system, sustaining the latter and in its turn, getting sustained by it. It is both an agent and a product of social development. Expenditure on formal education is thus often treated in developing societies as an investment and therefore heavily subsidised. Research interest in this field has been as a consequence increasing during the last two decades. This book attempts to explore the impact of formal education on various facets of development vis-a-vis various communities and social groups.

It is based on a research project using data from a large sample survey (30,000 households) of a backward district. It is a pioneering attempt at tracing the relationship between education and human resource development.

This book is structured into eight chapters comprising (i) The Theoretical Frame; (ii) Study Area, Data Base and Methodology; (iii) Specification and Schooling: Inherited

Inequities; (iv) Schooling from Generation to Generation: Growth and Equity; (v) Schooling and Demographic Behaviour; (vi) Schooling and Agricultural Modernization; (vii) Schooling and Quality of Life; and (viii) Insights and Findings.

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

An attempt is made in this Handbook to formulate a comprehensive policy on Environmental Education (EE) focussing on short and long-term EE plan, role of individuals at the grass roots; management mechanism and the related monitoring and evaluation mechanisms for the implementation of EE programmes. The contents of this Handbook offer a broad outline for the educational planner to act. It specifies the directions in which one can possibly proceed for creating an effective system of Environmental Education. The Handbook may also be used by educational planners to strengthen on-going activities in Environmental Education. It provides a comprehensive guide in reorganising the existing educational arrangements to integrate EE programmes through suitable modifications and adaptations. It is visualised that the Handbook will serve as a companion volume for the series of publications brought out under the International Environmental Educational Programme of UNESCO.

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

The present work is a response to the need for an authentic aid to educational planners who are engaged in the exercise of micro-level planning in India. The attributes measured in this study relate to the nature of the desired trajectory of educational development. The necessary condition for the efficiency of the school system relates to a geographical accessibility as well as availability of a school to the children of the relevant age group. Based on the fulfilment of this necessary condition, one moves into the realm of identifying the sufficient conditions. Adequate weightage has to be given both to quantitative expansion of and qualitative improvement in the system. Since schooling continues to be highly inequitable in terms of scheduled/non-scheduled, urban/rural and male/female disparities and since these are debilitating not only the deprived but are eating into the system as a whole, attributes of equity are of crucial importance in measuring

the health of the system. As in all multi-level systems, the transition of student population from the lower levels of the educational pyramid to the next higher stage needs to be regulated in terms of an acceptable normative model and vertical interconnectivity emerges in this context as an important attribute. Lastly, and in some respects most importantly, the capability of schooling to produce not only "good" but also "useful" citizens may be considered to be an attribute of decisive significance since it is through the operationalization of this attribute that the gap between the world of knowledge and the world of work is bridged and the school output becomes input in the work force.

In addition to the introductory and concluding chapters the book is divided into seven sections. Each section has the following components :

- i) a text interpreting the regional patterns which have been cartographically presented and which indicate the direction in which explanation for the nature of the spatial structure may be sought;
- ii) a set of maps depicting regional patterns of selected indicators of each attribute; and
- iii) appendices containing frequency distribution of districts in different categories in terms of the classification developed for the analysis of the selected variables.

A bibliography of reference and the post-script has been appended.

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

The Union Ministry of Education, now Ministry of HRD, is the summit of the educational programme in India in terms of organizational and administrative structure. Even more important, armed with advisory consultative bodies and autonomous organisations and national level professional forums, it plays a leading role in laying down education policy, influencing the State governments in respect of educational development in different levels and spheres. The publication *Ministry of Education - An Organisational History* brings out the twin dimensions of its role in the educational development and its own organisational growth and transformation in the process.

Organised in nine chapters the book shows the vacillating interest in education during British period; the ideational

leadership role of Education Ministry in areas falling under State subject like School Education and Adult Education; principles of delegation of its professional role in respect of Central subjects like Higher Education and Research or of devolution and guidance as in Technical Education. Coordination and promotion and integration and interlinkage are the principal approaches informing the Ministry's involvement in respect of Concurrent Subjects like Physical Education, Sports and Games, Culture and Youth Services. Evolution and simultaneity of these different approaches of involvement and organisational growth is a marked feature in the Ministry's role perception and role performance.

Women and Development by S.C. Nuna (Unpriced).

The report is based on district level data and covers the aspects of education, demography, nuptiality and fertility, health, economic activities, crimes against women, availability of safe drinking water facilities and political participation.

The report is organised into three sections. The first section presents salient features of women development on one hand and inter-linkages between various facets of women's development on the other. The second section consist of maps and diagrams covering different aspects of women's development and the third section presents the data sets on various indicators for selected countries of the world, Indian states and for all the district of the country.

The main findings of the report are summarised below:

- i) It indicates that though the country has made progress in various spheres of women's development there are miles to go. This is more significant in the context of prevailing regional disparities in levels of development of women in India.
- ii) Various spheres of women's development are inter-related in a system of interdependency. Correlation exercise undertaken in the study book indicates that education - marriage - health - birth - death all are interwoven in a common framework and therefore any attempt towards women and development should follow an integrated approach.

- iii) The study has developed a composite index for measuring levels of social well being of women in India by compositing 26 indicators.
- iv) Out of 144 districts identified as backward, 122 are in 5 states i.e. Andhra Pradesh(15), Bihar(28), Madhya Pradesh(26), Rajasthan(24) and Uttar Pradesh(29), the most backward district being Nizamabad (Andhra Pradesh) Siwan (Bihar) and Jaisalmer (Rajasthan).
- v) In a system of prioritization these backward districts should get a priority in planning for women's development. The new planning endeavours should take into account the socio-political realities at the grass root levels.

Development of Education in India - 1988-90 - National Report of India for presentation at the 42nd Session of the International Conference of Education, Geneva, 1990.

Background Material for Seminar on Basic Education for All : Uttar Pradesh, held from 6-9 November, 1990.

Journal of Educational Planning and Administration

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

- 1) Planning and Management of Education in the Third World (edited by K.G. Virmani and S.C.Nuna)
- 2) Educational Administration edited by N.M. Bhagia.
- 3) Education of the Working Children edited by Nalini Juneja.
- 4-5) Hindi versions of the Special Issues of the Journal on *Distance Education* edited by M.Mukhopadhyay and *Planning and Management of Education in the Third World* edited by K.G. Virmani and S.C. Nuna.

Mimeographed Publications

The Institute also brought out mimeographed publications in respect of Research Studies, Reports of various Training Programmes organised by it.

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

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

In accordance with the recommendations of the Review Committee on NIEPA and decisions of the Empowered Committee thereon, Planning and Programme Committee has also been made one of the authorities of the Institute. It was earlier known as Programme Advisory Committee.

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

The Council

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

educationists; all the members of the Executive Committee; and one member of the NIEPA Faculty. In accordance with the recommendations of the Review Committee on NIEPA, there will be now three members of the NIEPA faculty on the Council in place of one. Registrar, NIEPA acts as Secretary of the Council.

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

A list of the members of the Council as on 31st March, 1991 is given at Appendix I.

The Executive Committee

The Director of the Institute is its ex-officio Chairman. Nominees of the Secretaries, Ministry of Human Resource Development (Department of Education), Finance and Planning Commission; one Education Secretary of a State; one eminent educationist; and the Executive Director, now redesignated as Joint Director, NIEPA, are members. In accordance with the recommendations of the Review Committee on NIEPA and decisions of the Empowered Committee thereon, the Executive Committee has been proposed to be strengthened with the addition of (i) one Director of State Government and one Director of State Institute of Education engaged actively in educational planning and management; and (ii) two of the three members of the faculty on the NIEPA Council as members of the Executive Committee to help Director, NIEPA, and faculty to have a larger say in managing the affairs of NIEPA. Registrar, NIEPA, acts as Secretary of the Executive Committee.

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

A list of the members of the Executive Committee as on 31st March, 1991 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 Chairman-

ship 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, 1991 is given at Appendix III.

The Programme Advisory Committee

The Programme Advisory Committee renamed as Planning and Programmes Committee consists of the Director as its ex-officio Chairman; representatives of the Ministry of Human Resource Development (Department of Education); Planning Commission; University Grants Commission; National Council of Educational Research and Training; State Education Secretaries and Directors of Public Instruction; Academicians; Executive Director now redesignated as Joint Director, NIEPA; two members of the NIEPA Faculty and such other members as may be nominated by the Executive Committee. Registrar, NIEPA acts as Secretary of the Programme Advisory Committee. The constitution of the new Planning and Programmes Committee is under process.

A list of the members of the Programme Advisory Committee as on 31st March, 1991 is given at Appendix IV.

Organisational Set-up

Academic Units

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

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

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

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

Task Forces and Committees

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

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

An Advisory Board of Research Studies under the Chairmanship of Director, consisting, among others, all the Heads of Academic Units and Registrar as its Member-Secretary, considers the proposals received under the Scheme of Assistance for Studies.

Infrastructural Support

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

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

Computer Centre

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

The Centre also has one HCL PC/AT 386 and two PC/XTs one each from WIPRO and Blue Star having 640 KB

RAM, 20 MB Hard Disk and two floppy drives one each of 5.25" and 3.5" of 1.2 MB and 1.4 MB storage capacity respectively.

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

Cartographic Cell

The Cartographic Cell facilitates cartographic representation in research and training. New methods of presentation of data and information by developing presentable diagrams, graphs, charts, tables and transparencies for illustration in various research projects and training programmes have been developed. During the year, important works of the Cell among others, include preparation of Organograms of different States for the Second All India Survey Project; Education for All - "A Graphic Presentation" that will be brought out; and diagrams, charts, block maps and transparencies developed for the World Bank sponsored project "Basic Education for All - Uttar Pradesh".

Administrative Set-up

The Administration and Finance Division is organised into four Sections and two Cells, namely, Academic Administration, Accounts, Personnel Administration, General Administration, Training Cell and Coordination Cell. The Academic Administration and Coordination Cell report directly to the Registrar. Personnel and General Administration Sections and Training Cell are supervised by Administrative Officer under the overall charge of the Registrar. The Finance Officer is in-charge of the Accounts Section. Consequent upon the superannuation of Registrar on 31.1.1991, Administrative Officer is acting as Registrar.

Cadre Planning

The category-wise cadre strength of the Institute as on 31.3.1991 was 178 :

<i>Cadre Posts</i>	<i>Number</i>
<i>Faculty</i>	35 (20%)

(Director, Consultant, Senior Fellows, Fellows and Associate Fellows)

Academic Support 24 (14%)

(Publication Officer, Librarian, Documentation Officer, Computer Programmer, Hindi Editor, Assistant Publication Officer, Senior Technical Assistants, Librarian Gr. II and Gr. III, Publication Assistant, Hindi Translators, Semi-Professional Assistant and Technical Asstt.)

Administrative and Secretarial Staff 41 (23%)

Technical Staff 33 (19%)

(P.S. to Director, Senior P.As, Senior Stenographers, Mechine Operator, Junior Stenographers, Telephone Operator, Drivers, Computer, Electrician, Programme Attendant, Library Attendants and Senior and Junior Gestetner Operators)

Group D (Non-technical) 45 (26%)

Total 178

Staff Changes

Shri R.P. Saxena, Registrar retired on 31.1.1991.

Shri K.L. Dua has taken over the charge of Acting Registrar on 5.2.1991.

Dr. Arif Hassan was relieved on 31.1.1991.

In-Service Training Programmes

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

Shri J.S. Aswal, LDC attended Training Course for 'Desk Top Publishing' from August 20 to October 12, 1990 (Part-time) at Delhi Printers Association, Printers Bhawan, Narayana, New Delhi.

Mrs. Anita Mohan, Mrs. Anita Kapoor, Shri Paras Nath Prasad, Shri B.R. Pahwa, Shri Satbir Singh, and Shri Chander Prakash (LDCs) attended Hindi Typewriting Training (Part-time) course of 6 months duration at NIEPA from August 16, 1990.

Study Leave

Shri A.C. Mehta, Associate Fellow, NIEPA joined the Institute on 17.11.1991 after completion of his Ph.D. work.

Ms. N. Juneja, Associate Fellow, NIEPA proceeded on study leave for completing Ph.D. work on 17.4.1990 for a period of two years.

Foreign Assignments

Professor Satya Bhushan, Director, visited Italy to participate in a meeting on International Co-operation in the Training of Managers organised by Italian School of Public Administration for Senior Civil Servants at Caserta, Italy (May 17-22, 1990).

Professor Satya Bhushan, Director, also attended an International Seminar at IIEP, Paris (December 10-14, 1990).

Dr. Brahm Prakash, Senior Fellow and Head, Educational Planning Unit proceeded on another assignment as Project Economist in the Education Division of Asian Development Bank, Manila on 19.1.1990.

Dr. G.D. Sharma, Senior Fellow & Head, Higher Education Unit, undertook the assignment of Consultant on 'District-level Budgeting and Costing' under UNESCO-UNDP Programme from Cambridge Education Consultants Ltd. U.K. in Ghana for a period of 7 weeks from 1.3.1991.

Dr. G.D. Sharma, Senior Fellow & Head, Higher Education Unit, attended a meeting of UNESCO forum of Experts on Research on Higher Education, March 13-22, 1991 at Pittsburg.

Shri M.M. Kapoor, Senior Fellow & Head, Sub-national Systems Unit, attended a meeting on Education Indicators organised by UNESCO at Paris from 31.1.1991 to 6.2.1991.

Dr. R. Govinda, Senior Fellow & Head, School and Non-formal Education Unit, participated in UNESCO Workshop on Planning and Management of Literacy in Non-formal Education at Bangkok and Manila (August 15 - September 15, 1990).

Dr. R. Govinda, Senior Fellow & Head, School and Non-formal Education Unit, undertook the assignment of Resident Fellow at IIEP, Paris from 8.2.1991 to 7.4.1991 in connection with the Collaborative Research Project on 'Quality of Basic Education Services'.

Dr. Jaya Indiresan, Senior Fellow, Higher Education participated in PROAP-KEDI Regional Workshop on New Training Strategies in Educational Planning and Management held in Seoul, Korea (December 3-8, 1990).

Dr. (Mrs.) Kusum K. Premi, Fellow & Head, Educational Policy Unit, participated in the IIEP's Visiting Fellows' programme at Paris from 15.10.1990 to 14.2.1991.

Dr. N.V. Varghese, Fellow, participated as Resource Person in a Workshop organised by IIEP-PROAP on Education Employment and Human Resource Development at Bangkok (June 12-26, 1990).

Ms. Anita Chopra, COPE Project, participated in a workshop organised by INTEC on Information Technology for Decentralised Administration at Colombo, Sri Lanka (September 2-7, 1990).

Campus Facilities

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

The work pertaining to construction of Warden's residence, guest faculty accommodation and additional blocks in the hostel is to commence shortly on receipt of approval of the MCD to our revised plans already submitted.

While fire safety measures, as per advice of Delhi Fire Service taken up at an estimated cost of about 9.50 lakhs, which included provision of dry riser-cum-down comer, fibre glass water storage tanks and cement concrete approach road to the hostel, have already been completed and certified by Delhi Fire Service to be satisfactory. The remaining work, such as underground water storage tank of 2 lac litres capacity, installation of DG Set, water supply pumps, etc., being jointly undertaken for NIEPA & NCERT, are in progress and likely to be completed soon. The receipts from the hostel during the year amounted to Rs. 3,19,575.

Action has also been initiated in January, 1991, to go in for Institute's own separate Electric Sub-station by getting requisite electricity load sanctioned through DESU as the capacity of the existing Sub-station of NCERT through

which NIEPA had been receiving electricity supply until recently was found to be inadequate to meet the increasing demands of both the organizations.

The Documentation Centre on the second floor has been renovated and made more functional in order to meet the requirements of the users.

Finance

During the year, the Institute received a grant of Rs. 167.56 (Rs. 98.24 lakhs under Non-plan and Rs. 69.32 lakhs under Plan) against Rs. 137.50 lakhs (Rs. 80.50 lakhs under Non-plan and Rs. 57.00 lakhs under Plan) during 1989-90. The Institute had a balance of Rs. 17.44 lakhs (Rs. 1.76 lakhs under Non-plan and Rs. 15.68 lakhs under Plan) at the beginning of the year. Office and hostel receipts amounted to Rs. 15.65 lakhs during the year. Thus, against the total receipts of Rs. 200.65 lakhs, total expenditure out of

Government grants during the year amounted to Rs. 191.91 lakhs against Rs. 144.40 lakhs during 1989-90.

The Institute had a balance of Rs. 7.41 lakhs and received additional funds amounting to Rs. 63.57 lakhs during the year for sponsored programmes and studies from other agencies. The expenditure on sponsored programmes and studies during the year amounted to Rs. 35.63 lakhs. The mobilization of funds from other agencies for sponsored programmes and studies registered a jump during the year 1990-91 from Rs. 14.45 lakhs of 1989-90 to Rs. 63.57 lakhs.

The total expenditure during the year both under government grants and funded programmes and studies aggregated to Rs. 227.53 lakhs as against Rs. 162.95 lakhs during 1989-90.

Annexure I

**List of Training Programmes/
Workshops/Seminars/Conferences
Organised During the Year 1990-91**

<i>Sl. No.</i>	<i>Name of Programmes</i>	<i>Date and Duration</i>	<i>No. of Participants</i>	<i>Programme Person Days</i>
I. DIPLOMA PROGRAMMES				
National Diploma (On-going)				
	*Tenth Diploma Programme in Educational Planning and Administration for District Education Officers Phase II (on going) (SNF Unit)	Nov.1, 1989-30 April, 1990 (30 days)	26	780
	Phase-III	July 2-5, 1990 (4 days)	26*	104
1.	Eleventh Diploma in Educational Planning & Administration for DEOs (SNF Unit)	Nov.,1,1990 - Jan. 31, 1991 (92 days)	12	1104
	Phase-II	Feb.1-April 30, 1991 (59 days)	12*	708
Total	1	185	38*	2696
International Diploma Programme (On-going)				
	*Sixth International Diploma Programme in Educational Planning and Administration Phase I (INT Unit)	Jan.22 - April 21, 1990 (21 days)	17	357
	Phase -II	April 22 - July 21, 1990 (91 days)	17*	1547
2.	Seventh International Diploma Programme in Educational Planning & Administration (INT Unit)	Jan.21 - July 20, 1991 (70 days)	26	1820
Total	1	182	43*	3724
II. THEMATIC PROGRAMMES				
Programmes for Heads of Schools				
3.	Workshop on Managerial Task Analysis of Heads of Schools (EAD Unit)	April 9-11, 1990 (3 days)	14	42
4.	National Workshop on Elevation of Status, Position & Functions of Elementary/Primary School Head Masters and Identification of their Training Needs (SNF Unit)	May 1-4, 1990 (4 days)	28	112
5.	Workshop on Institutional Planning & Evaluation for Heads of Secondary Schools of Udaipur Division in Collaboration with Extension Deptt. Teachers Training College, Udaipur and Education Department, Udaipur Division at Banswara, Rajasthan (EDP Unit)	Aug.20-24, 1990 (5 days)	36	180
6.	Workshop on Critical Indicators Contributing Towards Success in Performances of Heads of Schools (INT Unit.)	Dec.31, 1990 to Jan. 4, 1991 (5 days)	16	80

<i>Sl. No.</i>	<i>Name of Programmes</i>	<i>Date and Duration</i>	<i>No. of Participants</i>	<i>Programme Person Days</i>
7.	Study Visit Programme for Heads of Institutions of IPCL Baroda (EAD Unit)	Jan.4-6, 1991 (3 days)	7	21
8.	Meeting of Head Masters and Teachers on Role and Functions of District Education Officers (SNF Unit)	Feb.18-20, 1991 (3 days)	32	96
Total	6	23	133	531

Planning and Management of District Institutes of Education and Training (DIETs)

9.	Second Training Programme for the Faculty of Planning and Management Branch of District Institutes of Education and Training (DIETs) (SNS Unit)	Aug.20-31, 1990 (12 days)	37	444
10.	Induction Training of Principals of DIETs in collaboration with NCERT and Directorate of Adult Education (SNF Unit)	Jan.21 - Feb.9, 1991 (20 days)	35	700
11.	Training Programme for Faculty of Planning and Management Branch of DIETs (SNS Unit)	Feb.18 - March 2, 1991 (13 days)	25	325
12.	Workshop on Developing Handbook of Planning and Management of DIETs for DIET Principals (SNF Unit)	June 6-8, 1990 (3 days)	20	60
Total	4	48	117	1529

Planning and Management of School Education

13.	Eighteenth Orientation Programme for Senior Educational Administrators (SNS Unit)	Dec.17, 1990 to Jan.4, 1991 (19 days)	8	152
14.	Workshop on Institutional Planning and Evaluation, District Udaipur, Rajasthan (EDP Unit)	April 23-27, 1990 (5 days)	34	170
15.	Workshop on Planning Implementation of Basic Education (EAD Unit)	May 14-17, 1990 (4 days)	7	28
16.	Critical Indicators Contributing Towards Excellence in the Management of Kendriya Vidyalaya Sangathan and Senior Principals of Kendriya Vidyalayas (INT Unit)	June 11-15, 1990 (5 days)	24	120
17.	Workshop to Finalise Module on Lab-Area Approach (EDP Unit)	Sept.18-20, 1990 (3 days)	16	48
18.	Seminar on 'Education for All' - Uttar Pradesh (SNF Unit)	Nov. 6-9, 1990 (4 days)	68	272
19.	Data Analysis Workshop on Quality of Basic Education (SNF Unit)	Nov. 13-15, 1990 (3 days)	9	27
Total	7	43	166	817

UEE & Micro-level Planning

20.	Orientation Programme for Senior Education Officers of Nagaland in Decentralised Systems of Educational Planning at Micro Level, Kohima in collaboration with Nagaland Government (SNS Unit)	June 4-9, 1990 (6 days)	15	90
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<i>Sl. No.</i>	<i>Name of Programmes</i>	<i>Date and Duration</i>	<i>No. of Participants</i>	<i>Programme Person Days</i>
21.	Workshop on Sampling, Designing and Monitoring of the Progress towards UEE for State Level Officers-In-charge of Planning/Statistics in Education Department (SNS Unit)	Sept.17-19, 1990 (3 days)	13	39
22.	Technical Workshop on Monitoring of Achievement in UEE - A Sample Study (SNS Unit)	Oct. 17-19, 1990 (3 days)	27	81
23.	Third Technical Workshop on Monitoring of Achievement in UEE (SNS Unit)	Dec. 14-15, 1990 (2 days)	28	56
Total	4	14	83	266
School Mapping				
24.	Orientation Workshop on School Mapping for the Officers of the Education Department of the Union Territory of A and N Islands Administration at Port Blair (SNS Unit)	July 16-18,1990 (3 days)	10	30
25.	First Technical Workshop of State Project Officers on School Mapping (SNS Unit)	July 26-28, 1990 (3 days)	9	27
Total	2	6	19	57
Non-formal and Adult Education				
26.	Field based Training Programme for Assistant Directors of Non- formal Education (Hyderabad) (SNF Unit)	May 28-31, 1990 (4 days)	30	120
27.	Training of Deputy Directors of Adult Education of Andhra Pradesh (SNF Unit)	Dec.11-15, 1990 (5 days)	20	100
28.	Orientation Programme in Planning and Management of Adult Education (SNF Unit)	Feb. 4 - March 17, 1991 (42 days)	40	1680
Total	3	51	90	1900
Higher Education				
29.	Orientation Programme in Planning and Management for College Principals (HED Unit)	Sept. 5-25, 1990 (21 days)	36	756
30.	Seminar-cum-Workshop on Role of College Development Councils in the Development of Colleges (HED Unit)	May 2-4, 1990 (3 days)	22	66
31.	Planning and Management of Academic Staff Colleges Review Meeting (HED Unit)	Aug.9-10, 1990 (2 days)	44	88

<i>Sl. No.</i>	<i>Name of Programmes</i>	<i>Date and Duration</i>	<i>No. of Participants</i>	<i>Programme Person Days</i>
32.	Training and Research in Educational Administration for Universities - Report of the Study Visit of Senior Educational Administrators from the Republic of China (HED Unit)	March 18-22, 1991 (5 days)	4	20
Total	4	31	106	930
Financial Management				
33.	Orientation Programme in the Management of University Finance (EFN Unit)	October 6-12, 1990 (5 days)	11	55
34.	Orientation Programme in Financial Management in Education with a Special Focus on Cost Analysis (EFN Unit)	October 22-26, (5 days)	8	40
Total	2	10	19	95
Computer Applications				
35.	Orientation Programme for College Principals on Effective Utilisation of Computers in Colleges (EAD Unit)	June 25-29, 1990 (5 days)	16	80
36.	Fresher Induction and Training Programme for the Divisional Field Officers for the COPE Regional Cell, Bhopal (COPE Unit)	Aug. 8 - Sept.10, 1990 (34 days)	5	170
37.	Training Programme on Computer Applications in Educational Planning : Use of Lotus 1-2-3 (EPL Unit)	March 4-15, 1991 (12 days)	21	252
Total	3	51	42	502
Quantitative Techniques				
38.	Training Programme on Quantitative Techniques for Educational Planning (EPL Unit)	June 18-29, 1990 (12 days)	2	24
Total	1	12	2	24
Long-term Planning/Local Area Planning				
39.	Training Workshop on Methodology of Local Area Planning of Education (EPL Unit)	May28-June, 1, 1990 (5 days)	24	120
40.	National Seminar on Methodology for Identification of Educationally Backward Districts (SNS Unit)	Aug.9-10, 1990 (2 days)	24	48
41.	National Seminar on Long-term Perspectives of Education up to 2000 A.D. (EPL Unit)	Nov. 26-28, 1990(3 days)	23	69
Total	3	10	71	237
Employment Planning and Planning of Vocational Education				
42.	Workshop on Education and Employment Planning at District Level (SNS Unit)	Dec. 11-14, 1990 (4 days)	12	48

<i>Sl. No.</i>	<i>Name of Programmes</i>	<i>Date and Duration</i>	<i>No. of Participants</i>	<i>Programme Person Days</i>
43.	National Workshop on Linkages and Coordinations Strategies for Post-Secondary Vocational Education Planning at District Level (EPL Unit)	March 20-22, 1991 (3 days)	7	21
Total	2	7	19	69
Planning and Management of Education for Deprived Sections/Disabled/Women				
44.	Fourth Orientation Programme in Educational Planning and Administration for Women Administrators (INT Unit)	Jan. 7-18, 1991 (12 days)	20	240
45.	Training Programme for District Tribal Welfare Officers (EAD Unit)	March 18-22, 1991 (5 days)	4	20
46.	Workshop on Composite Area Approach to Planning Facilities for Education of the Disabled Children (SNF Unit)	Aug. 27-28, 1990 (2 days)	7	14
Total	3	19	31	274
All India Survey				
47.	National Level Workshop for State Project Directors of Second All India Survey of Educational Administration (SNS Unit)	Sept. 13-15, 1990 (3 days)	15	45
48.	Second All India Survey of Educational Administration - National Level Review Workshop for State Project Directors (SNS Unit)	Oct. 15-16, 1990 (2 days)	6	12
Total	2	5	21	57
Planning of Environment Education				
49.	UNESCO-UNEP - International Training Seminar on Environmental Education for Educational Planners and Administrators (Jointly organised by SNF and INT Unit)	April 22-26, 1990 (5 days)	17	85
Total	1	5	17	85
Distance Education				
50.	Workshop on Education for All : Role of Distance Education (EAD Unit)	Sept. 17-20, 1990 (4 days)	10	40
Total	1	4	10	40

<i>Sl. No.</i>	<i>Name of Programmes</i>	<i>Date and Duration</i>	<i>No. of Participants</i>	<i>Programme Person Days</i>
Library and Information Management				
51.	Orientation Programme on Role of Indexing and Abstracting and Information Retrieval in collaboration with International Library & Information Consultancy Centre (ILICC) (Library and Documentation Unit)	July 23-28, 1990 (6 days)	28	168
Total	1	6	28	168
Other				
52.	Visitation Programme of Sri Lankan Officials (EAD Unit)	Nov. 12-16, 1990 (5 days)	5	25
Total	1	5	5	25
Grand Total	52	717	1060	14026

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

- * Management of Educational Finances in India - A Reader
- * Financing Higher Education
- * Tribal Sub-plan and Component Plan for SC
- * Development of Education : 1989-90 National Report of India
- * Education for All : Uttar Pradesh
- * Note on Some Aspects of Finances for Education
- * Module on Role and Functions of Primary Schools Headmasters for DIETs
- * Report for Experts Committee on DEOs Programme
- * Training Needs of DEOs for Sri Lankan Group
- * Module on Role of Head Teachers' for DIETs
- * Module on Training Needs of Head Teachers of Elementary Schools for DIETs
- * Module on Institutional Planning for DIETs
- * Financing Elementary Education in Uttar Pradesh
- * Student Loans in Financing of Higher Education in India
- * Some Aspects of Education Employment Nexus in Rural Areas
- * Post Secondary Vocational Education Planning at District Level
- * Privatisation of Higher Education
- * From Economic Growth to Human Development
- * Management of Incentives in Education
- * Quest for Quality : Intervention and Impact
- * Research Methodology and Action Research
- * Adult Literacy and Development
- * Role of Financer in Regional Planning

Annexure III

NIEPA Colloquia

<i>Date</i>	<i>Theme</i>	<i>Speaker</i>
December 4, 1990	Education in the Asia and Pacific	Mr. Hedayal Ahmed Director UNESCO Principal Regional Office for Asia and Pacific Bangkok
January 7, 1991	Academic Professions : Comparative Perspective	Mr. P.G. Altbach Director Comparative Education Centre State of New York at Buffalo
January 16, 1991	Anti Poverty Programme and Role of Education	Mr. E. Gent U.S.A.
January 17, 1991	Human Inquiry and Research Methods : A Research Design Process	Dr. Jean Cook Prof. Dayton U.S.A.
February 18, 1991	The Cost-effectiveness Economic Efficiency and Equity Impact of Private, Aided and Public Schools in Urban India	Ms. Geeta Kingdon Oxford University
March 16, 1991	Public Policy Formulation : A Study of National Policy on Education	Mr. H.V. Rama Rao Research Scholar (M.Phil.) Hyderabad

Books

Premi, Kusum K.

"Child Workers in India : Strategies for Educational Development" in the book A.D. Modie (eds) *Concept of Work in Indian Society*, Manohar Publication, New Delhi, 1991.

"Educational Situation of Child in India" in the Book *Child Situation in India*, National Institute of Public Cooperation and Child Development, 1990.

Varghese, N.V.

Development of Oil Industry in Cameroon and its Implications for Education and Training (Co-author), Paris, IIEP, 1990.

Nuna, S.C.

School Education in India- The Regional Dimensions (Jointly with Moonis Raza and A. Ahmed).

Women and Development, NIEPA, 1990.

Hassan, Arif

Organisational Research in Indian Perspective (Eds. 1990) North Book Centre.

Factors Influencing Choice of Leadership Style-in Organisational Research in India Perspective, New Delhi Northern Book Centre (1990).

Mathew, A.

Ministry of Education : An Organisational History, NIEPA, 1990.

Contributed a Chapter Basic Education : A Historical Perspective to the UNICEF Sponsored Research Study, *Basic Education and National Development - The Indian Scene*, 1990.

Rehman, M.M.

Political Economy of Institutional Planning in Education, New Delhi, 1990.

Research Papers/Articles Published

Tilak, J.B.G.

'Financing Higher Education' Research Seminar on Reforms and Innovations in Higher Education' Bombay, SNDt University (January 1991).

'Financing Higher Education in India' (Jointly with N.V. Varghese), *Higher Education* (Netherlands) Special Issue of Developing Countries, edited by G. Psacharopoulos Vol. 21 No. 1 (1991), pp.83-1001.

'Schooling and Equity' (jointly with George Psacharopoulos). In *Essays on Poverty, Equity and Growth* (ed. G. Psacharopoulos) Pergamon Press The World Bank, 1991 /pp.53-78.

'External Debt and Public Investment in Education in Sub-Saharan Africa', *Journal of Education Finance*, Vol. 15, No.4 (1990), pp.470-86.

'Family and Government Investments in Education', *International Journal of Educational Development*, 1 2 (1991) pp.91-106.

'Expenditure on Education in India' *Journal of Education and Social Change*, Vol.4, No.2 (July-September 1990).

'Socio-economic Correlates of Infant Mortality in India' *Rivista Internazionale Di Scienze Economiche & Commerciali* Vol. 38, No.2 (February 1991), pp. 169-92.

'Comparative Development Indicators' (assisted by Jim Quan). In *Essays on Poverty, Equity and Growth* (ed. G. Psacharopoulos) Pergamon Press/ World Bank, 1991, pp.291-339.

'Investment in Elementary Education', *Financial Express* June 1, 1990.

'A note on Student Loans in Financing Higher Education in India', IIEP Forum on Education Loans in Asia, Genting, Malaysia, 1990.

'Union Budget and Education', *Educational Technology* (11) April 1990, pp.10-11.

'Education and Economic Growth in China', *Rivista Internazionale Di Scienze Economiche & Commerciali* Vol. 37, No. 12, December 1990, pp. 113-35).

'Resources for Education for All', (Jointly with N.V. Varghese), *Journal of Education and Social Change* Vol.4, No.4 (January- March, 1991) pp.24-59.

'Planning Teacher Education' *Resource Book on Teacher Education in India* (ed. L.C. Singh, New Delhi, NCERT, 1990) pp.299-315.

'Education and Earnings : Gender Differences in India' *International Journal of Development Planning Literature* Vol. 5, No. 4 (1990).

Premi, Kusum

"Educational Perspective, 1981-2011 : Major Issues" in *Man and Development*, June 1990.

"Education for Equality : Universal Elementary Education in Remote Areas" in *New Frontiers in Education*, January 1990, brought out in April 1990.

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

Varghese, N.V.

"Resources for Education for All", (co-author), *Journal of Education and Social Change*, Vol.4, No.4, 1991, pp.24-59.

"Financing of Higher Education in India" (co-author), *Higher Education* (Netherlands) Vol. 21, No.1, 1991, pp.83-101.

"Management of Change in Higher Education : Some Trends", *Journal of Educational Planning and Administration*, Vol.5, No. 1, 1991 (in press)

"Educational Perspectives of the Eighth Five Year Plan", *Educational Technology*, Vol.2, No.12, 1990, pp.9-10.

"Theories of Labour Market" in Sanyal B. et. al. (ed) *Education, Employment and Work* (Report of the Training Workshop), Paris, IIEP, 1990, pp.88-100.

"Strategies for a Better Match between Education and Employment : A Synthesis of Discussions and Findings" (Co-author) in Sanyal. B. et.al. (ed.) *Education, Employment and Work* (Report of Training Workshop), Paris, IIEP, 1990, pp.179-188.

"Education and Employment Planning at the District Level" paper presented at the Workshop on Education and Employment Planning at the District Level, NIEPA, New Delhi (December 11-14, 1990).

Aspects of Institutional Management, Module Prepared for the IGNOU, New Delhi, 1990.

Nuna, S.C.

"Regional Disparities in Educational Development : Policy and Planning Implications" *Quarterly Economic Report of the Indian Institute of Public Opinion*, Vol. XXXII, No.5, pp.40-54.

"Spatial Patterns of Tribal Literacy in India" in Ashish Bose, et.al. (eds.) *Demography of Tribal Development*, B.R. Publishing Corp., pp.273-296 (Jointly with Mooniz Raza and A. Ahmed).

"Planning and Management of Education of Working Children : An Approach", *Journal of Educational Planning and Administration*, Vol.IV, No.1, pp.93-104 (Jointly with Nalini Juneja)

"Development of School Education in India : Some Problems of Measurement", in Mooniz Raza (ed.) *Education Development and Society*, Vikas, 1990, pp.95-120 (Jointly with Moonis Raza)

Mangalagiri, Anjana

"The Structure and Context of Educational Development : A Comparative Perspective". *Journal of Educational Planning and Administration*, Volume 4 No. 3, July, 1990.

Srivastava, Ranjana

Remove Aberrations, Overhauling Not Needed in Kurukshetra (January 1-15, 1991) Special Issue on Education : NPE 1986 Review Committee Perspective Paper.

Review Article of Book, "Micro Computers in School Education — Handbook for Teachers" in *Educational Technology - Education*, Journal for All India Association for Educational Technology, Vol.3, No.3, March 1991.

Sridhara, B.H.

Published "Computers in Social Science Research" in the *Journal of Social Research* Vol. XXXI, No. I & II.

Book Reviews**Tilak, J.B.G.**

'Community Financing of Education', *Journal of Education Finance*, Vol. 15, No.3 (1990).

'Human Resource Development in the Third World', *KYKLOS*, Vol. 43 No.2 (1990) pp.330-31.

'The College Tuition Spiral (and) "The Tuition Dilemma', *Journal of Educational Planning and Administration*, vol.4 No. 4 (October 1990) (in Press).

'Financial Support for Students', *Higher Education Review* Vol. 23 No.2 (Spring 1991), pp.83-84.

'Education, Work and Pay in East Africa' (and), 'Education, Productivity and Inequality', *Journal of Educational Planning and Administration*, Vo.5, No.1 (January 1991).

Participation of NIEPA Faculty outside the Institute**Chaired Sessions/Inaugurated/Valediction****Bhushan, Satya**

Inaugurated a Seminar organised by Academic Staff College, Himachal Pradesh University, Himachal Pradesh (May 11-12, 1990).

Inaugurated the ILY Workshop on Education for All organised by Indian Social Institute, New Delhi (July 17, 1990).

Chaired a Session of Educational Technology at the Institute of Foreign Trade, (November 1, 1990).

Attended a Round Table Conference on "Education for All" organised by Indian Council for Education, Parliament Annexe, New Delhi (April 27-28, 1990).

Mukhopadhyay, M.

Addressed a Group of Graduate Students from Calicut University on Education Technology (April 5, 1990).

Chaired the Valedictory Session in State Conference in Educational Technology, New Delhi (September 23, 1990).

Shri Prakash

Chaired the Seminar on Use of "Input-output Techniques and Models in Planning" organised by Academic Staff College, Allahabad and Delivered the Key-note Address (July 13, 1990).

Kapoor, M.M.

As a Resource Person for Guidance on Project on Educational Information System in Training Programme organised by Indian Institute of Public Administration, New Delhi (January 7, 1991).

Varghese, N.V.

Chaired a Session on Education and Manpower at IAMR, New Delhi (February 15, 1991).

Sharma, R.S.

Chaired a Session on "Special Education and Educational Technology" in International Conference on Educational Technology, (October 31, 1990).

Delivered Lectures*Bhushan, Satya*

Delivered a lecture on "Generation and Dissemination of Knowledge" in a Workshop organised by Centre for Professional Development in Higher Education, University of Delhi, (May 14, 1990).

Delivered a lecture on "International Co-operation" in the Training of Managers in a Conference organised by Italian School of Public Administration for Senior Civil Servants at Caserta, Italy (May 17-22, 1990).

Delivered a lecture on "New Challenges and Trends in Education" at Directorate General Border Security Force. BSF Campus, New Delhi (June 5, 1990).

Delivered a lecture on "Role of Educational Planners and Administrators" at NCERT, New Delhi (September 17, 1990).

Delivered a lecture on "Rural Development" organised by CAG at IIPA, New Delhi (October 5, 1990).

Delivered Veledictory Address at the In-service Training Programme at Govt. Girls Senior Secondary School, Rajender Nagar, New Delhi (January 5, 1991).

Delivered Veledictory Address at Uttar Kshetriya Samaj Kendra, NOIDA, Uttar Pradesh (January 12, 1991).

Delivered a lecture at Academic Staff College, Jammu University, Jammu (March 11-12, 1991).

Delivered a lecture on Distance Education organised at the Institute of Correspondence Education, University of Delhi, Delhi (March 27, 1991).

Sharma, G.D.

Delivered a lecture on "Conditions of Service of Teachers in Material Conditions" at Centre for Professional Development in Higher Education, University of Delhi, Delhi (May 5, and May 8, 1990).

Delivered a lecture on "Centre for Professional Development in Higher Education" University of Delhi, Delhi (October 16, 1990).

Delivered a lecture on "Challenges of Education in 1990's" in Regional College of Education, Bhopal, (November 15 & 16, 1990).

Mukhopadhyay, M.

Delivered Presidential Address on Instructional Technology in Medical Education at 13th National Workshop in Maulana Azad Medical College, New Delhi (April 23, 1990).

Delivered the Key Note Address on Instructional Technology at National Academy of Agricultural Research Management, Hyderabad (June 4, 1990).

Delivered a lecture on Recent Trends in Educational Technology in the Regional Centre for Indira Gandhi National Open University, Hyderabad (June 5, 1990).

Delivered a lecture on "Introduction to Computers" in Rural Teachers Centre, Howrah (July 11, 1990).

Delivered a lecture on "Transactional Analysis on Managerial Excellence" to Delhi Police, Delhi (September 5, 1990).

Delivered a lecture on "Educational Technology for Higher Education" and "Transactional Analysis for Better Classroom Teaching" organised by Aligarh Muslim University, Aligarh (September 10, 1990).

Delivered the Presidential Address for State Concerned in Educational Technology in Uluberia (September 22, 1990).

Delivered the Presidential Address on Future of Educational Technology in International Conference on Educational Technology, New Delhi (October 1990).

Delivered the Key-note Address in the World Conference on Educational Technology in Amritsar, Punjab (November 11, 1990).

Delivered a lecture on "Education Technology to Academic Staff College", Calcutta University, Calcutta (Dec.19,1990).

Delivered a lecture on "Educational Technology in a meeting of the Principals of Navodaya Vidyalaya Samiti", New Delhi (December 26, 1990).

Delivered a lecture on Role of NGO's Educational Development (February 8, 1991).

Govinda, R.

Delivered lecture on "Transmission of Knowledge - Project Approach" at the Centre for Professional Development in Higher Education, University of Delhi, Delhi (May 8, 1990).

Delivered a lecture on "District Resource Unit and Educational Technology" at CIET, NCERT, New Delhi (June 19, 1990).

Delivered a lecture on "Institutional Planning and Evaluation" for the Training Programme of BSF Managed Schools (June 21, 1990).

Delivered a lecture on "Motivation and Utilisation Techniques" for Literacy at Vishwa Yuvak Kendra, New Delhi (July 25, 1990).

Delivered a lecture on "Educational Technology and District Resource Units" at CIET, NCERT, New Delhi (August 7, 1990).

Delivered a lecture on "Transmission of Knowledge" through lecture method at the Centre for Professional Development in Higher Education, University of Delhi, Delhi (October 13, 1990).

Delivered a lecture on "Non-formal Education at Regional College of Education", Bhopal, (November 17, 1990).

Virmani, K.G.

Delivered a lecture on "Management Themes" to Senior Executives of Public Sector Undertakings at F.O.R.E., New Delhi (April 27- 28, June 16, 22 and 29, 1990).

Delivered a lecture on "Management Themes" to Officers at CPWD Training Institute, New Delhi (May 16-17, 1990).

Delivered a lecture on "Teacher Motivation for Better Instruction" in a Workshop for BSF School Teachers at BSF Campus, New Delhi (June 8, 1990).

Delivered a lecture on "Developing Commitment and Compliance" to Officers of Haryana Government at HIPA, NIEPA, Chandigarh (June 19, 27, 1990).

Delivered a lecture on Managerial Themes like "Effective Leadership and Motivation" Programme organised by Foundation for Organisational Research and Education, New Delhi (July 7, 19 and 20, 1990).

Delivered a lecture on "Leadership and Work Culture" for CPWD Officers in CPWD Training Institute's Refresher Course on Human Resource Development (July 10-11, 1990).

Delivered a lecture on "Conflict Management" to Senior Delhi Police Officers, New Delhi (August 17 and 20, 1990).

Delivered a lecture on "Work Culture" in a Training Programme on Behavioural Science for Immigration Officers of Delhi Police, New Delhi (September 5, 1990).

Delivered a lecture on "Leadership Team Work, Positive Attitude etc., in a course organised by Training Department, Khetri Copper Complex, (September 12-13, 1990).

Delivered a lecture on "Educational Management Theme" to Officers of CPWD in Delhi, (October 10-11, 1990).

Delivered a lecture on "Educational Management Theme to School Principals at Kodaikanal and Principals of Kendriya Vidyalayas in Delhi, Delhi (October 19-21 and December 17-19, 1990).

Delivered a lecture on "Achievement Motivation and other Management Theme to Officers of Privative Organizations in Delhi, (November 26, 27 and 30, 1990).

Delivered a lecture on "Management Theme to Public Sector Undertaking at Khetri, Rajasthan, (December 7-8, 1990).

Delivered a lecture on "Understanding Work Culture etc. to the Officers of Haryana Government at HIPA, Chandigarh and Faridabad, (December 3, 12 1990).

Delivered a lecture on "Leadership Team Building and Work Culture for Project Management to Senior Managers of Public Sector Undertakings at Puri, (December 11, 1990).

Delivered a lecture on Conflict Management to Principal of Navodaya Vidyalaya Samiti, New Delhi (December 24, 1990).

Delivered a lecture on Foundation for Organisational Research and Education in National Seminar on New Women Managers, New Delhi (January 8, 1991).

Delivered a lecture on Management Theme to Officers of CPWD, New Delhi, (January 8, 1991).

Delivered a lecture on Educational Leadership to Headmasters of Pondicherry and Tamil Nadu (January 14-15, 1991).

Delivered a lecture on Education Leadership for Academic Staff College, JNU, New Delhi (January 18, 1991).

Delivered a lecture on Achievement Motivation to Officers/Scientists of a Private Sector Organisation, New Delhi (January 31, 1991).

Shri Prakash

Delivered lectures on "Employment Education Linkages" and "Education and Economic Development" at Centre for Professional Development in Higher Education, University of Delhi, Delhi (May 23, 1990).

Delivered lectures on "Input-output Economic : Meaning, Nature and Assumptions Static Model" and Leontef Dynamic Model : Price- Quality-Duality and Related Theorem" organised by Academic Staff College, Allahabad University, Allahabad (July 13-14, 1990).

Delivered a lecture on "Capital Theory Economic Development" organised by IAMR, New Delhi (September 18, 1990).

Delivered a lecture on "Approach to Educational Planning" organised by IAMR, New Delhi (September 19, 1990).

Delivered a lecture on Industrialisation in Economic Development, ISI, New Delhi, (January 16, 1991).

Delivered a lecture on Input-output Models of Manpower Planning, IAMR, New Delhi (February 4-5, 1991).

Delivered a lecture on Computer Approach to Educational Planning, IAMR, New Delhi (February 5, 1991).

Kapoor, M.M.

Delivered a lecture on "Project Formulation in Education" and "Monitoring Evaluation in Education" in a Course of Women and Development organised by NCERT (September 11-13, 1990).

Delivered lecture on "Micro-level Planning for UEE" in the Training Programme for Head Masters, organised by DIET, Moti Nagar, New Delhi (November 10, 1990).

Delivered a lecture on "Micro-level Planning for UEE" in DIET's Rajendra Nagar, New Delhi, (December 1, 1990).

Delivered a lecture on Micro-level Planning organised by Uttar Kshatriya Vikas Kendra, NOIDA, Uttar Pradesh (January 9, 1991).

Tilak, J.B.G.

Delivered a lecture on 'Financing Higher Education' NPE Review Committee, New Delhi (August 12, 1990).

Delivered lectures on 'Education and Economic Development, organised by Department of Economics, University of Bombay, Bombay (January 4, 1991).

Delivered a lecture on 'Cost of Education in India' at IAMR, New Delhi (February 14, 1991).

Indiresan, Jaya

Delivered a lecture on "SWOT Analysis for Principals of Kendriya Vidyalaya Samiti", New Delhi (June 15, 1990).

Delivered a lecture on "Meaning of Work to the Immigration Officials of Delhi Police Service", New Delhi (September 3, 1990).

Premi, Kusum

Delivered a series of lectures to "Heads of Ashram School of Uttar Pradesh" at Lucknow Programme organised by Regional College of Education, Ajmer, Rajasthan (July 26-27, 1990).

Delivered a lecture on "Indicators of Development for Women" organised by NCERT, New Delhi (August 27, 1990).

Delivered a lecture on "Research Methods" in DIET Programme organised by NCERT, New Delhi (September 30, 1990).

Bhagia, Sushma

Delivered a lecture on Designing Training Programme organised by Uttar Kshatriya Vikas Kendra, NOIDA, Uttar Pradesh (January 11, 1991).

Rao, K. Sudha

Delivered a lecture on "Communication Skills for Effective Teaching and Teachers Accountability" in Madurai Kamraj University, Madurai (May 29-30, 1990).

Delivered a lecture on "Accountability : Institution and Teachers" and "Effective Teaching : Role of Communication" Srivenkateshwara University (June 14-15, 1990).

Delivered a lecture on "Autonomy and Accountability" in Rajasthan University, Jaipur (June 22, 1990).

Sharma, R.S.

Delivered a lecture on "Institutional Planning and Management" organised by DIET, Rajinder Nagar, New Delhi (November 30, 1990).

Delivered a lecture on "Strengthening Institutional Capacity for Headmasters of Elementary Schools in DIET Rajinder Nagar and Moti Bagh, New Delhi (November 15-6, 1990).

Varghese, N.V.

Delivered a lecture on "Education Development during Post Independent Period in India" to Women Administrators, NCERT, New Delhi (July 8, 1990).

Delivered a lecture on "Economic and Educational Planning" IAMR, New Delhi (August 19, 1990).

Delivered a lecture on Decentralised Planning to the DIET Principals organised by NCERT, New Delhi (January 29, 1991).

Hassan, Arif

Delivered a lecture on "Role and Functions of Head Masters in Primary Schools", DIET, Rajendra Nagar, New Delhi (November 9 and 17 1990).

Delivered a lecture on "Head Master as the School Leader", DIET, Rajendra Nagar, New Delhi (November 16, 1990).

Delivered a lecture on "Role and Functions of Head Masters in Primary Schools", DIET, Rajendra Nagar, New Delhi (December 1, 1990).

Delivered a lecture on "Decision Making" in the Training Programmes for University Administrators organised by Association of University Administrators, (December 13, 1990).

Mathew, A.

Delivered a lecture on "Education in India : A Historical Overview" in NCERT, New Delhi (August 21, 1990).

Sridhara, B.H.

Delivered lecture on "Computer Models on Educational Planning" training programme organised by the Institute of Applied Manpower Research, New Delhi (August 30, 1990).

Delivered four lectures on "Data Base Management System and their Applications", to Women Administrations, organised by Women Cell, NCERT, New Delhi (October 4-5, 1990).

Delivered a series of twelve lectures on "Systems Analysis, Design and Programming", to the students of Master of Business Economics (MBE) Course of University of Delhi, South Campus, from January 9, 1991 for twelve weeks.

Delivered lecture on "Introduction to Computers and Applications in Management" to DIET Principals' Training Programme Organized by NCERT, New Delhi (January 31, 1991).

Menon, Pramila

Delivered a lecture on "Community Participation in Planning Programmes for Women" Training Programme for Personnel from the Women's Cells of the RCEs/SCERTs/SIEs, Department of Education at NIE (September, 1990).

Delivered a lecture on "School Community Relationship Linkages with Development Departments at DIET", Lawarance Road, New Delhi (November 15, 1990).

Delivered a lecture on Lab Area Approach to the Planning and Management Faculty, DIET, Rajinder Nagar, New Delhi (January 12, 1991).

Panda, B.K.

Delivered a lecture on "Role of Skills and Duties of Elementary School Head Masters with particular reference to Municipal Corporation Schools of Delhi at DIET, Rajinder Nagar, (November 19, 1990).

Delivered a lecture on "Role of Skills and Functions and Training Needs of Elementary Schools Head Masters, DIET, Rajindra Nagar, New Delhi (November 26-28, 1990).

Attended/Participated in Seminars

Bhushan, Satya

Participated in a Panel Discussion on "Training Programme for International Labour Organisation", conducted by IAMR, New Delhi (October 10, 1990).

Attended a Seminar on "Adult Literacy and Development" at India International Centre, New Delhi (November 20, 1990).

Attended an International Seminar at IIEP, Paris (December 10-14, 1990).

Sharma, G.D.

Attended a programme on XVII ASOP in Aligarh Muslim University, Aligarh (April 23, 1990).

Attended and Delivered Key-note Address in Workshop for College Principals organised by Academic Staff College, Patna University, Patna (July 18-20, 1990).

Attended a Workshop on Management in Andhra Pradesh, State Council of Hyderabad (September 19, 1990).

Govinda, R.

Participated as a Resource Person in the Seminar on Quality of School Education held at Bombay under the auspices of AIMACS (June 2-4, 1990).

Participated as a Resource Person for the Seminar on "Education for All" held at Indian Social Science Institute, New Delhi (July 21-29, 1990).

Participated as a Resource Persons in the Workshop on "Minimum Levels of Learning" held at SCERT, Ahmedabad (July 21-29, 1990).

Participated in a UNESCO Workshop on Planning Management of Literacy in Non-formal Education at Bangkok and Manila (August 15 - September 15, 1990).

Participated in a Seminar on Indo-China Study on Education and Development at India International Centre, New Delhi (September 20, 1990).

Participated in the Seminar on Shiksha Karmi Project Organised by Ministry of Human Resource Development (Department of Education) at India International Centre, New Delhi (December 3, 1990).

Kapoor, M.M.

Participated in a Workshop on "Designing Pre-Induction Training Programme for Principals" IAMR, New Delhi (August 19, 1990).

Participated in the Seminar on Review of National Education Policy, organised by Bhartiya Shikshak Mandal at Constitution Club, (November 18, 1990).

Participated in the Workshop of Senior Educational Administrators on Micro Level Planning and School Mapping held at Lucknow (January 18-19, 1991).

Tilak, J.B.G.

Participated in IIEP "Educational Forum and Student Loans in Asia", (November 6-8, 1990).

Attended the World Bank Seminar on Education for All, New Delhi (November 9, 1990).

Participated in the Seminar on Long-term Educational Planning in India, New Delhi (November 26-28, 1990).

Participated in the Seminar on Reform and Innovation in Indian Higher Education organised by SUNY and SNDT Women's University, Bombay, January 1991.

Indiresan, Jaya

Attended Seminar in Mother Teresa Women's University, Kodai Kanal (April 21, 1990).

Attended Seminar on Managing Development Communication for Development Organised by Centre for Communication Study (May 10, 1990).

Premi, Kusum

Participated in a Seminar on "Tools of Measurement of Regional Disparities" (August 9-10, 1990).

Bhagia, Sushma

Participated in the Seminar on Individual Learner Approach Against Centre Base Approach organised by Indian Adult Education Association, New Delhi (January 15, 1991).

Participated in the Seminar on Theory and Politics on Adult Education : India Before and After 1947, at JNU, New Delhi (January 21, 1991).

Attended a Workshop on Planning Post-literacy Material organised by National Institute of Education, New Delhi (March 20-23, 1991).

Participated in the Seminar on Muzaffarpur Total Literacy Programme at India International Centre, New Delhi, (January 28, 1991).

Sharma, R.S.

Participated in the Workshop on Developing Material for Induction Training Programme for Principals of DIETs in NCERT, New Delhi (September 3-5, 1990).

Participated in the Workshop on the Technique of Role Play/Simulations in the System of Educational Management, (October 31, 1990).

Roa, K. Sudha

Attended a Seminar on "Fulfilling the Tryst with Destiny : An Agenda for India" held in India International Centre, New Delhi and also presented a paper on Human Resource Development (April 26-29, 1990).

Varghese, N.V.

Participated as Resource Person in a Workshop organised by IIEP- PROAP on Education Employment and Human Resource Development at Bangkok, Paris (June 12-26, 1990).

Mukhopadhyay, Sudesh

Participated in Exercise of Institutional Planning of DIET at Rajendra Nagar, New Delhi (June 27, 1990).

Participated in PIED-Urban Basic Service for Disabled, New Delhi (June 30, 1990).

Sujātha, K.

Attended and Presented a paper on Cultural Approach for Tribal Educational into National Seminar on Baba Saheb Ambedkar and Strategies for Removal of Inequality in Indian Society organised by NCERT, New Delhi (December 18-19, 1990).

Participated in the National Seminar Baba Saheb Ambedkar and Strategies for Removal of Inequality organised by NCERT, New Delhi (January 16, 1991).

Nuna, S.C.

Participated and presented a paper entitled "Women's Development An Analysis of Developmental Linkages and Levels of Social Well-being", 12th Indian Geography Congress, Rajkot, (December 27-29, 1990).

Hassan, Arif

Participated in a Workshop on "Organisational Effectiveness" organised by Department of Business Administration, Gaya College, Gaya (August 4-6, 1990).

Srivastava, Ranjana

Participated in the International Conference on Educational Technology-the Future, New Delhi (October 31 to November 3, 1990).

Participated in the Seminar on Adult Literacy for Development in the Seminar on Adult Literacy for Development at India International Centre, New Delhi (November 20-22, 1990).

Menon, Pramila

Participated in a Workshop on "Education for All" Organised by All India Association of Catholic Schools, (July 17-21, 1990).

Participated in a Workshop on Elementary Teachers Education Curriculum Workshop at NIE, (September 10-14, 1990).

Participated in a Workshop Concerning Induction Training of Principals of DIETs organised at NIE (September, 1990).

Jalali, Jayashree

Participated in Second International Conference "Peace through Culture" at India International Centre, New Delhi (November 28, 1990).

Participated in the Seminar on Mass Literacy Campaign organised by Ministry of HRD, Department of Education at IIC, New Delhi (February 1, 1991).

Appendix I

Members of the NIEPA Council

(As on March 31, 1991)

President

1. Vacant

Vice-President

2. Professor Satya Bhushan
Director
NIEPA

Ex-Officio Members

3. Dr. Manmohan Singh
Chairman
University Grants Commission
Bahadurshah Zafar Marg
New Delhi
4. Shri Anil Bordia
Education Secretary
Department of Education
Ministry of Human Resource Development
Shastri Bhavan
New Delhi
5. Financial Adviser
Department of Education
Ministry of Human Resource Development
New Delhi
6. Shri A.R. Bandyopadhyay
Additional Secretary
Ministry of Administrative Reforms and Public
Grievances
Sardar Patel Bhawan
Sansad Marg
New Delhi
7. Shri M.R. Kolhatkar
Adviser (Education)
Planning Commission
Yojana Bhawan
New Delhi

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

Education Secretaries

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

Directors of Education/DPIs

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

Eminent Educationists

21. Dr. K. Venkatasubramanian
Ex-Vice-Chancellor
2, Judge Jumbuilinagar Road
Mylopore
Madras
22. Dr. N.R. Sheth
Ex-Director
Indian Institute of Management
Vastrapur
Ahmedabad

23. Dr. S.P. Ahluwalia
Professor, Head & Dean
University of Sagar
Madhya Pradesh
24. Dr. P.D. Shukla
A-14/15, Vasant Vihar
New Delhi
25. Professor Abad Ahmad
Director
University of Delhi
South Campus
New Delhi
26. Dr. Mangal Dubey
B/B/35, Officer's Flat
Shastri Nagar
Patna

Members of Executive Committee

27. Dr. R.V. Vaidyanatha Ayyar
Joint Secretary (Planning)
Department of Education
Ministry of Human Resource Development
New Delhi
28. Joint Director
NIEPA

Faculty Member

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

Secretary

30. Shri K.L. Dua
Acting Registrar
NIEPA

Appendix II

Members of the Executive Committee
(As on March 31, 1991)

- | | | | |
|---|----------|--|-----------|
| 1. Professor Satya Bhushan
Director
NIEPA | Chairman | 5. Ms. Kumud Bansal
Technical Education Secretary
Government of Maharashtra
Bombay | |
| 2. Financial Adviser
Department of Education
Ministry of Human Resource Development
New Delhi | | 6. Dr. N.R. Sheth
Ex-Director
Indian Institute of Management
Vastrapur
Ahmedabad | |
| 3. Dr. R.V. Vaidyanatha Ayyar
Joint Secretary (Planning)
Department of Education
Ministry of Human Resource Development
New Delhi | | 7. Joint Director
NIEPA | |
| 4. Shri M.R. Kolhatkar
Adviser (Education)
Planning Commission
Yojana Bhawan
New Delhi | | 8. Shri K.L. Dua
Acting Registrar
NIEPA | Secretary |

Members of the Finance Committee
(As on March 31, 1991)

- | | | | |
|---|----------|--|-----------|
| 1. Professor Satya Bhushan
Director
NIEPA | Chairman | 4. Dr. Ghanshyam Das
Director Higher Education Secretariat
Government of Orissa
Bhubneshwar | |
| 2. Financial Adviser
Department of Education
Ministry of Human Resource Development
New Delhi | | 5. Joint Director
NIEPA | |
| 3. Dr. R.V. Vaidyanatha Ayyar
Joint Secretary (Planning)
Department of Education
Ministry of Human Resource Development
New Delhi | | 6. Shri K.L. Dua
Acting Registrar
NIEPA | Secretary |

Members of the Programme Advisory Committee (As on March 31, 1991)

- | | | |
|--|-----------------|--|
| <p>1. Professor Satya Bhushan
Director
NIEPA</p> <p>Ministry of Human Resource Development</p> <p>2. Professor J.S. Rajput
Joint Educational Adviser
(Elementary Education Bureau)
Department of Education
Ministry of Human Resource Development
New Delhi</p> <p>3. Dr. R.V. Vaidyanatha Ayyar
Joint Secretary (Planning)
Department of Education
Ministry of Human Resource Development
New Delhi</p> <p>4. Shri L. Mishra
Joint Secretary and Director General
National Literacy Mission
Department of Education
Ministry of Human Resource Development
New Delhi</p> <p>Planning Commission</p> <p>5. Shri M.R. Kolhatkar
Adviser (Education)
Planning Commission
New Delhi</p> <p>University Grants Commission</p> <p>6. Shri T.N. Chaturvedi
Secretary
University Grants Commission
Bahadurshah Zafar Marg
New Delhi</p> | <p>Chairman</p> | <p>State Education Secretaries & Directors of Public Instruction</p> <p>7. Miss A.K. Ahuja
Commissioner & Secretary to Government
Education Department, Jaipur
Rajasthan</p> <p>8. Shri T. Venka Reddy, IAS
Director of School Education
Andhra Pradesh
Hyderabad</p> <p>Academicians</p> <p>9. Professor Iqbal Narain
Vice-Chancellor
North-Eastern Hill University
Lower Lachumiere
Shillong
Meghalaya</p> <p>10. Dr. D.D. Narula
Hony. Senior Fellow
Institute of Development Studies
D-124 A, Mangal Marg
Bapu Nagar, Jaipur
Rajasthan</p> <p>11. Dr. P.R. Panchmukhi
Ex-Director
Indian Institute of Education
128/2, Karve Road, Kothrud
Pune
Maharashtra</p> <p>N.C.E.R.T.</p> <p>12. Professor M.K. Raina
Department of Teacher Education
Special Education and Extension Services
N.C.E.R.T.
New Delhi</p> |
|--|-----------------|--|

Faculty Members, NIEPA

13. Dr. M. Mukhopadhyay
Senior Fellow
14. Dr. R. Govinda
Senior Fellow

15. Dr. G.D. Sharma
Senior Fellow
16. Shri K.L. Dua
Acting Registrar
NIEPA

Secretary

Satya Bhushan, Director

Educational Administration Unit

Mukhopadhyay, M., Senior Fellow & Head
Mehta, C., Fellow (on leave abroad)
Sujatha, K., Fellow
Mathew, A., Associate Fellow
Josephine, Y., Associate Fellow
Narula, Manju, Senior Technical Assistant

Educational Finance Unit

Tilak, J.B.G., Senior Fellow & Head
Gupta, Veera, Senior Technical Assistant

Educational Planning Unit

Shri Prakash, Senior Fellow & Head
Brahm Prakash, Senior Fellow (on EOL abroad)
Mehta, Arun C., Associate Fellow
Srivastava, Ranjana, Associate Fellow
Zaidi, S.M.I.A., Associate Fellow
Aggarwal, Prabha Devi, Senior Technical Assistant

Educational Policy Unit

Premi, Kusum K., Fellow & Head
Menon, Pramila, Associate Fellow
Juneja, Nalini, Associate Fellow (on Study leave)
Malik, M., Senior Technical Assistant

Higher Education Unit

Sharma, G.D., Senior Fellow & Head
Indiresan, Jaya, Senior Fellow
Rao, K. Sudha, Fellow
Meena, Asha, Senior Technical Assistant

International Unit

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

School & Non-formal Education Unit

Govinda, R., Senior Fellow & Head
Bhagia, Sushma, Fellow
Aggarwal, Y.P., Fellow
Mukhopadhyay, Sudesh, Fellow

Panda, B.K., Senior Technical Assistant

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

Sub-national Systems Unit

Kapoor, M.M., Senior Fellow & Head
Sharma, R.S., Fellow
Nuna, S.C., Fellow
Varghese, N.V., Fellow
Jalali, J., Associate Fellow

Hindi Cell

Roy, S.B., Hindi Editor

Publication Unit

Ajwani, M.M., Assistant Publication Officer

Cartographic Cell

Tyagi, P.N., Senior Technical Assistant

Co-ordination

Wizarat, Kausar, Senior Technical Assistant

EDPR Unit

Sridhar, B.H., Computer Programmer

Library & Documentation Centre

Malhotra, Nirmal, Librarian
Kandpal, N.D., Documentation Officer
Makol, Deepak, Librarian Gr. II

Training

Prasad, Yogeshwar, Training Assistant

Research Project Staff

Behar, S.C., Consultant
Abrol, D.N., Project Fellow
Goyal, J.C., Project Fellow
Singh, L.C., Project Fellow
Chopra, A., Project Staff-I
Rehman, M.M., Project Associate
Solanki, R.K. Senior Research Officer
Tyagi, R.S., Project Associate
Dhar, Neera, Project Associate
Singh, G.P., Project Associate
Mazumdar, S., Project Associate

Trivedi, V., Training Officer
Bhushan, Bharat, Project Cartographer

Project Assistants

Kathuria, Pushpa
Chowdhury, Sumitra
Buragohain, Tarujyoti
Alok, Vishwanath
Farooqui, Jamaluddin
Sircar, Basobi
Sibou, Sarika
Sinha, A.K.
Nuna, Anita
Mathew, George
Ashok Kumar
Rajender, Pal
Damle, D.B.
Panda, Minati

Saluja, Anjana
Mohd. Zamir
Grover, Vidhu
Biswal, Kamal Kant
Dakishna Murty, D.K.
Singh, Sangeeta

Office Administration

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

ANNUAL ACCOUNTS AND AUDIT REPORT

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

<i>Receipts</i>		
Opening Balance		
Cash in Hand	1,137.00	
Imprest	1,000.00	
Cash in Bank	2,507,403.53	2,509,540.53
Grants in aid received from Government of India		
Non-Plan	9,824,000.00	
Plan	6,932,000.00	16,756,000.00
Office Receipts		
Licence Fee	47,529.00	
Water and Electricity Charges	5,221.00	
EDPR Receipts	500.00	
Photocopier Receipts	62,403.50	
Royalty on Publications	7,965.50	
Other Misc. Receipts	12,119.90	
Leave Salary & Pension Contributions	47,956.00	
Employer's Share of C.P.F. Forfeiture	8759.00	
Capital Value of Pensionary Benefits	69975.00	
Programme Receipts	151,268.97	413,697.87
Hostel Rent		319,575.00
By Way of Gifts & Donations (Library Books)		325.00
Interest		
Interest on Interest Bearing Advances	44,342.00	
Interest on Short-term Deposits	109,835.57	
Interest on Saving Bank Account	43,680.00	
Interest on Investment of P.F.	249,883.00	447,740.57
Refund Received from Participants		5,585.70
Deposits		
Suspense Account	39,884.00	39,884.00
Security Deposits		9,500.00
Sponsored Programme and Studies		
Programme & Study Receipts		6,357,325.00

PLANNING AND ADMINISTRATION

Period from 1.4.1990 to 31.3.1991

<i>Payments</i>		
Establishment Expenses		
Non-Plan		
Salary	5,898,963.00	
Pension & Gratuity	495,496.00	
GPF/CPF Contribution Employer's Share	355,410.00	
Leave Salary & Pension Contribution	21,541.00	
Travelling Expenses	37,628.00	6,809,038.00
Plan		
Salary	46,219.00	46,219.00
Office Expenses		
Non-plan	1,718,603.90	
Plan	1,000,000.00	2,718,603.90
Hostel		
Recurring Expenditure (Non-Plan)	198,441.00	
Non-recurring Expenditure (Plan)	23,019.00	221,460.00
Academic Activities (Non-Plan)		
Programme Expenses	1,109,531.00	
Research Studies	746,731.00	
Publication	241,364.00	2,097,626.00
Staff Training (Non-plan)		9,750.00
Academic Activities (Plan)		
Programme Expenses	8,344.00	
Research Studies	7,50,406.00	
Scheme of Assistance	1,00,770.00	
World Bank Seminar	1,90,745.00	1,050,265.00
Library Books	2,50,506.00	
By Way of Gifts	325.00	2,50,831.00
Capital Expenditure (Plan)		
Furniture & Fixtures	211,275.00	
Other Office Equipment	20,258.00	231,533.00
Deposits (Plan)		
Deposits with CPWD (Plan)		5,394,813.00
Suspense Account		9,838.00
Security Deposits Refund		7,500.00
G.S.L.I. Scheme		1,652.00
Sponsored Programmes and Studies		
Programme & Study Expenses	3,562,568.57	3,562,568.57

<i>Receipts</i>		
Recoverable Advances		
Cycle Advances	9,130.00	
Scooter Advances	40,535.00	
Festival Advances	25,780.00	
House Building Advances	127,680.00	
Motor Car Advances	166,808.00	
Fan Advances	1,000.00	
Computer Advances	7,200.00	3,78,133.00
Misc. Advances (NCT-II)		297.00
Remittance		
G.S.L.I. Scheme		1,904.00
TOTAL		27,239,507.67

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

<i>Payments</i>		
Recoverable Advances		
Cycle Advances	6,000.00	
Scooter Advances	11,000.00	
Festival Advances	28,400.00	
House Building Advances	83,200.00	
Motor Car Advances	188,000.00	
Fan Advances	840.00	
Computer Advances	37,600.00	355,040.00
Misellaneous Advance		3,595.00
Closing Balance		
Cash in Hand	5,599.00	
Imprest	1,000.00	
Cash at Bank	4,462,576.20	4,469,175.20
		<hr/>
		27,239,507.67

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

**NATIONAL INSTITUTE OF
EDUCATIONAL PLANNING AND ADMINISTRATION**

Details of Closing Balance as at the Close of 31st March, 1991

<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	176,250.52	9,824,000.00	1,565,057.14	11,565,307.66	11,193,745.90	371,561.76
Plan	1,567,815.78	6,932,000.00	-	8,499,815.78	7,996,680.00	503,135.78
Sponsored Programmes/Studies	741,175.06	6,357,325.00	297.00	7,098,797.06	3,562,568.57	3,536,228.49
Suspense Account	26,203.17	-	39,884.00	66,087.17	9,838.00	56,249.17
Deposits	-	-	9,500.00	9,500.00	7,500.00	2,000.00
Remittance	(-) 1,904.00	-	1,904.00	Nil	-	-
TOTAL	2,509,540.53	23,113,325.00	1,616,642.14	27,239,507.67	22,770,332.47	4,469,175.20

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

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

**NATIONAL INSTITUTE OF
EDUCATIONAL PLANNING AND ADMINISTRATION**

Income and Expenditure Account for the Year 1990-91

<i>Expenditure</i>		<i>Income</i>	
Establishment Expenses	6,855,257.00	Grant in Aid	16,756,000.00
Office Expenses	2,718,603.90	Less Grants Capitalised	
Staff Training	9,750.00	Office Items	254,552.00
		Library Books	250,506.00
			16,250,942.00
Hostel Expenses	198,441.00	Office Receipts	413,697.87
Academic Activities	3,147,891.00	Hostel Rent	319,575.00
		Accrued Rent	8,700.00
			328,275.00
Excess of Income Over Expenditure	4,510,712.54	Interest	447,740.57
TOTAL	17,440,655.44		17,440,655.44

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

National Institute of Educational Planning and Administration

Sd/-
(Satya Bhushan)
Director

National Institute of Educational Planning and Administration

NATIONAL INSTITUTE OF EDUCATIONAL

Balance Sheet as at the

<i>Liabilities</i>		
Grants Capitalised		
Balance as per Last Balance Sheet	22,979,037.84	
Additions during the Year	505,058.00	
Additions (by Adjustment)	2,173,160.07	
Additions (by Rectifications)	0.05	
Less Capital Investment Written Off	18,488.63	25,638,767.33
Sponsored Programme Receipts		
Receipts Capitalised	720,693.00	720,693.00
Sponsd. Prog. (COPE/MIS) Capitalised	611,600.00	611,600.00
Excess of Income over Expenditure		
Balance as per Last Balance Sheet	5,546,944.89	
Addition during the Year	4,510,712.54	
Less by Adjustment	2,173,160.07	
Less by Rectification	0.05	7,884,497.31
Assigned Programmes & Studies		
Balance as per Last Balance Sheet	765,935.96	
Additions during the year	6,357,325.00	
Less Expenditure during the Year	3,562,568.57	3,560,692.39
Provident Fund		
Balance as per Last Balance Sheet	2,904,888.00	
Additions during the Year	1,829,990.00	
Less Withdrawal during the Year	1,541,367.00	3,193,511.00
Suspense Account		
Balance as per Last Balance Sheet	26,203.17	
Additions during the Year	39,884.00	
Less Clearance during the Year	9,838.00	56,249.17
Gifts and Donations		
Balance as per Last Balance Sheet	4,637.31	
Additions during the Year	325.00	4,962.31

PLANNING AND ADMINISTRATION

Close of 31st March, 1991

Assets

Land and Buildings

Balance as per Last Balance Sheet	13,613,016.66	
Additions by Adjustment	2,173,160.07	
Other Additions during the Year	0.05	
Less Refund by CPWD (Added in 86-87)	-	15,786,176.78

Equipment and Machinery, Furniture & Fixtures, Vehicles including Staff Car, Type Writers etc.

Balance as per Last Balance Sheet	8,500,705.93	
Additions during the Year	254,552.00	
Less by Rectification (written off)	-	
(1988-89)	-	8,755,257.93

Library Books

Balance as per Last Balance Sheet	2,202,245.56	
Additions during the Year Lib. Books	250,506.00	
Addition by Way of Gifts and Donations	325.00	
Less Written Off	18,488.63	2,434,587.93

Provident Fund Investments

Balance as per Last Balance Sheet	2,630,000.00	
Additions during the Year	200,000.00	
Less Withdrawals	-	2,830,000.00

Deposits

Balance as per Last Balance Sheet	52,990.00	52,990.00
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Deposits with CPWD

Balance as per Last Balance Sheet	2,630,555.89	
Additions during the Year	5,394,813.00	
Less by Refund	2,173,160.07	
Less by Adjustment	0.05	5,852,208.77

Recoverable Advances

Motor Car Advances	412,820.00	
House Building Advances	455,544.00	
Festival Advances	19,980.00	
Cycle Advances	3,940.00	
Scooter Advances	72,230.00	
Computer Advances	117,485.00	
Fan Advances	280.00	
Miscellaneous Advances (NIEPA)	6,970.00	
Transfer TA Advances	7,000.00	1,096,249.00
Miscellaneous Advances (NCT-II)		24,463.90

<i>Liabilities</i>			
Deposits			
Balance as per Last Balance Sheet	2,500.00		
Additions during the Year	4,500.00		
Less Deposits during the Year	2,500.00		4,500.00
TOTAL			41,675,472.51

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

Assets

Remittance

G.S.L.I Scheme		
Balance as per Last Year	1904.00	
Less Clearance during the Year	252.00	1,652.00
Accrued Income on Hostel Rent		8,700

Sundry Debtors

Balance as per Last Balance Sheet	6,085.70	
Less Received during the Year	5,585.70	
Less Clearance during the Year	-	500.00

Cash Balance

Cash in Hand	5,599.00	
Imprest	1,000.00	
Current Account	4,462,576.00	
GPF/CPF Account	363,511.00	4,832,686.20

41,675,472.51

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

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

Proforma Account for the Assigned Programmes/Studies as at the Close of 31st March, 1991

Sl.No.	Name of Programme/Study	Opening Balance as on 1.4.90	Receipts during the Year	Total	Expenditure	Balance
Government of India						
1.	Ministry of Home Affairs Ministry of Human Resource Development Department of Education - Study Unit on Educational Development of Scheduled Castes	(-) 116,398.25	-	(-) 116,398.25	-	(-) 116,398.25
2.	National Commission on Teachers-II - Central Technical Unit - Organization of Commission Visits	128,963.55	-	128,963.55	250.00	128,713.55
3.	Experimental Project for Non-formal Education - An Evaluation Study (Ministry of Education)	24,923.36	-	24,923.36	-	24,923.36
4.	CABE Committee on Transfer of Teachers	35,558.00	-	35,558.00	2,204.00	33,354.00
5.	Experimental and Innovative Programme for Education at Elementary Level including Non-formal Education (COPE)	33,594.40	630,000.00	663,594.40	397,308.00	266,286.40
6.	MIS for Distt. Edn. Officers (S. Das Gupta)	(-) 26,431.10	1,399,210.00	1,372,778.90	128,293.00	1,244,485.90
Planning Commission						
7.	Study on Beneficial Linkages between Education and Employment	13,372.90	-	13,372.90	-	13,372.90
8.	More Efficient Utilisation of Existing Facilities	8,116.00	-	8,116.00	16,579.00	(-) 8,463.00
ICSSR, New Delhi						
9.	Preparation of Analytical Monograph based on the Data Collected under the Research Project "Financing of Social Science Research in India"	9,269.60	-	9,269.60	9,269.60	0.00
International Programmes and Studies						
10.	International Diploma in Educational Planning and Administration	462,104.64	1,258,355.00	1,720,459.64	919,251.00	801,208.64
11.	Regional Cooperative Programme in Higher Education Teaching Methodologies	17,579.15	-	17,579.15	17,579.15	0.00

Sl.No.	Name of Programme/Study	Opening Balance as on 1.4.90	Receipts during the Year	Total	Expenditure	Balance
12.	Consultative Meeting on Environmental Education	10,136.75	-	10,136.75	10,136.75	0.00
13.	Regional Development Workshop on Micro-level Educational Planning	29,777.67	-	29,777.67	29,777.67	0.00
14.	APEID Planning Group Meeting on Secondary Education	3,775.40	-	3,775.40	3,775.40	0.00
15.	Study on Equity, Quality and Cost in Higher Education	20,954.13	-	20,954.13	0.00	20,954.13
16.	Project on Mechanism of Allocation of Resource for Higher Education	(-) 10,560.00	22,560.00	12,000.00	0.00	12,000.00
17.	Effective Utilisation of Hiring of Computers - UGC Sponsors	32,000.00	0.00	32,000.00	0.00	32,000.00
18.	Micro-level Educational Planning and Management as a Measure for Decentralization (Dr. Brahm Prakash)	8,944.61	0.00	8,944.61	0.00	8,944.61
19a.	Inter-Regional Training Course in Environmental Education, UNESCO (Dr. R. Govinda)	85,559.15	136,800.00	222,359.15	209,970.00	12,389.15
19b.	Handbook for Educational Planning on Environmental Education	0.00	51,900.00	51,900.00	0.00	51,900.00
20.	Six Week Trg. Prog. for DEOs (Adult Education)	(-) 5,304.00	271,500.00	266,196.00	264,015.00	2,181.00
21.	Review Committee on NPE	0.00	1,500,000.00	1,500,000.00	1,352,743.00	147,257.00
22.	Use of Sample Survey Techniques for Education	0.00	0.00	0.00	12,600.00	(-) 12,600.00
23.	System Monitoring of Elementary Education	0.00	200,000.00	200,000.00	127,945.00	72,055.00
24.	Basic Education for All in U.P., World Bank Assistance Pre-proj. Activities (Etawah Project)	0.00	200,000.00	200,000.00	57,542.00	142,458.00
25.	Evaluation Study of Educational Technology Scheme	0.00	672,000.00	672,000.00	60.00	671,940.00
26.	UNESCO Fellow from "China"	0.00	15,000.00	15,000.00	3,270.00	11,730.00
TOTAL		765,935.96	6,357,325.00	7,123,260.96	3,562,568.57	3,560,692.39

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

National Institute of Educational Planning and Administration

Sd/-
(Satya Bhushan)
Director

National Institute of Educational Planning and Administration

**NATIONAL INSTITUTE OF
EDUCATIONAL PLANNING AND ADMINISTRATION**

Receipt and Payment Account for GPF/CPF for the Year 1990-91

<i>Receipts</i>		<i>Payments</i>	
Opening Balance	274,888.00	Advances and Withdrawls	1,541,367.00
Contribution and Refund of Advance	1,469,110.00	Investment in Term Deposits Less Withdrawls	200,000.00 -
Employer's Share paid by Employees	5,470.00		1,741,367.00
Interest, Employer's Contributions, etc.	355,410.00	Closing Balance	363,511.00
TOTAL	2,104,878.00		2,104,878.00

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

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

Audit Certificate

I have examined the Receipts and Payments Account/Income and Expenditure Account for the year ended 31st March 1991 and the Balance Sheet as on 31st March 1991 of National Institute of Educational Planning and Administration. I have obtained all the information and explanations that I have required, and subject to the observations in the appended Audit Report, I certify, as a result of my audit, that in my opinion these accounts and Balance Sheet are properly drawn up so as to exhibit a true and fair view of the state of affairs of the National Institute of Educational Planning and Administration according to the best of information and explanations given to me and as shown by the books of the organisation.

Place : New Delhi
Date : 14.02.1992

Sd/-
Director General of Audit
Central Revenues

Audit Report (For the Year 1990-91)

1. Introductory

The National Institute of Educational Planning and Administration (Institute), formerly known as National Staff College for Educational Planners and Administrators, was established as an autonomous institution and registered under the Societies Registration Act 1860. It was originally registered on 31st December, 1970 as National Staff College for Educational Planners and Administrators and again on 31st May, 1979 under its present name. The main objectives of the Institute are to undertake, aid, promote and co-ordinate research in various aspects of educational planning and administration.

The Institute is financed mainly by grants from Central Government. During the year 1990-91, it received Rs.167.56 lakhs (non-plan : Rs.98.24 lakhs and plan : Rs.69.32 lakhs). The accounts of the Institute are audited under Section 20 (1) of the Comptroller and Auditor General's (Duties, Powers and Conditions of Service) act, 1971.

2. Comments on Accounts

2.1 Physical Verification of Library Books

The Institute's library consisted of 55,080 volumes. Rules require that sample physical verification may be done at intervals of not more than five years in case of libraries having more than 50,000 volumes. The Institute had not conducted physical verification of library books. After March 1986, the next physical verification was due in 1990-91 which had not been conducted.

The Institute stated, in January 1992, that sample physical verification of library books was in progress.

2.2 Outstanding Miscellaneous Advances - Rs.0.24 Lakh

In connection with organisation of a workshop on National Teachers Commission - II assigned to the Institute by the Department of Education, the Institute paid advances of Rs.2.95 lakhs to various universities and individuals for research work during 1983-84. Of this, a sum of Rs.0.24 lakhs was outstanding against the universities/individuals by 31st March, 1991.

The Institute stated, in October 1991 and January 1992, that vigorous efforts were being made to recover/settle the sum of Rs.0.24 lakh outstanding against various agencies.

2.3 Deposits outstanding with the Central Public Works Department (CPWD)

- (a) Deposits amounting to Rs.58.52 lakhs were outstanding with CPWD for 42 construction works as on 31st March, 1991. Some of these were outstanding from 1983-84 for want of adjustment bills as detailed below :

<i>Year of Deposit</i>	<i>Outstanding Amount (Rupees in lakhs)</i>
1983-84	0.79
1984-85	0.24
1987-88	(-)1.66
1988-89	4.24
1989-90	5.69
1990-91	49.22
Total	58.52

- (b) Authenticity of figures of Rs.58.52 lakhs shown in the accounts could not be verified since the deposit register was not properly maintained. The Institute stated, in October 1991, that the register was being brought up to date by reflecting the adjustments.

- (c) A total amount of Rs.8.92 lakhs (included in the amount of Rs.58.52 lakhs above) was deposited for 13 works which had since been completed. The deposits were lying unadjusted.

The Institute stated, in January, 1992, that efforts would be made to adjust the outstanding balance against the deposits to be made for new works or refund would be obtained on finalisation of completion report by CPWD.

- (d) Rs.22.65 lakhs were paid to the CPWD (Electrical Division XIII) as deposit for provision of a 500 KVA substation in March, 1991. The work was not taken up for want of no objection from the MCD and sanction of electric load from the DESU (October, 1991). Payment of deposit much before the formalities were completed was not regular. It also shows incorrect picture of utilisation of grants-in-aid.

The Institute stated in January, 1992, that the matter was being pursued with the concerned agencies and the deposit was made to expedite the execution of the work in view of threat of disconnection of electricity by the DESU in addition to charging of violation and extra load charges.

2.4 Non-fixation of Price of Gifted Books

The Institute received 2,005 books as gifts from various agencies up to 31st March, 1991. These books had not been valued by the Institute so far and, therefore, the cost of these books was neither reflected in the assets side nor on the liability side of the balance sheet under the head "Gifts and Donations".

The Institute placed the matter before a Committee for the valuation of the books and documents received as gifts. The Institute stated in October 1991, that no useful purpose would be served by giving a notional value to the unpriced publications/documents received gratis by the library.

The contention of the Institute was not correct since, in the case of loss of such publications/documents by a borrower, the Institute would not be able to recover its value. Besides, it had resulted in understatement of the value of assets in the Balance Sheet.

The Institute stated, in January, 1992, that the effect of gifted books would be depicted in the Balance Sheet for the next financial year.

2.5 Suspense Account

Year-wise break-up of amount of Rs.0.56 lakh shown under liabilities side of the Balance Sheet as on 31st March 1991 under "Suspense Account" was as under :

<i>Year</i>	<i>Number of Items</i>	<i>Amount (Rupees in Lakhs)</i>
1987-88	1	0.04
1988-89	1	0.01
1989-90	2	0.11
1990-91	2	0.40
Total	6	0.56

The Institute stated, in October 1991, that the suspense account would be nullified in the current financial year.

The Institute stated, in January 1992, that an amount of Rs.54684 had since been cleared and the balance would be cleared during 1991-92.

3. Non-reimbursement of Excess Expenditure of Rs.1.37 Lakhs on Assigned Programmes/Studies

The Institute conducted a number of studies sponsored by various national and international organisations for which it received funds from the sponsoring agencies. A scrutiny of the relevant records revealed that the Institute had incurred excess expenditure of Rs.1.37 lakhs on three programmes/schemes. This included Rs.1.16 lakhs from the Ministry of Welfare outstanding for more than five years.

The Institute stated, in January 1992, that an amount of Rs.21,963.00 had since been received and the balance of Rs.1.16 lakhs was outstanding from the Ministry of Welfare. The matter was being vigorously pursued with the concerned Ministry.

4. Inordinate Delay in Adjustment of Miscellaneous Advances to Officials

A scrutiny of outstanding advances paid to various officials of the Institute during 1989-90 and 1990-91 revealed that in 23 cases involving Rs.0.56 lakhs, advances were refunded by the officials in full after keeping amounts up to Rs.0.09 lakh for a period ranging from one to seven months.

Further, in 30 cases involving Rs.1.16 lakhs, adjustment of advances were made but balance amounts were refunded after delays of one to six months.

Second advance was paid although the first advance was outstanding against individuals in a number of cases.

The advances refunded in full and balances which were not refunded promptly resulted in unauthorised aid to the officials to whom these were paid.

The Institute stated, in January 1992, that the observation of audit was noted for compliance and second advance would not be sanctioned till the adjustment of the first advance.

5. Internal Audit

The expenditure of the Institute during 1990-91 was Rs.129.30 lakhs. However, an effective system of internal audit did not exist for checking of transactions, maintenance of records and observance of rules and order. The internal audit system was stated to have been introduced with effect from January 1991 and an Accountant was appointed for this purpose. The duties of the Accountant included preparation of budget and revised estimates, correspondence relating to grants-in-aid projects, funded projects, NIEPA projects and checking of transaction of payments with reference to rules and orders before submission to Section Officer/Finance Officer.

The internal auditor should be independent of functions he is expected to audit. Thus to make internal audit effective in the Institute he should not be entrusted with responsibilities, which he is to audit later. There did not exist thus an effective system of internal audit.

6. Outstanding Audit Objections/Inspection Reports

At the close of March 1991, 3 Inspection Reports with 5 paragraphs were outstanding. The year-wise break-up is as under :

<i>Year</i>	<i>Number of Paragraphs Outstanding</i>
1986-87	1
1987-88	2
1988-89	2
Total	5

Effective steps had not been taken by the Institute for the speedy settlement of objections.

Place : New Delhi
Date : 14.2.1992

Sd/-
Director General of Audit
Central Revenues

Pangraph-wise Comments on the Audit Report for the Year 1990-91

PARAGRAPH 1 Introductory : No Comments

PARAGRAPH 2 Comments of Accounts

PARAGRAPH 2.1 Physical Verification of Library Books : The records of sample physical verification done by the Institute would be put up to the next audit for verification.

PARAGRAPH 2.2 Outstanding Miscellaneous Advances-Rs.0.24 lakhs : The results of settlement of outstanding advances would be shown to the next audit.

PARAGRAPH 2.3 Deposits outstanding with the Central Public Works Department (CPWD) : (a) and (b) The deposits register complete in all respects would be put up for verification to the next audit. (c) Outstanding balances would be adjusted against the deposits to be made for the new works or refund would be obtained on finalisation of completion reports by C.P.W.D. (d) The deposits were made to expedite the execution of the work in view of the threats of disconnection of electricity by DESU in addition to charging of violation and extra-load charges. The expenditure already incurred in acquiring of necessary equipment for the sub-station would be depicted in the accounts and would be got verified from audit.

PARAGRAPH 2.4 Nonfixation of price of gifted books : The price of the gifted books has been fixed and value would be depicted in the balance sheet for the next year.

PARAGRAPH 2.5 Suspense Account : The balance amount would be cleared during 1991-92.

PARAGRAPH 3. Non-reimbursement of Excess Expenditure of Rs.1.37 Lakhs on Assigned Programmes/Studies : Vigorous efforts are being made to recover the outstanding balance of Rs. 1.16 lakhs from the Ministry of Welfare.

PARAGRAPH 4. Inordinate Delay in Adjustment of Miscellaneous Advances to Officials : The observations of audit have been noted and utmost care would be taken to adjust the advances as early as possible.

PARAGRAPH 5. Internal Audit : The observation of audit has been noted and effective steps would be taken for conducting the internal audit.

PARAGRAPH 6. Outstanding audit objections/Inspection Reports : Necessary steps are being taken to get the outstanding objections settled.



A View of NIEPA Library

A Section of the Institute's Computer Centre





A Session of International Diploma Programme in progress

UNESCO sponsored International Training Seminar on Environmental Education for Educational Planners and Administrators organised by the Institute

