

ANNUAL REPORT
(1983-84)



NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION
17-B, SRI AUROBINDO MARG
NEW DELHI

APRIL 1985

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Edited, Designed and Printed by Balakrishna Selvaraj, Publication Officer, National Institute of Educational Planning and Administration, 17-B, Sri Aurobindo Marg, New Delhi-110016 printed at Allied Publishers Pvt. Ltd., A-104 Mayapuri, Phase II, New Delhi 110064

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THE AIMS AND OBJECTIVES OF THE INSTITUTE

- (a) To organise pre-service and in-service training, conferences, workshops, meetings, seminars and briefing sessions for senior educational officers of the Central and State Governments and Union Territories;
- (b) To organise orientation and training programmes and refresher courses for teacher educators and for university and college administrators connected with educational planning and administration;
- (c) To organise orientation programmes, seminars and discussion groups for top level persons including legislators in the field of educational planning and administration at policy making level in Central and State Governments;
- (d) To undertake, aid, promote and coordinate research in various aspects of educational planning and administration including comparative studies in planning techniques and administrative procedures in the different States of India and in other countries of the world;
- (e) To provide academic and professional guidance to agencies, institutions and personnel engaged in educational planning and administration;
- (f) To offer, on request, consultancy service to State Governments and other educational institutions;
- (g) To act as a clearing house of ideas and information on research training and extension in educational planning and administration service and other programmes;
- (h) To prepare, print and publish papers, periodicals and books in furtherance of these objectives and especially to bring out Journal on Educational Planning and Administration;
- (i) To collaborate with other agencies, institutions and organisations, including the University Grants Commission, Institutes of Management and Administration and other allied institutions in India and abroad, in such way as may be considered necessary for the promotion of these objectives;
- (j) To offer fellowships, scholarships and academic awards in furtherance of the objectives of the Institute;
- (k) To confer honorary fellowships on eminent educationists for their contribution in the field of educational planning and administration; and
- (l) To provide, on request, facilities for training and research in educational planning and administration to other countries, especially of the Asian Region, and collaborate with them in such programmes.

ACKNOWLEDGEMENTS

The National Institute of Educational Planning and Administration expresses its gratitude to the Union Ministry of Education and Culture, Ministry of Home Affairs, Planning Commission, National Council of Educational Research and Training, University Grants Commission, University of Delhi, Jawaharlal Nehru University, Aligarh Muslim University, Jamia Millia Islamia, Association of Indian Universities, Indian Council of Social Science Research, National Informatic Centre, National Institute of Rural Development, Hyderabad, Indian Institute of Public Administration, Institute of Applied Manpower Research, Raja Ram Mohan Roy Library Foundation, Indian Institute of Technology, Delhi, State Council of Educational Research and Training, State Institutes of Education, A.N. Sinha Institute of Social Sciences, Patna, Punjab Agricultural University, Ludhiana, Punjab Institute of Public Administration, Administration Training Institute, Government of West Bengal, Directorate of Adult Education, Kendriya Vidyalyaya Sangathan, States/Union Territory Governments for their cooperation and interest in its activities during the year under report.

The Institute also expresses its gratitude to the various colleges and schools for receiving the participants of various School and College Principals' Training Programmes and District Education Officers' Programme during their field visits.

The Institute is grateful to the experts who spared their valuable time to act as guest speakers/resource persons in the conduct of its various programmes.

The Institute acknowledges with thanks the cooperation in the conduct of some of its programmes, extended by the International Institute of Educational Planning, Paris, UNESCO Office of Statistics, Paris, UNESCO Regional Office for Education in Asia and Oceania, Bangkok, United Nations Development Programme and United Nations International Children's Emergency Fund Office in New Delhi, United Nations Asia and Pacific Development Centre, Kuala Lumpur, National Association for Asia and Pacific Education, United States Educational Foundation in India, Commonwealth Fund for Technical Cooperation, London and Swedish International Development Agency, Stockholm.

The Institute expresses its gratitude to the Governments of Afghanistan, Australia, Bahrain, Barbados, Bangladesh, Canada, Cyprus, Fiji, Indonesia, Kenya, Korea, Mauritius, Malaysia, Nepal, Pakistan, Singapore, Sri Lanka, Tanzania, U.K. and U.S.A. for their cooperation and interest in its activities during the year under report.

AN OVERVIEW

The National Institute of Educational Planning and Administration, formerly known as the National Staff College for Educational Planners and Administrators, was established by the Government of India as an autonomous institution on December 31, 1970, on the recommendation of the Education Commission (1964-66) and the 'Working Party on Educational Planning, Administration and Evaluation' of the Planning Commission (1969). The Institute was originally registered on December 31, 1970 as National Staff College for Educational Planners and Administrators and again on May 31, 1979 under its new name, under the Registration of Societies Act (Act XXI of 1860).

SIXTH FIVE YEAR PLAN (1980-85) OF NIEPA

The Perspective Plan of the Institute, drawn up in the context of the goals envisaged in the Sixth Five Year Plan and also keeping in view the over riding importance of the programmes like universalisation of elementary and adult education and vocationalisation of +2 stage proposed following directions:

to concentrate training efforts in, and consolidate a few selected training programmes with a view to developing a national cadre of educational planners and administrators and to improve capabilities in key areas of educational planning and administration;

to build regional and state capabilities in the field of educational planning and administration;

to build symbiotic links between the imparting and generation of knowledge; and with this end in view to strengthen basic and applied research in the sphere of educational planning and administration;

to provide consultancy services in the sphere of educational planning and administration to Central as well as State Governments, Universities, Boards and other similar organizations in India, and to governments and international organizations abroad;

to establish contacts and advance academic collaboration with similar institutions in India and abroad, particularly in the countries of the Third World;

to build up a good Documentation Centre where State Acts, Codes, judicial decisions and other legal documents as well as other documents on policies and programmes would be collected and kept for reference;

to serve as a clearing house for the dissemination of information relating to innovative experiences and new advances in the area of educational planning and administration;

to evolve a simple and easily manageable system of national monitoring of educational development and to help the government to administer the same; and

to initiate and encourage informed discussion on educational issues of national significance.

The Perspective Plan constitutes a blue print for the development of Institute's activities and programmes in a phased manner some of which are likely to spill over to the Seventh Five Year Plan.

During the period, the Institute has developed a wide spectrum of training and research programmes of substantial utility. A six-month Diploma Course for District Education Officers has been started and a number of training programmes to cater to the specific needs of different states and union territories have been organised. The number and intake of the international training programmes has also increased. The major emphasis in the research has been on the applied and action-oriented field level studies and steps have been taken to link research with training.

Inter-state study visits were organised to study the "Rapport-based Programme of School Improvement" in Maharashtra and "Vocationalisation of Education at +2 Stage" in Tamil Nadu to spread the message of these successful experiments and innovations to other states. A series of informed discussions on educational issues were initiated and a National Award for Innovative Concepts and Practices in Educational Planning and Administration was instituted.

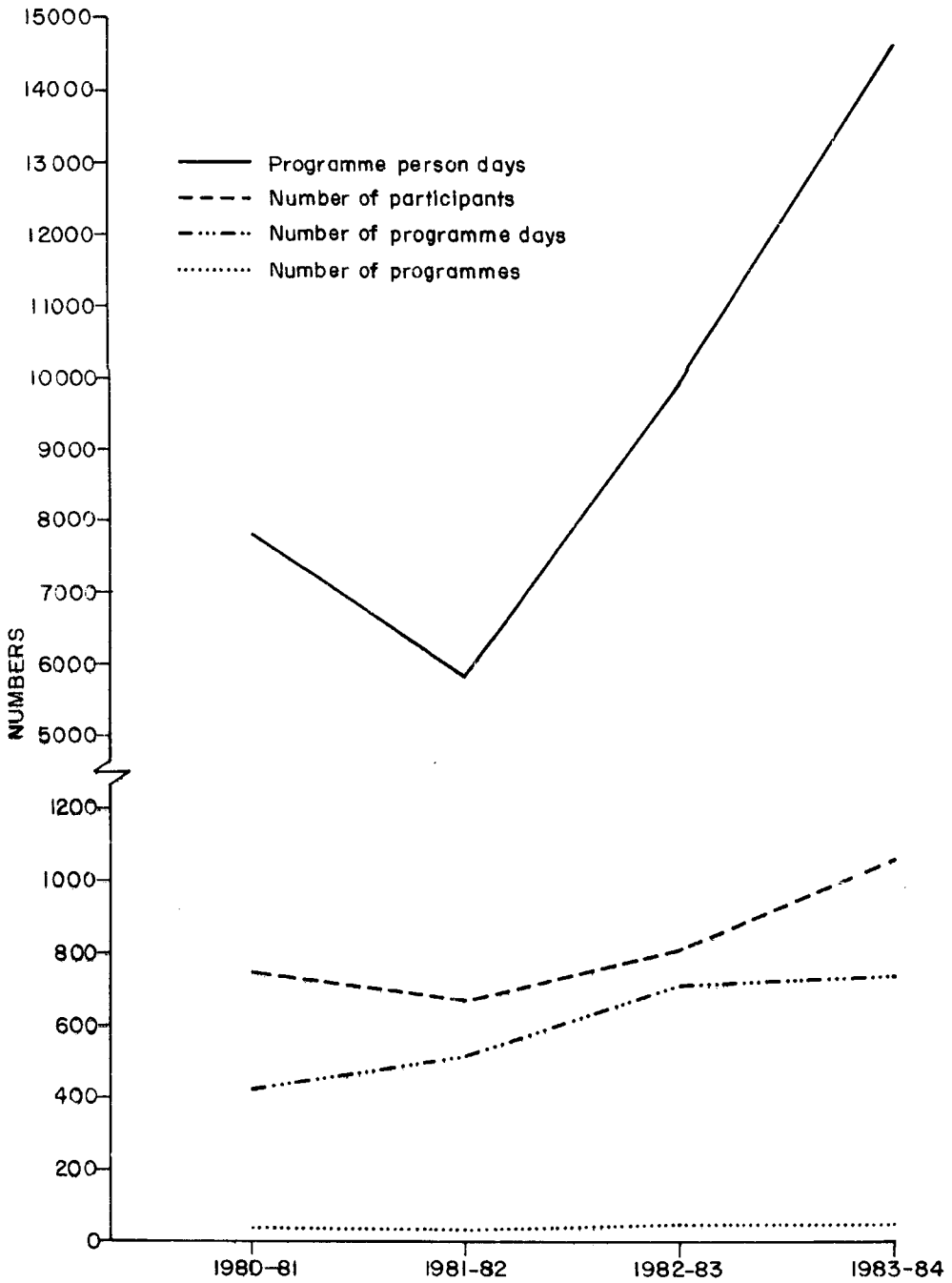
Consultancy services were provided to various state governments and union territories, such as Sikkim, Pondicherry, Dadra and Nagar Haveli, Jammu & Kashmir and Haryana. Strong links were developed with national institutions like the University Grants Commission, Kendriya Vidyalaya Sangathan, National Council of Educational Research & Training, Indian Institutes of Management, Indian Institutes of Technology and different institutions of public administration.

The faculty was reorganised in October, 1981 into Academic Units with expertise in specialised areas on thematic, level and spatial basis, namely, Educational Planning; Educational Administration; Educational Finance; Educational Policy; School & Non-formal Education; Higher Education; Sub-National Systems; and International Units. Faculty and academic infrastructure was strengthened and NIEPA Campus was developed.

Administration was also reorganised first in 1980 and again during the current year to streamline its functioning. Modern management practices have also been introduced to increase organisational efficiency and productivity.

This report covers the main activities of the Institute during the period April, 1983 to March, 1984.

TRAINING PROGRAMMES



TRAINING PROGRAMMES

During the year, there was a further step up in the training activities as may be appreciated from the data given below:

Category	1980-81	1981-82	1982-83	1983-84
Number of Programmes	34	29	44	47
Number of Programme Days	391	512	711	737
Number of Participants	751	664	809	1099
Programme Person Days	7497	5830	9987	14769

Broad classification of 47 programmes conducted during the year included Educational Planning (7), Planning and Administration of School Education (6), Institutional Management of Schools (8), Planning and Administration of Higher Education (8), Management of Educational Finance (2), Educational Policy (2), Management of Education for the Handicapped (1), Planning and Administration of Adult and Non-formal Education (1), Other Programmes (3) and International Programmes (9). The above classification represents a unified picture of the programmes conducted under the same classification by several Units.

PARTICIPATION

Of the total of 782 participants from the states and union territories during the year, regionwise the highest participation was from Northern Region (279), followed by Eastern Region (203), Southern Region (161) and Western Region (139). In the states, the highest number of participants was from Assam (68), which is one of the educationally backward states followed by Punjab (67) and Andhra Pradesh (65) which again is an educationally backward state. Among the union territories, the highest number of participants was from Goa, Daman and Diu (37) followed by Chandigarh (36). No participants came from Dadra and Nagar Haveli and Lakshadweep.

Out of 942 participants from the centre and states, 557 were from the school system, 222 from the higher education system, 52 from the adult and non-formal education system and 111 from other areas. 160 participants were from the Government of India and other national institutions.

There were 157 participants from 15 foreign countries viz., Afghanistan, Australia, Bangladesh, Barbados, Canada, Cyprus, Indonesia, Kenya, Malaysia, Mauritius, Pakistan, Singapore, Sri Lanka, U.K. and U.S.A.

Some of the major highlights of the training programmes during the year are as follows:

A. NEW THRUSTS

(i) Orientation for the Seventh Plan

Workshop on Planning for Education: Seventh Five Year Plan and another Workshop on Models in Educational Planning were held in August, September, 1983 and January, 1984 in which 57 participants from different states and union territories participated.

(ii) Priority Programmes of Education

In view of the high priority given to the programmes of Universalisation of Elementary Education (UEE) in India and Adult Education Programme which are included in the 20-Point Programme of the Government, the Institute organised the following two programmes:

(a) Monitoring and Evaluation of Universalisation of Elementary Education

The workshop held in July, 1983 reviewed the existing system of monitoring and evaluation and formulated a workable system design and organisation structure for comprehensive monitoring of the programme of UEE at block, district, regional, state and national levels. 29 participants from different states and union territories participated in the workshop.

(b) Management of Adult Education

A National Seminar of Key Level Functionaries in Adult Education was organized in August 1983 jointly with the Directorate of Adult Education, Government of India. 52 senior functionaries from different parts of the country participated in the Seminar which identified the key issues in the management of Adult Education and developed appropriate strategies for effective implementation and strengthening of the programme.

(iii) Education and Rural Development

A series of three regional level workshops followed by a national workshop were held on the theme of Education and Rural Development. These workshops were organised with the specific purpose of introducing the planners, administrators, policy makers and researchers to the problems and issues of rural development and to identify educational components of rural development projects. 120 participants attended these regional and national workshops.

(iv) Vocationalisation of Education at +2 Stage

The Workshop held in April, 1983, deliberated upon the various aspects of vocationalisation and stressed among other things, the need for establishment of strong linkages between schools and production units.

(v) Management of Schools for the Blind

This programme held in May, 1983 was a follow up of the Workshop held last year to identify the problems of planning and management of such institutions and prepare curriculum for training programmes to be organised for Heads of Schools for the Blind. 12 participants from 10 states and union territories attended the workshop.

(vi) Equity in Education

A thematic workshop on Indicators of Equity in Education was held in October, 1983 to identify quantifiable indicators of equity besides dealing with the related conceptual issues. Attention was paid to the construction of indicators of equity with special reference to removal of disparities in education between rural-urban; scheduled castes and non-scheduled castes and male-female population of India. 12 participants took part in the Workshop.

(vii) Appraisal of Teachers' Performance

A thematic National Workshop on Teacher Evaluation in Schools was organised in December, 1983 with a view to evolve the instruments of evaluation of teachers' performance after critically examining some of the existing practices in schools. The Workshop felt that in the present context, self-evaluation by teachers is required to be encouraged.

(viii) Management of Public Library Services

An Orientation Seminar on Planning and Management of Senior Administrators in-charge of Public Library Services in different states and union territories was organised in February 1984 to acquaint the participants with modern trends in management of libraries, role of information technology in library services, coordination and linkages of library programmes with formal and non-formal systems of education and mass communication, techniques of library personnel management etc. 30 participants from 20 states and union territories participated in the Seminar.

(ix) Management of Post-matric Scholarship for Scheduled Caste/Scheduled Tribe Students

The Workshop held in March, 1984, deliberated upon the characteristics of the post-matric scholarship scheme in

operation since 1944-45 and addressed itself to the problems of administration of the scheme including delays in the disbursement of scholarship and the multiplicity of channels at the operation levels. 23 participants from 17 states and union territories attended the workshop.

B. DIPLOMA COURSES

Two Diploma Courses were conducted during the year:

(i) **Diploma Course in Educational Planning and Administration for District Education Officers**

In pursuance of the recommendations of the State Education Minister's Conference held in January, 1981, a long-term pre-induction Training Programme of six-month duration for newly appointed District Education officers was launched during 1982-83. The second course in the series was organised from 2nd July, 1982 in which 29 participants from 16 states and union territories and 3 foreign countries, namely, Bhutan, Sri Lanka and Mauritius participated. Based on the feedback received from the participants of the First Diploma Course, the curriculum of the second programme was further strengthened by introducing 2 new courses on "Project Formulation and Evaluation" and "Office Organisation and Operations".

✓(ii) **Diploma in Educational Management for Sri Lanka Educational Personnel**

A Six-month Diploma Course for Sri Lanka Educational Personnel was organised from November 1, 1983 to April 30, 1984, at the request of the Government of Sri Lanka to meet their specific requirements. 14 participants attended the Course.

C. REGULAR COURSES

The Institute has been organising a number of programmes on a regular basis over the past few years. Some of these important programmes are:

(i) **Orientation of Senior School Administrators**

To meet the growing need for training and professional oriented senior school administrators, the Institute has launched from 1980-81, a series of regular three week duration Orientation Programmes in Educational Planning and Administration for Senior School Administrators. During the year, two such programmes in the series were organised during November, 1983 and January-February, 1984. 45 participants from different states attended these courses.

(ii) Training for College Principals

In collaboration with the University Grants Commission, the Institute has launched from 1980-81, a series of three weeks Orientation Programmes in Educational Planning and Administration for Principals of Colleges. During the year, three Training Programmes for College Principals were organised as under:

- (a) For Principals of Women's Colleges
- (b) For Principals of Colleges having a concentration of Scheduled Caste/Scheduled Tribe Students
- (c) For Principals of Colleges in general.

70 College Principals from 35 Universities from different parts of the country were trained in these training programmes in modern methods of educational planning and administration.

(iii) Training of Heads of Kendriya Vidyalayas

In collaboration with the Kendriya Vidyalaya Sangathan, a course of 10-day duration was organised for training of Heads of Kendriya Vidyalayas to equip them with new techniques of supervision. 27 participants from all over the country attended the course.

D. SPECIAL PROGRAMMES FOR STATES

Training programmes to cater to the special requirements of some of the states and union territories, namely, West Bengal, Assam, Jammu & Kashmir, Goa and Chandigarh were organised during the year.

E. INTERNATIONAL PROGRAMMES

A number of International Training Programmes/Workshops/Seminars and Study Visits were organised by the Institute during the year. These included two programmes for Principals of Schools, Education Officers and Regional Directors of Education of Sri Lanka; one programme of six week duration for Educational Personnel from Afghanistan and three Study Visits by Senior Officers from Malaysia, Pakistan and Indonesia.

F. EVALUATION

Each training programme has invariably an element of evaluation built into it. The evaluation of the various programmes conducted during the year by the participants was very favourable. The courses were also appreciated by the sponsoring organisations as well as the participating foreign countries. The Institute also undertook an impact evaluation of the First Six-month Diploma Course for District Education Officers organised during 1982-83. The response to the

questionnaire issued to the participants of the First Course was very favourable. A Committee constituted to consider the process of impact evaluation of some of the programmes, is looking into the matter in more detail.

RESEARCH AND STUDIES

The last few years have witnessed a major thrust in the area of research in Educational Planning and Administration in the Institute. The research activities scaled further heights during the year with the expenditure on research rising to Rs. 13.51 lakhs from Rs. 6.45 lakhs in 1982-83. The major step up in research activities can be appreciated from the significant rising trend of research expenditure since 1980-81 and the number of research projects completed, in progress and taken up year-wise in progress as indicated below:

Year	Expenditure (Rs. in Lakhs)	Number of Research Studies Completed
1980-81	0.22	1
1981-82	1.57	1
1982-83	6.45	11
1983-84	13.51	11
Total	21.75	

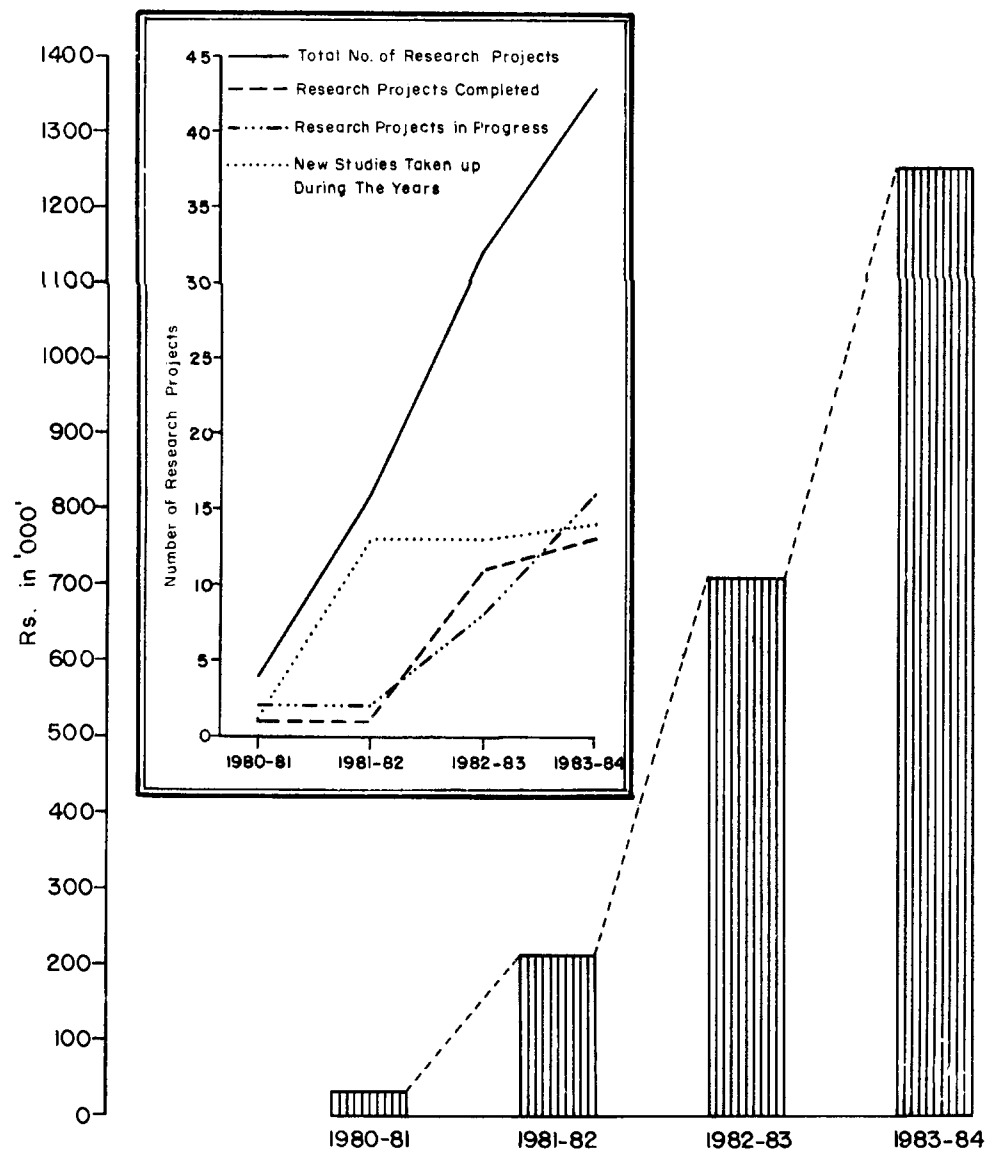
As many as 31 studies were in progress as on 31.3.84 against 21 studies in progress as on 31.3.83.

During the year, the Institute also initiated publication of a series entitled 'Occasional Papers' to diffuse the findings of the research work relating to various facets of educational planning and administration.

The research studies undertaken by the Institute cover a wide range. They either reflect the perception of the NIEPA faculty itself or alternatively they are sponsored by the Central or the State Governments or national organisations like the ICSSR or international organisation like the UNESCO. The findings of some of the studies may help in identifying problems in the field of educational planning and administration and initiating measures having policy implications, at the national and sub-national levels.

Mention may be made of the studies completed on organisational Set-up and Systems of Educational Planning, Monitoring and Statistics in States/Union Territories; Organisational History of the Ministry of Education; Legal Bases of the General Education in India; Matters concerning Rules and Transfers and Disciplinary Proceedings applicable to School Teachers; Developing a Model Financial Code for the University System; Post-matric Scholarship Scheme for Scheduled Castes and Scheduled Tribes - A Pilot Study in the Union Territory of Delhi followed by a National Study on Monitoring of the Functioning of the

RESEARCH PROGRAMMES



Scheme. Mention may also be made of some of the new studies undertaken during the current year, namely, Indian Education in the Year 2000 - A Long-term Perspective; Educational Policy and Planning in India - Role of Planning Commission; Management and Utilisation Pattern and Impact of Post-Matric Scholarship Scheme; and nine research studies undertaken as input in the work of the National Commission on Teachers, for Higher Education.

Special mention may be made of the new direction given to the research activity of the Institute by launching for the first time an action research project to promote literacy in Punhana Block, District Gurgaon, Haryana, which is one of the most educationally backward rural communities. Action research as the very name implies, is research which is closely connected with actions. Participation of the people in the development process has been talked about endlessly. The new project taken up by the Institute, namely, "Action Research based on Innovative Practices in Educational Planning and Administration with the objective of Universalisation of Elementary Education in Punhana Block, District Gurgaon", is a bold attempt in this direction and if successful will have significant impact on educational strategies in the area of educational planning and administration and peoples' participation in the development process.

STUDIES COMPLETED

During the period under report the following studies were completed:

1. A Study on Organisation Set-up and System of Educational Planning, Monitoring and Statistics in States/Union Territories.
2. Study on Matters concerning Rules for Transfers and Disciplinary Proceedings applicable to School Teachers.
3. Study for Developing a Model Financial Code for the University System.
4. Policy Making in Indian Higher Education with special reference to 13 Selected Universities in India.
5. The Secondary School Head in Comparative Perspective.
6. Legal Bases of General Education in India.
7. Aspiration and Action for Better Quality of Life.
8. Organisational History of the Ministry of Education.
9. Post-matric Scholarship Scheme for Scheduled Castes and Scheduled Tribes : A Pilot Study in the Union Territory of Delhi.
10. Working of Book-Bank Scheme in AIIMS and IIT - a Pilot Study in the Union Territory of Delhi.

11. Monitoring of the Functioning of the Post-matric, Scholarship Scheme : Findings and Remedial Measures National Profile - I.

STUDIES IN PROGRESS

The following studies undertaken by the institute were at various stages of progress:

(a) On-going Studies

1. An In-depth Study of Financing of Higher Education in India
2. Autonomy of the University Community
3. Regional Disparities in Educational Development - An Atlas of Indian Education
4. A Study on Optimum Teacher Pupil Ratio in Schools
5. Funding of Social Sciences Research in India
6. A Study of Educational Financing with special reference to Equality of Opportunity and Equalisation of Education Opportunity in India - a Case Study of School Education in Kerala and Uttar Pradesh
7. Cost of Supply of Education in Gurgaon District, Haryana
8. A Study on Mobilisation of Resources for Education in India
9. Study on Educational Policy and Planning in India ; Role of Planning Commission - Current Status and Future Perspectives
10. Indian Education in the Year 2000 - A Long-term Perspective
11. Study on Role Performance by the College Heads
12. Study for Development of a Model Account Code for the University Systems
13. A Comparative Study of Educational Administration of India and Australia
14. Diagnostic Study on Educational Management in India
15. Management and Utilisation Pattern and Impact of Post-matric Scholarship Scheme
16. Action Research based on Innovative Practices in Educational Planning and Administration with the objective of Universalisation of Elementary Education in a cluster of 20 Villages in Punhana Block, District Gurgaon, Haryana

17. Impact of Educational Levels on Some Dimensions of Development - A Study of Rural Households Studies undertaken by the Central Technical Unit (National Commission on Teacher Education II) Higher Education Sector
18. Higher Education - A Survey
19. Economic and Social Status of Teachers
20. The Base and Procedure of Recruitment of Teachers
21. Retention, Mobility and Inbreeding in Institutions of Higher Education
22. Profiles of Career Development
23. Working Days, Workload and Nature of Work
24. Participation of Teachers in Decision Making
25. Grievances of Teachers and their Redressal
26. Value Orientation of Teachers

Studies Sanctioned

1. Study on History of Educational Development in Kerala
2. Spatial Provision for Educational Activities Background
3. Study on Role of Protective Discrimination in Equalising Educational Opportunity in South and South East Asia with special reference to Women
4. Study on the Management of Technical Education ; Prospectus for Studies on Personnel Structure and Inventory Control in Engineering Colleges

Occasional and Research Papers

1. Education, Technology and Development : Perspective
2. Resources for Education in India
3. Research in Educational Administration : Retrospect and Prospect
4. Inequities in the Levels of Literacy in India
5. Centre-State Relations in Financing Education in India

6. School Accessibility in India
7. Women's Education in India : A Regional Dimension

RESEARCH AND TRAINING INTERFACE

The findings of the various research projects provided an important input into the training programmes/seminars and workshops organised by the Institute during the year under report. For example, the findings of the Research Studies on Ashram Schools, School Complexes, Regional Dimensions in Women's Education, Inspection Systems and Practices, Cost of Education, Educational Development of Scheduled Castes etc. have been used for the various training programmes conducted by the Institute during the year.

ADVISORY, CONSULTANCY AND SUPPORT SERVICES

The Institute took up a number of research studies and programmes at the instance of and in collaboration with the Central and State Governments and national organisations. The Institute also continued to provide faculty support, academic and professional consultancy and guidance to central and state governments and organisations involved in educational planning and administration. It worked in close collaboration with the Ministry of Education and Culture and Planning Commission and was associated with the Ministry of Home Affairs, State Education Departments, University Grants Commission, Central and State Universities, National Council of Educational Research and Training; Institute of Applied Manpower Research, Indian Institute of Public Administration, Central Board of Secondary Education, Kendriya Vidyalaya Sangathan, Directorate of Adult Education etc. in many important programmes concerning educational planning and administration.

The institute participated in various high level conferences, committees and working groups at national, sub-national and international levels. Special mention may be made of the contribution made by the Institute in the meetings of the Task Forces on elementary education for educationally backward states and at the central level, annual plan discussions, Working Groups on Education for Seventh Five Year Plan (1985-90), Central Advisory Board of Education and Conferences of Education Secretaries and Directors of Education of States and Union Territories, meetings of the Ministry of Education, Planning Commission, NCERT, and UGC on various policy issues, submission of a memorandum to the Finance Commission for adequate allocation of funds to the education sector under non-plan sector and dissemination of information on educational developments and innovations in the states. Mention may also be made of the participants of the Institute at the meetings of Uttar Pradesh State Committee to consider falling standards of examinations, Advisory Committee on Vocationalisation of Education in Delhi and various other meetings, workshops and seminars etc. organised by different states.

Special mention may be made of the Central Technical Unit set up in the Institute by the National Commission on Teachers - II : Higher Education to undertake research studies as inputs in the work of the Commission and help the Commission in its work. The Institute also made useful contribution in the work of National Commission on Teachers - I: School Education. The Study Unit on Educational Development of Scheduled Castes and Scheduled Tribes already set up in the Institute at the instance of the Ministry of Home Affairs further developed its research base and conducted a number of research studies on the educational development of scheduled castes and scheduled tribes.

Mention may also be made of the studies on Organisational Set-up and System of Educational Planning, Monitoring and Statistics in States/Union Territories and Organisational History of the Ministry of Education taken up at the instance of the Ministry of Education. The findings of the Study on Inspection and Supervision Practices and Proformae in some Educationally Advanced and Backward States also became available and the Study on Norms for Maintenance and Development of Educational Service of Haryana was finalised during the year. A Study on Reorganisation of Educational Department of Dadra and Nagar Haveli was also undertaken by the Institute during the year.

Mention may be made of completion during the year of the Population Education Project sponsored by UNESCO; and Diagnostic Study of Educational Management in India undertaken at the request of UNESCO Regional Office, Bangkok.

INTER-STATE STUDY VISITS

The monograph on Tamil Nadu experience in Vocationalisation of Education at +2 Stage as an outcome of the National Seminar on Vocationalisation organised by the Institute in February, 1983 at Coimbatore under its second programme of Inter-State Study Visit has been finalised and is being published. This monograph will be useful in spreading the message of this successful experiment all over the country. During the year, the Institute also compiled information on successful experiments and innovations in the area of educational planning and administration for organising Inter-State Study Visits on a regular basis in coming years. 'Earn-while-you-learn' Scheme operating in Madhya Pradesh has already been identified for the Inter-state Study Visits during the next year.

NIEPA COLLOQUIUM

A series of discussions were held during the year on a wide variety of subjects ranging from educational developments in different states in the country and in other parts of the world, future perspectives in education, development of disadvantaged and deprived classes in India with particular reference to Scheduled Castes and Scheduled Tribes and women, education and technologies, mathematical and analytical models in educational management and other related issues pertaining to educational planning and administration. Educational development in

Bhutan, China, Indonesia, Liberia, Malaysia, Mauritius, New Zealand, Nigeria, Pakistan, Philippines, Sri Lanka and some other Asian countries were also discussed by eminent educational administrators.

NATIONAL AWARD FOR INNOVATIVE CONCEPTS AND PRACTICES IN EDUCATIONAL PLANNING AND ADMINISTRATION

The Second All India Competition for the National Award was held during the year. 'The Pupil Guardian' by Shri N.K. Chaudhari, Assistant Director (Education) and 'A Study of Functioning and Innovations of School Complexes in Daman District' by Dr. J.J.R. Anand, Deputy Education Officer, Daman, were selected for the National Award. The National Award has stimulated District Education Officers to creative thinking and to adopt innovative practices.

ACADEMIC UNITS

The Academic Units further developed expertise in their specialised areas resulting in greater academic involvement and input in various training programmes and research. These units are expected to function with full responsibility for development and execution of various training and research programmes and providing consultancy and advisory services in the specific areas subject to the policies of the Institute and availability of funds. Whereas the Academic Units function on long-term continuing basis, special Task Forces and Committees were constituted by the Director from time to time for specific programmes.

WORKS STUDY CENTRE

Appreciating the need for a Works Study approach to educational administration and its importance as an element in the work of the Institute, it was decided to form a group on Works Study at the Institute but the Unit could not start functioning in view of the ban imposed on filling up the new posts.

ACADEMIC INFRASTRUCTURE

The EDPR Unit and Hindi Cell started functioning during the year and filled crucial voids in the academic infrastructure of the Institute. The Library, Documentation Centre, Publication Unit, Hindi Cell, Data Bank, Cartographic Cell and Electronic Data Processing and Reprographic Unit (EDPR) provided strong base and support to the growing and multi-facet programmes, research and other academic activities of the Institute.

The Library which started functioning throughout the year from 1st February, 1983 developed into a centre for serious study and learning with the provision of uninterrupted library and documentation service. During the year, it started participating in Regional Information Retrieval by contributing annotated reference on documents

in the journal 'Education in Asia and the Pacific : Reviews, Reports and Notes' brought by the UNESCO Regional Office, Bangkok.

The Documentation Centre further built up its documentation at the district and state levels.

The Data Bank and Cartographic Cell continued to provide support in the academic activities of the Institute.

PUBLICATIONS

The Publication Unit developed its publication programmes and took up publication of the following priced publications:

Books

1. 'Government Support for Higher Education and Research'
by Dr. J.L. Azad
2. 'Educational Planning - A Long Term Perspective'
edited by Prof. Moonis Raza
3. 'A Financial Code for University System'
by Shri M.L. Sobti

Journal

1. 'Grassroots - A Journal of Micro Level Planning and Administration'

The logo of the Institute, a long felt need, was also finalised and is being used in all the publications.

CADRE PLANNING

Cadre Planning in the Institute has received careful attention with the objective of strengthening its professional academic capabilities and pinning down the administrative and supporting cadre to the minimum to continuously tilt the balance in favour of the former for increasing the overall organisational effectiveness in the emerging organisational system. A comparative picture of the strength of different cadres in the Institute as on 1.4.1980 and 31.3.1984 is given below:

SI.No.	Cadre Posts	1.4.80	31.3.84	Addl.Posts created
1.	Faculty	25 (24.3%)	45 (28%)	+ 20
2.	Academic Support	3 (2.9%)	10 (6.2%)	+ 7
3.	Administrative and Secretarial Staff	26 (25.3%)	38 (23.6%)	+ 12
4.	Technical Staff	21 (20.4%)	29 (18%)	+ 8
5.	Class IV	28 (27.2%)	39 (24.2%)	+ 11
	Total	103	161	+ 58

During the first four years of the Sixth Plan, the cadre strength of the faculty and academic support rose to 34.2% from 27.2%. During the same period, the cadre strength of the administrative, secretarial and class IV staff was brought down to 47.8% from 52.5%. The Institute has now a more balanced and strong organisational design with faculty cadre occupying its prime position on the top.

U.G.C. SCALES OF PAY

U.G.C. scales of pay were introduced for the faculty w.e.f. 1st April, 1982. These have since been granted to the Librarian and Documentation Officer in the Institute w.e.f. 21st March, 1984. UGC scale of pay has also been approved for the post of Registrar. With the introduction of UGC scales of pay for the Faculty, Librarian, Documentation Officer and Registrar, it is hoped that the Institute will be able to attract and retain persons with high calibre in its fold.

STAFF

A number of faculty positions in the area of Educational Administration, Comparative Education, Planning and Management of School Education, Adult/Non-formal Education and District Education Officers Programme were filled up. Some other academic support and technical posts including Computer Programmer and Professional Assistant (Library) were also filled up.

REORGANISATION OF ADMINISTRATION

The Administration Division was re-organised in November, 1983 into four viable and functional groups, namely, General Administration I and II, Academic Administration and Personnel, with clear demarcation of work and responsibility and effective span of control with a view

to rationalise, streamline and energise its functioning to cope up with the increased work-load and mounting pressure of work. A new Training Cell was also created to provide necessary support and help in coordination of training activities.

INTERNAL AUDIT

Recognising the need to introduce the system of internal audit, it was decided to introduce the system of internal audit in the Institute, to provide adequate checks over the financial transactions of the Institute and conduct checks on cash accounts and scrutiny of stores and other accounts of the Institute. The system could, however, not be operationalised due to the ban on filling up of posts.

MANAGEMENT PRACTICES

The management practices in the Institute are being continuously reviewed and reinforced to meet the challenges posed to it by the significant increase and diversification of the activities with the objective of increasing organisational efficiency and productivity. Some of the important elements of the management practices in the Institute include:

- (i) **Human Resource Development** : Inservice training of both academic and other staff was pursued as an important element of the policy of human resource development. A number of faculty members, academic support and secretarial staff and a driver attended training programmes relevant to their functional areas.
- (ii) **Delegation** : In January, 1982 and February, 1983, adequate financial and administrative powers were delegated to the Executive Director, Dean (Training), Registrar, Heads of Academic Units, Publication Officer and Administrative Officer. Towards further re-delegation of powers, certain administrative powers were redelegated in November, 1983 down to the lowest levels of supervisory staff, namely, Section Officer and Superintendents. The wide ranging redelegation of financial and administrative powers on functional and decentralised basis to the various academic and administrative functionaries has accelerated the pace of work, removed bottlenecks and delays and resulted in quick decision making.
- (iii) **Economy** : With a view to make economy in expenditure on stationery and printing, which is a major item of expenditure in the Institute, norms were laid down for duplication of reading/background material, reports, individual papers, printing of cover pages and issue of different items of stationery for distribution among the participants etc. With the enforcement of these norms, substantial savings have been made in the use of stationery in training and other academic activities of the Institute.

- (iv) **Modernisation of Accounts** : Computerisation of the salary bills was introduced as the first step towards modernisation of accounts through the use of computer system in accounts.
- (v) **Management Reporting** : Management reporting of functional and office activities of the Institute was further reinforced and reporting on the faculty and other staff and on the implementation of the decisions of the Finance and Executive Committees was introduced. other components of the system of management reporting in the Institute include a Quarterly Resume of the activities of the Institute, report on the progress of plan and non-plan expenditure, monthly inter-departmental Construction Works Review Meetings, internal review meetings and checks on late coming and irregular attendance. The system of management reporting in the Institute has helped in ensuring timely implementation of the decisions of the various decision making bodies and special attention to critical areas of functioning. It has also helped in eliminating delays, removed bottlenecks and increase office productivity.
- (vi) **Office Management** : office management also received special attention with a view to provide clean and healthy working environment.

NIEPA CAMPUS

NIEPA Campus was further developed during the year. with the commissioning of drinking water tubewell, the Institute for the first time did not face any water shortage during the summers in the midst of water scarcity all around. The Institute, however continued to face acute shortage of office accommodation which seriously affected its functioning. It also faced shortage of residential accommodation.

The lecture hall on the second floor is however, being renovated and extended. Construction of the Director's residence, 8 type II and 8 type III quarters has also been taken up. The renovation of the lecture hall and construction of residential units is likely to start shortly.

HOSTEL

The occupancy in the Hostel continued to be high and the receipts from Hostel increased during the year to Rs.3.40 lakhs as against Rs. 2.56 lakhs during the preceding year. Efforts are being made to provide upgraded facilities in the kitchen and dining hall in the hostel and construct a separate Warden's residence, faculty guest house, etc.

FINANCE

During the year 1983-84, the Institute received a grant of Rs.62.31 lakhs (Rs. 26.84 lakhs under Non-Plan and Rs. 35.47 lakhs under Plan) as against Rs. 55.47 lakhs (Rs. 25.99 lakhs under Non-Plan and Rs. 29.48 lakhs under Plan) during 1982-83. In addition, the Institute received specific grants for taking research studies to the tune of Rs. 17.36 lakhs from the Ministry of Home Affairs, Ministry of Education, ICSSR, UNESCO, etc. during the year.

PART I

TRAINING COURSES AND PROGRAMMES

Organisation of Training Courses, Workshop and Seminars for the benefit of educational planners and administrators is one of the major functions of the Institute. Accordingly, it organised during the period under review a large number of such programmes for different educational functionaries from within the country as well as from abroad. The Sixth Five Year Plan of the Government of India lays considerable stress on the optimum utilisation of existing facilities and on raising the internal efficiency of the system. Management holds the key to get the best returns out of the available resources and investment. Good management leads to promoting harmony among the participants in the system and produces more durable and sustained results which exceed the sum total of individual inputs. Accordingly, improving the capabilities of educational planners and administrators at different levels is crucial to proper educational development.

Keeping the above in mind, the Institute prepared an Annual Plan of the training activities for the year 1983-84. The Annual Plan was developed after considerable thought and by involving all the Academic Units of the Institute and other agencies concerned. It also kept in view the priorities envisaged in the Perspective Plan of the Institute which gives directions to new thrusts required to be given to its training activities. The annual plan containing the details of the various programmes including their dates and the clientele groups was published and circulated to all the State Governments and Union Territory Administrations, universities and other concerned institutions well in time so that they could take advantage of the NIEPA's programmes.

In all 47 programmes were conducted during the year 1983-84 as against 44 programmes during 1982-83 and 29 during 1981-82.

BROAD CLASSIFICATION

The broad classification of the programmes is given below:-

(i)	Educational Planning	7 Programmes
(ii)	Planning and Administration of School Education	6 Programmes
(iii)	Institutional Management (Schools)	8 Programmes
(iv)	Planning and Administration of Higher Education	8 Programmes
(v)	Management of Educational Finance	2 Programmes
(vi)	Educational Policy	2 Programmes
(vii)	Management of Education for the Handicapped	1 Programme
(viii)	Planning and Administration of Adult and Non-formal Education	1 Programme
(ix)	Other Programmes	3 Programmes
(x)	International	9 Programmes
Total:		47 Programmes

A. PROGRAMMES

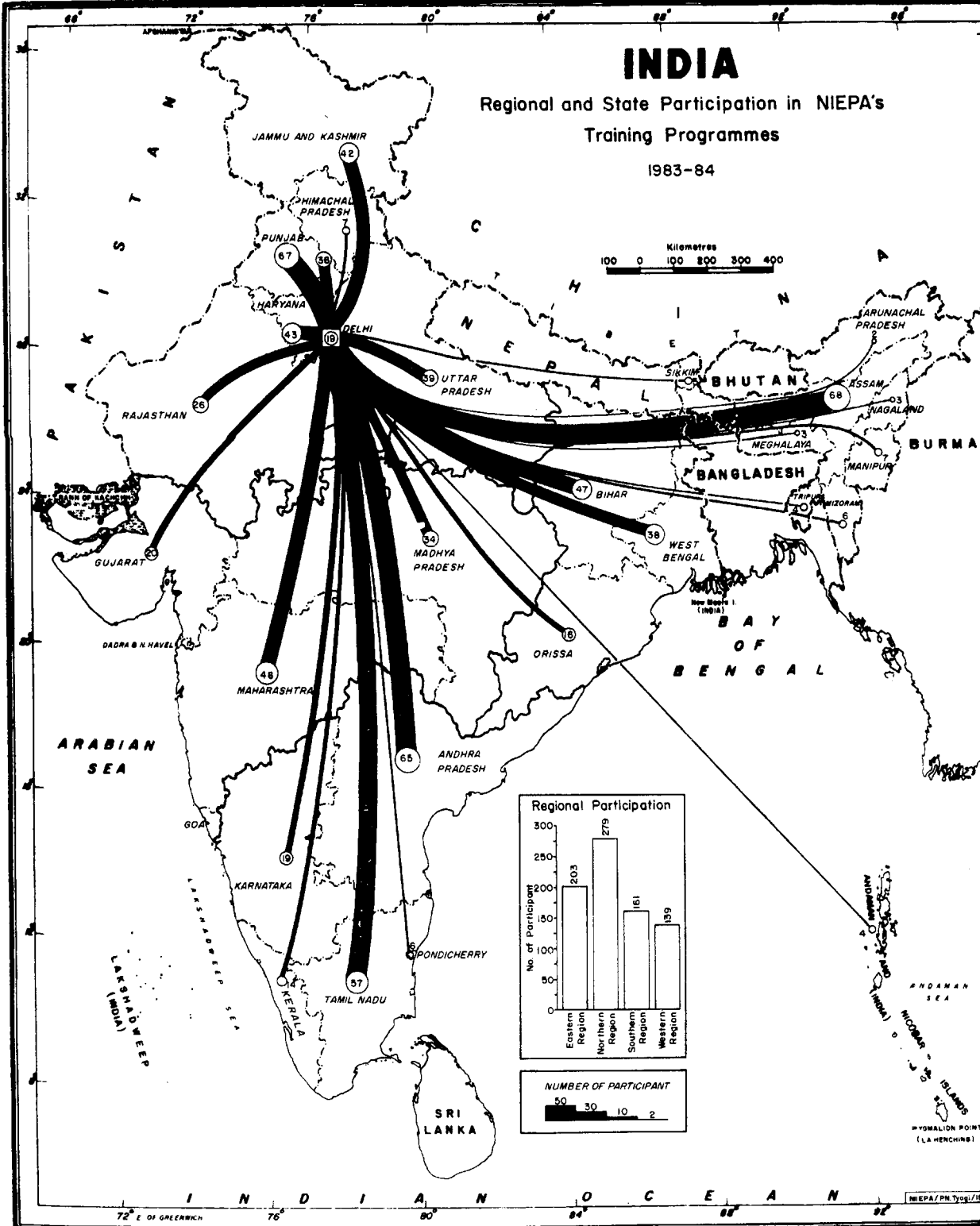
The details of each programme conducted by the Institute during the year, including the objectives, course design, contents and management, etc. are given in Annexure I. The list of the programmes conducted is given below:

Name of the Programme	Dates and Duration	No. of Participants	Programme person days
EDUCATIONAL PLANNING			
1. Workshop on Models in Educational Planning for Senior Planners/Academicians/Experts	Aug. 16-20, 1983 (5 days)	27	135

INDIA

Regional and State Participation in NIEPA's Training Programmes

1983-84



Based upon Survey of India map with the permission of the Surveyor General of India.
The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate base line.
The administrative headquarters of Chandigarh, Mizoram and Pondicherry are at Chandigarh.

The boundary of Meghalaya shown on this map is as interpreted from the North-Eastern Areas (Reorganisation) Act, 1971, but has yet to be verified.
Responsibility for the correctness of internal details on the map rests with the publisher.

Name of the Programme	Dates and Duration	No. of Participants	Programme person days
2. Workshop on Planning for Education: Seventh Five Year Plan - for Planning Officers of Education Department.	Sept.19-23, 1983 (5 days)	16	80
3. Training Course for Preparation for the Seventh Plan for Education - for Planning Officers of Education Department	Jan.9-13, 1984 (5 days)	14	70
4. Regional Workshop on Education & Rural Development at Hyderabad	Feb.9-10, 1984 (2 days)	35	70
5. Regional Workshop on Education and Rural Development at Patna	March 9-10, 1984 (2 days)	30	60
6. Regional Workshop on Education and Rural Development at Delhi	March 24-25, 1984 (2 days)	33	66
7. National Workshop on Education and Rural Development	March 28-30, 1984 (3 days)	22	66
	24 days	177	547

PLANNING AND ADMINISTRATION OF SCHOOL EDUCATION

8. Course for Diploma in Educational Planning and Administration (DEPA) for DEOs from India and Educational Officers from Bhutan, Sri Lanka and Mauritius
- (a) Phase I: Curricular Work at NIEPA July 2-Oct.1 1983 (90 days)
- (b) Phase II: Project Work (on the job) Oct.2-Dec.31 1983 (90 days)
- (c) Phase III: Workshop on Project, award of Diploma Feb.6-9, 1983 (4 days)
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Name of the Programme	Dates and Duration	No. of Participants	Programme person days
9. Orientation Programme in Educational Planning and Administration for Senior School Administrators	Nov.7-25, 1983 (19 days)	15	285
10. Punjab DEO's Course in Chandigarh in collaboration with Punjab Institute of Public Administration	Dec.5-9, 1983 (5 days)	30	150
11. Orientation Programme for Asstt. Inspectors of Education, Department of West Bengal in collaboration with Administrative Training Institute, West Bengal	Jan.9-21, 1984 (13 days)	22	286
12. Orientation Programme in Educational Planning and Administration - for Senior School Administrators	Jan.16-Feb.3 1984 (19 days)	30	570
13. Orientation Workshop in Planning and Management of Universalisation of Elementary Education for Rural Schools	Jan.30-Feb.3, 1984 (5 days)	15	75
Total:	(245 days)	141	6702

INSTITUTIONAL MANAGEMENT (SCHOOLS)

14. Training Programme-cum-Workshop in School Management for Heads of Schools in Goa (Conducted at Goa)	April 7-15, 1983 (9 days)	33	297
15. Training Programme in School Management for Principals of Kendriya Vidyalayas	June 6-15, 1983 (10 days)	27	270
16. Workshop on Monitoring and Evaluation of Educational Programme with reference to Universalisation of Elementary Education - for Education Officers of Education Departments from States and from Planning Commission	July 18-22, 1983 (5 days)	29	145

Name of the Programme	Dates and Duration	No. of Participants	Programme person days
17. Training Programme in Educational Management for Principals of Higher Secondary Schools of Assam	Sept. 26 - Oct. 7, 1983 (12 days)	16	192
18. Seminar-cum-Workshop in Educational Management for Heads and Correspondents of Schools of the Diocese of Madras, Held at Madras	Dec.1-3, 1983 (3 days)	26	78
19. Workshop for Heads of Senior Secondary Schools in UT of Chandigarh on Educational Planning for Improvement of School Education	Dec. 20-23, 1983 (4 days)	29	116
20. Workshop on School Teachers' Performance Appraisal	Dec.26-31, 1983 (6 days)	32	192
21. Orientation Course in Educational Management for Heads of Higher Secondary Schools of Assam	Jan.12-25, 1984 (14 days)	21	294
Total:	(63 days)	213	1584

PLANNING AND ADMINISTRATION OF HIGHER EDUCATION

22. Workshop on Institutional Planning for College Principals of Jammu & Kashmir in collaboration with the Govt. of Jammu & Kashmir	Sept.19-25, 1983 (7 days)	30	210
23. Orientation Workshop for Research Investigators from Colleges of the Central Region	Sept.26-27, 1983 (2 days)	45	90
24. Orientation Workshop for Chief Research Investigators from Sample Universities Region	Sept.28-29, 1983 (2 days)	19	38
25. Orientation Programme in Educational Planning and Administration for College Principals	Oct.24- Nov.14, 1983 (22 days)	22	484

Name of the Programme	Dates and Duration	No. of Participants	Programme person days
26. Orientation Workshop for Research Investigators from Colleges of the Eastern Region	Nov.5-6, 1983 (2 days)	11	22
27. Orientation Workshop for Research Investigators from Colleges of the Northern Region	Nov.8-9, 1983 (2 days)	31	62
28. Orientation Course in Educational Planning and Administration for Principals of Women's Colleges	Feb.1-20, 1984 (20 days)	25	500
29. Orientation Course in Educational Planning and Administration for Principals of Colleges having Concentration of SC/ST Students	Feb.27-March 17, 1984 (20 days)	23	460
Total:	(77 days)	206	1866

MANAGEMENT OF EDUCATIONAL FINANCE

30. Orientation Programme in Management of Educational Finance - for University Finance Officers	May 9-20, 1983 (12 days)	11	132
31. Orientation Programme in Financial Administration for State Education Officers	July 4-14, 1983 (11 days)	5	55
Total:	(23 days)	16	187

EDUCATIONAL POLICY

32. Seminar-cum-Workshop on Indicators of Equity in Education - for Senior Academicians and Educational Administrators	Oct.24-28, 1983 (5 days)	12	60
33. Workshop on Management of Post-matric Scholarships for SC/ST Officers of Deptt. of Education/Social Welfare	March 5-6, 1984 (2 days)	23	46
Total:	(7 days)	35	106

Name of the Programme	Dates and Duration	No. of Participants	Programme person days
MANAGEMENT OF EDUCATION FOR THE HANDICAPPED			
34. Training Programme in School Management for Heads of Schools for the Blind	May 2-6, 1983 (5 days)	12	60
PLANNING AND ADMINISTRATION OF ADULT AND NON-FORMAL EDUCATION			
35. National Seminar for Key Level Functionaries in Adult Education	Aug.22-25, 1983 (4 days)	52	208
OTHER PROGRAMMES			
36. Seminar on Vocationalisation of Education at +2 Stage	April 26-27, 1983 (2 days)	9	18
37. Orientation Seminar on Planning and Management of Library Services for Senior Administrators of Public Library Service in India	Feb.6-10, 1983 (5 days)	30	150
38. Seminar on "Beyond the Contemporary Social Science Paradigms"	April 13-14, 1983 (3 days)	60	180
Total:	(10 days)	99	348

INTERNATIONAL PROGRAMMES

39. Study Visit of Prof. Dato Ahmed, Director, Educational Planning and Research Division, Ministry of Education, Malaysia (UNESCO Fellow)	May 17-28, 1983 (12 days)	1	12
40. Study Visit of Prof. Taqweemul Haq, Project Director, Third Education Project, NWFP, Pakistan (UNESCO Fellow)	May 27 - June 2, 1983 (7 days)	1	7

Name of the Programme	Dates and Duration	No. of Participants	Programme person days
41. Orientation Programme in Indian History and Culture for Curriculum Supervisors and Consultants in Social Studies from USA (Sponsored by USEFI)	July 4- Aug. 11, 1983 (39 days)	15	585
42. Training Programme in Educational Management for Sri Lanka Education Personnel (sponsored by Sri Lanka Govt.)	Nov.4, 1983- March 31, 1984 (149 days)	14	2086
43. Regional Commonwealth Conference of Educational Planners and Administrators	Jan.5-7, 1984 (3 days)	52	156
44. Seminar on Professionalisation of Educational Management	Jan.8, 1984 (1 day)	52	52
45. Training programme in Educational Planning for Officers from Afghanistan	March 5- May 4, 1984 (27 days)	6	162
46. Study Visit of Mrs. Sujono Djodihardo, Executive Secretary, Consortium of Social Sciences, Ministry of Education and Culture, Indonesia (in collaboration with ICSSR)	Feb. 14- March 13, 1984 (29 days)	1	29
47. Orientation Programme for Directors of Education of Sri Lanka (CFTC)	March 20- May 3, 1984 (12 days)	6	72
Total:	(279 days)	148	3161

B. PROGRAMME PERSON DAYS

The number of participants, programme days and programme person days for different categories of programmes conducted during the year are indicated in the following table:

Category	No. of Participants	No. of Programme Days	Programme Person Days
I. Educational Planning (7 Programmes)	177 (16.11%)	24	547
II. Planning and Administration of School Education (6 Programmes)	141 (12.83%)	245	6,702
III. Institutional Management (Schools) (8 Programmes)	213 (19.38%)	63	1,584
IV. Planning and Administration of Higher Education (8 Programmes)	206 (18.74%)	77	1,866
V. Management of Educational Finance (2 Programmes)	16 (1.46%)	23	187
VI. Educational Policy (2 Programmes)	35 (3.18%)	7	106
VII. Management of Education for the Handicapped	12 (1.09%)	5	60
VIII. Planning and Administration of Adult and Non-formal Education (1 Programme)	52 (4.73%)	4	208
IX. Other Programmes (3 Programmes)	99 (9.01%)	10	348
X. International (9 Programmes)	148 (13.47%)	279	3,161
47 Programmes	1099	737	14,769

The above classification represents a unified picture of the programmes conducted under the same classification by several units. For example, out of the 18 courses given in the Diploma Course in Educational Planning and Administration for District Education Officers, number of courses given by the different academic units was: Educational Administration Unit - 2; Educational Finance Unit - 1; Educational Policy Unit - 1; International Unit - 2; School and Non-formal Education - 4; Educational Planning - 4; Sub-national System

Unit - 3. One syndicate course was given jointly by Educational Planning, Educational Policy, School and non-formal Education, Sub-national Systems and International Units.

C. PARTICIPANTS

As against 664 participants in 1981-82 and 809 participants in the preceding year, there were 1099 participants who attended the various training programmes during the year under review.

Region-wise, the highest participation was from the northern region (279) followed by the eastern region (203) the southern region (161) and the western region (139).

In the states, the highest number of participants was from Assam (68) which is one of the educationally backward states, followed by Punjab (67) and Andhra Pradesh (65) which again is an educationally backward state.

Among the Union Territories, the highest number of participants was from Goa, Daman and Diu (37) followed by Chandigarh (36). No participant came from Dadra and Nagar Haveli and Lakshadweep. However, the Institute extended its consultancy services to the Union Territory of Dadra and Nagar Haveli in the reorganisation of its Education Department.

The participants included Education Secretaries, Directors of Education, Senior Education Officers of the States and Union Territories, Directors of State Councils of Educational Research and Training and State Institutes of Education, Vice-Chancellors, Professors and Principals of Colleges, Finance Officers in Education Departments of the States and UTs and in the universities, District Education Officers, District Adult Education Officers, Principals and Heads of Schools, etc.

Out of 942 participants, from the centre and states 557 were from the school system, 222 from the higher education system, 52 from adult and non-formal education system and 111 from other areas.

160 participants were from the Government of India and other national institutions like JNU, Delhi University, Planning Commission, AIR, Directorate of Adult Education, Ministry of Education and Culture, Ministry of Home Affairs, IAMR, IIPA, Sri Ram Centre for Industrial Relations and Human Resources, IIT, ISI, NIPFP, Jamia Milia Islamia, IAMR, National Institute of Urban Affairs, ICSSR, Council of Social Development, Registrar of General Census, Centre for Women's Development Studies, CSIR, Delhi School of Economics, Delhi School of Social Work etc.

There were 157 participants from 15 foreign countries, viz., Afghanistan, Australia, Bangladesh, Barbados, Canada, Cyprus, Indonesia, Kenya, Malaysia, Mauritius, Pakistan, Singapore, Sri Lanka, UK and USA who attended our various training programmes/conferences. Out of 157, a few participants were common to three programmes and,

therefore, there were actually 91 persons who came from abroad. Out of 91, while 8 came for the all-India Training Course for Diploma in Educational Planning and Administration for Education Officers, one was Principal, Kendriya Vidyalaya, Kabul, for attending the Training Course for Principals of Kendriya Vidyalayas, the rest came to attend either International Conferences or the different training courses specially organised for them.

D. NEW THRUSTS

The year 1983-84 witnessed a few new thrusts in the programmes organised by the Institute. Special mention may be made of the Orientation Programmes for the Seventh Five Year Plan, Monitoring and Evaluation of Universalisation of Elementary Education Programmes, Management of Adult Education, Education and Rural Development, Equity in Education, Management of Post-matric Scholarships for Scheduled Caste/Scheduled Tribe students, Management of the Schools for the Blind, Management of Public Library Services, Vocationalisation of Education at +2 stage and Appraisal of Teachers Performance. Two Diploma Courses - one in Educational Planning and Administration for District Education Officers and the other in Educational Management for Sri Lanka Educational Personnel were also conducted besides regular training courses for College Principals, Heads of Kendriya Vidyalayas and Orientation of Senior School Administrators. A number of special programmes were also organised during the year with special reference to the needs of the States and Union Territories, namely, West Bengal, Assam, Jammu & Kashmir, Goa and Chandigarh.

(1) Orientation for the Seventh Plan

Workshop on Planning for Education: Seventh Five-Year Plan for Planning Officers from the Education Departments of the States and UTs were held in September, 1983 and January 1984. A workshop on Models in Educational Planning was also held in August 1983 for senior planners and administrators. In these workshops 16 States and UTs participated. The emphasis in the Workshops was to review the existing practices of educational planning and to acquaint the participants with the modern techniques of educational planning with particular reference to the preparation for the 7th Five-Year Plan. Senior Officers of the Ministry of Education and Culture, Government of India and of the Planning Commission served, among others, as resource persons for these programmes.

(ii) Priority Programmes of Education

(a) Monitoring and Evaluation of Universalisation of Elementary Education Programme

In view of the high priority given to the programme of Universalisation of Elementary Education (UEE) in India both under the Sixth Five-Year plan as well as under the new 20-point programme of the Government, it was considered necessary that adequate attention be paid to the monitoring and evaluation of the programme at different levels. Accordingly, the Institute organised a Technical Workshop on

Monitoring and Evaluation of the Priority Programmes of Education with particular reference to UEE in July, 1983. The workshop reviewed the existing system of monitoring and evaluation and formulated a workable system - design and organisational structure for comprehensive monitoring of the programme of UEE at block, district, regional, state and national levels. It developed some proformae to serve as instruments of monitoring and evaluation and also proposed various concrete measures for strengthening of the administration of the programme of UEE so that proper monitoring and evaluation could take place.

(b) Management of Adult Education

In pursuance of the Resolution adopted by the Central Advisory Board of Education in its 29th Session calling for a special effort to implement the Adult Education Programme very vigorously and in view of the fact that the programme of adult education was included in Item 16 of the New 20-Point Programme of the Government, the Institute organised a National Seminar of Key-Level Functionaries in Adult Education in August, 1983. This was conducted jointly with the Directorate of Adult Education, Government of India. The seminar identified the key issues in the management of adult education and developed appropriate strategies for effective implementation and strengthening of the programme particularly at the field level by evolving the various concerned agencies and organisations. The 4-day seminar was attended by 52 senior functionaries from different part of the country besides the resource persons who were drawn from the Ministry of Education and Culture, Ministry of Home Affairs, UGC, Planning Commission, NCERT, Directorate of Adult Education, Indian Adult Education Association and NIEPA.

(iii) Education and Rural Development

On the suggestion of Unesco, a series of three Regional level Workshops and a National Workshop were held on the theme of Education and Rural Development during the period under report. The first of these Workshops was held in the National Institute of Rural Development (NIRD), Hyderabad for the Southern Region. The second was held in the A.N. Sinha Institute of Social Sciences, Patna for the Eastern and North-Eastern Regions and the third was held in Delhi in collaboration with the Punjab Agricultural University, Ludhiana for the Northern and Western Regions. The regional workshops were followed by a National Workshop held in NIEPA. All the Workshops were held with the specific purpose of introducing the planners, administrators, policy makers and researchers to the problems and issues of rural development and to identify educational components of rural development projects. The participants were also exposed to the evaluation of the rural development projects vis-a-vis their educational components. The Workshops reviewed the concepts, programmes and methodologies used for orienting the educational structure and system for speedier development of rural areas in general and agricultural development in particular. During the course of deliberations, emphasis was laid on involvement of personnel in extension work, inter and intra-linkages within the university and between the university and the Government and use of appropriate and

economically viable technology and qualitative inputs in both formal and non-formal means of education. The role of mass media in development, in addition to the role of schools and colleges, was highlighted and it was felt that the village panchayats should take initiative to establish libraries specially for the neo-literates and practising farmers. It was strongly felt that the folk media for recreation should also be extensively used for education of rural masses. A volume based on the workshop papers is being planned for publication.

(iv) Vocationalisation of Education at +2 Stage

Vocationalisation of the +2 Stage has been recommended at various forums including the Central Advisory Board of Education and the Education Ministers' Conference. As one of the reasons for unsatisfactory progress of the vocationalisation programme is the scant attention paid to the issue relating to planning and administration of the programme, the Institute organised during the year a Workshop on Planning and Administration of Vocationalisation of Education at +2 Stage. Earlier in the year 1982-83, it had organised an inter-state visit to Coimbatore (Tamil Nadu) to acquaint the representatives of States and UTs with the innovative way in which the programme of Vocationalisation had been introduced by the Government of Tamil Nadu at the higher secondary (+2) stage. The Workshop held in April, 1983 deliberated upon the various aspects of vocationalisation and stressed, among other things, the need for establishment of strong linkages between schools and production units. Such linkages would help not only in minimising investment in sophisticated machinery which no State can afford to provide to different schools but also in ensuring imparting of practical training to students in realistic conditions. Modification in the recruitment rules to provide for suitable jobs for the products of vocational courses and provision for vertical mobility of such students were also emphasised.

(v) Management of Schools for the Blind

Recognising that problems and perspectives of planning and administration of schools for the blind are different from those of the schools for the sighted, it was considered advisable to organise during the year a training programme in institutional planning and management of schools for the blind. This programme held in May, 1983 was a follow-up of a Workshop which was held last year to identify the problems of planning and management of such institutions and prepare the curriculum for a training programme to be organised for Heads of Schools for the Blind during 1983-84. The training programme was thus very useful in orienting the Heads of Schools who are catering to a special group of physically disabled children. The participants who came from 10 States and UTs were acquainted with modern techniques of institutional planning, supervision, financial management, organisation of curricular and co-curricular activities etc.

(vi) Equity in Education

Coupled with the problem of rural development is the problem of removal of inequities of caste, sex and regions. Since the removal of disparities is crucial to national development, a thematic workshop on Indicators of Equity in Education was held in October, 1983. The Workshop identified quantifiable indicators of equity besides dealing with the related conceptual issues. A lot of spade work was done and background papers were prepared to facilitate the task of the Workshop. Attention was paid to the construction of indicators of equity with special reference to removal of disparities in education between rural-urban, Scheduled Castes and non-Scheduled Castes and male-female population of India.

(vii) Appraisal of Teachers' Performance

Although the appraisal of teachers' performance in schools has been an important subject for long, it has assumed added importance because of the new demands that are placed on the teachers today because of the developmental role they have to play apart from the role of an instructor. Moreover, with the priority that is now being given to the programmes of enrolment, retention and achievement, the proper appraisal of the performance of the school teachers becomes necessary. A thematic National Workshop on Teacher Evaluation in Schools was, therefore, organised in December, 1983. The Workshop evolved the instruments of evaluation of teachers' performance after critically examining some of the existing practices in schools. The workshop felt that in the present context self-evaluation by teachers is required to be encouraged.

(viii) Management of Public Library Services

This was a special programme conducted by the Institute during the year in collaboration with Raja Ram Mohan Roy Library Foundation, Calcutta in February, 1984. Public libraries have an important role to play in the national reconstruction since they have to act as an instrument of social and cultural change both in rural and urban areas. Accordingly, an Orientation Seminar on Planning and Management of Senior Administrators in-charge of Public Library Services in different States and UTs was organised by the Institute during the year. 30 participants from 20 States and UTs were oriented through this programme in modern trends in management of libraries, role of information technology in library services, coordination and linkages of library programmes with formal and non-formal systems of education and mass communication techniques of library personnel management etc.

(ix) Management of Post-matric Scholarships for Scheduled Caste/ Scheduled Tribe Students

Proper utilisation and management of post-matric scholarship scheme for Scheduled Caste and Scheduled Tribe students was considered very important not only from the point of view of removal of disparities between Scheduled Castes and non-Scheduled Castes but also from the point of view of proper utilisation of funds for the purpose. Accordingly, a Workshop on Management of Post-matric Scholarship

Scheme was organised in March, 1984. The Workshop deliberated upon the characteristics of the post-matric scholarship scheme which has been in operation since 1944-45. It addressed itself to the problems of administration of the scheme including the delays in disbursement of scholarships and the multiplicity of channels at the operation levels, etc. It suggested measures for improving the management of the scheme so that the beneficiaries of the scheme are able to take full advantage of the same. It also suggested that a talent promotion scheme should be started for academically bright among economically poor, Scheduled Caste and Scheduled Tribe students in order to enable them to enter into professional and prestigious services like medicine, engineering and administrative services where the intake from such classes is still low. 29 participants from 17 States and UTs attended the Workshop.

E. DIPLOMA COURSES

Two Diploma courses were conducted during the year under report:

(1) Diploma Course in Educational Planning and Administration for District Education Officers

This was the Second Diploma Programme for District Education Officers organised by NIEPA. The first one was organised in 1982-83 in which 29 Officers from different States and UTs had participated. In the second programme also which was held from 2nd July, 1983 there were 29 participants. Among them were a few participants from Bhutan, Sri Lanka and Mauritius. The break-up of the participants from different States of India and from other countries is given below:

India

Arunachal Pradesh	1
A & N Islands	2
Delhi	2
Gujarat	1
J & K	1
Karnataka	2
Maharashtra	1
Manipur	1
Nagaland	1
Orissa	1
Punjab	2
Rajasthan	1
Sikkim	1
Tamil Nadu	1
Tripura	1
Uttar Pradesh	2

Foreign Countries

Bhutan	3
Mauritius	1
Sri Lanka	4

Total:	----- 29 -----
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The Diploma Course was divided into three phases:

- Phase I- Intensive curricular work in NIEPA for 3 months from July 2 to September 30, 1983.
- Phase II- Supervised project work on the job for 3 months from October 1, 1984 to 31st December, 1984.
- Phase III- Presentation of project work, Viva-Voce and Award of Diploma from February 6 to 9, 1984.

The training of Sri Lanka participants was funded by Swedish International Development Authority (SIDA) and that of Bhutan and Mauritius participants by the Royal Government of Bhutan and Commonwealth Fund for Technical Cooperation (CFTC) respectively. The NIEPA provided TA/DA and other allowances to the Indian participants.

Based on the feed-back received from the participants of the First Diploma Programme, the curriculum of the Second Programme was further strengthened by introducing 2 new courses on 'Project Formulation and Evaluation' and Office Organisation and Operations'. The course on Educational Development since Independence was redesigned as 'Educational Development: The Third World Perspective/Educational Development in Bhutan'. A few of the courses such as Participants' Seminars, Syndicate Work and Field Visits which were earlier not assigned any credits were this time made credit courses. A lot of emphasis was given to the orientation in the new strategies for achieving the goal of Universalisation of Elementary Education, Non-formal Education, Reducing Educational Wastage and Drop-outs and Vocationalisation. Modern Techniques of Inspection and Supervision and the New Management Techniques of Motivation, Inter-Personnel Relationship, Decision-making, Conflict Management, etc. were also paid special attention.

(ii) Diploma in Educational Management for Sri Lanka Educational Personnel

This Diploma Programme was undertaken by NIEPA for the first time at the request of the Government of Sri Lanka, with the approval of the Government of India, Ministry of Education and Culture. The programme was conducted from November 1, 1983 to April 30, 1984 of which first 3 months were devoted to intensive curricular work in NIEPA and the remaining period on supervised project work by the participants on the job.

The programme was attended by 14 participants from Sri Lanka out of whom one was Principal of the Staff College, Kalutara and another a Lecturer from the same college. There was a Chief Education Officer from the Management Training branch of the Ministry of Education, Sri Lanka. Rest of the participants were principals of Senior Secondary Schools in that country.

This programme was a sequel to the successful programme of 3 months duration conducted during 1982-83 by NIEPA for a batch of

senior school principals and officers of Education Department from Sri Lanka. The course was specially designed to suit the needs of the participants and was based on the assessment of their training needs. It was funded by SIDA.

F. REGULAR PROGRAMMES

The NIEPA has been organising some programmes every year on a regular basis over the past few years. Among these are the training programmes for College Principals, Principals of Kendriya Vidyalayas and Senior School Administrators from States and UTs.

(i) Training of College Principals

During 1983-84, three training programmes for college principals were organised as under:

- (a) For Principals of Women's Colleges
- (b) For Principals of Colleges having a concentration of Scheduled Caste/Scheduled Tribe students
- (c) For Principals of Colleges in general

Each of the above programmes was of 3 weeks duration and was conducted in collaboration with the University Grants Commission. The programmes highlighted the role of higher education in economic and social development. They acquainted the participants with the modern techniques of institutional planning and management, mobilisation of additional resources and methods of evaluation of institutions, teachers and students. They also familiarised the participants with the behavioural aspects of their work including inter-personnel effectiveness, conflict resolution, decision-making, college-community relationship, etc. Emphasis was also laid on restructuring of courses, improvement of standards and professional ethics.

In the programme for Principals of Women's Colleges, special attention was paid to the problems of education of women and the need for growth and development of higher education for women. Similarly, in the training programme for Principals of Colleges having concentration of Scheduled Caste/Scheduled Tribe students, special focus was given to the needs of the students belonging to weaker sections of the community. In all these programmes, the participants were taken on field visits to some colleges both within and outside Delhi. They also prepared action plans for bringing about improvements in their respective institutions. 70 college principals from 35 universities from different parts of the country were trained in these training programmes in modern methods of educational planning and administration. Out of these 70 principals, 24 were women.

(ii) Training of Heads of Kendriya Vidyalayas

As done previously, a course on 10-days duration was organised for training of Heads of Kendriya Vidyalayas in June 1983 in collaboration

with the Kendriya Vidyalaya Sangathan. The course was specially designed to suit the needs of the principals of these Vidyalayas. This course covered various aspects of school management including leadership of a school head, managerial communication skills, management of innovations, planning of socially useful productive work, staff development and financial and other rules of the Kendriya Vidyalaya Sangathan. 27 participants from all over the country attended the course.

(iii) Orientation of Senior School Administrators

The Institute has been organising a series of 3-week Orientation Programmes for Senior School Administrators from different States and UTs since 1980-81. The main objective of these programmes is to give an opportunity to the participants to exchange their field experiences for developing proper perspective of common educational problems and their solutions in the context of latest techniques of educational planning and administration. Two programmes were organised during the year under report which were 8th and 9th in the series. The participants to these courses were senior officers including Directors of Public Instruction, Joint Directors of Education and Deputy Directors of Education. In these programmes emphasis was laid on strategies for universalisation of elementary education and non-formal education for out of school children. They were also acquainted with the developments in areas such as vocationalisation of higher secondary education, integrated rural development, and school complexes. Coordination and linkages, management of information system and inspection and supervision found an important place in the programmes.

G. SPECIAL PROGRAMMES FOR THE STATES

A few training programmes were organised during the year with special reference to the needs of some educationally backward states and of some union territories.

(1) **West Bengal** : At the request of the West Bengal Government, a 2-week orientation course on educational planning and administration for Assistant Inspectors of Schools of West Bengal was held in January, 1984. The programme was held in Calcutta in collaboration with the Administrative Training Institute, Government of West Bengal. It was for the first time that a systematic training of officers of the level of Assistant Inspectors of Schools of West Bengal in educational planning and administration was thought of by the Government of West Bengal. In response to the request of the West Bengal Government and the Administrative Training Institute, Calcutta, an assessment of the training needs of these officers was made. The Dean Training, NIEPA visited Calcutta and held meetings with senior officers and discussed the matter with several Assistant Inspectors of Schools, Sub-Inspectors of Schools and District Inspectors of Schools in order to ascertain the problems and difficulties faced by these functionaries, their job-charts and the rules and regulations under which they functioned. Based on the assessment of the training needs, the course was specially designed and it included areas like multi-

level educational planning and administration in India, modern methods of supervision, methods of grading of schools for effective supervision, monitoring, institutional evaluation, leadership and behaviour, institutional planning, etc.

The programme was conceived as a starting point for a series of training programmes for Assistant Inspectors of Schools and Sub-Inspectors of schools of West Bengal so that in course of time all the functionaries of that level are oriented to the modern concepts and approaches to educational planning and administration.

(ii) **Assam:** Two Orientation programmes for Heads of Schools of Assam were organised in NIEPA at the request of the Government of Assam. Both these programmes were of 2-weeks duration each and focussed on techniques of educational management at the school level. 47 Principals of Schools from Assam attended these courses. As the courses were found to be very much fruitful, the DPI, Assam, has since made another request to NIEPA to organise a few more courses for them.

(iii) **Goa:** At the request of the Union Territory Administration of Goa a Training Programme-cum-Workshop for Heads of Schools of Goa was conducted in Panaji by NIEPA. The programme was of 10-days duration and 33 principals attended it.

(iv) **Chandigarh :** At the request of the Director of Public Instruction and Director, State Institute of Education, Chandigarh, the Institute organised a Workshop-cum-Seminar on Improvement of School Education in Chandigarh in December 1983. The Workshop was attended by Deputy Directors of Education, members of faculty of State Institute of Education and principals of high/higher secondary schools of Chandigarh U.T. Although the programme was initiated by the DPI, Chandigarh U.T., the neighbouring States of Punjab and Haryana were also invited to depute their principals of schools and accordingly 3 principals from Punjab and 3 from Haryana also attended the programme. In all there were 34 participants. Emphasis in the programme was laid on checking wastage and stagnation in elementary education, effective implementation of work experience and vocationalisation programme, proper management of co-curricular activities, effective utilisation of available resources and students welfare services including health education, mid-day meals.

(v) **Jammu & Kashmir :** A Workshop on Institutional Planning for College Principals of J & K was held in Jammu at the request of the Government of J & K in September, 1983. There were 30 participants in the Workshop.

H. INTERNATIONAL PROGRAMMES

It is one of the objectives of NIEPA to provide on request facilities for training in educational planning and administration to other countries especially in the Asian Region and collaborate with them for such programmes. Accordingly, the NIEPA organised during the year under report 9 international programmes. 3 of them were Study-Visits

by senior officers from Malaysia, Pakistan and Indonesia. These were sponsored by UNESCO.

As usual there was an Orientation Programme in History and Culture for Curriculum Supervisors and Consultants in Social Studies from United States of America. This was sponsored by the United States Educational Foundation in India. 15 participants attended the programme which was organised in NIEPA. As a part of the programme, the participants were taken on field visits to enable them to have proper understanding and appreciation of the life and culture of India and its people.

At the request of Sri Lanka Government, 2 training programmes were organised : (a) Training Programme in Educational Management for Principals of Schools and some Education Officers; and (b) Orientation Programme for Regional Directors of Education of Sri Lanka.

At the request of the Government of Afghanistan, the Institute conducted a 6-week programme in educational planning and management. There were 6 participants from that country. The programme was started in March, 1984 and continued in the academic session 1984-85. The programme focussed on approaches to planning and quantitative techniques of planning.

I. RESEARCH AND TRAINING INTERFACE

Consequent upon a lot of Impetus being given to the research activities in NIEPA during the last 34 years, a number of research projects were undertaken by NIEPA in different areas of educational planning and administration. The findings of the various research projects provided an important input into the training programmes, seminars and workshops organised by NIEPA during the year under report. For example, the findings of the research study on Ashram Schools were used for purpose of identification of indicators of equity in the Workshop which was organised by NIEPA this year.

Similarly the findings of the study on School Complexes were extensively used in several programmes organised by the Institute including the 6-months Diploma Programme for DEOs, 3-week Orientation Programmes for Senior School Administrators, and other programmes organised for schools heads and college principals. In view of the fact that the emphasis in the study was on non-monetary inputs and on establishing rapport amongst different developmental agencies and departments, as also amongst the teachers, officers and community, the benefits of the study were also provided to the participants who came from different parts of the country to attend programmes on Financial Management and Optimum Utilisation of available resources. The study on School Complexes attracted attention of other neighbouring countries also and, therefore, the ideas generated in the study were also fed into the various international programmes organised by NIEPA during the year. It is heartening that during the year 1984-85 the Unesco has sponsored as Inter-Country Study Visit in order to familiarise trainers from different countries with the innovative way in which the scheme of school complexes in India has been successfully

introduced at the school stage.

The research study on Regional Dimensions in Women's Education was of great help in the Orientation Programmes for the officers dealing with the preparation of the Seventh Five-Year Plan. It was also beneficial in the programmes organised for District Education Officers and Senior School Administrators. The Seminar on Equity also took advantage of the findings of the study.

Likewise the research studies on Inspection Systems and Practices, Cost of Education, Educational Development of Scheduled Castes, etc. have also been fruitfully utilised for the various training programmes of the Institute.

Findings of some of these studies such as Revitalising School Complexes in India, Women's Education : A Regional Dimension and Inspection System and Practices have been widely circulated by the Ministry of Education and Culture even in the Conferences of Education Ministers, Education Secretaries and DPis as also in the meeting of the Central Advisory Board of Education for dissemination and orientation of higher level functionaries in education.

J. EVALUATION OF THE TRAINING PROGRAMMES

Each training programme has invariably an element of evaluation built into it. Evaluation of the programme by the participants is, therefore, an essential feature of each programme. It is taken care right at the stage of planning and designing of the programme. In the programmes of longer duration such as 6-months Diploma Course for District Education Officers and Sri Lanka Education Personnel, the evaluation of the programme was a continuous process. Accordingly, there was an evaluation by the participants of the course every month. Apart from the summative evaluation at the end of a programme, there was an evaluation of each module of the programme. In the Diploma Courses besides the evaluation of the courses by the participants, the participants themselves were evaluated on the basis of the assignments, tests, group and individual work, term papers, participants' seminar and syndicate work.

The evaluation of the various programmes conducted by NIEPA during the year was very favourable. In their responses to the structured tool of evaluation, the participants have highly appreciated the courses and they have unreservedly stated that not only the objectives of the programmes were fully/adequately achieved but also the course design, content, methodology used, reading material and level of discussion etc. were very useful and effective. It may be mentioned that the evaluation tool is always anonymous in character and the participants do not have to disclose their identity while giving their responses. Therefore, the expressions of the participants are free and frank. As the basic purpose of such an evaluation is to serve as feedback for planning of future programmes, suggestions regarding inclusion of certain new topics for some of the courses, were duly taken note of.

The courses have not only been appreciated by the participants but they have also been applauded by the different sponsoring organisations as well as foreign countries from where the officers came to attend the courses. In one of the months, i.e., January 1984 a Research Officer of the University of London, Institute of Education who was engaged with a research project on Training Third World Educational Administrators Methods and Materials, visited NIEPA for a period of 3 weeks with the approval of the Govt. of India to observe some of the training courses and programmes which were scheduled at that time from the point of view of the course design, methodologies used and material prepared. She has subsequently written to say that her experience in NIEPA was a most stimulating and interesting one. She has also observed that the wealth of expertise and experience that NIEPA has provided will serve as a valuable input to her research project.

The Governments of Sri Lanka and Bhutan have expressed their warm appreciation of the training inputs provided by the NIEPA in their endeavour for human resource development and building capabilities of their supervisory officers in educational planning and management.

The NIEPA also undertook during the year an impact evaluation of the First 6-month Diploma Course which had been organised for the District Education Officers during 1982-83. The responses to the questionnaire that was issued to the participants of the first course were very favourable and most of the participants were able to make use of the training that they had received in NIEPA during the course of their day-to-day functioning. All of them were appreciative of the contribution of NIEPA. Many of the participants had since been promoted to discharge higher responsibilities after their training from the Institute. A Committee has been constituted to consider in detail the process of Evaluation of some of the programmes which is looking into the matter in more detail.

PART II

RESEARCH AND STUDIES

Considering the gamut of national life in the broad perspective of the educational system and sub-systems at the national and sub-national levels, the Research Programme of the Institute has been attempting to find some positive and invigorating solutions to problems in the areas of educational planning and administration. With its objective in the area of research "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 into the empirical situation in the field of educational planning and administration at macro and micro levels, and to make suggestions and recommendations for improving the educational system and sub-systems. While theoretical under-pinnings are necessary and are being continuously strengthened, the emphasis is on applied research. The conclusions and findings emerging from the research studies, besides generating relevant data, serve as feed-back for future planning and formulation and renewal of educational policy.

The Institute has taken steps to build symbiotic links between the imparting and generation of knowledge and to strengthen basic and applied research in the sphere of educational planning and administration. This is of crucial significance in the light of the fact that the conceptual frame and theoretical basis for educational planning and administration in most of the Third World countries is generally not an abstraction from their experience but an exogenous accretion from one developed country or the other. This gap between theory and practice leads to the sterility of the former and directionlessness of the latter; the research activities of the Institute are intended to contribute to the filling up of this gap.

The training programmes of the Institute are continuously being fertilised by the findings of the research studies which provide an important input into its various training programmes.

The research studies either reflect the perceptions of the NIEPA faculty itself or alternatively they are sponsored by the Central as well as State Governments or national organisations like the ICSSR or international organisations like the UNESCO. The findings of some of the studies may help in identifying and initiating measures having policy implications at the national and sub-national levels.

The last few years have witnessed a major thrust in the area of research in educational planning and administration in the Institute. Research activities scaled further heights with the expenditure on research rising from Rs. 7.11 lakhs in 1982-83 to Rs. 12.54 lakhs during the current year under review. As many as 11 studies were

completed and 31 were at various stages. Mention may be made of the studies completed on Organisational Set-up and Systems of Educational Planning, Monitoring and Statistics in States/Union Territories; Organisational History of the Ministry of Education; Legal Bases of the General Education in India; Matters concerning Rules and Transfers and Disciplinary Proceeding applicable to School Teachers; Developing a Model Financial Code for the University System; Post-matric Scholarship Scheme for Scheduled Castes and Scheduled Tribes - A Pilot Study in the Union Territory of Delhi followed by a National Study on Monitoring of the Functioning of the Scheme. Mention may also be made of some of the new studies undertaken during the current year, namely, Indian Education in the Year 2000 - A Long-term Perspective; Educational Policy and Planning in India - Role of Planning Commission; Management and Utilisation Pattern and Impact of Post-matric Scholarship Scheme; and the nine research studies undertaken as input in the work of the National Commission on Teachers for Higher Education.

Special mention may be made of the new direction given to the research activities of the Institute by launching for the first time an action research project to promote literacy in Punhana Block, District Gurgaon, Haryana, which is one of the most educationally backward rural communities. Action research, as the very name implies, is research which is closely connected with actions. Participation of the people in the development process has been talked about endlessly. The new project taken up by the Institute, namely, "Action Research based on Innovative Practices in Educational Planning and Administration with the objective of Universalization of Elementary Education in Punhana block, District Gurgaon," is a bold attempt in this direction and if successful will have significant impact on educational strategies in the area of educational planning and administration and people participation in the development process.

During the year, the Institute also initiated publication of a series entitled "Occasional Papers" to diffuse the findings of the research work relating to various facets of educational planning and administration.

Some of the important findings and policy implications emerging out of the research studies completed during the year are highlighted below:

The study on "Organisational Set up and System of Educational Planning, Monitoring and Statistics in States and Union Territories focussed attention on monitoring and evaluation as a continuous process which calls for an integrated information system for planning, statistics and monitoring and strengthening the organisational base at all levels of educational administration i.e. block, district, state and centre.

The study on 'Organisational History of the Ministry of Education' shows an immense diversity of patterns of the Ministry's involvement in the various spheres of the educational system and the nature of the organisational structures. The constitutional role of the Ministry

towards subjects falling under the state sector was one of providing innovative ideas and programmes. However, by virtue of other provisions in the Constitution as well as by style of involvement, the Union Education Ministry has emerged during the years, as the main spearhead of the educational system in general and the school education in particular. The organisational principle adopted to discharge the constitutional functions such as Union Institutions of Higher Education was one of direct administration, however, as regards the function of research in special fields, the Ministry adopted the principle of 'Promotion Delegation' by establishing autonomous professional organisations, and increasing their number or expanding them by creating regional or state-level counter parts, in the case of Technical Education, the Ministry appears to have adopted the principle of 'Devaluation and Guidance' by establishing an advisory council network and being guided by it.

The study on 'Legal Bases of General Education in India has made an attempt to review, analyse and appraise the laws in the field of education from the point of view of managing the development of the education and its organisation as a public service. The Study *inter alia* points out that both the Central and State Governments have enacted many laws to govern the educational service at different levels but there is considerable unevenness both in the nature and the content of coverage. A suggestion has been made that detailed studies of the Legal Bases of Education at different levels as well as inter-state comparisons will provide opportunity for dissemination and discussion and thus promote a better understanding of the rationale and role of law in improving and developing the education service. It also highlights the need for a systematic documentation of the state and central laws in the field of education and keeping it upto date; and arrange dissemination of information of interest to educational administrators and planners in a readable form.

In the study on 'Matters Concerning Rules for Transfers and Disciplinary Proceedings applicable to School Teachers' an attempt has been made to identify the difficulties faced by state authorities and teachers in these matters. The study, in particular, has noted that the transfer policies are not being observed uniformly in all cases and that too much time of the administrative authorities is wasted in dealing with transfer cases much to the detriment of the other normal activities. Outside influence has been mentioned as a major difficulty, particularly for administrative authorities both in matters of discipline and transfer of teachers. While conceding that there is no cut-and-dried formula to solve this problem, the Study observes that the real solution lies at the political level.

The Model Financial Code developed by the Institute provides guidelines to the university educational administrators all over the country on the basis of which various financial matters could be analysed and the individual university could work out its own code, consistent with the local set up, systems and their particular needs. The wide coverage of the Model Code, answers some of the questions like as to how to get the best value from the available resources, apply the university funds in an economical and purposeful manner, arrange the timely collection of income and to ensure adequate

liquidity at all times. The Code also attempts to provide concrete suggestions for expeditious transaction of business and the spirit in which the rules and regulations are to be applied. New trends in financial management and related reforms such as institutional planning and performance budgeting, provision of tools and procedures for regular and coordinated review of schemes and projects and provision of tools for critical analysis, evaluation and appraisal of performance of all university services, including a periodical review at prescribed intervals, management reporting etc. are also covered in the Model Financial Code.

The Study on Monitoring and Functioning of the Post Matric Scholarship Scheme has revealed that scholarship is paid every month only in Kerala, Madhya Pradesh, Maharashtra, Punjab and Chandigarh. In Assam, Bihar, Himachal Pradesh and Delhi, scholarship is paid annually. The Study has highlighted delay in disbursement of scholarships. In some States, the scholarships are paid after 10 to 11 months from the date of commencement of the new academic session. The existing scholarship amount are also not sufficient to meet the requirements of SC/ST students at different levels of education. The report has recommended the revision of rates linked with price index, rationalisation of groups, incentive payment for merit, time schedules starting from the printing of the forms to the disbursement of the scholarships, time schedule for release of grants, mechanism for effective supervision, draft model monitoring proforma and a draft application model form.

STUDIES COMPLETED

1. A STUDY OF ORGANISATIONAL SET-UP AND SYSTEM OF EDUCATIONAL PLANNING, MONITORING AND STATISTICS IN STATES/UTs

The study was undertaken by the Institute in January 1980, at the instance of Ministry of Education and Culture, Government of India with the following main objectives :

to study the existing organisational set-up for educational planning, collection, compilation and dissemination of educational statistics and monitoring and evaluation;

to suggest arrangements required for effective planning statistics, monitoring and evaluation; and

to formulate programmes to strengthen the machinery for planning, statistics, monitoring and evaluation.

Methodology and Data Base

The information for this Study was collected through a questionnaire from all states/union territories of India. This questionnaire was designed in consultation with the representatives of Ministry of Education and Planning Commission. On the basis of information collected through this questionnaire, visits to selected states were organised by the representatives of NIEPA, Planning Commission and Ministry of Education. Information was received only from 24 states

and field visits were organised in respect of States of J & K, Punjab, Haryana and Maharashtra for which the reports were also prepared.

On the basis of approach paper prepared on the finding study, a national level 'Technical Workshop on Monitoring and Evaluation of Educational Programmes with particular reference to Universalisation of Elementary Education' was organised in the Institute from July 18-22 1983. Its report has already been issued. The main findings of this study are that:

the monitoring and evaluation should be continuous, well organised and form integral part of various educational programmes and projects;

there should be integrated information system for monitoring, planning, administration and statistics so as to avoid any overlapping or duplication of data;

there should be selective as well as general system of monitoring. Selective monitoring should be for selected special programmes in critical areas only. Simple system of monitoring should be there for all plan schemes; and

there should be separate staff for planning, statistics and monitoring at all levels of educational administration i.e. block, district, state and centre.

In this report process, forms and staffing pattern have also been suggested.

The findings of this report have become basic document for consideration of 'Working Group on Monitoring and Evaluation of Educational Programmes during Seventh Five Year Plan' constituted by the Planning Commission. Further brief general report was prepared on the basis of findings of this study which contained: Analysis of existing situations; System proposed; and Infrastructural requirements.

The findings of this report were considered and generally accepted by the 'High Level Committee on Educational Statistics' constituted by the Ministry of Education and Culture in 1982-83.

2. STUDY ON RULES AND PROCEDURES FOR DISCIPLINARY PROCEEDINGS AND TRANSFERS, APPLICABLE TO SCHOOL TEACHERS

The study was undertaken by the Institute in July, 1982, and the objectives of the study were as follows:

to make a comparative exposition of existing rules and procedures of the two subjects;

ascertain difficulties faced by administrators and teachers;

evolve norms for rational policies in regard to the two subjects; attempt simplification or recommend ways and means of getting over the difficulties.

Methodology and Data Base

Acts, Codes and Manuals pertaining to school education in the states concerned together with some specific information statistical and descriptive, have been taken to form the data base.

Covering the rules and procedures in force in Haryana, Rajasthan and Uttar Pradesh, the Study was expected to provide, to the extent possible, comparative perspectives with regards to rules applicable to different categories of teachers in Kerala and one or two other states. The study on Disciplinary Proceedings was in respect of teachers employed in schools run by the Governments, local bodies and private organisations and that on Transfers covered teachers of Government and local body schools.

Primary material for the Study was sought to be collected through separate questionnaires addressed to District Education Officers Directors of Education and teachers. The response to the questionnaires has been very poor. The study, has, therefore, been conducted on the basis of material available at the Institute and that gathered during personal interviews with concerned officers of Directorates of Education of the three States and with a few District Education Officers.

The Report comprises of 15 chapters spread over four parts and includes a number of appendices which contain copies of or extracts from rules, regulations and orders referred to the body of the Report. The report was submitted to Institute in August 1983.

Main Findings and Recommendations

Some of the major findings and policy implication which sprang up from the study are :

Lack of training poses considerable difficulties to administrators in dealing with disciplinary cases. Lack of clarity in regard to certain orders and procedures adds to the difficulty.

It is recommended that short training programmes on disciplinary proceedings should be introduced for school administrators. Side by side, a training manual, giving all back-ground materials and important court rulings should be brought out. State Governments would of course continue to issue clarificatory orders as and when necessary.

It is found that administrative authorities experience great difficulty in posting teachers to rural areas. Many teachers whose posting orders require them to report to rural schools do not join duty there but employ various means of avoiding it. Teachers generally exert outside influence on the authorities. It also leads to a

considerable waste of time of the concerned officers on unproductive work. Another result is that the process of transfers which is expected to be mainly a once-a-year affair continues throughout the year with resultant disruption of classes. Teachers also waste their time in either getting a desired posting or for cancellation of their transfer orders.

It has been pointed out that a distinction is necessary between rural areas located on the periphery of towns and cities and those located in the interior. Lack of facilities which is the main hurdle in the posting of teachers to rural schools is much more a feature of the latter category of rural schools. It would be necessary to bear in mind this distinction when considering grant of special facilities and incentives for teachers posted to such schools.

The department should "take stock" and maintain an up-to-date list of teachers already on their rolls who hail from rural areas and would not, therefore, be averse to a rural posting. It is recommended that a cash incentive may be given to teachers posted to rural areas. It is also recommended that some weightage in the matter of computing length of service, required for promotion to the higher grade, may be allowed for rural service of at least 3 years. Provision of housing facilities in rural areas, to the extent possible, is also recommended. It has also been recommended that the first posting should be to a rural school, as far as possible.

In order to fill large back-log of vacancies in rural schools, special recruitment specifically for getting teachers for posting to such schools may be necessary as a one-time measure. If a relaxation in educational qualifications is considered necessary to be able to recruit teachers to the required extent, such relaxation may be made, but it will have to be combined with a short-term orientation course for such teachers and their being given opportunity to acquire the requisite qualification in a specified period.

It has been recommended that, to the extent possible all teachers should get equal opportunity for good postings; correspondingly they should, as far as possible, be also given difficult postings. It has been recommended that a teacher should get three chances in entire service to be posted to places of his choice. This is expected to obviate the need for seeking to put outside pressure on the Department. A request for a posting of one's choice should not be entertained unless one has completed 5 years in existing posting (3 years in rural areas).

Certain categories of persons who should be given a preference in posting to a particular place have been recommended. This includes persons who have only 3 years to go before superannuation : they should either not be transferred out of the existing station or transferred to their place of choice, whichever they prefer.

Regarding the difficulty that there is too much outside influence, it will be realised that the problem can be tackled effectively at political level. However, at administrative level, it is recommended that, in suitable cases, disciplinary proceedings for

breach of conduct rules which prohibit seeking outside help in service matters should be initiated. It is also suggested that policies and procedures may be laid down in consultation with teachers representative and a continuous dialogue should be started with them with a view not only to sorting out their problems connected with Disciplinary Proceedings or Transfers but with the ultimate object of creating a better atmosphere and conditions conducive to an improvement in the quality of education.

3. STUDY FOR DEVELOPING A FINANCIAL CODE FOR THE UNIVERSITY SYSTEM

The study was undertaken by the Institute in August 1982 with the main objective of evolving the framework of a Financial Code, in order to provide guidelines on the basis of which the individual universities could work out their own codes, consistent with the local set up, systems and their particular needs.

Methodology and Data Base

During the first phase, the acts, statutes, ordinances and regulations and financial rules of some of the State and Central Universities, which were readily available, were studied. The financial rules of the Government of India and few State Governments were also seen as a general reference.

In the second stage broad designs and outlines of the Financial Code were prepared, on which study was to be carried out. The suggestions were inserted on the broad designs and outlines of Codes from 75 Universities and Institutes of national importance including 12 foreign universities and the International Institute of Educational Planning, 16 State Governments, Government of India, Ministry of Education and Culture, University Grants Commission and Association of Indian Universities. The universities were also requested to make available a copy of their existing Rules and Regulation. In their replies, the Universities mostly stated that they had no codified set of financial rules and that they followed by and large, the financial rules of the State Government.

In the next stage, detailed design and outline of the Financial Code were prepared; based on the personal experience/study by the Senior Project Fellow of certain Central and selected typical State Universities, a study of the working procedures of certain Institutions who have re-oriented their systems and delegation of powers etc. to sub-serve the purpose of teaching and research, as also a study of the reports submitted lately by certain Committees and Audit. These were also circulated, at the instance of NIEPA by the Association of Indian Universities to all the member Universities (including Agricultural Universities) for discussion at the annual Conference of the Vice-Chancellors convened by it at Kanpur from 31st January to 2nd February, 1983. The detailed design and outline of the Financial Code were also sent to the Comptroller and Auditor General of India, 5 Accountants General and Finance Officers of 20 Universities.

The draft Chapters I-XXIV of the Financial Code were then circulated, in batches to the members of the Project Advisory Committee and Finance Officers of 20 Universities.

Coverage and New Trends

On the one hand, it covers routine finance functions of ensuring proper and adequate arrangements for receipt and disbursement of cash, purchase and use of stores, of recording of the transactions of University, of classifying and compiling such transactions into accounts and establishing a proper information system. On the other hand, it goes into rules and procedures that can be rationally justified in case of University receipts, accord of approval of expenditure for different activities, purchase of stores and construction Works, etc. Another area covers the budgetary process, the preparation of the financial estimates, the process and norms of allocations, the manner and method of watching the progress of expenditure, financial and budgetary controls and the procedures for reappropriation, etc. There are also special Chapters/Provisions covering procedures in regard to grants for "Works" and other purposes from the State Governments, Government of India and University Grants Commission. The code also goes into various specialised activities of a modern University system.

The Code covers the questions as to how to get the best value from the available resources, apply the university funds in an economical and purposeful manner, arrange the timely collection of income and to ensure adequate liquidity at all times. The code also attempts to provide concrete suggestions for expeditious transaction of business, the spirit in which the rules and regulations are to be applied and the manner of pursuance of the Finance and Accounts Department.

Other important areas covered by the Financial Code relates to maintenance of Financial records for various activities, in particular records of Stores and Works, and Internal Audit.

New trends in financial management and related reforms such as institutional planning and performance budgeting, provision of tools and procedures for regular and coordinated review of scheme and projects and provision of tools for critical 'analysis, evaluation and appraisal of performance of all university services, including a periodical review at prescribed intervals of the varsity of auxiliary services and revision of the rates of their service; periodical management reporting (Basically, reports to the Executive Council) are also covered in this model code. In the context of performance budgeting, the Code draws attention to the need for norms of expenditure Unit Cost and an imaginative cost analysis which is a useful tool for facilitating decision making and achieving a more efficient and effective use of scarce resources.

The Code envisages decentralisation of financial functions and suggests an illustrative schedule of delegations of financial powers. It emphasises that conforming to accounting and audit requirements,

the University system may make increasingly use of banking facilities for its receipts and payments, particularly for repaying payments. It also underlines that because of development in information technology in recent time, mechanical aids produced indigenously should be brought into use, where possible.

4. POLICY-MAKING IN INDIAN HIGHER EDUCATION-WITH SPECIAL REFERENCE TO 13 SELECTED UNIVERSITIES IN INDIA

This study was taken up by a research scholar from Department of Public Administration, College of Law and Business Geong Sang National University, JINJU, South Korea who was attached to the Institute from November 1, 1982, under the exchange programme (with UGC fellowship). The broad objectives of the study are,

to analyse the methods of policy formulation, implementation, evaluation and feed-back in higher education ;

to suggest measures for improvement of policy making in higher education particularly at the university level; and

to provide information and knowledge about the policy formulation, implementation and evaluation in Indian Higher Education to the people in other countries specially in Korea.

Methodology and Data Base

The following methodology has been employed for conduct of this study:

Study of the structure of organisations involved in the task of educational policy making;

Policy science approach so as to find out the principles and methods of policy making;

Study Policy making at the national and state levels from published materials and discussion with concerned persons;

Indepth analysis of policy formulation, implementation, evaluation and feed back for 13 selected universities drawn from various parts of the country as follows : three central universities, three presidency universities, four state universities randomly drawn; and three professional universities;

Analysis of policy formulation, implementation, evaluation and feed-back from various published sources such as statutes of universities, calendar, agenda and minutes of meetings of various decision-making bodies and through questionnaire specially designed to obtain information from the persons concerned in policy making and implementation and also to visit these universities and carry out interviews and discussions with concerned person. The study was completed and the report was submitted in July, 1983.

Suggestions

The main suggestions of the study are:

as against the present policy of putting the administration of the different branches of higher education in different hands, such as agricultural university being controlled by the Department of Agriculture and likewise higher education in India should be brought under the Ministry of Education which would coordinate the different disciplines through its own organisation network.

the Ministry of Education might collaborate for specific purpose with the concerned ministries but the region of administration should not be transferred. The Ministry of Education should have both long-term plan and short-term plan for the development of higher education.

the UGC may widen the area of functioning, strengthen itself and propose a broad-based strategy for the development of higher education laying special stress on removal of regional imbalance, maintenance of standard etc.

at present there are a number of universities which are of different levels of standard affected to an extent by the standard of the states they are in. This glaring inequality calls for the shift in policy-perception.

the functionaries of the Department of Education in the State Government should not meddle with the general administration of the university in its policy framework.

the Vice-Chancellor of University may not be appointed from amongst the officers of Indian Administrative Service but the incumbent to this post should be a person of eminence in educational field. He should be a person of unyielding integrity and administrative skill and no other consideration such as his loyalty to the state government etc. may be given any weight.

5. THE SECONDARY SCHOOL HEAD IN COMPARATIVE PERSPECTIVE IN EDUCATIONAL ADMINISTRATION

The study was undertaken by the Institute in July 1982 at the instance of College of Education, University of IOWA, United States of America with the following objectives:

to survey personal, professional and institutional characteristics of School Heads in different nations (The researcher was concerned about drawing a sample and collecting data with particular reference to Indian School Heads);

to compare the characteristics of Indian School Head with the Heads of Schools of other nations participating in the study;

to utilise the data for future in-depth studies on the Role and Behaviour of Educational Administrations (including School Heads).

Methodology, Data Base and Current Status

A questionnaire was developed for the Heads of schools for receiving information about their personal and professional characteristics and was mailed to a random sample of 300 secondary school heads. Another questionnaire was developed and responses obtained from five knowledgeable persons from India in order to utilise their background and observations about position of Secondary School Heads. The responses obtained from the Heads of schools was then analysed and has been tabulated separately. The responses received from the knowledgeable persons have been mailed to the IOWA University. The study has since been completed and the report submitted to University of IOWA in September, 1983.

Findings

The findings with regard to profile of a secondary school head in India have been classified into six categories:

(a) Individual & Family Background

Males out-number females in a very large proportion. The secondary school head in India is usually around 50 to 60 years of age. Their up-rising has mostly been in rural areas. The father has mostly been employed as farmer. The majority of fathers (approximately 60 per cent) have had between six to fifteen years of schooling and about a third have had less than five years of schooling. Mothers' education mostly has been between zero to five years.

(b) Teaching Experience

Generally the secondary school heads have between one to ten years of school room teaching before headship. About half of the school heads have had class-room teaching experience; the school in which they are presently working.

(c) Administrative Experience

The age at the time of first headship has been between 30 to 39 years. The majority have served as head in only one school. The total number of years as head have been mostly between one to ten years. Most of the heads have had between one to ten years experience in their present position.

(d) Preparation and Training

In most of the cases of the secondary school heads it was found that the type of secondary school attended by them was Government sponsored, they had received their first post secondary award from their home country, had studied mathematics and science in their first post secondary programme of studies, had more than six years in

reaching their highest post secondary awards, had pursued studies in the field of secondary education award, and had taught subjects such as mathematics, natural and physical sciences.

(e) Organisation

Most of the heads are presently working in schools supported mostly by the government. The programme of their schools is mostly general and comprehensive. The schools were mostly day schools; boys and co-educational schools. The beginning age of pupils in their schools is mostly 10 years. The completion age of pupils of their schools is mostly 18 years. The student enrolment size in their schools is mostly between five hundred and one thousand. The schools were mostly located in the rural community.

(f) School Characteristics

The drop-out rate of their schools was less than 10 per cent. The faculty of their schools consisted mostly (approx. 80 per cent) of male teachers.

Duties and Assistance

Most of the heads do not have any secretariat. A large proportion of the heads have no assistant or deputy head. A large proportion of the heads do not have administrative assistants. Most of the heads work between 40 - 49 hours per week. Most of the heads do not hold any other positions away from their schools apart from headship. Most of the heads teach classes but spend less than half the time allotted to them for this activity.

6. LEGAL BASES OF GENERAL EDUCATION IN INDIA

The study was undertaken in December 1982 with the main objective of reviewing, analysing and appraising the laws in the field of education from the point of view of managing the development of education and its organisation as a public service.

Methodology and Data Base

The study essentially draws upon material available in the sub-national systems library of the Institute, in the form of educational Acts of different states as well as the state-wise reports on the organisation of educational administration. These surveys were prepared in the mid and late seventies. Information about the laws in existence as per these reports provide the reference for this study. The study excludes the States and Union Territories which are very small in size. However, eighteen major States and Union Territory of Delhi account for 98 per cent of the organised educational service in the country and a study covering them was considered a substantially representative picture of the country as a whole. The study covers general education at school and college level (and excludes professional and technical education). The study was completed in September 1983.

Findings and Recommendations

Both the Central and State Governments have enacted many laws to govern the educational service at different levels but there is considerable unevenness both in the nature and content of coverage. For example, legal bases of education at the school level are non-existent in states like Rajasthan and Himachal Pradesh while in Kerala, Orissa and Delhi the legal base are extensive though not comprehensive as aspects like financing of education are not covered. In other states, different aspects of educational service are governed in varying degree through law. Detailed studies of the legal bases of education at different levels in different states as well as inter-state comparisons will provide opportunity for dissemination and discussion and thus promote a better understanding of the rationale and role of law in improving and developing the educational service.

Law has a prescriptive and regulatory function and thus it has a valuable purpose. Law has a function in providing for arrangements appropriate and conducive to the development of education along desired lines. In an objective and critical view, many of the laws which have already come into being have shown deficiencies/inadequacies borne out by experience. The processes of reform and improvement are slow and are often inhibited or hampered by the absence of systematic studies and analysis. Studies of the legal bases in the administrative context carried out individually or in a comparative frame work can contribute to useful reform.

There seems to be a need to evolve a consensus and a national legislative policy particularly in the context of the concurrent status of education. A broad perspective regarding what facets of the organised educational service may be generally covered or ought to be covered through state legislation and what facets may advantageously be covered through central legislation will help in a better understanding and definitions of centre-state relationship and responsibilities in the process of educational development.

Consideration should be given to the establishing of appropriate legal bases for educational authorities set up by the Central Government like the CBSE, NCERT, Kendriya Vidyalaya Sangathan etc. This would influence and enrich the processes of designing and establishing organisationally sound and publicly accountable educational systems and will gradually lend to development of modules which are more universally acceptable and practical in our socio-political environment.

There is a need for systematic documentation of the state and central laws in the field of education and keeping it up-to-date; and arrange dissemination of information of interest to educational administrators/planners in a readable form.

Training Programmes for educational administrators could profitably include discussions on laws governing stage or facet of educational organisation with which they are concerned so that there is thinking on the features of the law requiring argumentation of

reform. In a broader sense, such discussions would provide thinking about the organisational reform/improvement in educational administration.

7. ASPIRATION AND ACTION FOR BETTER QUALITY OF LIFE

The study was undertaken by the Institute in January, 1982 at the sponsorship of UNESCO, Paris. The main objective of the study was to ascertain perceptual variables rather than precise and comprehensive estimation of people perception on quality of life in India.

Methodology and Data Base

This is a methodological enquiry regarding the quality of life in India and is the second study on quality of life. The first one was conducted in West Bengal.

The study adopted a special technique which is some what in between that usually adopted for socio-economic and opinion attitude surveys, on the one hand, and the specialized participant observation and biographic narrative surveys, on the other. A questionnaire schedule was designed which is a full structure. The data was collected from respondents from Delhi and rural areas of Haryana from three different ethnic groups, i.e. Gujars, Scheduled Castes and Meos. Age, education, occupation and social status were used as classificatory variables.

Findings

Some of the major findings of the study are:

- (a) As among the West Bengal and so among the Delhi respondents, the majority wants a comfortable (not luxurious) and viable life. The placement of children in life is as much important as improvements in their personal career. Responses to generated questions refer to some concern for recreation and leisure and how more money can be earned, personal well-being to better paid jobs, and peaceful, happy and progressive life to a comfortable (again, not luxurious) and viable existence at present and in future. The responses to goal related questions are self and family oriented, seldom oriented to the society and the people in general;
- (b) Variations are noticeable by community difference by rural-urban habitation, by age groupings and by social status. The individualized perception of the quality of life and aspirations for a better existence is more noticeable in the upper than the lower social strata (as noted earlier high correlations observed in educational level and social studies) and particularly among some youths and adults in a favoured deprived or not community;
- (c) Similarities are, however, not identified. The Delhi respondents are differentiated from the West Bengal respondents : such as, in respect of their greater awareness of the amenities of life and

the things, their tendency to emphasize self interest against the interest of the domestic group, especially in the upper and lower social stratum, and among the youth and old is more noticed and occasionally and more frequently in upper than middle or lower social stratum.

8. A STUDY ON ORGANISATIONAL HISTORY OF THE MINISTRY OF EDUCATION

The study was undertaken by the Institute in May 1982 with the following main objectives :

to study the evolution of the Education Department during the British Period and the Ministry of Education since 1947;

to examine the constitutional provisions relating to the educational responsibilities of the Union Education Ministry, the subjects allotted to it since 1947 and the significant changes;

to analyse in depth the leadership role of the Education Ministry, specially in policy formulation and coordination in regard to the subject under its charge; and

to identify the organisational changes which emerge in response to the Education Ministry's role in respect of each subject it handled.

Methodology and Data Base

During the first phase of the study a survey was carried out to locate the materials available in libraries like NIEPA, NCERT, JNU, ICSSR, Planning Commission, National Archives of India and the Central Secretariat Library. Basic material on educational developments for 1947-1981 period was collected from published reports like the Annual Report of the Education Ministry, Five Year Plan Documents and other Reports. File references of the subjects handled by the Education Ministry during 1947-57 were also referred to.

A meeting of the Project Advisory Committee was held on the 13th January, 1983. While approving the lines along which the study was being pursued, the Advisory Committee suggested that greater emphasis should be given to aspects like the educational planning cultural assistance, adult education etc. The report of the study was submitted to the Institute in February 1984.

Findings

Some of the major findings of the study are:

The Ministry's involvement in the various spheres of the educational system and the nature of the organisational structure show an immense diversity of patterns.

The constitutional role of the Ministry towards subjects falling under the state sector was one of the providing innovative ideas and

programmes. However by virtue of other provisions in the Constitution as well as by style of involvement, the Union Education Ministry has emerged, over the years, as the main spearhead of the educational system in general and the school education in particular. This primacy of the Ministry is explained by an evolving organisational principle of Ideational Leadership and is evident in subjects like Elementary, Secondary and Adult and Non-formal Education. The final phase in the evolution of the Ideational principle is evident not only in the integration of the school education but also from the structural linkages and functional relationship forged between the school education, university and higher education, and development departments etc.

The organisational principle adopted to discharge the constitutional functions such as Union Institutions of Higher Education was one of direct administration. However, as regards the function of research in special fields, the Ministry adopted the method of establishing autonomous professional organisations, and increasing their number, or expanding them by creating regional or state-level counterparts. The burgeoning of the Ministry's involvement through the pattern of proliferating organisations and nurturing their development to assume its Constitutional functions is explained by an organisational principle of "Promotion-Delegation".

The style of organising another constitutional function namely coordination and maintenance of standards in university and higher education is illustrated by the same principle but in a highly articulated form in the case of the University Grants Commission. The purpose of establishment and the manner in which its development was shaped to assume the Ministry's function of coordination and maintenance of standards shows the different phases involved in the nurturing of a constituent organisation and integrating it within its own organisational structures.

The principle of organisation evolved in the field of Technical Education is different from those of Higher Education and Research. In the case of Technical Education, the Ministry appears to have preferred the method of establishing an advisory council network - the All India Council of Technical Education (AICTE), and other substructures, and being guided by them. The organisational structure which came into being including the AICTE and other obstructures and the manner in which the Ministry used them to determine the direction and pattern of Technical Education in the country appear to be based on an organisational principle of "Devolution and Guidance".

The organisational structure and the nature of activities of the Ministry in subjects falling under the concurrent jurisdictions differ significantly as compared to the subjects under state and union jurisdictions. But even here, as against the initial role of merely coordinating the activities of the States the Ministry has emerged in the 70s as the principal agency for promoting these subjects at the national level. Subjects like Physical Education, Games and Sports serve to illustrate how this transformation of the Ministry's role may be explained by an organisational principle of "coordination and promotion"

The emergence of the Ministry from having a very limited involvement to becoming the main promotional agency at the national level is also seen in other concurrent subjects like culture and youth services. The increase of the Ministry's involvement in these subjects, is symbolised not merely by the extent, but also by a new approach of treating their development as an integral part of the educational system as mutually reinforcing components. An organisational principle of "Integration and Interlinkage" explains the province of the Ministry in subjects like Culture and youth services.

Conclusion

The organisational principles emerging in various subjects have not been mutually exclusive. Not only these tended to overlap but the overlap became more prominent and pronounced in course of time. The overlap was inevitable and not incidental.

- (a) For instance, the organisational principle of ideational leadership appears to be the dominant common trend of the Ministry's involvement in the fifties. It is evident in the crystallisation of the national opinion regarding the reorganisation of the structure and pattern of education, in the central initiatives, in the creation of national institutions and advisory bodies and their functions.
- (b) Two trends emerged prominent during the sixties. The first was the increase in the networks of the institutions, organisations and advisory bodies and delegation of the promotional and coordinational tasks. The second was the slight emphasis from expansion to identification of critical problems and arriving at a national consensus regarding solutions for them. Both these trends, common to the Ministry's involvement in different sectors of education changed it from a more stimulator to a strong propeller of educational development at the national level.
- (c) This emergence of the Ministry impinged upon the very nature of the Ministry's organisation not only its own administrative set up, but also its organisational sub-structures. The organisational sub-structures which came into being comprehended within them the ideational aspect of the Ministry.
- (d) The expansion of the organisational structure of the Ministry in response to its increased involvement facilitated greater centre-state cooperation on the one hand and internal unity of the educational system on the other. This trend is particularly marked in the seventies.
- (e) Certain features appear common to all the major organisations principles. The first is the evolutionary character, the second is degree of communality, and the third is the emergence of simultaneity. It is the impact of all these three features which actually shaped the organisational structure of the Ministry.

9. POST-MATRIC SCHOLARSHIP SCHEME FOR SCHEDULED CASTES AND SCHEDULED TRIBES : A PILOT STUDY

The main objectives of the study are :

to test the tool of evaluation in the light of response; and

to apply corrections by restructuring, amending, deleting items found unnecessary and including new items considered essential for the study.

Methodology and Data Base

To conduct the pilot study four professional institutions located in Delhi were selected. The research tools employed for this study were discussions, interviews and the schedules: Schedule I - Institutional Schedule and Schedule II - Beneficiary Schedule.

The study unit designed two schedules, as a first step, namely, schedule I - Institutional Schedule and Schedule II - Beneficiary Schedule. Schedule I was divided into two parts. Part I regarding the information about the institutions and part II related to questions covering the views of the Heads of Institutions on the scheme. The pilot study was conducted in the four institutions viz. Indian Institute of Technology, Delhi; All India Institute of Medical Sciences, Delhi; Jawaharlal Nehru University, Delhi and Kendriya Vidyalaya, IIT, Delhi. The study has since been completed and the report submitted to the Ministry of Home Affairs.

Findings and Suggestions

As regards, the first two objectives, the pilot study proved to be extremely useful. The findings and suggestions are as follows:

the respondents were of the view that the delays in payment of scholarship should be cut down and the scholarship should be paid every month;

the scholarship amount was inadequate and should be enhanced suitably; and

the institutions should be given authority for the renewal of scholarship for the total period.

10. WORKING OF BOOK BANK SCHEME : A PILOT STUDY

The main objective of the study is to evaluate the working of the Book Bank scheme in a few institutions mainly with the intention of trying out the validity of tools.

Methodology and Data Base

To conduct the Pilot-study two professional institutions, viz., All India Institute of Medical Sciences and Indian Institute of Technology located in Delhi were selected. The research tools employed for this study were discussions, interviews and the schedules (Schedule I - Institutional Schedule and Schedule II - Beneficiary Schedule)

An Institutional Schedule was designed to obtain information on the working of the Book Bank Scheme in the Indian Institute of Technology, Delhi; and All India Institute of Medical Sciences, Delhi. It contains items pertaining to history of the book bank; staffing pattern of the institutions; financial assistance received from the government of India; the utilisation pattern of the assistance and other sources of support etc. Second part contains some open-ended questions inviting opinions and suggestions for improvement. Schedule II, namely, the Beneficiary Schedule attempts to ascertain the experiences, opinions and suggestions of Schedule Caste and the Schedule Tribe students who are the beneficiaries of the scheme. The schedules were administered in the two institutions and the responses obtained have been separately analysed. The study has since been completed and the report has been submitted to the Ministry of Home Affairs in April, 1984.

Findings and Suggestions

As regards, the first two objectives, the pilot study proved to be extremely useful. The findings and suggestions are as follows:

the SC/ST students studying in these two institution found Book Bank Scheme, quite useful;

the library staff was of the view that the grants should be released on time;

the beneficiaries of the scheme as well as the library staff were of the view that the amount of grants should be increased.

11. MONITORING OF THE FUNCTIONING OF THE POST-MATRIC SCHOLARSHIP SCHEME; FINDINGS AND REMEDIAL MEASURES - NATIONAL PROFILE

The main objectives of the study are:

to review the functioning of the Post-matric Scholarships Scheme;

to examine the availability and adequacy of data and their impact on the operational efficiency of the Post-matric Scholarship;

to understand the periodicity of payment, extent of delay and bottlenecks in processing award and disbursement of Post-matric Scholarships;

to examine into the adequacy of the existing amount of scholarships, to understand the expenditure pattern of SC/ST students and to evolve criteria for the revision of rates;

to suggest remedial measures to improve the operational efficiency of the scheme and to make recommendations; and

to evolve appropriate monitoring proforma for institutional, district and state level information and to suggest modifications in the application forms of the Post-matric Scholarship Scheme.

Methodology and Data Base

The report is based on the monitored data covering 16 states and 3 union territories, 16 educational institutions selected from the capitals of the states under study, review of the cases of 3138 students belonging to the Schedule Castes (2569) and the Scheduled Tribes (569), in depth case studies of 19 state level officials managing post matric Scholarship, 10 heads of educational institutions of 72 former beneficiaries. The study was conducted by administering three schedule i.e. State Schedule, Institution Schedule and Beneficiary Schedule. The report was submitted to the Ministry in September, 1983.

Major Findings

Some of the major findings of the study are:

the report carefully examines into the availability and management of data on Post-matric Scholarships. The study reveals that the data are not properly maintained in most of the states on the basis of their distribution among SC/ST, male/female, hosteller/day scholars, fresh/renewal cases. There is no regular system of monitoring and, therefore, no systematic attempt has been made to classify the data properly and to evaluate the functioning of the scheme.

the study reveals that the scholarship is paid every month only in Kerala, Madhya Pradesh, Maharashtra, Punjab and Chandigarh. In Assam, Bihar, Himachal Pradesh and Delhi, Scholarship is paid annually

finding of the study reveals that late submission and incomplete application forms, delay in forwarding forms, shortage of staff, late release of funds are some of the reasons for delay in the payment of scholarships in different states;

as regards the extent of delay, the study has carefully examined the actual and prescribed dates starting from the printing of the application forms to the disbursement of scholarships. A great deal of divergence was found in different states in this regard. In some states, the scholarships are paid after 10 to 11 months from the date of commencement of the new academic session;

there are several bottlenecks in the timely disbursement of scholarships. They are classified into academic and administrative bottlenecks in the report. Irregularity in the commencement of academic sessions, examinations and admission are some of the academic bottlenecks. Flexibility of time schedules in printing, dispatching and processing applications, awarding and disbursing the scholarships are some of the administrative bottlenecks which cause delay in the disbursement of scholarships;

the study has examined the adequacy of scholarship amount, the expenditure pattern and the need for revision of rates. It is established that the existing scholarship amounts are not sufficient to meet the requirements of SC/ST students at different levels of education and, therefore, rates have to be raised;

the report incorporates recommendations for the revision of rates linked with prices index, rationalisation of groups, incentives payment for merit, time schedules starting from the printing of the forms to the disbursement of the scholarships, time schedule for release of grants, mechanism for effective supervision, draft model monitoring proforma and a draft application model form.

STUDIES IN PROGRESS

The following studies undertaken by the Institute were at various stages of progress:

(a) On-going Studies

1. An Indepth Study of Financing of Higher Education in India (sponsored by ICSSR; Commenced in April, 1981)
2. Autonomy of the University Community (sponsored by ICSSR; commenced in February, 1982)
3. Regional Disparities in Educational Development - An Atlas of Indian Education; (commenced in April, 1982)
4. A Study on Optimum Teacher Pupil Ratio in Schools (commenced in July 1982)
5. Funding of Social Science Research in India (sponsored by ICSSR ; commenced in January, 1983)
6. A Study of Educational Financing with special reference to Equality of Opportunity and Equalisation of Education Opportunity in India - A Case Study of School Education in Kerala and Uttar Pradesh (sponsored by ICSSR; commenced in March, 1983)
7. Cost of Supply of Education in Gurgaon District, Haryana (commenced in March, 1983)

8. A Study of Mobilisation of Resources for Education in India (commenced in April, 1983)

(b) **New Studies**

9. Study on Educational Policy and Planning in India—Role of Planning Commission—Current Status and Future Perspectives (commenced in April 1983)
10. Indian Education in the Year 2000—A Long-term Perspective (commenced in May, 1983)
11. Study on Role Performance by the College Heads (commenced in August, 1983)
12. Study for Development of a Model Account Code for the University Systems (commenced in August, 1983)
13. A Comparative Study of Educational Administration of India and Australia (undertaken by Research Fellow, Ministry of Education; commenced in August, 1983)
14. Diagnostic Study on Educational Management in India (sponsored by UNESCO; commenced in October, 1983)
15. Management and Utilisation Pattern and Impact of Post Matric Scholarship Scheme (undertaken by Study Unit on Educational Development of Scheduled Castes/Scheduled Tribes; commenced in January, 1984)
16. Social Background, Living Conditions and Academic Performance of Post Matric Scholarship Holders : A National Study of the Scheduled Caste and Scheduled Tribe Students (undertaken by Study Unit on Educational Development of Scheduled Castes and Tribes; commenced in January, 1984)
17. Action Research based on Innovative Practices in Educational Planning and Administration with the objective of Universalisation of Elementary Education in a cluster of 20 villages in Punhana Block, District Gurgaon, Haryana (commenced in March, 1984).
18. Impact of Educational Levels on Some Dimensions of Development - A Study of Rural Households (commenced in May, 1984)

STUDIES UNDERTAKEN BY THE CENTRAL TECHNICAL UNIT (NATIONAL COMMISSION ON TEACHERS EDUCATION II) HIGHER EDUCATION SECTOR (COMMENCED BY MAY, 1983)

19. Higher Education - A Survey
20. Economic and Social Status of Teachers
21. The Base and Procedure of Recruitment of Teachers

22. Retention, Mobility and Inbreeding in Institutions of Higher Education
23. Profiles of Career Development
24. Working Days, Workload and Nature of Work
25. Participation of Teachers in Decision Making
26. Grievances of Teachers and their Redressal
27. Value Orientation of Teachers

C. Sanctioned Studies

1. Study on History of Education Development in Kerala
2. Spatial Provision for Educational Activities
3. Study on Role of Protective Discrimination in Equalising Educational Opportunities in South and South East Asia with special reference to Women
4. Management of Technical Education : Prospectus for Studies on Personal Structure and Inventory Control in Engineering Colleges.

The objectives, methodology, data-base and current status of the studies in progress and sanctioned studies are given at Annexure - II.

RESEARCH AND OCCASIONAL PAPERS

During the year under report, the Institute initiated publication of a new series entitled 'Occasional Papers'. It is intended to diffuse the findings of the research work relating to various facets of educational planning and administration. The papers are referred to external expert(s) in the respective field to ensure high academic standards. Occasional papers are circulated among a special group of scholars as well as planners and administrators and a few institutions in pre-publication form to elicit comments and generate discussion on the subject. In addition, the Institute brought out a research paper entitled, 'Women's Education in India : A Regional Dimension', a brief abstract of each of these papers are given below:

1. Education, Technology and Development : A Perspective

History of development is the study of domination of one nation over the other. But the 'technology' restored to, to facilitate this, has undergone changes over the period. At present technology forms the main instrument of domination of the poor by the rich nations. Moreover, technology, in the context of unequal interdependence among nations, perpetuates dependence. As a consequence, the development of the less developed countries continues to be dependent. And hence, technology-import, very often, becomes a threat to self-reliant development. Therefore, this paper argues for a discouraged and

discriminate import of technology. This can be facilitated by constituting a professional body at the national level to deal with matters concerning technology. The suggested body will discourage indiscriminate import of technology and thus prepare the ground for developing an indigenous technological base. Education can become an important tool both in the generation and discrimination of indigenous technology. Education can be of help at different stages in this process—at the levels of basic research, applied research in schools and through non-formal systems of education.

2. Resources for Education in India

Universalisation of elementary education is a basic need and a Constitutional Directive in the given framework of our country. At the same time unfortunately this is one of the goals which is not yet achieved, though targets for the same were continuously altered for various points of time, the latest being the year 1990. Finance are one of the major constraints in achieving the target. An attempt has, thus, been made in this study to look in to the financial aspects so as to materialise the goal by the year 1990. In this context the authors have critically reviewed the allocation trends in the past to education in general and elementary education in particular. The performance of elementary education in terms of enrolment in different states of our country for the past decades have also been analysed. From the analysis it is clear that if the past trends guide the future, universalisation of elementary education will be a distant goal even by the presently targeted year. Therefore, the required (state-wise) growth rates and their financial implications for the present decade have been worked out. Further it has been argued that, though finances by itself will not ensure universalisation of elementary education, a larger provision of the same as shown by the projections in the study is a necessary condition to achieve the goal by the targeted year. Quantitatively it has been found that atleast 70 per cent of GNP should be allocated for education - 5 per cent from the public exchequer and another 2 per cent from the household sector - by 1989-90 to realise our modest targets in education.

3. Research in Educational Administration : Retrospect and Prospect

The paper reviews research trends and developments in the field of Educational Administration and points out gaps and areas which have been neglected so far. Serious research efforts in educational administration in India began in the early fifties when studies on educational structures, the roles of the central, the states and the local authorities, school inspection and educational finance were conducted. The shift from maintenance oriented studies to development oriented studies is clearly discernible in the last two decades during which studies on leadership behaviour in education, organisational climate, various problems of educational management, innovativeness and change in education etc. were taken up. Notwithstanding this welcome shift, some areas have still remained unexplored. The paper, therefore, emphasises the research needs that are unexplored. Therefore, it emphasises the research needs in the areas of role-performance of educational administrators at various levels, profiles of educational administrators, university level administration, non-

formal and adult education, private enterprise, management of co-curricular studies, management of examinations, students and teacher associations, management of time, management of change, training activities and materials development for educational administrators.

4. Inequities in the Levels of Literacy in India : The Regional Dimension

Since the dawn of civilisation, education and development have been intrinsically linked through bi-directional causality. Inequalities between the educational levels of different groups have been both the cause and the effect of the differentials between their levels of socio-economic development. This is specially true of the levels of literacy, which provides the essential pre-condition for educational development.

In an attempt to unravel the complexities in the process of diffusion of literacy, the analysis in the present paper is concerned with the identification, measurement and explanation of inequities in territorial distribution of literacy. In this endeavour, a new method for measuring intra-regional space has been proposed. The analysis is based on districtwise data on literacy for the year 1981 and an attempt has been made to explain its relationship with disparities in literacy rates and economic base characteristics.

The analysis has shown that the continuing low levels of literacy, particularly in rural areas and the persistence of high level of inequities partly reflect the failure to achieve the goals of universal primary education. More than half of the districts in India still continue to have significantly high level of disparities.

The examination of casual relationship corroborates the findings that the economic base of a region exerts a strong impact on the spread of literacy; and the processes of urbanisation and industrialisation strongly influence the levels as well as the inequities in the distribution of literates. A vicious circle of underdevelopment incorporating these characteristics has been proposed.

5. Centre-State Relations in Financing Education in India

While literature on Centre-state relations in education is relatively abundant, hardly a comprehensive study can be found on the Centre-state financial relationships in education in India. Even with regard to the former many studies are largely concerned with historical accounts of the pre-independence period. This paper is concerned with the financial relationship between the centre and the states in education in India. After giving a brief historical perspective on the problem, it has been attempted to critically review the relationships during the post-independence period. Since equity is an accepted goal of Indian planning, just as of many modern welfare state governments in the world, the role of the planning and the Finance Commissions in India in trying equity through their respective processes of allocation of resources for education has been examined.

The analysis have shown that the allocation of resources to states for education is not guided by any rational criteria such as equity in the case of Planning Commission or in the case of Finance Commission. In fact the essential model that explains the pattern of allocation of resources to education in India, it is concluded, is a political model which has no regard for any scientific rationale. Finally it has been argued that there should be less of physical concurrency and more of financial concurrency in education in India.

6. School Accessibility in India : The Regional Dimension

The paper attempts to portray and discuss the inter-regional variations in the population coverage by schools of different levels within the range of distances perceived as walkable. The paper also computes the weighted mean distances to schools of different levels for each district of the states of the Indian Union and analyses their spatial pattern. While highlighting the role of physical factors in determining the pattern of accessibility, the study reveals that the areas with inhospitable physical conditions are characterised by poor accessibility to schools.

Accessibility to the institutions of learning, such as colleges, is an important criterion in adjudging their efficiency and availability to the population intended to be served by them. The attribute of accessibility flows directly from the decision to locate a school or a college at site vis-a-vis the residential location of the population not to be served. The decision to receive formal education which is imparted in institutions of learning on a collective basis implies daily movement of student population between the centres of residence and centres of learning, such as schools or colleges. Such a movement may be unimportant in the urban areas where alternative modes of transport are available and where the institutions of learning are located within the settlement. However the location of these institutions in the rural areas has a crucial bearing on their useability by the population intended to be served. There is an outer limit beyond which it is not physically feasible for the children of different age groups to travel. The optimal negotiable distance is therefore, dependent on the age of the child, terrain type and the climatic conditions of the locality. In view of these constraints the concept of linear distance can perhaps be seen in terms of relative, and not absolute sense.

It has been observed that the accessibility to schools both in terms of population coverage as well as overall mean distances is characterized by significant inter-district variations. These variations arise from the random criteria adopted in the locational planning for schools. However, the present situation can be improved only through effective policy intervention.

The study highlights the role of physical factors in determining the pattern of accessibility. The areas which experienced an early spread of education but were characterized by inhospitable physical conditions have poor accessibility to schools. The analysis also reveals that the scheduled castes and the scheduled tribes are at a comparative disadvantage than the general habitations even in

educationally developed areas of the country. Thus, both physical and social features play their role in determining the pattern of accessibility.

The study has further revealed that the hilly districts of Jammu & Kashmir, Himachal Pradesh and Uttar Pradesh, the districts in the Northeast, the dry region of Rajasthan and the districts of mid-Indian tribal belt are, by and large, characterized by poor accessibility. On the other hand, the northern plain as well as the coastal districts generally display a high degree of accessibility. The study throws light on the existing situation and has far reaching implications for further planning.

7. Women's Education in India : A Regional Dimension

The Institute, at the suggestion of the Ministry of Education, Government of India, undertook a research exercise on Women's Education in India with a view to identify backward districts in terms of female education. Keeping in view the varied pattern of female education at different stages of education, the present work has been attempted in two parts.

The first part of the analysis relates to indication of the level of development of female education in each district with reference to each of the 31 variables which were selected for the study. These variables pertain to the following aspects of female education: Literacy; Enrolment at Primary Stage; Enrolment at Middle Stage; Enrolment at Secondary and Higher Secondary Stage; and Enrolment at Higher Education Stage. These aspects cover variables such as urban and rural female literacy; gross enrolment ratio of girls - rural and urban; share of scheduled caste girls in scheduled caste enrolment - rural and urban; share of scheduled tribes girls in scheduled tribe enrolment - rural and urban, etc. At the higher education level, women's share, *inter alia*, in science subjects in total women enrolment has also been taken as a variable.

In the second part of the analysis the level of educational development among female for each stage as well as overall level of educational development of women has been worked out for each district.

In so far as the overall literacy rates are concerned the study is based on the 1981 Census data. Enrolment data at primary stage, middle stage, secondary stage and higher secondary stage, have been taken from the Fourth All India Education Survey, 1978. For enrolment at higher education stage, data collected by University Grants Commission for the year 1980-81 has been used.

The analysis reveals that only 9 districts have very high level of female education, whereas 59 districts have very low level of female education. There are another 137 districts which have low level of female education. The following table presents the national picture.

Number of Districts Classified by Levels of Female Education

Level of Development	No. of Districts
Very High	9
High	70
Medium	137
Low	137
Very Low	59
Total	412

In the light of the findings and in view of the fact that there are several districts in different states which need special attention in the matter of promotion of female education, disaggregated regional approach to the development of women education is called for. It was observed, for example, that in the district of Jaisalmer in Rajasthan, female literacy rate of 1.67 is the lowest in whole of India. Similarly the enrolment ratio of 6.67 for girls at primary stage in Jalore district of Rajasthan is again the lowest in the whole of India. With a view to operationalise such a strategy which takes note of varied pattern of educational development, it is necessary to evolve a regionalisation scheme, with reference to female education, for the country taking district as a unit of planning and implementation.

The theory that one stage of education should be developed before developing the other stage of education also needs review. In regard to the development of female education, it is necessary that a multipronged attack is made so that the gap of inequity between male education and female education is narrowed down as early as possible.

The Study Unit on Educational Development of Scheduled Castes and Scheduled Tribes

The Study Unit on Educational Development of Scheduled Castes and Scheduled Tribes was set up in the Institute at the instance of the Ministry of Home Affairs in March 1982, funded by that Ministry, with the following major objectives:

to develop data base;

to evolve systems of monitoring;

to conduct evaluation and researches in the educational development of Scheduled Castes and Scheduled Tribes.

mentioned earlier the Unit undertook the following studies during the year:

Studies Completed

Post Matric Scholarship Scheme for Scheduled Castes and Scheduled Tribes : A Pilot Study in the Union Territory of Delhi.

Working of Book Bank Scheme in AIIMS and IIT - A Pilot Study in the Union Territory of Delhi.

Monitoring of the functioning of the Post-matric Scholarship Scheme : Findings and Remedial Measures, National Profile - I.

Studies in Progress

Management and Utilisation Pattern and Impact of Post-matric Scholarship. A National Study, National Profile - II.

Social Background, Living Conditions and Academic Performance of Post-matric Scholarship Holders : A National Study of the Scheduled Caste and Scheduled Tribe Students.

Central Technical Unit - National Commission on Teachers in Higher Education

With a view to examine the status of teachers in India the Government of India set up two National Commissions on Teachers - one for teachers in Schools and another for teachers in Higher Education.

In order to base its recommendations on the concrete situation in the sphere of higher education and the status of university and college teachers in society, the National Commission on Teachers : Higher Education (NCT II) adopted the following approach:

to have wide ranging discussions with the teachers through out the country on the terms of reference;

to receive and deliberate upon memoranda from teachers organisations; and

to carry out detailed studies on various aspects of the teaching profession.

The Central Technical Unit was set up by the National Commission on Teachers in Higher Education in this Institute to undertake the research studies as inputs in the work of the Commission and also to help the Commission on the above tasks.

The Central Technical Unit undertook the following research studies:

Higher Education in India : A Survey,

Economic and Social Status of Teachers,

The Base and Procedures of Recruitment of Teachers,

Retention, Mobility and Inbreeding in Institutions of Higher Education,

Profiles of Career Development in Higher Education,

Working Days, Work Load and Nature of Work of Teachers,

Participation of Teachers in Decision-making,
Grievances of Teachers and their Redressal, and
Value Orientation of Teachers

The Central Technical Unit also organised eight Workshops in different parts of the country for canvassing questionnaires.

PART III

ADVISORY, CONSULTANCY AND SUPPORT SERVICES

One of the important functions of the Institute is to provide advisory, consultancy and support services in the area of educational planning and administration. During the year, the Institute rendered various services to the central and state governments, universities and other organisations in India and to the governments and institutions of other countries and international organisations by undertaking problem-oriented research studies, organising training programmes/ workshops and providing professional guidance and academic support.

The Institute's activities in this regard may be broadly classified as follows:

- (a) Research studies and projects undertaken at the instance of the Central Ministries, State Governments and International Organisations;
- (b) Training Programmes/Workshops/Study Visits organised at the instance of State Governments and national and international level organisations;
- (c) Faculty contribution made in Seminars, Workshops, Committees and Task Forces and other advisory services.

The Study Unit on Educational Development of Scheduled Castes and Scheduled Tribes set up in the Institute at the instance of the Ministry of Home affairs further developed its research base and conducted a number of research studies on the educational development of Scheduled Castes and Scheduled Tribes. Special mention may be made of the research studies conducted by the Institute about the status of teachers as input in the work of National Commission on Teachers-II (Higher Education) and contribution made in the work of National Commission on Teachers-I (School Education). Mention may also be made of the studies on Organisational Set-up and System of Educational Planning, Monitoring and Statistics in States/Union Territories and Organisational History of the Ministry of Education taken up at the instance of the Ministry of Education. The findings of the Study on Inspection and Supervision Practices and Proforma in some Educationally Advanced and Backward States also be made available and the Study on Norms for Maintenance and Development of Educational Service of Haryana was finalised during the year. A Study on Reorganisation of Educational Department of Dadra and Nagar Haveli was also undertaken by the Institute during the year.

The Institute organised special training programmes to cater to the specific needs of the educational personnel in the states and union territories of Assam, Chandigarh, Goa, Jammu & Kashmir and West Bengal. Besides, the Institute conducted the Second Diploma Course in Educational Planning and Administration for District Education

Officers and organised Orientation Programme for the preparation of Seventh Five Year Plan for Planning Officers and Senior Planners and Administrators of State governments and union territories; Monitoring and Evaluation of Universalisation of Elementary Education at Block/District/Regional and National Levels; National Seminar of Key Level Functionaries in Adult Education; Management of Post Matric Scholarships for Scheduled Castes and Scheduled Tribes; Vocationalisation of Education at +2 Stage and other Programmes for the educational personnel at different levels in states and union territories. It also conducted a special programme on the Management of Public Library Services in collaboration with Raja Ram Mohan Roy Library Foundation.

The Institute also continued to provide faculty support, academic and professional consultancy and guidance to central and state governments and organisations involved in educational planning and administration. It participated in various high level conferences, committees and working groups at national, sub-national and international levels. Special mention may be made of the contribution made by the Institute in the meetings of the Task Forces on elementary education for educationally backward states and at the central level, annual plan discussions, Working Group of Education for Seventh Five Year Plan (1985-90), Central Advisory Board of Education and Conference of Education Secretaries and Directors of Education of States and Union Territories, meetings of the Ministry of Education, Planning Commission, N.C.E.R.T. and U.G.C. on various policy issues, submission of a memorandum to the Finance Commission for adequate allocation of funds to the education sector under non-plan sector and dissemination of information on educational developments and innovations in the states. Mention may also be made of the participation of the institute at the meetings of Uttar Pradesh State Committee to consider falling standards of examinations, Advisory Committee on Vocationalisation of Education in Delhi and various other meetings, workshops and seminars etc. organised by different states.

The Institute worked in close collaboration with the Ministry of Education and Culture and Planning Commission and was associated with the Ministry of Home Affairs, State Education Departments, University Grants Commission, Central and State Universities, National Council of Educational Research and Training; Institute of Applied Manpower Research, Indian Institute of Public Administration, Central Board of Secondary Education, Kendriya Vidyalaya Sangathan, Directorate of Adult Education etc. in many important programmes concerning educational planning and administration.

The Institute collaborated with International Organisation by undertaking research studies, providing consultancy services and organising training programmes/workshops/seminars. Special mention may be made of completion during the year of the Population Education Project sponsored by UNESCO; Diagnostic Study of Educational Management in India undertaken at the request of UNESCO Regional Office, Bangkok; conduct of the Diploma in Educational Management for Sri Lanka Educational Personnel and a number of study visits for educational personnel from Malaysia, Pakistan and Indonesia.

A brief account of the advisory, consultancy and support services rendered by the Institute at national, sub-national and international levels are given below :

NATIONAL

(a) Studies and Projects

(I) The Study Unit on Educational Development of Scheduled Castes and Scheduled Tribes set up in the Institute at the instance of the Ministry of Home Affairs continued to develop its research activities. The Unit undertook the following studies during the year as already reported:

Studies Completed

1. Post-matric Scholarship Scheme for Scheduled Castes and Scheduled Tribes: A Pilot Study in the Union Territory of Delhi
2. Working of Book Bank Scheme in AIIMS and IIT - A Pilot Study in the Union Territory of Delhi
3. Monitoring of the functioning of the Post-matric Scholarship Scheme : Findings and Remedial Measures, National Profile-I

Studies in Progress

1. Management and Utilisation Pattern and Impact of Post-matric Scholarship : A National Study National Profile-II
2. Social Background, Living Conditions and Academic Performance of Post-matric Scholarship Holders: A National Study of the Scheduled Caste and Scheduled Tribe Students

(II) Special mention may be made of the Central Technical Unit set up in the Institute by the National Commission on Teachers-II : Higher Education to undertake research studies as inputs in the work of the Commission and help the Commission in its work. The Central Technical Unit undertook the following research studies:

1. Higher Education in India : A Survey
2. Economic and Social Status of Teachers
3. The Base and Procedures of Recruitment of Teachers
4. Retention, Mobility and Inbreeding in Institutions of Higher Education
5. Profiles of Career Development in Higher Education
6. Working Days, Work Load and Nature of Work of Teachers

7. Participation of Teachers in Decision-making
8. Grievances of Teachers and their Redressal
9. Value Orientation of Teachers.

Field visits of the members of the Commission to various parts of the country were organised by the Central Technical Unit with the following objectives:

to interact with teachers of universities and colleges on the terms of reference to the National Commission on Teachers in Higher Education;

to visit universities and nearby colleges to assess the working and living conditions of teachers;

to have meeting(s) with the representatives/office bearers/members of the university and college teachers' associations/federations;

to deliberate on the terms of reference of the National Commission with eminent educationists in the town; and

to receive memoranda/resolutions from various organisations including government, pertaining to the terms of reference of the Commission.

Twenty nine University centres located in different parts of the country were chosen and teachers of colleges from nearby districts were invited to these centres to interact with the members of the Commission. Subsequently, a report of the visits giving details regarding number of teachers who interacted with the members of the Commission by their place of location, views expressed and memoranda submitted by teachers' association alongwith their summary was prepared and presented to the members of the Commission.

(III) The Institute also undertook the following other studies at the instance of the Ministry of Education:

1. A Study of Organisational Set-up and Systems of Educational Planning, Monitoring and Statistics in States/Union Territories
2. A Study on Organisational History of the Ministry of Education

Findings of the Study on the Inspection System and Practices and Proformae in some Educationally Advanced and Backward States also became available during the year.

(IV) The Institute undertook the following studies sponsored by ICSSR:

1. An Indepth Study of Financing of Higher Education in India
2. Autonomy of the University Community

3. Funding of Social Science Research in India
4. A Study of Educational Financing with special reference to Equality of Opportunity and Equalisation of Education Opportunity in India - A Case Study of School Education in Kerala and Uttar Pradesh

(b) Training Programmes/Workshops

The Institute organised the following training programmes/workshops at the request of national level organisations during 1983-84:

- (i) Training Programme in School Management for Principals of Kendriya Vidyalayas from June 6-15, 1983 at the request of Kendriya Vidyalaya Sangathan
- (ii) Technical Workshop on Monitoring and Evaluation of Educational Programmes with particular reference to Universalisation of Elementary Education from July 18-22, 1983 at the request of Ministry of Education and Culture
- (iii) National Seminar of Key Level Functionaries in Adult Education from August 22-25, 1983 in collaboration with Directorate of Adult Education
- (iv)-(vi) A series of 3 Orientation Programmes in Educational Planning and Administration for College Principals from October 24 to November 14, 1983; February 1-20, 1984 and February 27 to March 17, 1984 at the request of University Grants Commission
- (vii) Orientation Seminar on Planning and Management of Library Services for Senior Administrators of a Public Library Services in India from February 6-10, 1984 in collaboration with Raja Ram Mohan Roy Library Foundation
- (viii) Regional Workshops on Education and Rural Development from February 9 to March 25, 1984 jointly organised with National Institute of Rural Development, Hyderabad.

(c) Faculty Contribution made In All India Conferences Seminars, Workshops, Committees, Task Forces and other Advisory Services

The Institute participated in various high level All India Conferences, Committees and Seminars. Major contribution of the Institution in this regard was in the following areas:

1) Involvement in Universalisation of Elementary Education Activities

The Ministry of Education and Culture has set up Task Forces on Elementary Education for educationally backward states of the country and a National Committee at the central level. The Institute is represented on all these Task Forces. Senior members of the faculty

took part in the various meetings of these Task Forces held during the year in different states and made considerable contribution helping various states to prepare micro plans and system on monitoring and evaluation of elementary education programmes. The Institute also undertook "Action Research based on Innovative Practices in Educational Planning and Administration with the objective of universalization of elementary education in a cluster of twenty villages in Punhana Block District Gurgaon (Haryana)". Experience gained from this project will be brought to the notice of other states.

The Institute also helped the Ministry of Education in the development of

- (a) a system of awards for excellent performance of programmes of universalisation of elementary education and removal of adult illiteracy; and
- (b) a system of monitoring and evaluation of universalisation of elementary education programmes.

(ii) Systems Improvement

The Institute participated in the meetings of Central Advisory Board of Education and Conferences of Education Secretaries and Directors of Education of State and Union Territories. At these meetings, the Institute made various suggestions for streamlining of educational administration. It also highlighted the importance of training and professionalisation of the cadre of educational planners and administrators with a view to improve the efficiency of the educational system. It also emphasised the importance of decentralised system of educational planning and administration particularly at the micro level.

(iii) Annual Plan Discussions

The Institute was represented on all Working Groups on Education for all States/Union Territories in Annual Plan discussions on Education Sector held during November and December, 1983 in the Planning Commission.

(iv) Preparation of Seventh Five Year Plan (1985-90)

The Institute was represented in all the Working Groups set up by the Planning Commission on various aspect of education sector for Seventh Five Year Plan (1985-90). The Institute helped in preparation of draft report of various Working Groups particularly on monitoring and evaluation and secondary education. Institute is also represented on the Steering Group which was set-up to consolidate reports of all the Working Groups.

(V) Submission to Finance Commission

The Institute submitted a memorandum to the Finance Commission for adequate allocation of funds to the education sector under non-plan sector, particularly to meet its requirements for school buildings, additional staff for single teacher schools, adequate physical facilities in schools, strengthening of administration etc. It also helped the Ministry of Education to prepare a comprehensive note for submission to the Finance Commission

(vi) Technical Inputs in the Work of the National Commission on Teachers

Besides the research studies undertaken by the Central Technical Unit as input in the work of the National Commission on Teachers for Higher Education, it organised field visits of the members of the Commission to various parts of the country for inter-action with the teachers of universities and colleges and to meet the representatives/office bearers of the universities, colleges and teachers' associations federations.

The Institute also made substantial contribution in the deliberations of the National Commission on Teachers for School Education and prepared a number of subject papers for its consideration.

The Institute also participated in the various meetings of the National Commissions on Teachers for Higher Education and School Education held from time to time.

(vii) Dissemination of Information on Educational Developments/Innovations

To strengthen the information system in regard to the latest developments in the area of educational planning and administration in States/Union Territories and help in the cross-fertilization of ideas and experiences, the Institute developed a system of collecting information about such developments from various sources like reports from state correspondents, State Departments of Planning, Education and Finance, documents and journals brought out by state governments and regional newspapers etc. This information was disseminated by the Institute through EPA Bulletin in the form of 'News from the States'.

(viii) Meeting of the Ministry of Education

The Institute took part in the meetings of the Bureau Heads of the Ministry of Education held from time to time during the year.

It also participated in the meetings of the Ministry of Education to finalise proposals for Indo-French Cultural Exchange Programme for 1984-85 and discussed Cultural Exchange Programmes of Afghanistan, Bahrain and Sanegal. It also participated in the meetings of:

Education Committee of the National Integration Council

Standing Committee for the Scheme of the Assistance for Studies in Educational Policies, Planning and Management and Evaluation.

Committee of Ministry of Education to curb communalism

National Committee for awards for girls enrolment.

(ix) Inter-disciplinary Conferences, Meetings etc.

The Institute also participated in the following meetings, conferences and seminars etc.:

Meeting of the Council for Scientific and Industrial Research to discuss formulation of meaningful studies relevant to the educational and manpower planning in the country on the basis of the survey of Degree Holders and Technical Personnel conducted alongwith the 1981 census (June 30, 1983)

Meeting of U.G.C. Committee on Introduction of 10+2 in the schools run by the Aligarh Muslim University (July 5, 1983)

Meeting of the Committee of the NCERT on Value-oriented Education (August 11, 1983)

Meeting of the Kendriya Vidyalaya Sangthan's Academic Advisory Committee (August 27, 1983)

National Seminar on Teachers organised by the National Commission on Teachers (September 5-9, 1983)

Meeting of Working Group on the proposed Structure of KVs Council for Research and Training (September 15, 1983)

Meeting with Committee on Television for Education

Meeting of Committee for Advance Studies and Research, Faculty of Science, organised by the Aligarh Muslim University (October 6, 1983)

Meeting of Working Group on Urban Development for Seventh Five Year Plan (1985-90) Ministry of Works and Housing

Meetings of University Grants Commission Committee to work out details of the Scheme in the Universities for SC and ST Students for appearing in the Public Examination (October 19, 1983)

Joint Meeting of the Text-books Committee of NCERT (November 5, 1983)

Meeting of the Parliamentary Estimates Committee on Elementary Education (November 7-8, 1983)

All India Conference on Education and Regional Development organised by the Society for the Study of Regional Disparities (November 26-27, 1983)

Meeting of Advisory Committee of the Open School of India (November 30, 1983)

General Body Meeting of Kendriya Vidyalaya Sangathan (December 5, 1983)

XIV All India Conference of Indian Association of Special Libraries and Information Centres organised by the Indian National Scientific Documentation Centre (December 26-29, 1983)

Meeting of U.G.C. Committee on the Establishment of New Universities and University Centres for Post-graduate Studies (December 17, 1983)

3rd Conference of Comparative Education Society of India (January 2-4, 1984)

Meeting of Research Advisory Committee of the Planning Commission (March 3, 1984)

Meeting of Study Group on Radio utilization for Education of NCERT (January 11, 1984)

Meeting of Advisory Committee of the Planning Commission's Project on Elementary Education (January 12, 1984)

Meeting of the National Working Committee of Technical Education (January 27, 1984)

All India Seminar on Continuing Education for Librarians (February 13, 1984)

Conference on 'Training in Government, objectives and opportunities organised by the Department of personnel and Administrative Reforms of Government of India (February 27-28, 1984)

Non-formal Education Conference at NCERT (February 28-29, 1984)

Workshop on legal literacy at NCERT (March 3-5, 1984)

Seminar on New Challenges in Training Management organised by Indian Society for Training and Development (March 11-15, 1984)

Meeting of Indian Association of Educational Planners and Administrators held during the year

National Workshop on Integrated Education for visually Handicapped (March 15, 1984)

(X) Other Consultancy Services

Provided expert guidance to NCERT's Research Project Staff on the study concerning practices and procedures of 'Setting Question Papers and Education Systems of School Examining Boards'

Provided consultancy to Aligarh Muslim University as a member of its work study-cum-cadre Review Committee

SUB-NATIONAL**(a) Studies & Projects****1. Study on Norms for Maintenance and Development of Educational Service of Haryana**

The study, which was undertaken at the request of Government of Haryana in 1979 was finalised during the year.

2. Study on Reorganisation of Educational Department of Dadra and Nagar Haveli

This study was undertaken during the year by the Institute at the request of the Union Territory Administration.

(b) Training Programmes

Following training programmes/workshops were conducted by the Institute especially at the request of States/UTs.

- (i) Training Programme-cum-workshop in School Management for Heads of schools of Goa from April 7-15, 1983.
- (ii) Training Programme in Educational Management for School Principals of Assam from September 26 to October 7, 1983.
- (iii) Workshop for Heads of Secondary/Senior Secondary Schools of the Union Territory of Chandigarh on Planning for Improvement of School Education held at Chandigarh in collaboration with the Department of Education, Chandigarh Administration from December 20-23, 1983.
- (iv) Orientation Programme for Assistant Inspectors of Education, Government of West Bengal in collaboration with Administrative Training Institute, West Bengal from January 9-21, 1984.
- (v) Orientation Course in Educational Management for Heads of Higher Secondary School of Assam from January 12-25, 1984.
- (vi) Orientation Course in Educational Management for Heads of Higher Secondary Schools of Assam from February 1-20, 1984.

(c) Faculty Contributions made in Seminars, Workshops, Committees Task Forces and other Advisory Services

The Institute participated in the following meetings, seminars and symposium:

Meeting of Uttar Pradesh State Committee to consider falling standards of examinations (May 24, 1983).

Conferences, Workshops organised by State Level Organisations/ Institutions:

Seminar on 'Futurology-Education in 2001' organised by the Tamil Nadu State Planning Commission at Madras (April 22-22, 1983).

Seminar of Principals of Private Colleges in Bangalore (April 23 - May 6, 1983).

Seminar on 'Value-Oriented Education' organised by Banasthali Vidyapith, Rajasthan (May 14-16, 1983).

Meeting of Joint Consultative Committee of Delhi Region of KVS (September 12, 1983).

Meeting of Principals and Teachers of Colleges and Schools of Sawai Madhopur District, Rajasthan (September 5, 1983).

Seminar of Heads of NDMC Schools organised by Extensions Service-Cum-Science Centre of Department of Education of Municipal Corporation of Delhi (February 19, 1983).

Symposium on 'Education for Human Dignity, Cultural Integration and Social Development Role of Minority and Regional Institutions organised by Kerala Education Society, New Delhi (February 25, 1983).

Meeting of Advisory Committee for conduct of Vocationalization of Education in Delhi, Delhi Administration (October 20, 1983).

National Seminar on Strategies for Rural Development in India organised by Banaras Hindu University at Varanasi (February 15-10, 1984).

Training Programme for Career Masters of Arunachal Pradesh at Chanlang (March 2-16, 1984).

The Institute also provided faculty support in Training Programmes organised by the

(i) Technical Teachers Training Institute, Chandigarh.

(ii) State Institute of Education of Haryana, Gurgaon.

INTERNATIONAL

(a) Studies and Projects

1. Population Education Activities of NIEPA

This project sponsored by UNESCO/UNFPA was completed during the year and a report on 'Management of Population Education in India' was prepared.

2. Diagnostic Study of Educational Management in India

This project was undertaken at the request of UNESCO, Regional Office, Bangkok. Draft report covering various aspects of Educational Management in India was prepared and sent to UNESCO during the year.

(b) International Programmes

The Institute has been collaborating with a number of International Organisations like UNESCO Regional Office for Education in Asia and the Pacific, Bangkok, International Institute of Educational Planning, Paris, (IIEP) and Commonwealth Fund for Technical Cooperation (CFTC) etc. in programmes relating to Educational Planning and Management as already detailed under the review of the Training Programmes. The Institute also collaborated with United States Educational Foundation in India (USEFI) and Swedish International Development Agency (SIDA). These programmes were undertaken with a view to promoting regional cooperation in the field of educational planning and administration and international understanding.

The Institute during the year organized a number of international training programmes, regional seminars, workshops and study visits. Around 100 foreign participants from fifteen countries, namely, Australia, Afghanistan, Bangladesh, Barbados, Canada, Cyprus, Indonesia, Kenya, Malaysia, Mauritius, Pakistan, Singapore, Sri Lanka, U.K. and U.S.A. attended these programmes.

Some of the major international training programmes conducted by the Institute were:

Diploma in Educational Planning and Administration (July 1-December 31, 1983);

Workshop in Indian History and Culture for Social Studies Supervisors and Curriculum Consultants from the United States of America (July 4-August 11, 1983);

Diploma in Educational Management for Sri Lanka Education Personnel (November 4, 1983-April 30, 1984);

Training Programme in Educational Planning for Officers from Afghanistan (March 5 - May 4, 1984); and

Orientation Programme in Educational Planning and Administration for Directors of Education from Sri Lanka (March 20-May 3, 1984)

Another highlight was a one day Seminar on 'Professionalisation of Educational Management' for Educational Planners and Administrations from Asia, Africa, Australia, North America and Europe.

(c) Study Visits

The Institute organised Study Visits for the following personnel from different countries:

Study Visit of Dr. Sang Jin Rhee from Republic of Korea	November 1982 - July 1983
Study Visit of Dato Ahmed Director, Educational Planning and Research Division, Ministry of Education, Malaysia	May 17-28, 1983
Study Visit of Prof. Taqweemul Haq, Project Director, Third Education Project NWFP, Pakistan	May 27 - June 2, 1983
Visit of Prof. S. Jayaweera, UNDP and UNICEF Consultant Ministry of Education, Nepal	July 28, 1983 August 23-26, 1983
Study Visit of Mr. Paras Ram Senior Education Officer, Ministry of Education, Fiji	August 16-19, 1983
Visit of Educational Personnel from Bangladesh	August 17, 1983
Visit of Unesco Fellows from Afghanistan	September 27, 1983
Visit of Education Minister from Bangladesh	October 27, 1983
Visit of Educational Minister and Educational Personnel from Tanzania	February 10, 1984
Study Visit of Sujono Djojodihardo, Directorate of Higher Education, Jakarta	February 15-March 11, 1984
Visit of Dr. S. Spaulding, Director, IBE, Geneva	March 9, 1984
Visit of Mr. J. Houston, Commonwealth Secretariat, London	March 21, 1984

Visit of Education Personnel
from Bahrain.

March 31, 1984

(d) Cultural Exchange Programme

Professor Moonis Raza, Director, NIEPA visited Czechoslovakia from May 22 to June 11, 1983 under the Cultural Exchange Programme of Ministry of Education & Culture, Government of India to deliver lectures and for discussions with Czechoslovakia Social Scientists to organise a Joint Seminar in the field of Regional Planning.

(e) Participation in International Workshops, Seminars, Meetings

The Institute participated in the following international workshops, seminars and study visits:

Symposium on the Third Universal Theory: Thought and Practice based on the thought of Nuammer Al-Gadhafi organised by the World Centre for Researches and Studies at Tripoli (April 7-15, 1983)

Technical Preparation for the Education Ministers' Regional Conference, Bangkok (May 23-26, 1983)

Sub-Regional Meeting of National Commissions for Cooperation with UNESCO in Asian countries (April 5, 1983)

APEID Special Technical Cooperation Programme at the Bureau of Elementary Education, Philippines (July 14 to August 13, 1983)

Meeting of Working Group set up by the Indian National Commission for Cooperation with UNESCO to finalise amendments to UNESCO's Programme and Budget for 1984-85 (September 16, 1983)

UNESCO Programme 1981-83 for Regional Study Grant at Bangkok, Manila, Seoul and Tokyo (September 26 to October 25, 1983)

Consultative Meeting of Experts on Training for Settlement (November 14-18, 1983)

Regional Workshop on Planning and Management of UPE organized by UNESCO (November 17-30, 1983)

Asian Orientation Seminar on the Development of Learning Strategies for Post-Literacy and Continuing Education of Neo-Literates in the perspective of Life Long Education, New Delhi (October 3-15, 1983)

Seminar on Current Problems and further perspectives of High School Education in India and the Federal Republic of Germany, New Delhi (November 28-29, 1983)

Regional Meeting of Education Planners from Asia and the Pacific, Africa, Australia and Europe (January 8, 1984)

Research Planning Seminar on UNITAR Programme 'Strategies for the Future Asia' at UNITAR, United Nations Institute for Training & Research, Bangkok (January 16-20, 1984)

First Discussion Group with the Tanzanian Minister of Education (February 10, 1984)

First Conference of the Indo-Soviet Council for Child Development, New Delhi (February 25-26, 1984)

Fifth Regional Commonwealth Conference of Educational Administrators, New Delhi (January 5-7, 1984)

Discussions with Dr. Noor Mohammad of UNESCO (February 1, 1984)

Discussions with Prof. Peter Williams, Director of Education Programmes, Human Resources Development Group, Commonwealth Secretariat, London (February 29, 1984)

Discussions with the member of the Basic Needs Assessment Mission, UNSPA (March 6, 1984)

Discussions with Mr. A. Ghafoor, Programme Specialists in the Environmental Education Section, UNESCO (March 20, 1984)

OTHER ACADEMIC ACTIVITIES

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

- (a) organising inter-state study visits of Senior Educational Planners and Administrators for inter-change of experience and to enable them to observe and study in-depth the innovative experiments in educational planning and administration with a view to promote cross-fertilisation of ideas and open up possibilities of extension and replication of successful experiments and innovations to other States;
- (b) initiating discussions to enable the faculty to sharpen its conceptualisation, strengthen its theoretical base and contribute to greater clarity in the country on basic issues and objectives of educational policy;
- (c) giving National Award for innovative concepts and practices in educational planning and administration;
- (d) academic contribution by the faculty members in the activities of other organisations and the area of their specialisation; and
- (e) receiving delegates and visitors.

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

A. INTER STATE STUDY VISITS

Based on the observations of the Inter-state Study Visit Team which visited Maharashtra in 1982 to study its innovative programme of the "Rapport Based Programme of School Improvement", the Institute published a Book on "Revitalising School Complexes in India". The book has been in great demand all over the country and has been instrumental in dissemination of information about this successful experiment to other States and Union Territories. The Institute is also planning to publish a monograph on another successful experiment of Vocationalisation of Education at +2 Stage in Tamil Nadu as an outcome of the Seminar on Vocationalisation organised by the Institute at Coimbatore in February, 1983 under its second programme of Inter-state Study Visits. The draft of the Monograph has already been finalised. This monograph will be useful in spreading the message of this successful experiment all over the country.

During the year the Institute obtained information from various States and Union Territories about their successful experiments and innovations in the area of educational planning and administration with a view to compile information on such successful experiments for organising inter-state study visits on a regular basis in the coming years. A number of successful innovative experiments in the field of educational planning and administration have been reported by several states. Out of these, "Earn while you Learn" Scheme operating in Madhya Pradesh has already been identified for the inter-state study visit which is proposed to be organised during the next year.

B. NIEPA COLLOQUIUM

While the major concerns of the Institute relate to problems of an applied nature, it can shoulder these academic responsibilities only to the extent, that its faculty is enabled to sharpen its conceptualisation, strengthen its theoretical base and contribute to greater clarity in the country on basic issues and objectives of educational policy. The problems of educational planning and administration in the country quite often flow from conceptual inadequacies. It is, therefore, not only desirable but essential for the development of the Institute as a centre of higher learning that theoretical concerns find a proper place in its academic activities.

A series of discussions were held during the year on a wide variety of subjects ranging from educational developments in different states in the country and in other parts of the world, future perspectives in education, development of disadvantaged and deprived classes in India with particular reference to scheduled castes and scheduled tribes and women, education and technologies, mathematical and analytical models in educational management and other related issues pertaining to educational planning and administration. Educational developments in Bhutan, China, Indonesia, Liberia, Malaysia, Mauritius, New Zealand, Nigeria, Pakistan, Philippines, Sri Lanka and some other Asian countries were discussed by eminent educational administrators either from the countries concerned or by Indian experts on the educational systems of these countries. Some of the other important themes discussed under NIEPA Colloquium included 'Planning in the Context of Changing Technology and its Educational Implications', 'Development of Educational Planning and Management', and 'Education - the Future Perspective' etc. These discussion groups were normally organised on a weekly basis.

The details of the various themes discussed alongwith the names of the speakers and dates are given below:

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|----|--|----------------|
| 1. | Scheduled Castes & Scheduled Tribes in I.T.I's
- A Study of Selected States | April 6, 1983 |
| | Dr. (Mrs) Kusum Premi | |
| 2. | Planning in the Context of Changing Technology
and its Educational Implications | April 20, 1983 |
| | Prof. P.N. Mathur
Wales, U.K. | |

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|----|---|----------------|
| 3. | Peace Paradigms : Beyond the Contemporary
Social Sciences | April 26, 1983 |
| | Prof. M.L. Handa
Toronto, Canada | |
| 4. | Systems Analysis Approach to Educational
Planning and Management | May 4, 1983 |
| | Mr. S.C. Jain
Ontario, Canada | |

Seminar Series on Education in Malaysia

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|-----|---|---------------|
| 5. | Education in Malaysia - A General Introduction | May 17, 1983 |
| 6. | Linking Educational Policies with Planning in
Malaysia | May 18, 1983 |
| 7. | Organisation and Functioning of EPRD, Malaysia | May 19, 1983 |
| 8. | Data Processing and Management Information
System in Education | |
| 9. | Equalisation of Educational Opportunities | May 25, 1983 |
| 10. | Monitoring and Evaluation in Education
Dato Ahmed
Malaysia | May 27, 1983 |
| 11. | Education in Pakistan
Prof. Taqweemul Haq
Pakistan | June 1, 1983 |
| 12. | Discrimination of Women in Labour Market
Prof. A.M. Nallagoundan | June 8, 1983 |
| 13. | The Use of Mathematical/Analytical Models as
Aids to Educational Management
Mr. L.S. Ganesh | July 7, 1983 |
| 14. | Education in Mauritius
Mr. R. Matadeen
Mauritius | July 13, 1983 |
| 15. | Recent Educational Developments in some Asian
Countries with special reference to China
Prof. M.V. Mathur | July 20, 1983 |
| 16. | Education in Sri Lanka
Prof. Swarna Jayaweera
Sri Lanka | July 28, 1983 |

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|-----|---|-----------------|
| 17. | Management of Education - The New Zealand Perspective
Mr. Basil Kings
Australia | August 1, 1983 |
| 18. | Educational Development in Bhutan
Dr. S.N. Saraf | August 17, 1983 |
| 19. | School Education in Liberia
Dr. Gangopadhaya | August 24, 1983 |
| 20. | Equity and Efficiency, Aspects of Investment in Education in Nigeria
Prof. H.N. Pandit
Ibandan, Nigeria | August 27, 1983 |
| 21. | Problems of Educational Administration in Kerala
Mr. C. Ramachandran | Nov. 9, 1983 |
| 22. | System of Education in the Philippines
Mr. Jai Bhagwan | Nov. 11, 1983 |
| 23. | Education - The Future Perspective
Dr. S.C. Seth | Nov. 30, 1983 |
| 24. | Development of Educational Technology in India
Dr. O.S. Dewal | Dec. 14, 1983 |
| 25. | Education and Technology in Context of Development
Dr. P.N. Mathur
Wales, U.K. | Dec. 21, 1983 |
| 26. | Problems of Engineering Colleges
Dr. M.V. Ranganath | Jan. 11, 1984 |
| 27. | Mobilization of Additional Resources in India
Ms. S. Raza
Ms. Kalpana Pant | Jan. 18, 1984 |
| 28. | Education among the Slum Dwellers
Dr. Brahm Prakash | Jan. 25, 1984 |
| 29. | Organisational History of Ministry of Education
Mr. A. Mathew | Feb. 1, 1984 |
| 30. | Management an Art, Science or Technology
Mr. J.J. Singh | Feb. 8, 1984 |
| 31. | Problems and Perspectives in Higher Education
Prof. Satish Chandra | Feb. 15, 1984 |

- | | | |
|-----|---|----------------|
| 32. | Social Sciences in Higher Education in
Indonesia

Dr. Sujono Djojodihardo
Jakarta | Feb. 22, 1984 |
| 33. | Trends in Educational Administration in
Maharashtra

Mr. V.A. Kalpande | Feb. 29, 1984 |
| 34. | Models in the Context of Higher Education
Prof. S.M. Dubey | March 7, 1984 |
| 35. | Psychoanalytic Theory and its Implication
for Educational Management
Dr. Sehka Singh | March 14, 1984 |

C. NATIONAL AWARD FOR INNOVATIVE CONCEPTS AND PRACTICES IN EDUCATIONAL PLANNING AND ADMINISTRATION

The National Award for Innovative Concepts and Practices in Educational Planning and Administration was instituted during 1982-83 with the following main objectives:

to promote innovative practices in educational planning and administration at the micro level;

to stimulate District Education Officers to cogently describe and meaningfully abstract generalisation from experiences of innovative experimentation and their creative thinking thereon;

to provide means through which the results of such experimentation, research and creative thinking by district education officers may be made available to their other colleagues.

This Programme is specially designed to help the DEOs to promote innovative practices in Educational Planning and Administration at the micro-level and to share their experience with one another. The participants are required to present a paper on any topic relating to innovations and experimentation in the field of educational planning and administration at the district level. There is a provision of a maximum of 10 prizes of Rs.1000/- each for the award-winning papers.

During the year, the Second All India Competition was held. Seven entries were received of which the following two were selected for the award:

- (i) The Pupil Guardian by Shri N.K. Chaudhari, Assistant Director, Education, Delhi, and
- (ii) A Study of Functioning and Innovations of School Complexes in Daman District by Dr. J.J.R. Anand, Deputy Education Officer, Daman

D. ACADEMIC CONTRIBUTION OF THE FACULTY IN SPECIALISED AREAS

The Faculty of the Institute provides academic inputs in the training and research activities of other academic and professional bodies, serve as members of academic and official committees/delegations and publish research papers and books in the areas of other specialisation etc. The Institute provided faculty support in programmes organised by National Institute of Public Co-operation and Child Development, New Delhi; National Institute of Health and Family Welfare, New Delhi; Technical Teachers' Training Institute, Chandigarh; Punjab State Institute of Public Administration, Chandigarh; Indian Institute of Mass Communication, New Delhi; Administrative Training Institute, Calcutta; Defence Services Staff College, Wellington; Institute of Applied Manpower Research, New Delhi; National Council of Educational Research and Training, New Delhi; and Institute of Urban Affairs, New Delhi.

A brief account of such academic activities of the faculty is given in annexure III.

E. DELEGATES AND VISITORS

The Institute receives delegates from different parts of the country and abroad. During the year eminent dignitaries including Ministers, Members of Planning Commission, Vice-Chancellors and other eminent educationists and senior officers from different Ministries of the Government of India, Planning Commission, University Grants Commission, Education Secretaries, Directors of Education and other officers from the State Governments and Union Territories and educationists from abroad visited the Institute.

A list of visitors is attached at Annexure IV.

ACADEMIC UNITS

The faculty is conceived as a team of academics and educational administrators engaged individually in specialised study of areas/problems and at the same time being deployed in groups on particular tasks from time to time. The reorganisation of the academic work into the following Academic Units in October, 1981 has helped the Institute in developing expertise in specialised areas resulting in greater academic involvement and input in various training programmes and research:

1. Educational Planning Unit
2. Educational Administration Unit
3. Educational Finance Unit
4. Educational Policy Unit
5. School and Non-formal Education Unit
6. Higher Education Unit
7. Sub-National Systems Unit
8. International Unit.

The broad nature of tasks that are being handled by various Units is indicated below:

1. EDUCATIONAL PLANNING UNIT

Educational Planning has two broad dimensions. Firstly, it deals with bi-directional linkages of education with other socio-economic sectors in the context of development and change. Secondly, it helps in the appraisal of the performance of the educational sector itself and determines the strategies to be adopted for realisation of its goals. The Educational Planning Unit attempts to study both these aspects in detail with a view to bring out their policy implications in an integrated manner. It plays an important role as an interface between the Ministry of Education and the Planning Commission, and the several state governments. In order to be able to do so, the Unit attempts to develop expertise both in the sphere of scenerio building and in the more rigorous area of modelling as well as systems analysis. It views educational system as a sub-system of social system as well as a pace-setter change-agent.

More specifically, the studies and training in the area of educational planning seek to analyse and provide linkages between education and demography, education and training, education and employment, as also inter-sectoral linkages within education, projection of manpower requirements in educational planning and regional and institutional planning in educational sphere. The activities of the Unit focus on education under plans, multi-level planning and long range futuristic studies based on quantitative models and techniques.

During the year, the Unit organised two workshops (one in September, 1983 and the second in January, 1984) as part of a series of workshops on the preparation of Educational Plans for the Seventh Five Year Plan for the State Government officials. The Unit also took initiative in organising a series of Regional Workshops on Education and Rural Development which were held at Hyderabad (February, 1984), Patna (March 1984) and Delhi (March 1984) followed by a National Workshop at Delhi (March, 1984). The Unit also held an Orientation Workshop on the Mathematical and Statistical Models of Educational Planning (August, 1983). A two month training programme (starting from March, 1983) for the Educational Officers of Afghanistan in Educational Planning and Management and a lecture series on "New Paradigms of Social Sciences" (in April, 1983) were also organised during the year.

The Unit is engaged in a Research Project "Education in Year 2000" with a view to promote long-term educational planning in the country.

2. EDUCATIONAL ADMINISTRATION UNIT

Modernisation of educational administration to meet the challenges of existing responsibilities and the new tasks that emerge from time to time is a continuous process. While efforts have to be made for structural improvement of the administrative systems, quicker results in the immediate future could be obtained through functional improvement of existing system and chiefly by improvement of personnel management and morale of the institutions.

Improving the efficiency of educational administration through professional growth of educational administrators is accordingly one of the prime concerns of the Institute. The Educational Administration Unit, through its various programmes of training, research and other activities, tries to strengthen the capabilities of educational administrators both at institutional and supra-institutional levels. While on the one hand, it helps to modernise educational administrative machinery, on the other, it tries to develop in the educational administrators the required managerial skills so that they are able to cope with the newer demands and newer challenges of the society in general and educational development in particular. Special stress is laid on areas such as institutional management, delegation, leadership, decision making, motivation, communication, management of conflicts, time management, human resource development, management of innovations and change, personnel evaluation, institutional evaluation etc. relevant to the field of education.

During the year, the Unit organised a series of Training Programmes in Educational Management for School Principals of Goa, Daman & Diu in April 1984, School Principals of Assam - one in September 1983 and the other in January 1984, and a National Workshop on Teacher Evaluation in Schools in December, 1984.

A Research project on Role-Performance of Heads of Colleges has also been taken up. The Project aims at finding out the extent of performance of Heads of Colleges on various roles and identifying factors which affect their role-performance.

3. EDUCATIONAL FINANCE UNIT

Rapid population growth and phenomenal expansion of education at all stages in a country like India have led to a serious constraint on availability of finances for education. The emphasis in the development of education in the Sixth Five-Year Plan is on the optimum utilisation of existing facilities and resources, mobilisation of additional resources and reducing wastages in expenditure. Effective management of educational finance has thus assumed great significance today.

The Educational Finance Unit accordingly engages itself on training and strengthening capabilities of Finance Officers in State Departments of Education and Universities. It familiarises them with the latest developments and trends in education and acquaints them with modern methods and techniques of financial management. It develops their knowledge and skills in areas like PPBS, Resource Utilisation, Costing, Monitoring of Expenditure, Non-monetary Inputs for Educational Development, etc.

During the year, the Educational Finance Unit organised two training programmes : Orientation Programme in Financial Management for Finance Officers of Indian Universities (May, 1983), and the Orientation Programme in Financial Administration for State Education Officers (July, 1983).

The Unit is conducting three research studies on 'Cost of Supply of Education in Gurgaon District, (Haryana)', to find out the unit cost of education at different levels of education and suggest ways to reduce it; 'Mobilisation of Resources for Education in India' to find out the contribution made by different sources of finances for education in India and to explore the possibilities of raising additional resources; and 'Financing of Education and Equality of Opportunity with special reference to Uttar Pradesh and Kerala' to find out the net beneficiaries of public expenditure on education - particularly on school education.

4. EDUCATIONAL POLICY UNIT

The major concern of the Government in the post independence period has been to give increasing attention to education as a factor vital to national progress. It is continuously striving to provide access of education to all, transform the educational system to relate it to the needs of the society and to raise the quality of education. Educational facilities are being provided in rural and other backward areas and the education of girls, scheduled tribes and physically handicapped is receiving particular emphasis. Education is also being viewed from the point of view of future perspective.

The Educational Policy Unit addresses itself to some of the important issues of educational policy in India and the Third World. The major issues with which the unit is concerned are:

- (i) Education and Development - their Inter-relationship;
- (ii) Issues of Quantity and Quality and Equity and Efficiency;
- (iii) Education and Change and Issues of Tradition and Modernity;
- (iv) Centralisation vs. Decentralisation in Education and Centre-State Relations under Concurrency; and
- (v) National Integration and Cultural Diversities.

The research and training activities of the Unit relate to one or more of these areas.

The Unit has developed a two credit course on Societal Context of Education and one credit course on Educational Policy in the third World. These go as input to various training programmes of the Institute, both National and International. Workshops and seminars are organised to generate material on important policy aspects and arouse discussion on controversial policy issues.

The Unit organised two Workshops: one on 'Indicators of Equity in Education - for Senior Academicians and Educational Administrators' in October, 1983 and on 'Management of Post-matric Scholarships for SC/ST Officers of Department of Education and Social Welfare' in March, 1984.

Research activities of the Unit have so far concentrated on Equity Issues in Education and on a study of major policy making body in education i.e. Ministry of Education.

5. SCHOOL AND NON-FORMAL EDUCATION UNIT

The School and Non-formal Education Unit addresses itself to the various problems and issues involved in the management of school and non-formal education and finding alternative strategies to solve those problems, by arranging training of the school Principals and officers concerned with school and non-formal education, it tries to develop their knowledge, skills and attitudes and improve their professional abilities so that they are in a position to achieve the desired results in a planned and systematic way.

India has given a very high priority to the programme of universalisation of elementary education. Extension of educational opportunity for all with special attention to girls and children belonging to deprived sections of the community, has resulted in considerable expansion of school education since independence. Since the formal school education has to be supplemented by the non-formal part time and own-time education, the administration of education has assumed new dimensions. The programmes of removal of adult illiteracy

are also being given a great deal of emphasis. The district, as an administrative unit of the Indian polity, has a particular vitality which is the function of its ecological homogeneity, dialectal uniformity and historical continuity. The District Education Officer in charge of educational planning and administration at the crucial level of the district is, in more senses than one, the kingpin of the educational system in India.

The Unit accordingly organises a six-month Diploma Course in Educational Planning and Administration for District Education Officers consisting of three months of intensive curricular work at the Institute and three months supervised project work in the district of his appointment. It is supplemented by short duration seminars/workshops for Education Secretaries, Directors/Deputy Directors of Education and other senior officers.

During the year under review, the unit organised seven Training Programmes for Senior Educational Administrators, and conducted the second All India Competition for Educational Officers working at District Level in Innovative Concepts and Practices in Educational Planning and Administration. It also collaborated with the CCEA and LAEPA in organising a 3-day Fifth Regional Conference on "Education of the Future: Management Challenges" in New Delhi from January 5-7, 1984.

6. HIGHER EDUCATION UNIT

The demand and aspiration of the people for higher education have increased manifold in India since Independence. The number of universities, colleges and other institutions of higher learning has gone up considerably. They produce the bulk of its trained and educated manpower. Moreover, the colleges and universities, in addition to imparting knowledge, are also now required to involve themselves with the developmental activities in the community and provide requisite support through extension services of students and teachers.

The Higher Education Unit focusses on improving the competencies of key persons in higher education, namely, College Principals, Directors of College Development Councils, Deans of Students' Welfare, Heads of Science Departments, Registrars and other Officers of Universities by organising various training programmes in collaboration with University Grants Commission and other bodies. It lays stress on modern techniques of planning and management of institutions of higher education in the changing socio-economic situations. The programmes focus attention on new challenges of linking higher education with national development, raising the efficiency of institutions of higher education by adopting of colleges with special reference to decision-making, inter-personal relationship, office management, financial management, improving teaching-learning process through better student-teacher relationship and modern techniques of teaching and making the courses socially relevant, improving students' services and techniques of evaluation of institutions, teachers and students.

The Unit also addressed itself with some of the current issues of planning and administration of higher education and undertook research studies on the same. It served as a Central Technical Unit of the National Commission on Teachers for Higher Education and went into various aspects of teachers and their effectiveness in Higher Education.

During the year 1983-84, the Higher Education Unit organised three national level Orientation Programmes in Educational Planning and Administration for College Principals drawn from various parts of the country. Two of these programmes were specifically organised for Principals of Women Colleges and Colleges having concentration of Scheduled Caste and Scheduled Tribe students. The Unit also organised Programme in Institutional Planning for College Principals of Jammu & Kashmir at the request of Commissioner, Higher Education, Govt. of Jammu & Kashmir. At the request of U.S. Educational Foundation of India, the Unit organised an Orientation Workshop on Indian History and Culture for Curriculum Development Officers of Social Studies from U.S.A.

On behalf of the National Commission on Teachers for Higher Education, the Unit undertook 11 research studies on status of teachers in higher education. It also organised field visits of the members of the Commission to 5 different zones of the country as well as workshops for Chief Research Investigators to canvass questionnaire pertaining to research studies.

7. SUB-NATIONAL SYSTEMS UNIT

For effective planning and administration of education, it is essential to study its spatial dimension particularly in the context of a country like India where differences of growth and development are quite significant in different regions. Even within a state, there are some districts or blocks which are less developed than others and their problems and needs are quite unique in themselves. In view of the plurality of cultures and socio-economic conditions and also because development and planning have to be related to the local environment, a decentralised approach, keeping in view the national goals and strategies, has to be adopted.

The Sub-National Systems Unit, accordingly, keeps its ears to the ground as far as educational development in the various parts of the country is concerned and helps in their monitoring and evaluation. It is continuously developing specialised field experience and knowledge in respect of the five regions, viz., Northern, North-Eastern, North-Western, Southern and Western regions of India. The Sub-National Systems Unit is helping the documentation centre to build up district and state documentation and interface with all the four thematic Units.

Apart from organising training, research and consultancy with special reference to the regional and state level problems and needs, the Unit also brings the successful experiments and innovations of

various States and Union Territories in Educational Planning and Management to the notice of other States and Union Territories by organising inter-State Study visits and thus promotes the cross-fertilisation of ideas and experiences. It has been helping various State Governments and Union Territories in reorganising their Education Departments and strengthening their educational administration.

During the year, the Unit conducted six Orientation Programmes/Workshops/Seminars for various educational functionaries at the state, district and other levels. Workshops for Headmasters of Secondary Schools of Goa, Daman & Diu in collaboration with the Union Territory Authorities was held in April, 1983; Technical Workshop on Monitoring and Evaluation of Educational Programmes with particular reference to Universalisation of Elementary Education was held in July, 1983; two Orientation Programme for Senior School Administrators were held in November, 1983 and January-February, 1984; Orientation Programme for Assistant Inspectors of Education, Department of West Bengal in collaboration with Administrative Training Institute of West Bengal was held in January, 1984; Orientation Seminar on Planning and Management of Public Library Services for Senior Administrators of Public Library Services in collaboration with Raja Ram Mohan Roy Library Foundation, Calcutta was held in February, 1984. Besides, the Unit also organised four Courses for Six-month Pre-induction Training Programme for District Education Officers.

The Unit finalised the Report on the "Study on Development of Educational Norms for School Facilities in Haryana" with a view to revise the existing norms for opening and upgrading of schools and other educational facilities. The Unit also undertook Action Research Project on "Universalisation of Elementary Education (UEE) in a cluster of 20 villages in Punhana Block (Gurgaon District) Haryana in Mewat region with a view to develop alternative models in educational planning and management for universalisation of elementary education" and a UNESCO sponsored "Diagnostic Study on Educational Management in India" with a view to identify the deficiencies in operational set up for implementation of various educational programmes and projects and to suggest the alternative solutions for problems faced in the management of education at various levels.

8. INTERNATIONAL UNIT

Promotion of regional cooperation and international understanding with specialised focus on Educational Planning and Administration is one of the major aims of the Institute. To this effect, exchange of information, expertise and sharing of existing resources is seen as a necessary step for developing collective self-reliance as a means for self-sufficiency in the countries of the Third World.

Since its inception as a national apex organisation in the field of educational planning and administration, the Institute has been extending cooperation to other Asian and African countries on a continuous basis on requests from UNESCO, UNDP, UNICEF, CFTC and SIDA and the National Governments themselves. The International Unit tries

to meet the growing needs in the area of International cooperation and exchange of views and experiences in educational planning and administration especially among the Third World countries.

It extends the training facilities and renders consultancy services to neighbouring South Asian countries and other countries of Asian and African region. These programmes are aimed at assisting these countries in educational planning and administration and as such beamed at senior educational personnel who can serve as trainers of other educational functionaries in their respective countries and thus help to have a multiplier effect of training.

During the year, the International Unit conducted Workshops, Study Visits and Training Programmes which included Educational Personnel from Australia, Bangladesh, Barbados, Bhutan, Canada, Cyprus, Fizi, Indonesia, Kenya, Malaysia, Mauritius, Newzealand, Pakistan, Singapore, Sri Lanka, Thailand and U.K. Apart from this, it has also conducted short visits consisting of delegations of Education Personnel from Bangladesh, Afghanistan, Sri Lanka, Tanzania, Switzerland and Baharin.

The Unit played an active part in the two major international conferences held during the year. These were Fifth Commonwealth Conference of Educational Administrators and Regional Meeting of Educational Planners and Administrators in Asia and the Pacific.

Role of Academic Units

The Academic Units are expected to function with full responsibility for 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. The units are expected to:

- (i) plan and schedule various training and research programmes;
- (ii) consider proposals for advisory and consultancy services;
- (iii) coordinate all programmes within the Institute in their respective areas of functioning as allotted to them;
- (iv) consider the course content and research design for the various training and research programmes of the unit; and
- (v) perform any other duties as may be assigned from time to time.

The Heads of the Units are expected to provide leadership to the members of their Unit, coordinate their activities and help them in the performance of their duties, convene meetings from time to time to consider, plan and schedule various training and research programmes and other activities of the Unit. They exercise necessary supervision of the work of the faculty and other members of the Unit under the general supervision of Director/Executive Director/Dean, Training.

Task Forces and Committees

The Academic Units function on long-term continuing basis. Special Task Forces and Committees are constituted by the Director from time to time for specific programmes. Advisory Committees consisting of experts are also constituted to advise, suggest and monitor the progress of various research projects taken up by the Institute. The work of the Academic Units, Task Forces and Committees is coordinated and reviewed by the Academic Committee of the Institute under the Chairmanship of the Director consisting of Heads of Units, Executive Director, Dean (Training), Registrar and such other persons as may be nominated to the Committee by the Director.

PART VI

ACADEMIC INFRASTRUCTURE

The academic infrastructure of the Institute consisting of the Library, Documentation Centre, Publication Unit, Hindi Cell, Data Bank, Cartographic Cell and Electronic Data Processing and Reprographic Unit (EDPR Unit) provided strong base and support to the growing and multi-facet programmes, research and other academic activities of the Institute.

The Library which started functioning throughout the year except on national holidays with effect from 1st February, 1983 developed into a centre for serious study and learning with the provision of uninterrupted library and documentation service, better environment and improved physical facilities apart from acquisition of latest books and other documents of academic interest. It also started participating in Regional Information Retrieval by contributing annotated reference on documents in the journal 'Education in Asia and the Pacific : Reviews, Reports and Notes' brought out by the UNESCO Regional Office, Bangkok.

The Documentation Centre continued to build up its documentation on Educational Planning and Administration at district and state levels and added nearly 1000 documents during the year.

The Publication Unit further developed its publication programme. Three new priced publications were taken up for publication, a new series entitled 'Occasional Papers' was initiated, research documents were brought out and the preparation for the publication of 'Grassroots - A Journal of Micro Level Planning and Administration' were made and the manuscript for its first issue was finalised. The logo of the Institute, a long felt need, was also finalised and is being used in all the publications.

The Data Bank and Cartographic Cell continued to provide valuable support in the academic activities of the Institute.

The EDPR Unit started functioning during the year and developed its activities significantly. During the year, Micro Computer - II system was acquired in addition to Micro Computer-I purchased earlier. Order was also placed for the purchase of another photocopier with the facilities of enlargement and production. With Micro Computers I & II, Photocopier, Electronic Typewriter, Multilith and Electronic Stencil Cutter in the Electronic Data Processing and Reprographic Unit (EDPR Unit), the Institute has now the necessary infrastructure for the most modern reproduction of research papers and reports, course materials and programme reports with quality and speed, the system of storage and retrieval of typed material and data analysis. The EDPR Unit provided valuable support in the training, research and other

academic activities of the Institute. A number of reports of training programmes, research reports, annual report and other documents were brought out by the Unit on the Micro Computer.

The Hindi Cell started functioning during the year. With the establishment of Hindi Cell, one of the crucial voids in the academic infrastructure of the Institute has been removed. Hindi Cell provided necessary support for the preparation of training material and reports in Hindi for meeting the requirements of the participants from Hindi speaking areas in the country. It also helped in promoting the use of Hindi in the Institute's academic and other activities.

A brief account of some of the important activities of the above units is given below:

I. LIBRARY

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

Books

During the period under review 1746 books and 1000 documents were added to the library. The library presently has a collection of 35,696 books besides the rich collection of reports of International Seminars and Conferences organised by International Agencies like UNO, UNESCO, OECD, ILO, UNICEF, etc.

Journals

The library receives 277 periodicals mainly in educational planning, administration, management and other allied fields. All important articles appearing in these journals are indexed. 3425 articles were indexed from these journals during the period under review. New journals added during the period are:

1. Education Leadership
2. International Education
3. Reserve Bank of India Bulletin
4. Sankhne
5. Cressida Transactions
6. Education: The weekly Journal of educational Administration Management and Policy
7. Journal of Further and Higher Education.

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 subjects files.

Current Awareness Services

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".

Monthly lists of additions were also prepared for updating the readers with important articles of interest and fresh arrivals.

Selective Dissemination of Information

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

Bibliography

Library prepared bibliographies for each programme organised by the Institute during this period. Some of the annotated bibliographies prepared are: Educational Management, Educational Administration, Educational Planning, Adult Education, Educational Equality.

On request from British Council, annotated bibliography on "Higher Education in India" was prepared for the International Conference to be held in January, 1986 in India.

Regional Information Retrieval

Library has started contributing annotated references on Indian documents under the heading "Notes on Asian Documents" in the Journal "Education in Asia and the Pacific; Reviews, Reports and Notes" brought out by UNESCO Regional Office, Bangkok.

II. DOCUMENTATION CENTRE

The Documentation Centre was established in the Institute during 1981-82 as a separate sub-unit within the Library in order to provide an effective information base for the programmes of the Institute, particularly those geared to the needs of the States and Union Territories. The Centre works in close collaboration with the "Sub-National Systems Unit" so as to enable the Institute to perform its function as a clearing house of information and experience.

The Centre collects reference material on education and related areas concerning Educational Planning and Administration mostly published by the State/Union Territory Education Departments, district authorities and institutions at the sub-national level. The main thrust of the Centre is on collection, storage and dissemination of information at the district level which is the hub of all activities.

At present, there are nearly 4500 documents in the centre. The main areas of interest are State Survey Reports, Five Year Plans,

Annual Plans, Educational Codes & Rules, Financial Rules, District Census Handbooks, District Gazetteers, District Plans and District-wise Educational Statistics.

The Centre subscribes to 14 regional newspaper covering news from different States & Union Territories. Files containing press cuttings from these newspapers covering educational news in respect of all the States and Union Territories are maintained at the centre for reference. Education news from States/Union Territories are also compiled on the basis of the news items in these newspapers and other information received from various States and Union Territories and published as a separate item in EPA Bulletin under the title 'News from States/Union Territories'.

III. PUBLICATION UNIT

One of the main objectives of the Institute is to prepare, print and publish papers, periodicals and books and specially to bring out Journal on Educational Planning and Administration in furtherance of the objectives of the Institute.

The Unit continued to bring out the quarterly EPA Bulletin. It also brought out priced publications, unpriced publications, research publications and has also initiated publication of a series entitled, "Occasional Papers".

The logo of the Institute prepared by Shri S.K. Mukhopadhyaya, Chief Visualiser, Directorate of Audio Visual Publicity, was approved in September, 1983 and is being used in all the publications and other documents of the Institute:

A. Priced Publications

The titles taken up for publication during the year 1983-84 are:

Books

1. 'Government Support for Higher Education and Research'
by Dr. J.L. Azad
2. 'Educational Planning - A Long Term Perspective'
edited by Prof. Moonis Raza
3. 'A Financial Code for University System'
by M.L. Sobti

Journal

1. 'Grassroots - A Journal of Micro Level Planning and Administration'

B. Unpriced Publication

- 1-2 Annual Report of the Institute for the year 1982-83 (English and Hindi Versions)

- 3-5 EPA Bulletin Quarterly - April, 1983 Vol.6 No.1; July 1983 Vol.6 No.2; and October 1983 & January 1984 Vol.6 No.3 & 4 (Three Issues)
- 6 Schedule of Training Programmes - 1983-84
- 7 Diary of the Institute inter-alia giving the details about the activities of NIEPA and important data on education
8. Various Questionnaires for National Commission on Teacher-II

C. Research Publications (Mimeographed)

1. A Study on Organisational Set-up and System of Educational Planning, Monitoring and Statistics in States/Union Territories
2. Study for Developing a Model Financial Code for the University System
3. Legal Bases of General Education in India
4. Women's Education in India : A Regional Dimension
5. Organisational History of the Ministry of Education
6. Post Matric Scholarship Scheme for Scheduled Castes and Scheduled Tribes : A Pilot Study in the Union Territory of Delhi
7. Working of Book Bank Scheme in AIIMS and IIT - A Pilot Study in the Union Territory of Delhi
8. Monitoring of the Functioning of the Post Matric Scholarship Scheme : Findings and Remedial Measures National Profile-I.

D. "Occasional Papers" (Mimeographed)

With the objective of diffusing the findings of research relating to various facets of Educational Planning and Administration, a new series of publication entitled, "Occasional Papers" was started. The following papers in the series were brought out during the year:

1. Education, Technology and Development : A Perspective
- N.V. Varghese
2. Resources for Education in India
- Jandhyala B.G. Tilak & N.V. Varghese
3. Research in Educational Administration : Retrospect and Prospect
- N.M. Bhagia
4. Inequities in the Levels of Literacy in India
- Moonis Raza & Y.P. Aggarwal

5. Centre-State Relations in Financing Education in India
- Jandhyala B.G. Tilak
6. School Accessibility in India
- Moonis Raza, A. Ahmed & S.C. Noona

E. Reports of the Programmes (Mimeographed)

1. Training Programme-cum-workshop in School Management for Heads of Schools in Goa (conducted at Goa) (April 7-15, 1983)
2. Seminar on Vocationalisation of Education at +2 Stage (April 26-27, 1983)
3. Training Programme in School Management for Heads of Schools for the Blind (May 2-6, 1983)
4. Orientation Programme in Management of Educational Finance for University Finance officers (May 9-20, 1983)
5. Study Visit of Professors Dato Ahmed, Director, Educational Planning and Research Division, Ministry of Education, Malaysia (UNESCO Fellow), (May 17-28, 1983)
6. Study Visit of Professor Taqwemul Haq, Project Director, Third Education project, NWFP, Pakistan (UNESCO Fellow) (May 27 - June 2, 1983)
7. Training Programme in School Management for Principals of Kendriya Vidyalayas, (June 6-15, 1983)
8. Diploma in Educational Planning and Administration (DEPA) for District Educational officers (July 2 - Dec. 31, 1983)
9. Orientation Programme in Indian History and Culture for Curriculum Supervisors and Consultants in Social Studies from USA (Sponsored by USEFI) (July 4 - August 11, 1983)
10. Orientation Programme in Financial Administration for State Education Officers (July 4-14, 1983)
11. Workshop on Monitoring and Evaluation of Educational Programme with reference to Universalisation of Elementary Education (July 18-22, 1983)
12. Workshop on Statistical & Mathematical Models in Education for Senior Planners/Academicians/Experts (August 16-20, 1983)
13. National Seminar for Key Level Functionaries in Adult Education (August 22-25, 1983)
14. Workshop on Planning for Education : Seventh Five year Plan - for Planning Officers of Education Departments (Sept. 19-23, 1983)

15. Training Programme in Educational Management for Principals of Higher Secondary Schools of Assam (September 26 - October 7, 1983)
16. Seminar-cum-Workshop on Indicators of Equity in Education for Senior Academicians and Educational Administrators (October 24-28, 1983)
17. Orientation Programme in Educational Planning and Administration for College Principals (October 24 - November 14, 1983)
18. Training Programme in Educational Management for Sri Lanka Education Personnel (sponsored by Sri Lanka Government) (November 4, 1983 to March 31, 1984)
19. Orientation Programme in Educational Planning and Administration for Senior School Administrators (November 7-25, 1983)
20. Workshop for Heads of Senior Secondary Schools in U.T. of Chandigarh on Educational Planning for Improvement of School Education (December 20-23, 1983)
21. National Workshop on Teachers' Evaluation in Schools (December 26-30, 1984)
22. Regional Commonwealth Conference of Educational Planners and Administrators (January 5-7, 1984)
23. Training Course for Preparation for the Seventh Plan for Education - for Planning officers of Education Departments (January 5-7, 1984)
24. Orientation Programme for Assistant Inspectors of Education, Department of West Bengal in Collaboration with Administrative Training Institute, West Bengal (January 9-21, 1984)
25. Orientation Course in Educational Management for Heads of Higher Secondary Schools of Assam (January 12-25, 1984)
26. Orientation Programme in Educational Planning and Administration for Senior School Administrators (January 16 - February 3, 1984)
27. Orientation Workshop in Planning and Management of Universalisation of Elementary Education for Rural School, for Senior School Administrators (January 30 - February 3, 1984)
28. Orientation Course in Educational Planning and Administration for Principals of Women's Colleges (February 1-20, 1984)
29. Orientation Seminar on Planning and Management of Library Services for Senior Administrators of Public Library Service in India (February 6-10, 1984)
30. Regional and National Workshop on Educational and Rural Development (February 9 -10, 1984, March 9-10, 24-25 & 28-30, 1984)

31. Study Visit of Dr. Sujono Djojodihardo, Executive Secretary, Consortium of Social Sciences, Ministry of Education and Culture, Indonesia (In collaboration with ICSSR) (February 14 - March 13, 1984)
32. Orientation Course in Educational Planning and Administration for Principals of Colleges having concentration of SC/ST students (February 27 - March 17, 1984)
33. Workshop on Management of Post-metric Scholarships for SC/ST Officers of Department of Education and Social Welfare (March 5-6, 1984)

IV. DATA BANK

With a view to meet the long term data base requirements of educational planning and administration, a Data Bank was established at NIEPA during 1981-82. The major functions of the Data Bank are as under :

- (i) to assist the researchers of the Institute in the process of data collection, processing and analysis;
- (ii) to facilitate the computerization of data relating to different research projects undertaken at NIEPA;
- (iii) to build up adequate district level data base for educational planning at the district level; and
- (iv) to store the computerized data in a systematic manner so that it may be retrievable for future use.

For the purpose of computerization, NIEPA is now one of the user's of the Cyber system located at National Informatic Centre, New Delhi.

Districtwise data base relating to final census tables of 1981 population and literacy - distributed by sex and rural-urban origin - has been computerized. In addition, the NIEPA research staff was assisted in formulating questionnaires and schedules and data analysis relating to different research projects. More specifically the data processing work relating to the following projects was undertaken during the year :

1. National Commission on Teacher : Survey of Teachers
2. A Study of Optimal Teacher Pupil Ratio
3. Education in year 2000
4. Educational Development of Scheduled Castes
5. Regional Disparities in Educational Development

A large number of packages have also been developed for use in computerised data processing. It is expected that over the years, the Data Bank plays its effective role as envisaged above.

V. CARTOGRAPHIC CELL

The Cartographic Cell was established in the Institute during 1981-82 for regional planning and to facilitate the use of cartographic representation in research and training. The cartographic cell during the year under review provided the following services :

- (i) preparation of maps, charts and transparencies for visual display in different training programmes;
- (ii) preparation of maps on different aspects of educational planning and administration;
- (iii) producing graphics and other related material for easy reproduction; and

During the year an Atlas on Regional Disparities in Educational Development consisting of about 200 maps was completed and about 120 maps, charts and diagrams were prepared for different national and international training programmes, research studies and annual report.

VI. HINDI CELL

The Hindi Cell started functioning during the year with the joining of Hindi Editor, Hindi Translator and Hindi Typist. It provided necessary support for the preparation of reading material and reports in Hindi for meeting the requirements of the participants from Hindi speaking areas of the country. For the first time, Hindi was used as the sole medium of discussion and dialogue in the Workshop on 'Universalisation of Elementary Education' held in the Institute from 30th January to 3rd February, 1984 and translation of the training material for the Workshop was done by the Hindi Cell.

The Hindi Cell helped in promoting the use of Hindi in the Institute's academic and other activities. The use of Hindi in the various training programmes has been introduced and an option is now available for writing reports of training programmes either in English or in Hindi.

VII. ELECTRONIC DATA PROCESSING AND REPROGRAPHIC UNIT (EDPR)

With a view to meet the increasing demand for data processing, word processing and reprographic work relating to different training programmes, research projects and other activities of NIEPA, a separate Electronic Data Processing and Reprographic Unit (EDPR) was established in May 1983. The large scale data processing work of the Institute is already being handled at cyber system located at National Informatic Centre. More specifically the unit is engaged in creating adequate data base for educational planning and administration and to assist in the use and application of modern electronic equipment in the areas of administration and management. The Unit is also organising computer demonstrations for the participants of different

programmes to acquaint them with the use and functioning of computer in educational planning and administration.

A brief description of the equipments installed in the Unit are:

A. Data Processing/Word Processing

1. Micro-Computer-I

HCL-System 2 with 64 KB memory, two disk drives of 1MB each, 1 disk drive of 80 KB and a letter quality printer.

2. Mirco-Computer-II

HCL-Workhorse with 64 KB memory, two dual density disk drives of 200 KB/80 KB each comparable with HCL-System 2.

B. Reprography

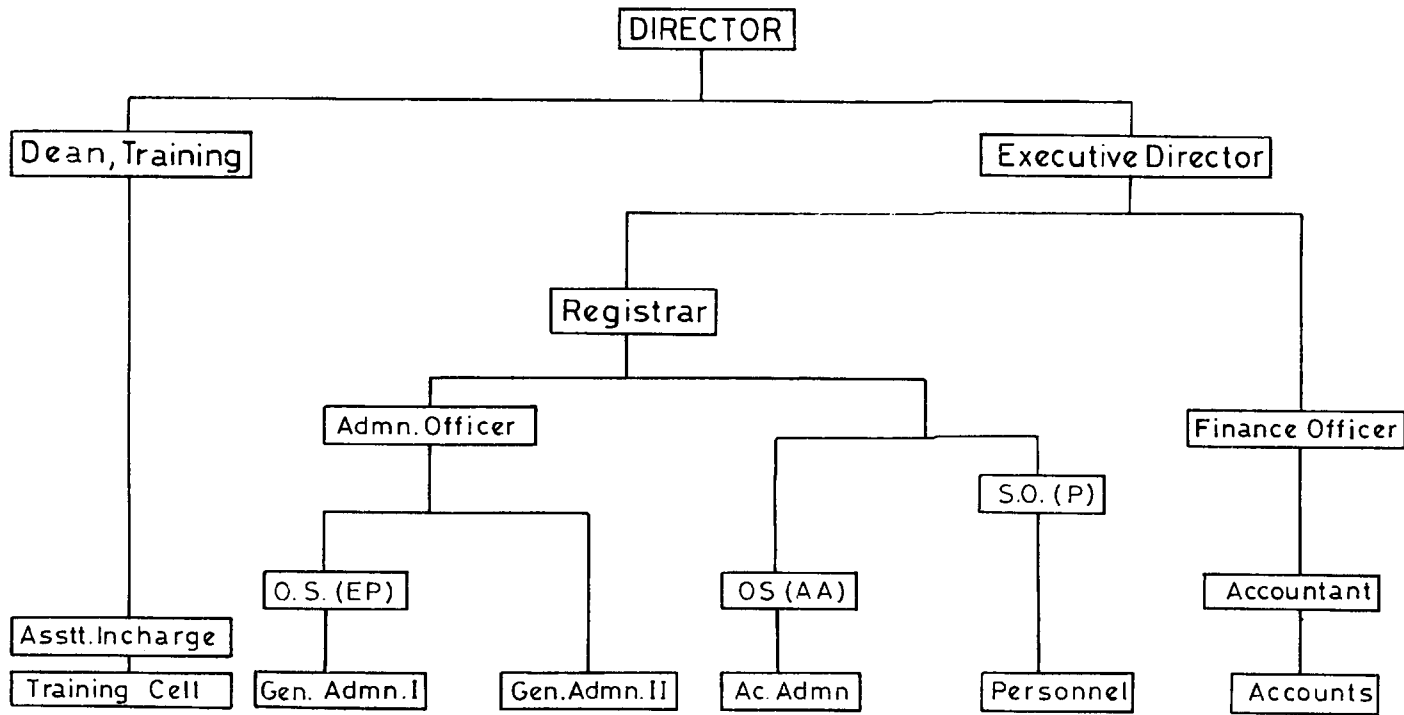
Olympia Photocopier
Electric Typewriter
Scanner
Multi-lith Machine

In view of the increasing demand for the photocopier, the Institute decided to purchase UBI X 1600 photocopier. In addition to the normal photocopying facilities, the machine has also provision for enlargements and reduction. The order for the purchase of the machine was placed during the year.

Since its inception the unit has been working from 9.00 a.m. to 20.15 p.m. Efforts have also been made to make use of the machines on Saturdays and other holidays also. During the year under review, the micro-processor was used on the average for about 9 hours a day. No major breakdowns were reported.

A number of reports of the International training programmes, projects reports, NIEPA Annual Report and other documents have been brought out on the word-processor. The work of National Commission on Teachers, different reports - Unesco sponsore projects, NCERT, reports of the projects funded by outside agencies etc. were brought out. With a view to facilitate the distribution of reading material for different training programmes, a series of research papers and reading material have been put on the word processor. This has led to a considerable saving in unnecessary duplication of work. Apart from Institute's own work, the work from outside agencies was also undertaken as per the guidelines issued in this regard. In the last financial year, the word-processing work of the tune of Rs.41,107/- was done for sister organisations and projects/seminars funded by outside agencies.

Administration and Finance Divisional Set-up



PART VII

ADMINISTRATION AND FINANCE

The Institute is fully financed by the Government of India. It is headed by the President who is nominated by the Government of India. The Director who is the Principal Executive Officer of the Institute is appointed by the Government of India.

The Council, the Executive Committee and the Finance Committee constitute the organs of policy frame of the Institute. The Council as the apex body of the Institute has on it top executives from the national and sub-national systems of education and eminent educationists, to guide the Institute in furtherance of its objectives and exercise general supervision of all the affairs of the Institute. The administration and management of the affairs of the Institute is carried on by the Executive Committee which is assisted by the Finance Committee in scrutinising accounts and budget and in other financial matters. Director is the ex-officio Vice-Chairman of the Council and Chairman of the Executive and Finance Committees. Registrar acts as Secretary of the Council and Executive Committee.

The Executive Committee has constituted Programme Advisory Committee to make recommendations regarding training, research and other academic activities and Publication Advisory Committee to make recommendations on all matters pertaining to the publications to be brought out by the Institute. Registrar and Publication Officer act as Secretaries to the Programme Advisory Committee and Publication Advisory Committee respectively.

The Director, as the Principal Executive Officer of the Institute, is assisted by the Executive Director in Administration and Finance. The Administration Division and Accounts Section are headed by the Registrar and Finance Officer respectively under the overall charge of the Executive Director.

The organisational design and management practices in the Institute are being continuously reviewed and reinforced to meet the challenges posed to it by the significant increase on diversification of the activities with the objective of increasing organisational efficiency and productivity. During the year, the Administration Division was re-organised into four viable functional units with necessary powers to dispose of maximum amount of work at their own levels and take quick decisions; U.G.C. scales of pay were approved for the posts of Librarian, Documentation Officer and Registrar; faculty, library, computer, Hindi and other staff was strengthened and the new area of work study was sought to be developed. Inservice training of both academic and other staff was pursued as an important element of the policy of human resource development.

NIEPA Campus was further developed during the year. With the commissioning of drinking water tubewell, the Institute for the first time did not face any water shortage during the summers in the midst of water scarcity all around. The Institute, however, continued to face acute shortage of office accommodation which seriously affected its functioning. It also faced shortage of residential accommodation but the situation in this regard is likely to be eased to an extent with the construction of Director's residence and 16 other quarters of types II & III categories which has already been sanctioned.

Delegation of powers during the year down to the lowest levels of supervisory staff in Administration relieved the senior level functionaries of the routine and such other activities. Necessary control is sought to be introduced through the system of internal audit for which an Internal Audit Cell was sanctioned during the year.

Economy in paper, which is the major item of consumption, was enforced during the year by laying down norms for various items of use.

Computerisation of the salary bills was introduced as the first step towards modernisation of accounts through the use of computer systems in accounts and administration to increase office efficiency through the use of modern technology.

Office Management received special attention with a view to provide clean and healthy working environment. Management reporting of functional and office activities was further reinforced. Regularity and punctuality of staff continued to receive careful attention.

As a result of various steps taken to build up academic infrastructure, reorganisation and strengthening of academic and administrative staff, delegation of powers and introduction of modern management techniques, the functioning of the Institute has been strengthened and energised.

ORGANS OF POLICY FRAME

Council

The apex body of the Institute is the Council headed by the President nominated by the Government of India. It shall be function of the Council to further the objectives of the Institute and exercise general supervision of all the affairs of the Institute.

The Director of NIEPA is its Vice-President. Other members of the Council are:

Chairman, University Grants Commission

Four Secretaries of the Government of India (Education, Finance, Planning Commission and Department of Personnel and Administrative Reforms)

Director, National Council of Educational Research and Training
Six Education Secretaries (five from states and one from Union Territory)

Six Directors of Education (5 from States and one from Union Territory)

Six Eminent Educationists

All Members of the Executive Committee

One Member of the NIEPA Faculty.

Registrar of the Institute acts as Secretary of the Council.

Smt. Shiela Kaul, Minister of State for Education and Culture, New Delhi took over as President, NIEPA Council in February, 1984 on relinquishment of this office by Professor S. Nurul Hasan, Vice-Chairman, Council for Scientific and Industrial Research on his assuming the office of the Indian Ambassador, U.S.S.R. A list of the members of the reconstituted Council is given at Appendix I.

Executive Committee

The administration and management of the affairs of the Institute is carried on by the Executive Committee with the Director of the Institute as its Chairman. Registrar of the Institute acts as Secretary of the Executive Committee. The Committee operates through the Finance, Programme Advisory and Publication Advisory Committees. A list of members of the Executive Committee is given at Appendix-II.

During the year, the Executive Committee met five times on 3rd May, 3rd September and 29th October, 1983 and 13th January and 21st March 1984. A Joint extra-ordinary meeting of the Finance and Executive Committees was held on 23rd July 1983 to consider the setting up of a Central Technical Unit in the Institute to assist the National Commission on Teachers-II (Higher Education Sector). An emergent meeting of the Finance and Executive Committees was held on 12th December, 1983 to consider the Annual Accounts of the Institute for the year 1982-83 and the Audit Report thereon.

Finance Committee

The President appoints a Finance Committee under the ex-officio Chairmanship of the Director of the Institute. It scrutinises the accounts and budget estimates and makes recommendations to the Executive Committee on proposals for new expenditure. A list of the members of the Finance Committee is given at Appendix-III.

During the year, the Finance Committee met five times on 3rd May, 3rd September and 29th October, 1983 and 13th January and 21st March 1984.

Programme Advisory Committee

The Executive Committee has constituted a Programme Advisory Committee to make recommendations regarding training and research, coordinate all plans and programmes and examine the academic aspects of the work of the Institute. The Director is the Chairman of this Committee. The Registrar of the Institute acts as Secretary of the Committee.

Consequent upon the expiry of its term, the Programme Advisory Committee was reconstituted with effect from 15th January, 1984. A list of members of the reconstituted Programme Advisory Committee is given in Appendix - IV.

During the year, the Programme Advisory Committee met three times on 3rd May and 25th August, 1983 and 15th March, 1984.

Publication Advisory Committee

The Executive Committee has constituted a Publication Advisory Committee to make recommendations on all matters pertaining to the publications to be brought out by the Institute and to coordinate all plans and programmes connected therewith.

The first meeting of the Publication Advisory Committee was held on 3rd April, 1983.

The Publication Advisory Committee constituted a Sub-Committee on Pricing to recommend a general pricing formula for Institute's Publications. The sub-Committee on Pricing met on 7th May, 1983.

A list of members of the Publication Advisory Committee and its Sub-Committee on Pricing is given at Appendix V.

Organisation and Personnel

U.G.C. Scales of Pay

UGC scales of pay were introduced for the faculty w.e.f. April 1, 1982. These have since been granted to the Librarian and Documentation Officer in the Institute w.e.f. March 21, 1984. UGC scales of pay has also been approved for the post of Registrar and referred to the Ministry of Education and Culture for approval. The qualifications prescribed for these positions will conform to the qualifications prescribed for the corresponding posts in the university system. With the introduction of UGC scales of pay for the Faculty, Librarian, Documentation officer and Registrar, it is hoped that the Institute will be able to attract and retain persons with the high calibre in its fold.

Strengthening of Faculty

Two posts of Senior Fellows, one each for Educational Administration and Rural Development and Education, one post of Fellow, Comparative Education and one post of Senior Technical Assistant, Co-ordination

were created in the preceding year to provide indepth educational management inputs in the long-term training programmes, strengthen the International Unit and help in coordination of the various research and other academic activities of the Institute. The newly created posts, one each of Senior Fellow, Educational Administration, Fellow, Comparative Education and Senior Technical Assistant were filled up during the year. Besides, one more post of Senior Fellow, Educational Administration, three posts of Fellows, one each for Planning and Management of School Education, Adult, Non-formal Education, District Education Officers' Programme and one post of Associate Fellow, Educational Management were filled up. A number of posts for research studies undertaken by the Institute were also filled up during the year at various levels.

Strengthening of Library Staff

One post each of Professional Assistant, Library Attendent and Janitor-cum-Attendent were created in the preceding year. With the filling up of these posts during the year, library and documentation services were considerably improved.

Strengthening of Computer Programming Capabilities

The following posts were created during the year with a view to make full use of the infrastructural facilities available in the Electronic Data Processing Unit; to meet the increasing demand of programming and data processing for research projects undertaken by the Institute; and to make use of computers in administration and financial management:

Name of the Post	No.	Scale
Computer Programmer	1	Rs. 700 - 1300
Technical Assistant (Word Processor)	1	Rs. 425 - 800
Computer	1	Rs. 260 - 400

The posts of Computer Programmer and Technical Assistant were filled up during the year. With the filling up of these posts, computer programming capabilities of the Institute have been strengthened and computer input has become an important component in the research projects of the Institute. It is also being introduced in the administration and financial management in the Institute.

Hindi Cell

The first meeting of the Official Language Implementation Committee was held in April 1983 to lay down guidelines and plan of action for promoting the use of Hindi in the academic activities, day to day work and correspondence of the Institute with the States and Union Territories.

The Hindi Cell started functioning during the year with the appointments of Hindi Editor and Typist. The Cell has made necessary arrangements for correspondence in Hindi with the Hindi speaking

states and reply to letters from other states both in English and Hindi in implementation of the Official Language Policy. People working in different units were encouraged to correspond in Hindi. The Institute also purchased more Hindi books for the library which subscribed a number of Hindi Daily and Weekly Newspapers and Magazines. The Documentation Unit of the Institute has collected about 150 documents and booklets in Hindi regarding educational planning and administration in various Hindi speaking states.

Centre for Works Study

Appreciating the need for a Works Study approach to educational administration and its importance as an element in the work of the Institute, it was decided to appoint a part-time Consultant on Works Study for a limited period of six months and to train one or two members of the faculty in Works Study at the Institute of Secretariat Training and Management, New Delhi to form the nucleus of a Group on Works Study in the Institute under the guidance of the part-time Consultant. The Group on Works Study will prepare a detailed proposal for a research and training programme on Works Study in the field of educational administration; develop a programme of introducing scientific management methods and techniques within the Institute itself and make a study of the methods and organisation on 'Improving the efficiency of the office of the DEO etc. The Centre for Works Study could not start functioning as the part-time Consultant could not be appointed in view of the ban imposed on filling up the new posts. One Senior Technical Assistant has, however, been trained in the Works Study at the Institute of Secretariat Training and Management, New Delhi.

Re-organisation of Administration

The Administration Division was re-organised in November, 1983 into four viable and functional groups with clear demarcation of work and responsibility and effective span of control with a view to rationalise, streamline and energise its functioning to cope up with the increased work load and mounting pressure. With the reorganisation of Administration, it has now four sections, namely General Administration I (Supplies, Services and Security), General Administration II (Estate), Academic Administration and Personnel under the charge of Office Superintendents, Section Officer and Administrative Officer and overall charge of the Registrar. A new Training Section under the direct supervision of Dean, Training was also created to provide necessary support and help in coordination of training activities.

Internal Audit Cell

There is no system of internal audit in the Institute. With the steady increase in the activities of the Institute and delegation of financial and administrative powers to the various levels of functionaries in the Institute, the necessity to introduce the system of internal audit was felt. It was accordingly decided to introduce the system of internal audit in the Institute with effect from 1.4.84. One post of Accountant in the pay scale of Rs.550-900 was created to

form an Internal Audit Cell in the Accounts Section. The Cell shall provide for adequate checks over the financial transactions of the Institute and shall conduct, according to approved programme and on suitable scale, the check on cash accounts and scrutiny of stores and other accounts of the Institute. The system could not however, be operationalised due to the ban on filling up new posts.

Staff

Total sanctioned strength of cadre and project staff as on 31st March, 1984 was 161 and 70 respectively against cadre and project strength of 148 and 66 respectively as on 31st March, 1983. List of Faculty and Administrative staff is given in Appendix VI.

Appointments

Dr. S.N. Saraf, formerly Adviser (Education), Planning Commission, New Delhi, joined as Senior Project Fellow on 2.5.83.

Prof. J.H.A. Wallin, Professor Administrative Adult and Higher Education, University of British Columbia, Vancouver, B.C. Canada V 67 joined NIEPA as Visiting Fellow on 4.5.1983 for a period upto 17.6.1983.

Dr. B.N. Nimbur joined the Institute on 3.6.1983 (AN) as Project Associate Fellow for the work connected with the Teacher's Commission II (Higher Education Sector)

Dr.(Mrs.) Sushma Bhagia, Associate Fellow, NIEPA joined as Fellow on 5.9.1983.

Mrs. Usha Nayar, Associate Fellow, NIEPA, joined as Fellow on 5.9.1983

Shri T.K.D. Nair, Associate Fellow, NIEPA joined as Fellow on 5.9.1983.

Dr. S.B. Roy joined as Hindi Editor on 13.9.1983.

Dr. Abdul Aziz joined the Institute on 11.10.1983 as Project Associate for the work connected with Project Study on 'Cost of Supply of Education in Gurgaon District'

Dr. Marmar Mukhopadhyay, Professor and Head, Educational Research, Technical Teachers Training Institute, Bhopal joined the Institute on 1.12. 1983 as Senior Fellow

Shri K.G. Virmani, Fellow, NIEPA, joined the post of Senior Fellow with effect from 8.12.1983

Shri Shabbir Ahmed, Education Officer, Directorate of Education, Delhi Administration, Old Secretariat, Delhi joined this Institute as Fellow on 30.12.1983.

Professor Satya Bhushan, Formerly Education Commissioner & Secretary, J & K Government and Vice-Chancellor, Jammu University, Jammu, joined the Institute as Executive Director on 5.1.1984.

Shri A.K. Malik, formerly Sr. P.A. to Executive Director was promoted as Private Secretary to Director on 13.1.1984

Shri V. Muralidhar joined the Institute as Computer Programmer on 16.1.1984.

Dr. Syed Qurban Ali Naqvi joined the Institute as Project Associate Fellow, Study Unit on Educational Development of Scheduled Castes on 16.1.1984

Miss Anjana Mangalagiri joined the Institute as Associate Fellow, International Unit on 24.1.1984.

Shri M.M. Ansari, formerly Consultant, Financial Resource Division, Planning Commission, New Delhi, joined the Institute as Project Fellow, Study on 'Indian Education in the year 2000' on 27.1.1984

Shri A. Mathew, STA, NIEPA joined as Project Associate Fellow, Study on History of Education Development in Kerala on 1.2.1984

Persons Relieved

Mrs. R.S. Shafi, Fellow left the Institute on 11.4.1983

Prof. M.V. Mathur relinquished charge of the post of Professor Emeritus on 31.5.1983

Mrs. Sushma Mehr, Project Fellow left the Institute on 7.6.1983

Mrs. Rita Basu, Project Associate Fellow left the Institute on 31.7.1983

Shri S.N. Mathur, Senior Project Fellow left the Institute on 16.8.1983

Shri J. Veeraraghavan, Education Adviser, Planning Commission relinquished dual charge of the post of Executive Director on 5.9.1983

Prof. S.C. Dube, National Fellow, ICSSR left the Institute on 18.10.1983

Shri J.A. Kalyanakrishnan, Hony. Visiting Fellow left the Institute in November, 1983

Shri B. Shiva Reddy, Project Associate Fellow left the Institute on 15.2.1984

Management Practices

(i) Human Resource Development :

Inservice training of both academic and other staff was pursued as an important element of human resource development. In pursuance of this policy, the faculty and other staff in the Institute were deputed to a number of inservice training programmes in the country and abroad as detailed below for their professional growth and development:

Shri G.S. Bhardwaj, Private Secretary to Director, NIEPA underwent 66th Section Officers' (Refresher) Course conducted by the Institute of Secretariat Training and Management, Department of Personnel and Administration Reforms, New Delhi, from 7.7.1983 to 17.8.1983.

Shri Charanjiv Mehta, Associate Fellow, attended under APEID-UNESCO, four-week Attachment Programme at Ministry of the Bureau of Elementary Education and some other associated centres of APEID Philippines from July 18 to August 13, 1983.

Dr. Brahm Prakash, Senior Fellow, attended the 17th All-India Seminar on Project Planning, Implementation and Monitoring Systems organised by the Planning Commission in collaboration with the Indian Society for Training and Development at Delhi from October 18-26, 1983.

Dr. J.B.G. Tilak, Fellow attended the Course on Financial Management Techniques organised by the Indian Institute of Public Administration at New Delhi from November 28 to December 7, 1983.

Shri M.M. Kapoor, Fellow attended the Fifth Advanced Course on Project Management organised by the Indian Institute of Public Administration New Delhi from November 30 - December 9, 1983.

Shri A.C. Mehta, Senior Technical Assistant attended the Programme on Basic Management Services - Organisation Analysis, Method Study, Work Measurement and Associated Techniques organised by the Institute of Secretariat Training and Management at New Delhi from December 5, 1983 to January 25, 1984.

Shri Charanjiv Mehta, Associate Fellow attended under APEID, Unesco's four week Attachment Programme at the Ministry of Education, Culture & Sports. Philippines from July 18 - August 13, 1983.

Shri Charanjiv Mehta paid a Study Visit to National Institute of Educational Research, Tokyo, Japan from August 14-17, 1983.

Shri Charanjiv Mehra was Visiting Fellow to the National Institute of Educational Research & Training, Republic of Korea, Seoul from August 17-27, 1983.

Shri Charanjiv Mehta, Associate Fellow attended Advanced Training Programme in Educational Planning and Administration at the I.I.E.P. UNESCO, Paris from October 1, 1983 to June 30, 1984 including three months in-country phase.

Dr. (Mrs.) K. Sudha Rao, Associate Fellow attended Training Programme on New Dimensions of Human Resource Management from February 13-18, 1984 at the Indian Institute of Public Administration, New Delhi.

Shri Pooran Lal, Driver underwent a Programme in 'Fuel Economy and Safe Driving' at the Shramik Vidyapeeth Delhi, Directorate of Adult Education, Ministry of Education & Culture, New Delhi from March 5 to March 14, 1984.

(ii) Delegation of Powers :

Under the Regulations of the Institute, the Director and Registrar shall exercise generally the powers of Heads of Department and Office respectively, under the Government of India. In June 1982, it was decided to redelegate adequate financial and administrative powers to the Executive Director, enhance the powers of the Registrar and redelegate some powers to the Administrative Officer. In February, 1983, adequate financial and administrative powers were redelegated to Dean, Training, Heads of Academic Units and Publication Officer.

Towards further redelegation of powers with a view to relieve the senior officers of the routine and such other work, certain administrative powers were redelegated in November 1983 down to the lowest levels of supervisory staff, namely, Section Officer and Superintendents. The wide ranging redelegation of financial and administrative powers on functional and decentralised basis to the various levels of administrative and academic functionaries in the emerging system of the Institute's organisation has accelerated the pace of work, removed bottlenecks and delays and resulted in quick decision making.

(iii) Economy :

With a view to make economy in expenditure on stationary and printing, which is a major item of expenditure in the Institute, norms were laid down for duplication of reading/background material, reports, individual papers, printing of cover pages and issue of different items of stationary for distribution among the participants etc. keeping in view the nature of training programmes, seminars, workshops, conferences and other activities undertaken by the Institute. With the enforcement of these norms, substantial savings have been made in the use of stationary in training and other academic activities of the Institute.

(iv) Modernisation of Accounts :

During the year 1983-84 attention was given to the computerisation of the accounts. To start with, pay bills for the month of June, 1983 onwards have been computerised. With the computerisation of the

salary bills, pay and allowances of regular staff are being directly credited to the respective accounts of the staff thereby dispensing with the practice of disbursing the salary by the cashier on the pay day. Systematic efforts are being made in bringing the other areas of accounts also under computerised accounting.

(v) Management Reporting :

Some of the important components of management reporting in the Institute are:

- (a) Under the system of monitoring of the implementation of decisions of the Finance and Executive Committees introduced during the year, an agenda paper containing a brief report on the progress of all the pending items from the previous meetings is put up for information of the Finance and Executive Committees in every meeting.
- (b) A Quarterly Resume (mimeographed) of the activities of the Institute is brought out. This contains information about the training programmes conducted during the quarter, status and progress of the research studies undertaken by the Institute and other activities of the Institute, namely, NIEPA Colloquim, advisory, consultancy and support services, publications, library, documentation, staff changes, inservice training, a report on the meeting of various decision making bodies and task forces. A copy of the Resume is sent to President, NIEPA Council, Education Secretary, Members of Finance, Executive and Programme Advisory Committees and concerned officers of the Ministry of Education.
- (c) Under the system of reporting introduced from April, 1983, a monthly report is prepared about the tours, leave or absence of the faculty, project and other members of all the units. To ensure punctuality, the Institute has also a system that whoever in the staff comes late on more than two occasions, a half day CL is deducted from his casual leave account for each late coming.
- (d) Monthly report on the progress of plan and non-plan expenditure is prepared to ensure budgetary control.
- (e) Under the system of monthly Inter-departmental Construction Works Review Meetings introduced during the year, the monthly meetings are held on the first Tuesday of every month in which the progress of the various construction works sanctioned by the Institute are regularly reviewed and problems, if any, are sorted out with the Engineers, Architects and other concerned officers.
- (f) Brief internal review meetings are held regularly to take stock of the various issues and sort out bottlenecks, if any, by involving all concerned.

(vi) Office Management :

With a view to provide clean and healthy environment for office functioning, adequate storage facilities for keeping files were provided in the office rooms. All the office functionaries in Administration and Accounts have been motivated to keep their files and other papers inside the cupboards before leaving the office. Instead of heaps of files which could earlier be seen on tables, racks and top of steel almirahs and all around, the office now presents a clean and better environment. This has also resulted in more space and mobility for personnel.

The system of management reporting in the Institute has ensured implementation of the decisions of the Executive and other decision making bodies, special attention to critical areas of functioning, eliminated delays, removed bottlenecks and increased office productivity.

NIEPA Campus

With the coming up residential units, upgradation and increased occupancy in Hostel, round the year library facilities, horticulture, site development and improved surroundings, the Institute developed into a full fledged NIEPA Campus and witnessed greater involvement of the faculty and the staff in its activities.

Two tubewells have been sanctioned for supplementing the existing supply of water from Delhi Municipal Corporation. The Institute had been facing acute shortage of drinking water due to inadequate water supply from Delhi Municipal Corporation particularly in the summer season which caused serious functional problems in the Institute and hostel and inconvenience to the residents of NIEPA Campus. One of the two tubewells was commissioned during the year and water found potable. With the commissioning of drinking water tubewell, the Institute had plenty of water supply and did not face any water shortage during the worst days of summer in the midst of water scarcity around. The second tubewell is also being commissioned and will help the Institute to meet the requirements of water supply for horticulture purposes, which are at present being drawn from N.C.E.R.T.

Horticulture and site development in the NIEPA Campus were further developed during the year by plantation of trees and flower plants, construction of internal roads, development of badminton court and provision of gymnastic facilities etc.

Hostel

The training programmes organised by the Institute at new Delhi are residential. The participants are accommodated in a seven storied hostel which has 48 fully furnished rooms with attached bath. Eight rooms on the first floor have upgraded facilities like air conditioning, geysers and convector heaters in every room to accommodate the international participants of our training programmes. Each room has been furnished with two beds.

The rent for the rooms with upgraded facilities is Rs.100/- per person per day for single occupation and Rs. 75/- per person per day if these are occupied by two persons. The room rent for other rooms continued to be Rs.6/- per participant and Rs.15/- per occupant for non-participants per day.

The occupancy in hostel was high. The receipts from hostel increased during the year to Rs. 3.40 lakhs as against Rs. 2.56 lakhs during the preceding year.

CPWD have been requested to construct Warden's residence, faculty guest rooms, store room upgraded facilities in kitchen and dining hall in the hostel. A sum of Rs. 1 lakh had been deposited with the CPWD during 1982-83 and Rs. 2.15 lakhs during the current year for the construction of the above works. The construction is likely to be taken up by CPWD immediately on receipt of approval of the drawings from DDA.

Office Accommodation

The Institute continued to face acute shortage of office accommodation. The available office accommodation is totally inadequate to meet the requirements of the Institute. Two lecture halls (including the one under renovation) and two seminar rooms cannot cater to the training requirements of 3-4 programmes being run concurrently. There is serious dislocation of programmes even in the conduct of long duration programmes due to frequent shifting of venue and non-availability of seminar rooms for group discussions and other activities. The present office accommodation was inadequate even to cater to the requirements of the staff before the launching of the Sixth Plan when the activities of the Institute were on a comparatively much limited scale and the total number of cadre staff was below 100. The present staff including research staff has since more than doubled, but there has been no addition to the office accommodation. With a view to meet the increasing requirements of the office accommodation, senior officers have been shifted to smaller rooms, their rooms have been partitioned and junior faculty and staff have been seated alongwith senior faculty in their rooms. Even recreation hall and garages and part of residential unit have been converted into office accommodation. The functioning of the Institute has become extremely difficult due to acute shortage of office accommodation.

The lecture hall on the second floor is being renovated and extended to increase the seating capacity to 70 fixed seats. The work is likely to start shortly. Construction of the Director's residence, 8 types II and 8 III quarters is also likely to start shortly.

Finance

During the year 1983-84, the Institute received a grant of Rs. 62.31 lakhs (Rs. 26.84 lakhs under Non-Plan and Rs. 35.47 lakhs under Plan). Against the total receipts of Rs. 72.27 lakhs including opening balance of Rs. 3.05 lakhs and hostel and miscellaneous receipt of Rs.

6.91 lakhs, the total expenditure out of Government grants during the year was Rs. 68.41 lakhs. In addition, the Institute has also received specific grants for conduct of research studies to the tune of Rs. 17.36 lakhs from the Ministry of Home Affairs, Ministry of Education, ICSSR, UNESCO etc. against the expenditure of Rs. 11.03 lakhs.

ANNEXURES

ANNEXURE I

TRAINING PROGRAMMES

I. EDUCATIONAL PLANNING

1. WORKSHOP ON MODELS IN EDUCATIONAL PLANNING FOR SENIOR PLANNERS/ACADEMICIANS/EXPERTS (AUGUST 16-20, 1983)

The Institute organised a five-day workshop on Models in Educational Planning for Senior Planners and Academicians/Experts. The workshop had 27 participants.

Objectives

The main objectives of the workshop were:

to expose the participants to the rationale and necessity of modelling in social sciences in general and educational research in particular;

to acquaint the participants with different kinds of techniques of quantitative analysis; and

to illustrate the use of educational models by discussing different applications with different scholars.

Content and Methodology

Most of the sessions in the workshops were devoted to the discussion of different techniques of analysis. However, the Workshop wanted to underline the significance of the substantive aspect of the modelling. The major attention was focussed on the multi-variate analysis. Under this category theory, techniques and application of regression models were presented in detail. Similarly projection, trend analysis and forecasting techniques were another category which received more attention during the proceedings. In addition to it several facets of education viz. manpower linkages, cost analysis, financing, student flows etc. were also discussed. The themes dealt were:- Regression Analysis; Trend, Projections, and Forecasting analysis; Manpower Models; Student Flow Analysis; Factor Analysis; Cost Analysis; Simultaneous Equations Models; Simulation Models; Financial Models; and Electronic Data Processing Techniques in Educational Models.

Management Team

The management team of the workshop comprised of Dr. Brahm Prakash, Programme Co-Ordinator and Dr. N.V. Varghese, Associate Programme Co-ordinator.

2. WORKSHOP ON PLANNING FOR EDUCATION : SEVENTH FIVE YEAR PLAN (SEPTEMBER 19-23, 1983)

This was the first Workshop in a series of six proposed Workshops to be organised during the next one year, to prepare a professional Seventh Educational Five Year Plan for each of the State/Union Territory for consideration of the Ministry of Education and the Planning Commission. Senior State Education Officers representing the States of Gujarat, Haryana, Madhya Pradesh, Maharashtra, Manipur, Mizoram, Rajasthan, Tamil Nadu, Tripura and Uttar Pradesh attended the programme.

Objectives

The specific objectives of the Workshop were:

to identify problems and issues at state level in the Seventh Plan;

to get acquainted with current methods and techniques of educational planning; and

to critically assess the available data-base for translating targets into plan programme and projects.

Content and Methodology

The Workshop provided to the participants sectorwise viewpoint of the Planning Commission Officials. The following sub-sectors were taken for detailed discussions: Elementary Education, Secondary and Vocational Education; Higher & Professional Education; Technical Education, Adult & Non-formal Education and Resources for Education. At next stage the participants were acquainted with major educational planning approaches. A considerable part of Workshop time was devoted to the methods and techniques of Educational Planning. Another salient feature of the Workshop-methodology was its emphasis on practical work. The participants were mailed blank proformae well in advance for facilitating collection of relevant data/information required for meaningful discussions on states educational plan. The data asked for in the proforma related to latest five annual observation/estimates prepared by the state department. Further, educational problems were examined in two ways : themewise (elementary, secondary, higher, technical adult & non-formal education) and also statewise to take due note of the spatial variations involved in a large country like India.

Management Team

The management team of the workshop comprised of Dr. Brahm Prakash, Coordinator of the Workshop and Shri Charanjiv Mehta, Associate Coordinator.

3. SECOND WORKSHOP ON PLANNING FOR EDUCATION : SEVENTH FIVE YEAR PLAN (JANUARY 9-13, 1984)

Introduction

Fourteen officers representing ten different States and Union Territories participated in this second workshop organised at the Institute.

Methodology and Content

The themes of the workshop were:

- Overview and priorities for Seventh Five Year Plan;
- Data Base and Monitoring of educational schemes;
- Quantitative methodologies for enrolment projections;
- Project formulation;
- Planning for resource mobilization;
- Cost and performance indicators; and
- Multi-level planning.

Most of the sessions in the Workshop were devoted to discussions of different themes outlined, above. The Workshop began with an overview of educational future. The emphasis then shifted to examine different issues and priorities for the Seventh Five Year Plan. The third phase of the Workshop related to discussion on the methodological issues involved in enrolment projection, measuring the performance and cost efficiency, project formulation and resource allocation. Another salient feature of the Workshop was that the question of district level planning was also examined in detail. For this purpose, two case studies of the Gurgaon District in Haryana and Kath District in Jammu & Kashmir were circulated and discussed.

Management Team

The management team of the workshop constituted of Dr. Brahm Prakash, Co-ordinator and Dr. N.V. Varghese the Associate Co-ordinator.

4,5,6 & 7 REGIONAL AND NATIONAL WORKSHOPS ON EDUCATION AND RURAL DEVELOPMENT (FEBRUARY 9-10, 1984, MARCH 9-10, 1984, MARCH 24-25, 1984 AND MARCH 28-30, 1984)

On the suggestion of UNESCO a series of three State Level and one National Workshop were held on the themes of Education and Rural Development.

Objectives

The main objective of the workshop was to introduce the planners, administrators, policy makers and researchers to the,

preparation of educational components of rural development projects; and

evaluation of rural development projects in respect of their educational components.

Content and Methodology

Each of the three Regional Workshops had a distinct focus within the overall framework of Education and Rural Development. The first workshop was held with a special focus on development theory and social change at the National Institute of Rural Development (NIRD), Hyderabad, on 9th & 10th February, 1984 under the leadership of Dr. U.V.N. Charyulu, Director of the Human Resource Development, NIRD. The second workshop in the series with special focus on tribal problems and infrastructural deficiencies was held at A.N. Sinha Institute of Social Sciences (ANSISS), Patna, on 9th & 10th March, 1984 under the leadership of Professor Sachidanand. The third workshop with special focus on agricultural extension was held in collaboration with Punjab Agricultural University (PAU), Ludhiana, on 24th & 25th March, 1984 at NIEPA. Professor Aditya Shukla, Head of the Extension Education, directed the programme on behalf of the PAU. These Regional Workshops were followed by a National Workshop at NIEPA from 28th to 30th March, 1984. Among others, selected participants from the Regional Workshops also participated in the National Workshop.

The Regional Workshops were of two days durations and were held in Hyderabad, Patna and Delhi. The number of participants in the first workshop was thirty five, thirty in the second workshop and thirty three in the third. The National Workshop was of three days duration and was attended by twenty two participants.

The formal report containing the outcome of the Regional and National Workshops was prepared and sent to UNESCO. Regional Office for Education in Asia and the Pacific, Bangkok. Several papers have been specially prepared for these workshops and these constitute a valuable source of information on the theme. It is proposed that a separate volume consisting of edited version of these papers along with the Workshop Report and recommendations would be brought out shortly.

Management Team

Dr. Brahm Prakash, acted as Co-ordinator of the Workshop.

II. PLANNING AND ADMINISTRATION OF SCHOOL EDUCATION

8. SECOND SIX-MONTH PRE-INDUCTION PROGRAMME FOR DISTRICT EDUCATION OFFICERS FROM INDIA AND EDUCATIONAL OFFICERS FROM BHUTAN, SRI LANKA AND MAURITIUS (JULY 2 - DECEMBER 31, 1983)

In pursuance of the recommendations of the State Education Minister's Conference held in June 1981 for organisation of long-term pre-induction courses for newly appointed District Education Officers, the Institute decided to conduct Pre-Induction Training Programmes of Six-months' duration for DEOs. During the period under review, the second course was organised which was attended by 29 participants (from 16 states/union territories and 8 from abroad) from Andaman and Nicobar Islands, Arunachal Pradesh, Delhi, Gujarat, Jammu & Kashmir, Karnataka, Maharashtra, Manipur, Nagaland, Orissa, Punjab, Rajasthan, Sikkim, Tamil Nadu, Tripura and Uttar Pradesh, Bhutan (3), Mauritius (1), and Sri Lanka (4).

Objectives

to acquaint the participants with concepts fundamental to educational planning, administration and management;

to give them a grounding in basic skills and techniques essential to their functioning as educational planners and administrators;

to develop their decision-making ability and to stimulate their critical and innovative thinking; and

to help them foster proper attitudes conducive to development.

Content and Methodology

The course had the following two components:

- (i) Three months of intensive curricular work at the Institute; and
- (ii) Three months of on-the-job project work in the districts of appointment of the participants.

The curriculum for 3 month intensive training at the Institute consisted of:

Educational Developments in India - Issues and Trends;

Educational Planning - Concepts and Techniques;

Educational Management - Administration and Management of Institutions, Men, Money, Time and Materials.

The Course consisted of 12 modules carrying 30 credits. The themes covered were:

The Social Context of Education;

Educational Development Since Independence;
 Current Problems in School Education;
 Concepts, Foundations and Approaches to Educational Planning;
 Quantitative Methods in Educational Planning (Part I)
 Quantitative Methods in Educational Planning (Part II)
 Educational Planning at the District Level;
 Organisational Aspects of Management;
 Behavioural Aspects of Management: Leadership and Human
 Relations;
 Inspection and Supervision;
 Financial Management; and
 Educational Management at Sub-national Levels.

The Course also included field visits, practicals, syndicate work, etc. The programme was organised in three phases:

Phase I (July-September 1983) covered the intensive curricular work at the Institute.

Phase II (October-December 1983). On-the-job project work in the Districts of appointment of the participants.

Phase III (February 6-9, 1984) During this phase, each one of the participants presented himself/herself for viva-voce examination based on the project report prepared by him/her. On February 9, 1984, the participants were awarded diploma certificates on the basis of sessional and final evaluation in the course work as well as in viva-voce.

Management Team

Dr. C.L. Sapra, was the programme co-ordinator, Dr.(Ms.) K. Sucha Rao, Shri S.L. Meena and Miss Meena Srivastava, acted as Associate Programme Co-ordinators.

9. ORIENTATION PROGRAMME IN EDUCATIONAL PLANNING AND ADMINISTRATION FOR SENIOR SCHOOL ADMINISTRATORS (NOVEMBER 7-25, 1983)

Introduction

This programme, which is eighth in the series, was organised by the Institute during the year. Fifteen participants from seven states and three union territories attended the programme.

Objectives

The programme was designed to achieve the following objectives:

to acquaint the participants with important concepts and techniques of educational planning and administration;

to familiarise them with the current issues and problems of planning and administration of school education; and

to enable them to acquire professional competence and effectiveness as educational administrators and supervisors.

Content and Methodology

The topics covered in the programme were on general issues in Educational Policy and Planning; Current Issues in School Education. Concepts and Techniques of Educational Planning; and Concepts and Techniques of Educational Administration.

The programme was based on lecture discussions, panel discussions, project work, practical exercises, case method, field visits and attachments etc. which were based on and linked with the problems identified by the participants in their work.

Management Team

The management team of the programme consisted of Shri M.M. Kapoor, Programme Coordinator, Dr. V.A. Kalpande, Dr. R.S. Sharma and Shri Arun C. Mehta, Associate Programme Coordinators and Shri C.P. Tewari, Rapporteur General.

10. PUNJAB DEO'S COURSE IN CHANDIGARH IN COLLABORATION WITH PUNJAB INSTITUTE OF PUBLIC ADMINISTRATION (DECEMBER 5-9, 1983)

The Institute organised Punjab DEO's Course in Chandigarh in collaboration with Punjab Institute of Public Administration and the course was attended by thirty participants.

Objectives

The main objective of the course was to acquaint the participants with the latest techniques of educational supervision. The other objectives of the programme were:

to acquaint the participants with some of the concepts and techniques of educational management;

to familiarise them with the issues relevant for improvement of school education in Chandigarh;

to enable them to acquire professional competence and effectiveness as educational administrators and supervisors; and

to acquaint them with the problems related to vocationalisation and universalisation of elementary education.

Content and Methodology

Themes covered in the programme were those of effective educational leadership, improvement of education in Chandigarh, universalisation of elementary education with particular reference to wastage and stagnation, managerial decision making, work experience and vocationalisation of secondary education; Management of co-curricular activities, student welfare series including the health education/mid-day meals etc. and management of resources, mobilisation and utilisation, supervisory role of principal.

The seminar-cum-workshop was based on lecture discussions, case methods and panel discussions. In some of the sessions participants also acted as resource persons and initiated lecture discussions in accordance with the area of their interest.

Management Team

The management team of the programme comprised of Dr. C.L. Sapra, Programme Coordinator and Dr(Mrs.) K. Sudha Rao, Associate Programme Coordinator.

11. ORIENTATION PROGRAMME FOR ASSISTANT INSPECTORS OF EDUCATION DEPARTMENT OF WEST BENGAL IN COLLABORATION WITH ADMINISTRATIVE TRAINING INSTITUTE, WEST BENGAL (JANUARY 9-21, 1984)

At the initiative of the government of West Bengal, the Administrative Training Institute, Calcutta, the Institute jointly organised a training course in Educational Planning and Administration for Assistant Inspectors and Sub-Inspectors of Schools of West Bengal. The programme was of two weeks duration.

Objectives

The main objectives of the programme were:

- to familiarise the participants with the development of school education in India with special reference to West Bengal;

- to acquaint them with modern concepts and techniques of Inspection and Supervision, and Educational Planning and Administration at Micro Level;

- to prepare an Action Plan relevant to their area of work with a view to bring about better outputs/results within the available resources; and

- to provide a forum for discussion and mutual exchange of experiences in the field of education.

Content and Methodology

Course content was framed in the major outline of current issues in Indian Education, Educational Planning and Statistics; Inspection and Supervision; Educational Management; Educational Administration in the State; and the Syndicate Work. The themes covered in the modules for preparation of the action plans are: developing school complexes; educational development of a block; staff development and motivation; education of girls; education of children belonging to Scheduled Castes and Scheduled Tribes, including management of incentives; and integrated rural development with special reference to educational development.

The methodology adopted for the programme was based on lecture discussion, participants seminar, panel discussions, case study, role play, practical exercises and syndicate (project work).

Management Team

The Management Team of the Programme comprised of Shri C.P. Tewari, Programme Coordinator and Shri T.K.D. Nair, Associate Programme Coordinator.

12. ORIENTATION PROGRAMME IN EDUCATIONAL PLANNING AND ADMINISTRATION FOR SENIOR SCHOOL ADMINISTRATORS (JANUARY 16 - FEBRUARY 3, 1984)

The Institute organised a three week Orientation Programme for Senior School Administrators from January 16 - February 3, 1984. Twenty three participants from twelve states and two union territories attended the programme. A Research officer, from the Institute of Education, University of London attended the Programme as an Observer.

Objectives

The main objectives of the programme were:

- to acquaint the participants with the important concepts and techniques of educational planning and administration;

- to familiarise them with the current issues and problems of planning and administration of school education; and

- to enable them to acquire professional competence and effectiveness as educational administrators and supervisors.

Content and Methodology

To achieve the above said objectives the topics covered were: General issues in educational policy and planning, current issues in school education, concepts and techniques of educational planning and concepts and techniques of educational administration.

Management Team

The management team of the programme comprised of Shri M.M. Kapoor, Programme Co-ordinator; Shri C.P. Tewari, Dr. R.S. Sharma, Shri Arun C. Mehta, Associate Programme Co-ordinators; and Shri V.A. Kalpande, Rapporteur General.

13. ORIENTATION WORKSHOP IN PLANNING AND MANAGEMENT OF UNIVERSALISATION OF ELEMENTARY EDUCATION FOR RURAL SCHOOLS (JANUARY 30 - FEBRUARY 3, 1984)

The Institute organised a five-day Workshop on Strategies for Universalisation of Elementary Education (UEE) in Rural India for Headmasters, Government officials, Gram-Sevaks, Sarpanchs of Gram Panchayats and other village functionaries working in the Gurgaon district of Haryana during the year. 15 persons participated in the Workshop. They included 3 Headmasters, 2 Headmistresses, 1 Sarpanch, 1 Gram Sachiv, 1 Supervisor of Adult Education, 2 Maulwis of Village Madarsas, 1 B.E.O., 1 B.D.P.O., 1 S.E.P.O. and 2 Project Associates of NIEPA.

Objectives

The main objectives of the Workshop were:

- to acquaint the participants with the implications of the programme of U.E.E. and its national importance;

- to help the participants to identify the factors likely to stand in the way of U.E.E. at local and institutional levels and suggest possible solutions; and

- to formulate a programme of action for achieving U.E.E. at Schools/Panchayat Level within a stipulated period, say, during 7th Five Year Plan.

Content and Methodology

The themes covered in the Programme were Universalisation of Elementary Education - The Concepts and Programme; the School and the Community; Inter-Departmental Co-operation; Changes Needed in Rules and Regulations; Role of Adult and Non-formal Education; Special Drives for U.E.E; and Education and Rural Development.

The main output of the Workshop was the preparation of an Action Plan for U.E.E. in the Mewat Region of Haryana.

Management of the Workshop

Dr. C.L. Sapra, Sr. Fellow was the Programme Co-ordinator and Shri Shabbir Ahmed and Shri T.K.D. Nair were the Associate Programme Coordinators.

III. INSTITUTIONAL MANAGEMENT

14. WORKSHOP IN SCHOOL MANAGEMENT FOR HEADS OF SCHOOLS (MAPUSA, GOA: APRIL 7-15, 1983)

The Institute at the request of and in collaboration with the State Institute of Education, Government of Goa, Daman and Diu, organised a 9-day Workshop in School Management for Heads of Schools (Third in the series) at Mapusa, Goa. The workshop was inaugurated by Shri Harish N.P. Zantye, Hon'ble Education Minister, Government of Goa, Daman and Diu. 33 Heads of Schools from Goa, Daman and Diu participated in the Workshop.

Objectives

The main objectives of the Workshop were:

- to familiarise the participants with key concepts in educational management including personnel and financial management;

- to conceptualise appropriate roles, skills and knowledge required of a Head of a school as effective institutional leader; and

- to formulate action plan for improved school management.

Content and Methodology

The following themes were covered in the workshop: effective educational leadership: a case; educational management and role of the head of the school; management of innovations in schools; motivation; decision making: a caselet; personnel management: staff development; concepts and techniques of educational planning; concepts of educational planning at the institutional level-school community relations; conflict management; standards in institutional evaluation; and financial management in schools. Part of the Workshop was devoted to the discussion, preparation and presentation of action plans.

The workshop consisted of lecture-discussions, group work, exercise, role play and case discussions. Apart from the Faculty of the Institute and State Institute of Education, Goa, the resource persons included eminent educationists and educational administrators from Goa.

Management Team

The management team of the workshop comprised of Dr. N.M. Bhagia and Shri K.G. Virmani, Co-ordinators and Shri V.A. Kalpande, the Associate Co-ordinator. Shri G.L. Pernekar SIE and Shri A.K. Malik from the Institute were also associated with the workshop. Shri B. Da Guz, Director, SIE, Goa was adviser to the workshop.

✓ 15. SEMINAR IN SCHOOL MANAGEMENT FOR HEADS OF KENDRIYA VIDYALAYAS
(JUNE 6-15, 1983)

The Institute in collaboration with Kendriya Vidyalaya Sangathan organised a ten day (Second in the series) Seminar in School Management for Heads of Kendriya Vidyalayas, from June 6-15, 1983. The Seminar was inaugurated by Commodore Sat Bir, Commissioner, Kendriya Vidyalaya Sangathan. Twenty seven Heads of Kendriya Vidyalayas from different branches of Kendriya Vidyalaya Sangathan, India and abroad participated in the Seminar.

Objectives

The main objectives of the programme were:

to acquaint the participants with some of the important concepts and problems of educational management including personnel and financial management;

to familiarise them with the new educational trends and programmes of qualitative improvement;

to conceptualize appropriate roles, skills and knowledge required of a head of a school as effective institutional leaders; and

to formulate action plans for improved school management.

Content and Methodology

To achieve the objectives mentioned above, the programme covered the following themes: education management: an overview; participants' problems and expectations; institutional planning: concepts and significance; institutional planning: methodology; motivation, staff development, principals' role as academic supervisor; conflict management; population and environmental education; socially useful and productive work; methods and techniques of teaching; administrative rules in the Sangathan; financial management in schools; financial rules in the sangathan; leadership of school head; school headship: a case; managerial communication skills: role play; decision-making; human relations; management of innovations; educational technology; institutional evaluation; and organisational climate. Besides these the discussions, preparation and presentation of action plan also formed a major part of the programme.

The programme consisted of lecture-discussions, group work, exercises, role play, case discussions and field trips. The participants had the benefit of interacting with resource persons from Kendriya Vidyalaya Sangathan; National Council of Educational Research and Training and the Faculty of NIEPA.

Management Team

The management team of the programme consisted of Dr. N.M. Bhagia, Programme Co-ordinator, Shri K.G. Virmani and Dr. Pritty Gaidhi, Associate Programme Co-ordinators.

16. TECHNICAL WORKSHOP ON MONITORING AND EVALUATION OF EDUCATIONAL PROGRAMMES WITH PARTICULAR REFERENCE TO UNIVERSALISATION OF ELEMENTARY EDUCATION (JULY 18-22, 1983)

The Workshop was attended by 29 participants and 9 resource persons from the Ministeries of Education, Health and Social Welfare, Planning Commission and State Governments/Union Territories and NIEPA.

Objectives

The Workshop had to review the existing system of monitoring and evaluation of educational programmes:

to suggest a general system of monitoring and evaluation for educational programmes and schemes under plan; and

to formulate a workable system design and organisational structure for comprehensive monitoring of the programme of universalisation of elementary education, particularly at the local level.

Content and Methodology

Themes covered for obtaining these objectives were: Conceptual framework for monitoring and evaluation of educational programmes; Review of the existing system of monitoring and evaluation of: Adult education programmes; Elementary education programmes; and Plan schemes; Study of existing system of monitoring and evaluation of Integrated Child Development Services (I.C.D.S.); health programmes, and Development of a workable system design for general monitoring of: Plan schemes; Comprehensive monitoring of universalisation of elementary education, and Planning operational, organisational and resource implications of the programme.

The workshop methodology was based on participants Seminar, discussions, group work and panel discussions.

Management Team

The management team of the workshop comprised of Shri M.M. Kapoor, Co-ordinator of the workshop, Shri C.P. Tewari, Shri V.A. Kalpande, Dr. R.S. Sharma and Shri Arun C. Mehta were the Associate Co-ordinators.

17. TRAINING PROGRAMME IN EDUCATIONAL MANAGEMENT FOR SCHOOL PRINCIPALS OF ASSAM (SEPTEMBER 26 - OCTOBER 7, 1983)

At the request of the Directorate of Public Instruction, Government of Assam, NIEPA organised two weeks Training Programme in Educational Management for sixteen School Principals, from Assam.

Objectives

The main objectives of the Training Programme were:

to familiarise the participants with key concepts in educational management including personnel/financial management and academic monitoring and evaluation;

to conceptualise appropriate roles, skills and knowledge required of a Principal of a School as affective institutional leader; and

to formulate action plans for improved school management including vocationalisation of education.

Content and Methodology

Following themes were covered in order to achieve the above stated aims: School Education in Assam; Educational Management; an Overview; Effective Educational Leadership; Institutional Planning; Organisational Health; Vocationalisation of School Education; Time Management; Academic Monitoring & Evaluation; Financial Management in Schools; Decision Making; Managerial Communication Skills; Action Plan: Conceptual Framework; Grading of Schools; Management of Innovations; Management of Motivation & Incentives; Staff Evaluation & Development; Conflict Management; Conducting Staff Meeting; School Community Relationship; Time Table Management and Organisation and Management of School Library.

The training programme consisted of lecture discussions, group work, exercises, role play and case discussion. Field visit were also provided to give first hand information of school management to the participants.

Management Team

Shri K.G. Virmani, Acted as the Programme Co-ordinator, Dr. Pritty Gandhi and Mrs. Nalini Juneja acted as Associate Programme Co-ordinators.

18. SEMINAR-CUM-WORKSHOP IN EDUCATIONAL MANAGEMENT FOR HEADS AND CORRESPONDENTS OF SCHOOL OF THE DIOCESE OF MADRAS (CHURCH OF SOUTH INDIA) HELD AT MADRAS (DECEMBER 1-3, 1983)

Seminar-cum-workshop in Educational Management for Heads and correspondents of school of the Diocese of Madras (Church of South India) was organised in Madras in collaboration with the Institute from December 1-3, 1983. The workshop was attended by twenty five participants. The main objective of the workshop was to enhance the capabilities of the participants in Institution Management.

19. WORKSHOP-CUM-SEMINAR ON IMPROVEMENT OF SCHOOL EDUCATION IN CHANDIGARH (DECEMBER 20-23, 1983)

At the initiative of the Finance-cum-Education Secretary and approval of the Chief Commissioner, Chandigarh Administration, the State Institute of Education, Chandigarh in collaboration with NIEPA, organised a Workshop-cum-Seminar for the Heads of Schools in the Union Territory of Chandigarh from Dec.21-24, 1983. 30 participants from different types of schools of three States/U.T. viz. Punjab, Haryana & Chandigarh attended this Programme.

Objectives

The main objective of this Workshop was to provide a forum to the principals from various schools to exchange their experiences for developing proper perspective in respect of many educational problems in the context of Educational Planning and Administration. Other objectives were:

to acquaint the participants with some of the concepts and techniques of Educational Management;

to familiarise them with the issues relevant to improvement of school education in Chandigarh;

to enable them to acquire professional competence and effectiveness as Educational Administrators and Supervisors; and

to acquaint them with the problems related to vocationalisation and universalisation of elementary education.

Content and Methodology

Themes covered during the Programme were: Effective Educational Leadership; Improvement of Education in Chandigarh; Universalisation of Elementary Education with particular reference to Wastage and Stagnation; Managerial Decision Making; Work Experience and Vocationalization of Secondary Education; Management of Co-curricular Activities; Student Welfare Services including the Health Education/Mid-day Meals etc. Management of Resources, Mobilization and Utilisation; and Supervisory Role of a Principal.

The programme was based on lecture-discussions, case methods and panel discussions. In some of the sessions participants also acted as Resource persons and initiated lecture discussions in accordance with the areas of their interest.

Management Team

The Management team of the Programme consisted of Shri Man Mohan Singh, Director Public Instruction (s), Chandigarh Administration, Dr. (Ms.) K. Sudha Rao, Programme Coordinator, Dr. M.L. Sharma Programme Director SIE, Chandigarh.

✓ 20. NATIONAL WORKSHOP ON TEACHER EVALUATION IN SCHOOL (DECEMBER 26-31, 1983)

The Institute organised a five day National workshop on Teacher Evaluation in Schools from December 26-31, 1983. 31 heads of schools from different types of schools viz. government and aided schools, public schools, central schools, armed forces school and personnel from organisations concerned with school education participated in the Workshop.

Objectives

The workshop was designed to achieve the following objectives:

- to develop conceptual understanding in the participants about teacher evaluation;
- to identify the dimensions and methods of teacher evaluation; and
- to prepare relevant tools for evaluating teaching in schools.

Content and Methodology

The programme for the Workshop was broadly divided into five areas: background, performance areas, instrument formulation, managing teacher evaluation and action planning which covered the following themes, viz. perspectives in teacher evaluation; reviewing teacher evaluation; Some experiences identifying and component analysis of the key performance areas; selecting performance areas on the basis of four sources, viz. the head, peer, student and self, designing the instrument techniques of data collection; data analysis; utilisation of data; planning and monitoring the teacher evaluation programme; operation strategies and development of individual action plans.

The Workshop had both input and output sessions, with a larger bent towards the latter consisting of group work, exercises and action planning. The input sessions were based on lecture discussion. Working groups on different aspects were formed for the output sessions which largely consisted of group work and exercises preceded by initiating talks by the group facilitators.

Management Team

The management team consisted of Dr. N.M. Bhagia, Workshop Co-ordinator, Dr. Pritty Gandhi, Associate Programme Coordinator and Mrs. Nalini Juneja, Rapporteur.

21. ORIENTATION COURSE IN EDUCATIONAL MANAGEMENT FOR HEADS OF HIGHER SECONDARY SCHOOLS OF ASSAM (JANUARY 12-25, 1984)

The Institute organised a fourteen days orientation course for Heads of Higher Secondary Schools of Assam from January 12-25, 1984. Twenty one Heads of Higher Secondary Schools attended the course.

Objectives

to familiarise the participants with key concepts in Educational Management including personnel/financial management, and academic monitoring and evaluation;

to conceptualize appropriate roles, skills and knowledge required of a Principal of a School as effective institutional leader: and

to formulate action plans for improved school management-including vocationalisation of education.

Course Content and Methodology

Educational Management in Schools of Assam; Educational Leadership. Group Dynamics; Institutional Planning; Organisational Health; Vocationalisation of School Education; Management of Public Examinations; Academic Monitoring and Evaluation: Role of the Principal; Financial Management at School Level in Asia; Management of Innovations; Decision-Making; Management Communication Skills; Educational Media in Action; School and Community Relations; Grading of Schools; Action Plans; Conceptual Framework; Education in Assam; Staff Evaluation and Development; Management of Motivation and Incentives; Development of Action plans.

The Training Programme consisted of lecture discussions, group work, exercises, role play and case discussion. Field visits were also provided to some educational institutions.

Management Team

The programme was managed by Shri K.G. Virmani, Programme Co-ordinator; and Dr. (Ms.) Pritty Gandhi, Associate Programme Co-ordinator.

IV. PLANNING AND ADMINISTRATION OF HIGHER EDUCATION

22. WORKSHOP ON INSTITUTIONAL PLANNING FOR COLLEGE PRINCIPALS OF JAMMU & KASHMIR IN COLLABORATION WITH GOVERNMENT OF JAMMU & KASHMIR (SEPTEMBER 19-25, 1983)

The Institute organised a seven day workshop on Institutional Planning for College Principals of Jammu & Kashmir in collaboration with Government of Jammu & Kashmir at Srinagar from September 19-25, 1983. Thirty college principals from Jammu & Kashmir attended the workshop.

Objectives

The main objectives of the Orientation Programme were:

to give the participants an overview of developments and perspective of higher education in changing socio-economic context;

to equip participants with various techniques/methods of institutional planning; college administration; improvement in standards; college & community inter-action and evaluation;

to provide opportunity to participants to benefit from each others experience in college planning and administration; and

to interact with principals belonging to various parts of the country as well as faculty members and experts.

Content and Methodology

The academic and professional content of the programme covered the following themes on background and policy, college planning, college management, college finances, teaching learning process, college community relationships and evaluation.

The programme was conducted largely through lecture discussior.

Management Team

The management team of the Programme comprised of Prof. Moonis Raza, Programme Director, Dr. G.D. Sharma and Dr. (Mrs.) Shakti R. Ahmed the Programme Coordinators.

23,28&29 ORIENTATION PROGRAMMES IN EDUCATIONAL PLANNING AND ADMINISTRATION FOR COLLEGE PRINCIPALS (OCTOBER 24 - NOVEMBER 14, 1983; FEBRUARY 1-20, 1984; FEBRUARY 27 - MARCH 17, 1984)

A series of three Orientation Programmes were organised by the Institute. The programmes were of three weeks duration. The first programme was a general programme and was attended by twenty two college principals. The second programme was organised particularly for Women College Principals and was attended by twenty five of the women college principals from all over India. The third programme was again a special programme as it was for the principals of those colleges where there is high percentage of Scheduled Caste and Scheduled Tribe students and this programme was attened by twenty three college principals.

Objectives

The main objectives of the above mentioned programmes were:

to give the participants an overview of developments and the problems and perspectives of higher education;

to equip participants with various techniques/methods of: (a) instituional planning, (b) college administration, (c) improvement in standards, (d) college and community interaction, and (e) evaluation; and

to provide an opportunity to participants for: (a) knowing the recent developments in the colleges of participating principals and the problems experienced by them in college planning and administration; (b) interaction among the college principals belonging to various parts of the country as well as with the faculty members and experts in the area of higher education.

Content and Methodology

The programmes were planned to cover areas related to: Background & Policy; College Planning; College Management; College Finances; Teaching-learning Process; College-community Relationship; Evaluation; SC/ST Education; Women's Education.

24,25,26 ORIENTATION WORKSHOP FOR CHIEF RESEARCH INVESTIGATORS FROM
& 27 SAMPLE UNIVERSITIES AND COLLEGES FROM CENTRAL REGION,
EASTERN REGION AND NORTHERN REGION (OCTOBER 25-26, 1983;
OCTOBER 28-29; 1983, NOVEMBER 5-6, 1983; NOVEMBER 8-9, 1983)

The Institute organised a two day orientation workshop for Chief Research Investigators from sample universities and colleges of central region, eastern region and northern region and was attended by nineteen investigators in the first workshop, forty five in the second, eleven in the third and thirty one in the fourth.

Objectives

The main objective of the workshop was to orient the teachers, the members of the community and the students, senior faculty members of sample universities as nominated by Vice-Chancellors of respective universities and principals of the sample colleges or their nominees to canvass the questionnaires.

Content and Methodology

To canvass the questionnaires the methodology of canvassing the questionnaire was discussed with the Chief Research Investigators in eight workshops held in different parts of the country.

Management Team

The management team of the workshop comprised of Prof. Moonis Raza, Director of the Workshop, Dr. G.D. Sharma and Dr. Shakti R. Ahmed, Co-ordinator of the workshop and Dr. B.N. Nimbur, Shri Mahbud Hasan, Ms. Marjourie Fernandes and Shri M.M. Rehman, the Associate Coordinators of the workshop.

V. MANAGEMENT OF EDUCATIONAL FINANCE

30. ORIENTATION PROGRAMME FOR FINANCE OFFICERS OF INDIAN UNIVERSITIES (MAY 9-20, 1983)

The Institute organised a ten day Orientation Programme for Finance Officers of Universities from various States and Union Territories of India.

Objectives

The main objectives of the Programme were:

to enable the participants to appreciate the role of education in general and higher education in particular and specially its contribution to the socio-economic development of the country;

to develop in them better comprehension of the existing system of Financial Administration in the Indian Universities and to facilitate its systematic review particularly in the context of changing dimensions of higher education in India.

to assist in the identification and understanding of the new role and responsibilities of the finance function in Indian Universities, and to assess its impact on academic programmes of modern management in general and of modern financial management in particular, especially from the point of view of their applications in educational administration.

Course Content and Methodology

Following themes were covered to achieve the above objectives: a review of educational expenditure in India: financing of education in India by sources; financing school education; financing university education; mobilization of additional resources for education and role of local bodies in financing education; role of non-monetary inputs in education; investment approach to education and theories of allocation of resources to education with emphasis on cost benefit analysis and manpower planning;

Management Team

The management team of the programme comprised of Dr. C.B. Padmanabham, Programme Co-ordinator, Dr. J.B.G. Tilak and Ms. Y. Josephine, Associate Programme co-ordinators.

31. ORIENTATION PROGRAMME IN FINANCIAL ADMINISTRATION FOR STATE EDUCATION OFFICERS (JULY 4-14, 1983)

The Institute organised a ten-day "Orientation Programme in Financial Administration for State Educational Administrators" from July 4 to 14, 1983. The programme was attended by five participants from different states of India.

Objectives

The main objectives of the Programme were:

to develop in the officers better understanding of the present system of financial administration in education and to facilitate systematic review particularly in the context of the change in Indian educational system;

to enable the participants to appreciate the role of education in Indian economic development and the economic aspects of educational activities; and

to assist in identification and understanding of the newer role and responsibilities of the concerned officers and assess their role in policy formulation management in general and in education particularly from the point of view of their application to budgeting, accounting etc.

Course Content and Methodology

To achieve the objectives mentioned above the programme covered the following themes: Education and Development; Educational Planning in India, Financing Education in India An Overview; Financing of Elementary, Secondary, University and Non-formal Education. Centre-State Finance Relationship in Education, Grants in aid Principles in Education; Mobilisation of Additional Resources for Education; Role of Non-monetary Inputs in Education Unit Cost Analysis; Performance Budgeting, Auditing & Accounting in Education; Budgeting for Education and Planning and Allocation of Resources: Investment Approaches to Educational Planning; Manpower Planning; Investment Approaches to Educational Planning; Cost Benefit Analysis; Collection & Compilation of Financial Statistics; Management of Incentives for Education for Weaker Sections; Conflict Management in Education; Project Formulation and Appraisal; Financial plan for Education in a State: Financial Analysis of Educational Budgets; and Costing of Educational Projects.

The Orientation Programme was based on lecture discussions and group discussions. A considerable portion of the time was devoted to group and library study. Discussions were arranged with senior officers of Planning Commission, Ministry of Education, University Grants Commission and other organisations. Practical exercises were also conducted.

Management Team

The management team of the programme comprised of Dr. C.B. Padmanabhan, Programme coordinator, Dr. J.B.G. Tilak and Miss. Y. Josephine, Associate Programme coordinators. The programme administration was looked after by Mr. B. Shiva Reddy, Mrs. Safia Mehdi and Ms. Kalpana Pant.

VI. EDUCATIONAL POLICY

32. SEMINAR-CUM-WORKSHOP ON INDICATORS OF EQUITY IN EDUCATION FOR SENIOR ACADEMICIANS AND EDUCATIONAL ADMINISTRATORS (OCTOBER 24-28, 1983)

The Institute organised a five day seminar-cum-workshop on 'Indicators of Equity in Education' from October 24-28, 1983. Twelve senior academicians and educational administrators attended the workshop.

Objectives

The main objectives of the Workshop were

- to evolve a conceptual framework with regard to the problems of equity in education;
- to identify quantifiable indicators of equity;
- to look into the efficiency of various statistical tools; and
- to explore the possibilities of developing a composite index.

Content and Methodology

The workshop covered the following themes: conceptual issues relating to equity in education; rural urban disparities in education; scheduled castes and non-scheduled castes disparities in education; male-female disparities in education; regional disparities in education; methodological issues in the measurement of disparities in education; problems and issues in compositing an index of equity cartographic techniques in educational measurement.

Management Team

The management team of the workshop comprised of Dr. Kusum Premi Programme Co-ordinator; Dr. K. Sujatha and Shri S.M.A. Zaidi, Associate Programme Coordinators and Shri A. Mathew, Rapporteur General.

33. WORKSHOP ON MANAGEMENT OF POST-MATRIC SCHOLARSHIPS FOR SC/ST OFFICERS OF DEPARTMENT OF EDUCATION AND SOCIAL WELFARE (MARCH 5-6, 1984)

The Institute organised a two-day workshop for Scheduled Caste and Scheduled Tribe Officers from March 5-6, 1984. The workshop was attended by twenty three participants

Objectives

The main objectives of the workshop were:

- to sensitise the participants to the educational problems of disadvantaged;

to identify and analyse the problems in administration of Post-matric Scholarship;

to make them aware of various incentive schemes and facilities; and

to suggest measures for streamlining the administration of Post-matric scholarship.

Content and Methodology

The themes which have been covered during the workshop were: theoretical perspective on Equity and Equality; Programmes of equity in education for the disadvantaged; philosophy, development and status of Post-matric Scholarship in various states; diagnosis of problems in implementation of Post-matric scholarship; and adequacy of Post-matric scholarships.

In the workshop eleven papers were circulated, which were all prepared by the faculty members of NIEPA. Apart from it four group reports were prepared on the following four aspects:

Administration of PMS; Adequacy of PMS; Merit scholarship for Scheduled Castes and Scheduled Tribes; and Effective utilisation of PMS.

Management Team

Dr.(Mrs.) Kusum Premi, was the Programme Co-ordinator and Dr.(Miss) K. Sujatha, Shri A. Mathew and Shri S.M.I.A. Zaidi were the Associate Programme Co-ordinators.

VII. MANAGEMENT OF EDUCATION FOR THE HANDICAPPED

34. TRAINING PROGRAMME IN INSTITUTIONAL PLANNING AND MANAGEMENT FOR HEADS OF SCHOOLS FOR THE BLIND (MAY 2-6, 1983)

The Institute organised a series of training programmes in Institutional planning and management for heads of schools for the blind based on the training modules developed in a workshop organised earlier. The first training programme was organised from May 2-6, 1983 at New Delhi. The programme was attended by 11 participants and one observer representing 8 states and two union territories, namely Bihar, Gujarat, Madhya Pradesh, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh, West Benal, Pondicherry and Delhi.

Objectives

The main objectives of the programme were:

to provide to the participants an overview of the problems and perspectives of management in schools for the blind;

to familiarise them with the concepts and techniques of institutional planning and management with particular reference to the schools for the blind; and

to enable them to act as change agents for improving the programmes of such schools.

Content and Methodology

Different themes covered in the training programme were concerned with: building and material management; hostel management; relationship of school with community and other agencies; academic supervision; organisation of curricular and co-curricular activities; psycho-social aspects of management; new techniques of teaching the blind, inter-personal relations and conflict management, and institutional planning.

The training programme was mainly based on lecture-discussions although other methods like panel discussions, and seminars were also used. Two sessions were devoted to the participant's seminar in which the participants exchanged views and experiences about tackling of management problem in their respective schools. They were given an assignment in the form of writing papers which contained base-line data about their school, the problems faced by them, in managing their school, the solutions attempted to tackling those problems and suggestions for future action.

Management Team

The Management Team of the programme comprised of Dr. C.L. Sapra, programme coordinator, Dr. K. Sudha Rao, Shri S.L. Meena and Ms. Zubaida Habeeb, Associate Programme Coordinators.

VIII. PLANNING AND ADMINISTRATION OF ADULT AND NON-FORMAL EDUCATION

35. NATIONAL SEMINAR FOR KEY LEVEL FUNCTIONARIES IN ADULT EDUCATION (AUGUST 22-28, 1983)

The Institute in collaboration with the Directorate of Adult Education discussed the possibility of calling together key-level functionaries in adult education to take stock of the present situation and formulate action plans for future, and envisaged a national seminar of key-level functionaries in adult education from August 22-25 1983. Forty seven participants and five observers of Seminar included Directors/Joint Directrs/Deputy Directors/Assistant Directors of State Resource Centres, representatives of voluntary organisations, the university system and noted workers in the field of adult education.

Objectives

The main objectives for this Seminar were:

to identify and discuss the key issues in management of Adult Education;

to provide forum for exchange of experiences and innovative approaches by different States/organisations and institutions; and

to develop appropriate strategies for effective implementation and strengthening of the programme particularly the field level, with the help of various agencies concerned.

Content and Methodology

The themes discussed during the various sessions were: Implementation of Adult Education Programme: Issues and Problems: Effective implementation of adult education programme: The management approach; Strategies for strengthening adult education programme at field level; Special areas of concern in adult education: Removal of Women's illiteracy; Reaching adult SCs and STs and Backward areas: Linkages with schools system, universities, and development department: Role of voluntary bodies and organised sectors; UNICEF assisted programme of adult education for women; and Promotion of adult education programme.

Management Team

The management team for the seminar comprised of Dr. R.P. Singhal, Shri T.K.D. Nair, Shri B.K. Panda, Shri C.R.K. Murthy, Shri Chaman Singh and Shri R.K. Sharma.

IX. OTHER PROGRAMMES

36. WORKSHOP ON PLANNING AND ADMINISTRATION OF VOCATIONALISATION OF EDUCATION AT + 2 STAGE (APRIL 26-27, 1983)

The Institute organised a National Seminar in collaboration with Department of Education, Science and Technology, Government of Tamil Nadu, at Coimbatore from February 12-15, 1983 under its inter state visit project. Coimbatore was deliberately selected as the venue of the seminar because of strong linkages established between production units in the private sector and the schools offering vocational courses at +2 stage. As a follow-up to the Coimbatore Seminar, the Institute organised two day workshop on the subject at New Delhi on April 26 and 27, 1983. Nine participants from NCERT, Planning Commission, Jammu & Kashmir, Maharashtra, Tamil Nadu and NIEPA attended the workshop.

Objective

The sole objective of the Workshop was to spell out the operational details of the recommendations made in the Coimbatore Seminar.

Content and Methodology

The themes discussed in the Workshop were-Vocationalisation, job market and self-employment; vocationalisation and vertical mobility; administrative structures for vocationalisation; and links with production units, on the basis of which recommendations were made.

The management team of the workshop comprised of Dr. C.L. Sapra coordinator, Dr. (Mrs.) K. Sudha Rao, Associate Coordinator of the workshop

37. ORIENTATION SEMINAR ON PLANNING AND MANAGEMENT FOR SENIOR ADMINISTRATORS OF PUBLIC LIBRARY SERVICE IN INDIA (FEBRUARY 6-10, 1984)

The Institute in collaboration with Raja Ram Mohan Roy Library foundation, organised a five-day seminar on Planning and Management for Senior Administrators of Public Library Service in India, from February 6-10, 1984. Thirty participants attended the Seminar.

Objectives

The main objectives of the seminar were to acquaint the participants with

the role of library services in programmes of National development and reconstruction;

the modern trends in planning and management of public library services;

the different models of and approaches to library development and the system of co-ordination and linkages of public library services with formal and non-formal system of education and mass communication.

Content and Methodology

To achieve the above mentioned objectives the seminar was based on the themes related to: Public Library System and Services; Role of Libraries in National Development and Reconstruction; Role of Information Technology in Library Services, Modern Trends in Management of Libraries, Library Personnel Management; Financial Management of Libraries; Coordination and Linkages of Library System with Formal and Non-formal Systems of Education and Mass Communication Problems in Book Publishing, selection and Acquisition, Approach and Strategy for Development of Library Services during Seventh Five Year Plan, Library statistics and Monitoring and Library Building and Equipment.

The seminar methodology was based on lecture discussion, panel discussions, group work and field visit in libraries and institutions. Each participant was expected to present status report on the existing situation of library services and management in his state/union territory.

Management Team

The management team comprised of Dr. B.P. Barua, Director, Raja Am Mohan Roy Library Foundation, Calcutta and Shri C.P. Tewari, Programme Coordinator.

**38. SEMINAR ON 'BEYOND THE CONTEMPORARY SOCIAL SCIENCE PARADIGMS'
(APRIL 13,14 and 26, 1983)**

The Institute in collaboration with Zakir Husain Centre for Educational Studies, Jawahar Lal Nehru Univeristy, New Delhi organised a Seminar Series on "Beyond the Contemporary Social Science Paradigms" at NIEPA on April 13,14 and 26, 1983)

All the lectures of the seminar were delivered by Prof. M.L. Handa of Ontario Institute for Studies in Education, University of Toronto, Toronto, Canada. Sixty participants from different institutions and organisations including NIEPA attended the Seminar.

Content and Methodology

The themes covered in the lecture discussion were: Towards Third World Educational Alternative : An Aspect of Third World Social Theory" and Educational Inequality: A Political Economy Perspective". The third lecture concentrated on "Peace Paradigm: Beyond the Contemporary Social Sciences".

Management Team

The Management team comprised of Dr. Brahm Prakash, Programme Co-ordinator and Dr. N.V. Varghese, Associate Programme Coordinator.

X. INTERNATIONAL

**39. STUDY VISIT OF DATO AHMED, DIRECTOR, EDUCATIONAL PLANNING,
RESEARCH DIVISION, MINISTRY OF EDUCATION, MALAYSIA.**

The Institute, at the request of the United Nations Educational Scientific and Cultural Organisation's Regional Office for Education in Asia and the Pacific, conducted a ten day study visit of Dato Ahmed HJ Saleh, Director, Educational Planning and Research Division, Ministry of Education, Malaysia. The visit was a part of the Asian Programme of Educational Innovation for Development. Dato Ahmed's visit to NIEPA took place between May 17-28, 1983.

Objectives

The main objective of Dato Ahmed's study visit was to share the Malaysian experiences in the field of Educational Planning and Administration with that of India.

Content and Methodology

In order to achieve this objective a twelve day programme was organised consisting of Faculty meetings, visits to National level agencies in the field of Educational Planning and Administration, and a series of seminar given by Dato Ahmed on the themes like Education in Malaysia - A General Introduction; Linking Educational Policies with Planning in Malaysia; Organisation and Functioning of EPRD Malaysia; Data Processing and Management of Information System in

Education - The Mal Experiment : Equalisation of Educational Opportunities and Monitoring and Evaluation in Education.

The Programme was carried out in a spirit of mutual cooperation among developing countries. The inter change of ideas between Dato Ahmed, NIEPA Faculty and outside resource people were of immense value and helped the two countries to acquire knowledge and insight in Educational issues.

Management Team

The management team comprised of Mrs. Usha Nayar, Programme Coordinator and Mrs. Jayashree Jalali, Programme Associate Coordinator.

40. STUDY VISIT OF PROF. TAQWEEMUL HAQ, PROJECT DIRECTOR, THIRD EDUCATION PROJECT NWFP, PAKISTAN (MAY 27 - JUNE 2, 1983)

The Institute, at the request of United Nations Development Programme (UNDP) conducted one week study visit of Professor Taqweemul Haq, Project Director, Third Education Project, North West Frontier Province (NWFP) of Pakistan from May 27 to June 2, 1983. Professor Taqweemul Haq's Indian visit was a part of his study programme of Thailand, Philippines, Malaysia and India in which he studied organisation of Teachers' Training Programmes, Curriculum of Teacher Education at Primary and Secondary levels and Educational Administration. Professor Haq's visit to these countries was undertaken with a view to compare and contrast the educational experiences and innovations of these countries with that of Pakistan.

Objectives

The main objectives of Prof. Haq's visit to India were:

- to study the structure of Primary and Secondary Teachers' Training Programmes in India;

- to review the content of teachers education; and

- to familiarise himself with the administrative structure of educational institutions in India, in particular to study the nature and work of National Council for Educational Research and Training (NCERT) and National Institute of Educational Planning and Administration (NIEPA).

Content and Methodology

The Programme included discussion on Education Policy, Planning and Administration in NIEPA as well as visits to the National Council of Educational Research and Training, Jamia Millia Islamia, Government Co-educational Teachers Training Institute, U.N.D.P. Office, New Delhi, and the Open School. The programme was carried out in a spirit of mutual cooperation among developing countries. The inter change of ideas between Prof. Haq and the faculty of NIEPA was of immense value

and contributed to mutual learning and further understanding between two neighbouring countries.

Management Team

The management team of the programme comprised of Ms. Usha Nayar, Programme Coordinator. Ms. Jayshree Jalali acted as Associate Programme Coordinator.

41. WORKSHOP IN INDIAN HISTORY AND CULTURE FOR SOCIAL STUDIES & CURRICULUM CONSULTANTS FROM THE UNITED STATES OF AMERICA (JULY 4- AUGUST 11, 1983)

The Institute at the request of United States Educational Foundation in India and with the approval of the Ministry of Education & Culture, Government of India organised a Five Week's Workshop in Indian History and Culture for Social Studies Supervisors and Curriculum Consultants from the United States of America from July 4 to August 11, 1983, Fifteen Social Studies Supervisors and Curriculum Consultants from U.S.A. participated in the Workshop.

Objectives

The Workshop was designed in close consultation with the United States Educational Foundation with the following objectives:

- to give the participants an overview of India through the ages, its lands and people, its culture and fine arts;

- to acquaint them with development in agriculture, industry science; technology and education and with the changing socio-economic scene;

- to acquaint them with India's role in promoting international understanding and peace with special reference to the Non-Aligned Movements; and

- to help the participants to develop curricula on Indian History and Culture for U.S. Schools.

Content and Methodology

The workshop consisted of twenty lectures/panel discussions providing historical and cultural background of India as well as giving synoptic view of Modern India. Lecture discussions were provided for meeting the individual interests, namely, Indian History and Culture; Indian Philosophy and Religions; Indian Political System; Indian Rural/Urban life; and Indian Educational System, drawn from the preference schedules of the participants. There were Open sessions for discussions on various aspects related to Indian History, Culture and Contemporary India, viz. India through the Ages; Colonial India; Struggle for Freedom; Independent India; Contemporary India and the World and Future India.

Management Team

Prof. Moonis Raza was the Programme Director, Dr. G.D. Sharma, Dr.(Mrs.) Shakti R. Ahmed were the Programme Coordinators and Dr.(Mrs.) Sushma Bhagia, Mr. K.G. Virmani and Mr. M.M. Rehman were the Programme Associate Coordinators.

42. DIPLOMA IN EDUCATIONAL MANAGEMENT FOR SRI LANKA EDUCATION PERSONNEL (NOVEMBER 4, 1983 - MARCH 31, 1984).

The Institute in collaboration with SIDA organised a six months programme for Education Personnel of Sri Lanka from November 4, 1983 to March 31, 1984. Fourteen persons attended the programme.

Objectives

The Diploma Programme in Educational Management in its present form had been specially designed to train trainers of school principals from Sri Lanka in the field of Educational Management. The main objectives were:

to further sensitize the trainees to the social context of school in the Third World with special reference to educational policy, planning and administration in Sri Lanka;

to acquaint them with the theory and practice of school organisation and personnel management;

to impart basic skills in institutional planning and financial management of schools;

to further understand the role of the principal as an academic leader and as an initiator of change and innovations in school supervision, curriculum management and evaluation;

to help the participants develop the necessary expertise in devising a training system and employing consultancy methods and techniques in school management; and

to critically observe some selected schools and supra school levels of educational administration.

Content & Methodology

COURSE STRUCTURE

Total No. of Working days	65
Total No. of contact hours	455
Total No. of credits	22

Code	Index	Hours	Credits
001	Inauguration	04	-
002	Induction of Participants	03	-
003	Introducing India	10	-
004	Institute Seminars	20	-
005	Evaluation by Participants	04	-
006	Library Hours/Own Time Work	46	-
007	Valediction	03	-
008	Commonwealth Conference of Educational Administration	21	-

Credit Courses

721	School in the Third World Context	20	2
722	Theory and Practice of Educational Management School Organisation and Personnel Management	20	2
723	Institutional Planning and Financial Management	20	2
724	Management of Academic and Functions of a School Principal: Curriculum Supervision and Evaluation	20	2
725	Workshop in Training, Consultancy Methods and Techniques	49	2
726	Office Management	10	1
727	Field Research Projects	27	1
	(i) Supervisors contact hours OTW		
	(ii) Three months of Project Work in Sri Lanka		
728	Field Visits : School and Supra Level Study-cum-observations	52	2
729	Participants Seminar	10	1
730	Preparation of a Training Module in Educational Management for Sri Lanka School Principals	10	1
731	Introduction to Quantitative Methods in Educational Management	10	1
732	Consultancy Project of the Ministry of Education, Sri Lanka	-	1

The participants attended three seminars, namely

The fifth CCEA Conference held in New Delhi.

Founding Conference of Educational Planners and Administrators in Asia and the Pacific

All India Conference of Educational Technology, Bhopal.

Management Team

The management team of the programme comprised of Mrs. Usha Nayar, Programme Coordinator, Ms. Anjana Mangalagiri, Mrs. Jayashree Jalali, Mrs. Sunita Chugh and Shri Jai Bhagwan, Programme Associates.

43. REGIONAL CONFERENCE COMMONWEALTH COUNCIL FOR EDUCATIONAL PLANNERS AND ADMINISTRATORS (CEEA) (JANUARY 5-7, 1984)

At the request of the Executive Board of the Commonwealth Council for Educational Administration, the Institute organised the Fifth Regional Conference at New Delhi from January 5-7, 1984, in collaboration with Commonwealth Council for Educational Administrators and Indian Association of Educational Planning and Administration. The conference was attended by 165 eminent scholars and practitioners of educational administration from 12 Commonwealth countries, namely, Australia, Bangladesh, Barbados, Britain, Canada, Cyprus, India, Kenya, Mauritius, Nigeria, Singapore and Sri Lanka.

Content and Methodology

The main theme of the Conference was "Education of the Future" Management challenges". The discussions took place in relation to different sectors and types of education such as School Education, Adult, Non-formal and Continuing Education, Higher Education, and Technical and Professional Education with focus on the central theme.

Management Team

Professor Moonis Raza, Director was the Chairman of the Organising Committee and Dr. C.L. Sapa, was Coordinator of the Conference.

44. TRAINING PROGRAMME IN EDUCATIONAL PLANNING AND MANAGEMENT FOR OFFICERS FROM AFGHANISTAN (MARCH 5 - MAY 4, 1984; IN PROGRESS)

Ministry of Education, Government of Afghanistan has established an Educational Planning Unit, which covers Directorate of Educational Programming, Educational Planning and Education Budget. For this purpose, the Ministry identified six officers who could be trained in the area of Educational Planning and Management at NIEPA. After their training at NIEPA the officers are expected to take up the position of member/specialist in the Educational Planning Unit of the Ministry of Education, Afghanistan. The financial support for the conduct of this training programme was provided by the United Nations Development Programme (UNDP). Six participants attended the programme which is still in progress. The course content and methodology reflected this focus.

Objectives

Some of the specific objectives of the course were as under:

- to develop the basic skills in the theory and practice of the educational planning methods;

- to help the participants in understanding and analysing educational statistics;

- to impart basic skills in institutional planning and financial management of schools;

- to acquaint the participants with the system of monitoring and evaluation in the context of educational planning; and

- to help the participants develop the necessary expertise in undertaking projection exercises.

Content and Methodology

The overall approach to the methodology of the course was to seek a balance between theory and practice. Keeping in view the main objectives of the training programme, the presentation of each training module followed the logic of its content in selecting the methods, tools and techniques of teaching. The methodology of the course consisted of a mix of lecture discussions, group work, project work based on field research, practical exercises, workshops, case studies, simulated exercises and field visits. Some local field visits were also arranged to supplement the class room teaching. The lectures were delivered in English and for the convenience of the fellow participants Mr. M.M. Rahnuma did the translation work.

Management Team

Dr. Brahm Prakash acted as co-ordinator and Dr. Y.P. Aggarwal as Associate Co-ordinator.

45. STUDY VISIT OF SUJONO DOJODIHARDO, DIRECTORATE OF HIGHER EDUCATION, JAKARTA (FEBRUARY 14 - MARCH 13, 1984).

The Institute organised a study visit of Shri Sujono Djodihardo, a Unesco sponsored fellow from Directorate of Higher Education, Jakarta from February 14 to March 13, 1984.

Objectives

The main objective of the study visit was to study the social studies in curriculum in Higher Education in India.

Content and Methodology

Problems of Social Science Teaching in Higher Education including subjects like Political Sciences, Administration, Mass

Communication, Sociology, Anthropology, Social Work/Welfare Criminology.

Process of formulation and implementation of curricula in social sciences at the Under-graduates and Post-graduate levels.

Qualifications and standards for Social Science Teachers in Higher Education.

Institutions and Organizations developing Social Sciences in India.

Problem of translation and promotion of regional writings in national/regional/official languages.

Social Sciences as interpreted into the co-curricular activities.

Problem of field work and practices in particular field of study/social work, administration, mass communication.

The Development of Social Sciences Research

The problem of employment.

A series of visits to important educational institutions and meetings were organised with NIEPA faculty, Faculty members of Department of Sociology, Delhi University, Delhi School of Social Work and Jawaharlal Nehru University and St. Stephens College Delhi. Mr. Sujono also paid a visit to Rajasthan University, Jaipur and Tata Institute of Social Science, Bombay. Mr. Sujono also gave a seminar on the "Social Science Curriculum in Indonesia."

46. ORIENTATION PROGRAMME IN EDUCATIONAL PLANNING AND ADMINISTRATION FOR DIRECTORS OF EDUCATION FROM SRI LANKA (MARCH 20 - MAY 3, 1984 - IN PROGRESS)

The Institute organised a programme for Directors of Education from Sri Lanka from March 20 - May 3, 1984 which was attended by six participants.

Objectives

The Orientation programme in Educational Planning and Administration was specially designed to familiarize the Directors of Education from Sri Lanka with the latest concepts and techniques of educational planning and management with the focus on the areas: Educational Planning in the Third World Context; Plan formulation at the Regional level; Monitoring and Evaluation; Management Strategies for Educational Development and Plan Implementation; Observations of some Selected Schools and National, State, District and Block Level Institutions concerned with Educational Planning and Administration.

Course Content and Methodology**Course Structure**

Total Number of Working days	33
Total Number of Contact hours	231
Total Number of Credits	14

Code Index	Title	Hours
O00	Registration	1
O01	Inauguration	2
O02	Induction of Participants	1
O03	Introducing India	6
O04	Institute Seminar	6
O05	Evaluation by the Participants	2
O06	Library Hours/Own Time Work	16

Management Team

The Management team of the programme comprised of Mrs. Usha Nayar Programme Co-ordinator, Ms. Anjana Mangalagiri, Mrs. Jayashree Jalali, Mrs. Sunita Chugh, Associate Programme Coordinators.

ANNEXURE II

RESEARCH STUDIES

(In Progress and Sanctioned)

ONGOING STUDIES

1. AN INDEPTH STUDY OF FINANCING OF HIGHER EDUCATION IN INDIAN STATES

The study was sponsored by the ICSSR and taken up in April, 1981. The main objectives of the study are:

to identify the distortion that have occurred in the schematic priorities laid down in the plans of the Central and the State Governments;

to analyse the national and social disparities that have occurred in the educational development;

to study the extent of effectiveness of the special measures taken, incentives given for accelerating the base of educational development particularly among the disadvantaged sections of the society; and

based on this study to make suggestions for drawing up of educational development during the next 10-15 years at the elementary stage of education

Methodology, Data Base and Current Status

A set of data schedules and questionnaires listing certain policy issues relating to financing of higher education had been sent to about 30 per cent of colleges located in the states of Andhra Pradesh, Gujarat, Haryana and Orissa. During the year, the draft report of the project has been prepared and sent to the state governments concerned with a request that they may apprise the researcher of any Comments/Observations in regard to the factual data and/or any other point made in the report. The researcher had also discussion with the director of Technical Education, Gujarat state. The comments from other states are still awaited.

2. AUTONOMY OF THE UNIVERSITY COMMUNITY

The study was sponsored by ICSSR and was undertaken in February 1982 and the main objectives of the study are:

to examine if 'autonomy' in its Anglo-American connotation existed in any form at any time in ancient and medieval institutions of higher learning in India;

to examine the extent of autonomy enjoyed by the Indian universities during the first 90 years of their existence (1857-1947);

to examine the extent to which autonomy of the universities in India (such as it has) increased, remained constant or decreased from 1947 to the present;

to examine whether conditions in India are propitious at present to foster and promote university communities and whether autonomy can be a practical mode of university governance if various groups (students, teachers and administrators) do not constitute a community separately or collectively;

to examine whether there is any ground for the belief that 'autonomy is a condition precedent if the universities are to discharge their duties and obligations effectively and efficiently...' (Gajendragadkar Committee Report on Governance of Universities); and

to examine if the 'university community' and the 'university autonomy' are non-functional concepts in the present context in India, and are there any other ideas with which universities might experiment with advantage.

Methodology, Data Base and Current Status

The project involves a study of community and autonomy of the universities as they developed in the western democratic societies and later in the Indian universities during the British period. An attempt has been made to examine the state of the autonomy of the Indian universities after Independence in 1947. The hypothesis of the study is that the concept of university autonomy and academic community are alien implantations, that they were and are increasingly irrelevant to the Indian university system and that adherence to this romantic double-fiction is delaying a rational consideration of the problems of governance of Indian universities. The report of the study is being finalised.

3. REGIONAL DISPARITIES IN EDUCATIONAL DEVELOPMENT : AN ATLAS OF INDIAN EDUCATION

The study was undertaken by the Institute in April, 1982. The main objective of the study was to identify and analyse the spatial dimension of educational development and its bi-directional links with the process of regional development.

Methodology and Data Base

Mapping on the basis of bi-variate as well as multi-variate statistical techniques is being used. Fourth All India Educational Survey and Census of India 1981 are the main sources of data.

Current Status

Altogether 203 variables have been analysed with the help of 168 maps including 24 bi-variate maps. The sectionwise break up of maps is as follows: Accessibility 26; Availability-11; Quantity - 50; (including 17 bi-variate maps), Inter-connectivity-5; Equity-30; and Utility-18 (including 7 bi-variate maps). All the chapters except the one on utility have been finalised. A monograph entitled 'School Accessibility in India - the Regional Dimension' was prepared as part of the study.

4. A STUDY ON OPTIMUM TEACHER-PUPIL RATIO FOR SCHOOLS

The study was taken up by the Institute in July 1982, The main objectives of the study were:

to ascertain the norms of teacher pupil ratio as prescribed by the state government and as observed in the actual situation.

to assess the workload of teachers in terms of time devoted to teaching and non-teaching activities.

to investigate the effect of teacher-pupil ratio on enrolment, retention and achievement of students in the annual examinations; and

to determine optimum teacher pupil ratios for different situation of schools, keeping in view the feasibility aspect including the cost of the same.

Methodology and Data Base

Nearly 600 schools from 58 National Sample Survey Regions have been selected through stratified random sampling technique. The stratification has been done on the basis of rural/urban; primary/middle/secondary; tribal/non-tribal; single-multiple class schools; and boys/girls/co-education schools.

Normative survey method involving questionnaire and investigatory technique have been employed in the study. These have further been supplemented by the survey of available literature, education codes, acts, rules and government orders and examination of the various documents such as school records of enrolment, attendance etc. For assessing the qualitative aspect of education, the annual school results of the students have been taken into consideration (April 1979 to March 1982).

Current Status

The analysis process of the data on the computers has been started and the tables which have been finalised, are in the process of programming. On the basis of the review of the related literature collected from different libraries and received from some of the State Education Departments, a tentative plan of chapterisation of the

report has been done. The Report is being prepared in the light of the statistical treatment of the data.

5. FUNDING OF SOCIAL SCIENCES RESEARCH IN INDIA

The study was taken up in January, 1983 at the instance of ICSSR. The main objective of the study is to analyse the financial support provided by various government/semi government or private bodies for social sciences research in India.

Methodology, Data Base and Current Status

The data base of the project is a six volume study prepared at the ICSSR by Dr. J.L. Azad. These volumes contain information on Research Institutions; Research Organisations; Central and State Government Agencies; Autonomous Research Sponsoring Bodies; Various Banking and Finance Institutions; and International Agencies. The monograph is under preparation.

6. A STUDY ON EDUCATIONAL PLANNING WITH SPECIAL REFERENCE TO EQUALITY OF OPPORTUNITY AND EQUALISATION OF EDUCATION OPPORTUNITY IN INDIA - A CASE STUDY OF SCHOOL EDUCATION IN KERALA AND UTTAR PRADESH

The study was undertaken in March 1983 at the instance of ICSSR. The main objectives of the study are:

to examine the changes in the sources of educational finance in the light of equality and equity goals;

to analyse the financing mechanisms for education including grants-in-aid system and its effect on distribution of educational opportunities; and

to find out the net beneficiaries of public expenditure on education-particularly on school education

Methodology and Data Base

The study is mainly empirical-cum-analytical in nature and is limited to school education in the two states Kerala and Uttar Pradesh only. In a limited sense, it is, a comparative study of educational finance with special reference to equality of educational opportunity in educationally advanced and backward regions of India since Kerala ranks top as against low position occupied by Uttar Pradesh in most of the indicators of Educational Development. The main sources of data were the published and the unpublished material of the Ministry of Education both of the Central and State Governments. Plan Documents, Budget Reports and Statistical Abstracts of the States concerned are also being used to elicit information. Publications of NCERT, such as All-India Educational Surveys and Publications of NIEPA such as Reports on Educational Administration also provide information related to the project. To study the last objective a cross-section analysis would be carried out. At present there are two alternatives of

getting data to examine this issue. National Sample Survey Organisation (NSSO) has conducted a nation-wide survey on 'Social Consumption' including 'Education' in its 35th Round for the year 1980-81. In case the data from the above source is not made available in the required form, it is proposed to conduct a small field survey in selected districts of Kerala and Uttar Pradesh, to generate data on socio-economic background, private costs and subsidies available to different socio-economic groups.

The main indicators used to examine - to what extent the goal of equality of educational opportunity has been achieved in school education are: Growth Rates of Enrolment Ratios; Co-efficient of Equality; Disparity Index; etc. Equality of Educational Opportunity examined is mainly confined to the access to education and educational inputs of different socio-economic groups classified by sex, social-groups, location and districts etc. Per capita and per pupil expenditure on education and teacher-pupil ratio etc. serve as proxy variable to indicate the quality of education.

Current Status

Data on educational development between 1956-57 and 1980-81 at school level have been collected in order to examine whether disparities in educational facilities have narrowed during this period in the two states. The collected data include number of institutions, enrolment, enrolment ratios etc. with a view to examine the distribution of educational facilities among different segments of population.

The study is nearing completion. The final chapters are being written and is expected that it will be completed by the middle of May 1984.

7. THE STUDY ON COST OF SUPPLY OF EDUCATION IN GURGAON DISTRICT (HARYANA)

The study was originally taken up in December 1981. However, after completing a Pilot study the proposal was rewritten and the project design was substantially modified. The study based on the modified design commenced in October, 1983. The objectives of the study are:

- to calculate unit costs of education at different levels of education;

- to examine the elements and determinants of units costs;

- to suggest the ways by which the unit costs of providing education of various levels is reduced with either retaining the same level of efficiency or increasing the efficiency of the education system;

- to work out the ways and means of utilising the available infrastructure facilities and the additional costs required for this purpose.

Methodology and Data Base

Since there is relatively less work done in this area at micro level such as district or block level, an indepth analysis has been taken up at micro level. Accordingly 2 blocks have been selected - one economically advanced and another backward block in the Gurgaon District of Haryana and for an intensive study; the focus is on an educational cluster in each block.

On the whole, the study is expected to provide adequate information on total and unit costs of education, the components and determinants of costs of education; the available infrastructure facilities in the area and the possibilities of their use for educational purpose and their cost implications.

Current Status

In the light of the pilot study completed, the research proposal was thoroughly revised and has been approved by the Programme Advisory Committee. For the purpose of collecting required information three questionnaires were developed. Questionnaire - I is for the information relating to the village; Questionnaire-II relates to the schools and the Questionnaire-III is meant for collecting the information about the availability of local human resource in the area concerned. With the help of three questionnaires data are being collected and processed simultaneously.

8. STUDY ON MOBILISATION OF ADDITIONAL RESOURCES FOR EDUCATION

At the suggestion of the Programme Advisory Committee of NIEPA, a Research Study on Mobilisation of Additional Resources for Education for 10 States of India were undertaken. As a pilot study, the situation in the Union Territory of Delhi was taken up and the results emerging therefore were presented to a seminar in which officials of the Directorate of Education of the Union Territory of Delhi and experts in educational finance participated. Subsequently, the study was extended to the 10 major states of India. The main objectives of the study are:

finding out from where educational system in the states received finance;

how the importance of each of these resources of finance have changed;

how more resources can be obtained from any of these sources of finance;

how effectively available resources are being spent.

Methodology and Data Base

The methodology adopted was to survey the situation by means of a questionnaire to different states of India. However, since the

responses to these questionnaires were very meagre a visit to some of the states was undertaken and the secondary data available were analysed in detail.

Current Status

The data on income and expenditure collected for all the ten states was analysed with a view to find out the contribution of various sources and the change in their relative importance over time. The period covered was 1956-57 to 1976-77. Information was collected on education cess levied by the states. The analysis went into depth into different methods adopted for mobilisation of different resources for education in some of the states of India. As a further progress to the study, three chapters have been drafted.

NEW STUDIES

9. A STUDY ON EDUCATIONAL POLICY AND PLANNING IN INDIA - ROLE OF PLANNING COMMISSION - CURRENT STATUS AND FUTURE PERSPECTIVE

The study was undertaken by the Institute in April, 1983 with the following objectives:

to examine various processes in regard to the formulation and evaluation of plans within the Planning Commission and bring out, in details the nature of the existing procedure, tools and instrument used.

to reflect critically on the usefulness or otherwise of methods and tools employed in the context of a country of the size of India;

to bring out the suitability of the quantitative reviews and qualitative studies and their impact on Policy Planning, Programme Formulation and Project Implementation;

to diagnose how educational plans were influenced by Finance Commission, awards, political decisions, international trends and situation and policies of various Union Ministers of Education, Members Incharge of Education within the Planning Commission and the bodies and groups set up by them from time to time;

to indicate how non-governmental bodies, institutions, and organisations influenced formulation of educational plans;

to review the extent to which planners forecast developments and their operational implications were correct and to focus on the distortions, if any, which may have taken place and reasons there of; and

to formulate concrete proposals to strengthen Planning Commission's role as well as its capacity to formulate educational plans, carryout its evaluation and monitoring, within the overall national objectives, during the next two decades i.e.

1980-2001 especially in view of the fact that Education has lately been included in the concurrent list.

Methodology and Data Base

A data in the form of published and unpublished, drafts of various chapters of the Five Year Plan Reports, materials, statistical proformae, statements, tables, schedules, and reports of the various committees have been consulted and drawn upon.

Current Status

As a preliminary step, a copy of the research project was circulated to over 120 eminent educationists, economists, sociologists, selected vice-chancellors, developmental planners, demographers, scientists, administrators, erstwhile Ministers of Education and Member of Education, Planning Commission and those associated with policy planning etc. to seek their assessment on the current role of planning Commission in Educational Policy and Planning, suggestions for improvement in the light of future perspective and comment on specific objectives listed in the research project. The comments and suggestions have been received from almost all and the materials provided have been analysed. Among other things, it has been mentioned that this kind of study is timely and relevant one. Suggestions regarding specific objectives of the study would be appropriately reflected in the research project.

In addition to ascertaining the views of experts, personal discussions with knowledgeable persons were also organised. The results of these discussions have been highly fruitful and would provide valuable inputs in the formulation of concrete policy recommendations particularly with reference to the objectives set out in the study.

A comprehensive bibliography of various aspects of the study has been prepared and it is being reviewed with various experts and researchers.

The first chapter of the proposed study is intended to present a synthesis of significant trends in major sectors of educational policies and programmes during the First Six Plans and to study critically progress of some of the important components of educational plans. The draft sections on pre-primary, elementary, secondary, higher, technical and adult education of this chapter have since been drafted.

The work on the preparation of preliminary draft chapter on parliament and Review of Educational Policies and Programmes has been taken up. Draft of the chapter on Processes of Educational Planning has also been finalised. The preliminary draft on the chapter on "Education and Concurrency" has also been prepared.

Convocation and other addresses delivered by the eminent social scientists, administrators, developmental planners, scientists, and policy planners have been examined with a view to analysing their

reflections on educational policies and planning in India and the role of Planning Commission.

Work on the analysis of recommendations of several Finance Commissions and Committees set up by the Government has been initiated in order to find out whether any special references to educational plans and policies have been made and the extent to which there have been repercussions on the formulation of Five Year Educational Plans.

10. INDIAN EDUCATION IN THE YEAR 2000 - A LONG TERM PERSPECTIVE

The study was taken up by the Institute in May, 1983 with the following objectives:

to derive a trend based enrolment projects on past developments in education : An exercise would be carried out for each stage of education, e.g. primary, secondary, higher technical and higher non-technical, at all-India level as well as for states;

to put forth a behaviouristic model of education: an attempt would be made to link the size of institutions, and the amount of expenditure on education with significant socio-economic and demographic variables.

Methodology, Data Base and Current Status

A revised research design elaborating the methodology, data base and scope of the study was developed. This series data in respect of both the State of Maharashtra and all India was compiled. During the year under report the work covered related to enrolments pertaining to primary, middle and secondary education for the period (1960-61 to 1982-83); specific age-wise estimates of population for the period 1960-61 to 1991; sex-wise disaggregated data in respect of (a) and (b) was prepared; and compilation of data in respect of institutions and expenditure on education was prepared.

11. STUDY OF ROLE PERFORMANCE BY THE HEADS OF COLLEGES

The study was undertaken by the Institute in August 1984. The main objectives of the study were:

to identify the role expectations of heads of colleges;

to assess the performance for different types of roles by the heads;

to identify various factors which affect their role performance.

Methodology, Data Base and Current Status

Literature relevant to the study was reviewed and a select annotated Bibliography was prepared. A questionnaire was prepared to identify the expectations from the role of Principal as perceived by teachers,

students, non-teaching staff and members of the governing body. A separate questionnaire was administered to about 24 heads of colleges to know the activities in which they are involved.

Data from these questionnaires were analysed and a pool of activities expected of heads of colleges was collected and key performance areas identified along with their component activities. Validity is being ensured by placing these items before judges for classifying them into roles.

12. STUDY FOR DEVELOPING A MODEL ACCOUNT CODE FOR THE UNIVERSITY SYSTEM

The Study was undertaken in August 1983 with the main objectives of evolving the framework of an Account Code in order to provide guidelines on the basis of which the individual universities can work their own Codes, consistent with the local set up, systems and their particular needs.

Current Status

During the first phase, the Acts, Statutes, Ordinances, Regulations and Rules of some of the State and Central Universities and rules of the Government of India and a few State Governments were studied.

In the second stage, broad design and outlines of the Account Code were prepared and suggestions were invited thereon from 75 Universities and Institutions of National importance, including 12 foreign Universities and the International Institute of Educational Planning, 16 State Governments, Governments of India, Ministry of Education and Culture, University Grants Commission and Association of Indian Universities. The Universities were also requested to make available a copy of their existing Rules and Regulations. 55 Universities were requested to send information in regard to certain specific matters. Universities in their replies have stated that mostly they had no codified set of rules and have been following by and large, the rules of the respective State Governments.

In the next stage, detailed design and outlines of the Account Code comprising 24 chapters were prepared; based on the personal experience/study by the Senior Project Fellow who was the Project Director, of certain Central and selected typical State Universities and other institutions, as also a study of the reports submitted lately by certain Committees and audit. The detailed design and outlines of the Code were sent to selected Universities, Government of India, Ministry of Education and Culture, University Grants Commission, Association of Indian Universities, Comptroller and Auditor General of India and four Accountants General for their comments and suggestions.

Later Chapters I-XVIII of the Account Code were circulated to the Members of the Project Advisory Committee and have been agreed to by them.

13. A COMPARATIVE STUDY OF EDUCATIONAL ADMINISTRATION OF THE INDIA AND AUSTRALIA

The study was undertaken by the Institute in August 1983.

The main objective of the study is to study the system of educational administration of India and Australia, particularly the role of Central Government in promoting the quality of educational services and to suggest the best means for achieving an affective partnership of the central and provincial grant for educational and national development.

Methodology and Data Base

The study envisages a study of the roles, which the centre and states play in promoting the education services in the country in the context of concurrent status of education. Since it is difficult to appreciate such roles in a complex situation like India, comparison will be made with Australia, where the conditions are directly in opposition to India except that both the countries have decentralized system.

Use will be made of the comparative techniques. It is expected that by comparing problems & educational administration of the two countries, understanding will be achieved on all the four counts mentioned above.

Current Status

The available literature has been surveyed; a tentative bibliography has been compiled and the basic outline prepared. The historical perspective and systemic background have also been completed. Based on the literature surveyed a comparative picture of the problems pertaining to Educational Administration of the two countries are being studied.

14. DIAGNOSTIC STUDY OF EDUCATIONAL MANAGEMENT IN INDIA

At the instance of the UNESCO Regional Office, Bangkok, the Institute undertook the study entitled "Diagnostic Study of Educational Management in India", as part of UNDP supported project on "Regional Technical Cooperation Programme for Increasing Efficiency in Education through Improved Planning and Management". The main aim of this study is to make the regional training Workshops of UNESCO more meaningful and relevant to the actual requirements of the member states in the context of National Programmes and priorities. The major objectives of the study are:

- to study the existing system of organisation and management of education in India;

- to identify the bottlenecks, limitations, and deficiencies in operational set-up for implementation of various educational programmes and projects; and

to suggest alternative solutions to problems faced in the management of education at various levels.

Methodology and Data Base

The study covered all sectors of education including school education, higher and technical education, both under government and non-government managements. The area of inspection and supervision and innovative practices in educational administration, were also included in the study.

In order to accomplish the objectives of the Study, a National Task Force was set up on October 19, 1983, consisting of representatives of the Ministry of Education and Culture, Planning Commission, State Governments and specialised institutions.

On the basis of the suggestion and decisions taken by the National Task Force, the following methodology was adopted for conduct of the study:

Collection and review of existing literature and studies already undertaken in this area at the State and National levels.

Comprehensive survey of system of educational administration in five selected States of India through a questionnaire.

Personal interviews with the knowledgeable persons including representatives of the Teachers Union at State and National levels to elicit their views on the subject of study.

a critical analysis of the State reports on educational policy planning and administration.

In the first phase, of the study, the areas of strengths and weaknesses in the management of the Indian Education System were identified. A comprehensive questionnaire was finalised in a meeting for collection of information for this Study from various States. Apart from the data on the basis of questionnaire, information was collected from Central Ministries/organisations. This exercise provided a base-line diagnosis. For the second phase of the study, an indepth analysis was made of various issues in educational management at Micro and Macro levels, by selecting and studying five states of India representing different geographical regions of the country namely, Assam, Jammu & Kashmir, Madhya Pradesh, Maharashtra and Tamil Nadu. These studies were utilised in preparing different chapters of the study, with special reference to the existing system and organisation of educational management in India at different levels.

Current Status

A preliminary draft report was included and sent to UNESCO Regional office, Bangkok. In the third and final phase, the data received from different states of India would be analysed and interpreted in the light of the requirements of the study. The insights gained from

the analyses would be compiled and considered at a National Workshop which would eventually finalise the study.

15. MANAGEMENT AND UTILISATION OF POST-MATRIC SCHOLARSHIP SCHEME:A NATIONAL STUDY, NATIONAL PROFILE-II

The major objectives of the study were as follows:

to understand the vertical and horizontal linkages and coordination among the different departments concerned with Post-matric Scholarship and management pattern of the Post-matric Scholarship scheme;

to analyse the utilisation of the Post-matric scholarship Scheme by the spatial (state, NSS zones, districts) and socio demographic (SC & ST, male and female) categories and throw light on the differential utilisation among the different categories;

to examine the distribution of Post-matric Scholarship among the hostellers and day-scholars and among the fresh and the renewal cases;

to identify the state, NSS zones, districts, castes and tribes, male/female, beneficiaries with maximum and minimum ranges of utilisation;

to suggest remedial measures to improve the effectiveness of Post-matric Scholarship and to make recommendations for the improvement of the scheme.

Methodology and Data Base

The report is primarily based on secondary data. For the collection of data, State and Institution Schedules were administrated. A few selected case studies were also conducted. The data is based on the study of the functioning and management in 15 states and union territories and 14 educational institutions were also selected from the capitals of the selected states and union territories. While selecting the institutions, there were two major considerations. As far as possible, that all categories of higher educational institutions, such as, universities, agriculture universities, medical colleges, engineering colleges and the general colleges in art, science and commerce should be represented. The second consideration was that the selected institutions, as far as possible should represent the educational management patterns as autonomous, private and government. The study of management and utilisation of P.M.S.S. is based on the review of the cases of 3454 students belonging to Scheduled Castes (2753) and Scheduled Tribes (701). Applying the statistical techniques of Location Quotient and co-efficient of equality, the study has made careful analysis of the utilisation of P.M.S. by states/NSS regions, districts, SC/ST, male/female, academic streams and hosteller/day-scholar. The report indicates the nature and degree of imbalance as found in the utilisation of P.M.S.S.

Current Status

The tabulation work of the data collected has been completed. The first draft of the summary of the report was also prepared during this period.

16. SOCIAL BACKGROUND, LIVING CONDITIONS AND ACADEMIC PERFORMANCE OF THE POST-MATRIC SCHOLARSHIP HOLDERS : A NATIONAL STUDY OF THE SC/ST STUDENTS

The study has been undertaken by the Study Unit on Educational Development of the Scheduled Castes & Scheduled Tribes, in January, 1984. The major objectives of the study are:

to find out the social and economic background of the beneficiaries of the Scheme in terms of their origin, nature and size of the family occupation, landholdings, income, educational background of parents and other members of the family;

to understand the living conditions of the beneficiaries with special reference to their accomodation, life-styles, sources of financial support and patterns of expenditure;

to investigate into the adequacy, effectiveness and usefulness of the Post-Matric Scholarship Scheme;

to examine the academic performance of the beneficiaries with special focus on the dropout repetition, temporary, discontinuation and diversification of courses;

to analyse the degree of exposure to mass media levels of their participation in extra-curricular activities, sports and political activities;

to probe into the possibilities of anticipatory socialisation (remedial teaching, conselling-guidance for career planning, employment information, N.C.C. and N.S.S., pre-examination coaching, secretarial practice etc.) and the causes of deprivation as perceived by the SC/ST students.

Methodology and Data Base

For the purpose of data collection, the institutional schedule including Career Profile (Schedule I), Beneficiary Schedule (Schedule-II) were canvassed to the selected institutions and SC/ST students studying in Post-graduate, under-graduate and the professional courses. In the data collected through the Institution Schedule, the emphasis was on Cohort Methodology and to know total number of the students enrolled and the total number and percentage of students who reached to the terminal point and the number and percentage of students who failed, dropped out or migrated out.

As per the advice of the Working Group and keeping in view the broad objectives as noted above, it was decided to prepare the

following reports pertaining to the impact and performance of the SC/ST students:

Retention, Failure, Dropout and Repetition in Higher Education: A Cohort Analysis of the Scheduled Caste and the Scheduled Tribe Students, National Profile-III; and Social background, Living Conditions and Academic performance of the Beneficiaries of the Post-matric Scholarship Scheme: A National Study of the Scheduled Caste and the Scheduled Tribe students: National Profile - IV.

The two inter-related reports are based on the data collected from 18 states/union territories, 34 N.S.S. regions, 62 districts, 62 institutions, Career profile of 4033 SC students and Interview Schedule canvassed on 1500 SC/ST students studying in the undergraduate, post-graduate and professional courses.

Current Status

During the period under report, barring one or two states, the national level field work was completed in all other states, and institutions by 1984. The data have been processed and the reports are under preparation.

17. ACTION RESEARCH TO STUDY IMPLEMENTATION STRATEGIES IN EDUCATIONAL PLANNING AND ADMINISTRATION (ADULT CUM UNIVERSALISATION OF ELEMENTARY EDUCATION (UEE) IN PUNAHANA BLOCK OF GURGAON DISTRICT)

The study was undertaken by the Institute in March 1984. The main objectives of the study are:

to universalise elementary education for children in age-group 6-14 in a selected area of Mewat.

to endeavour to remove illiteracy among adults in the age-group 15-35, in the selected areas.

to involve the community through participative investigation, identification of the problems, formulation of plans and its implementation and monitoring and evaluation;

to establish linkages and coordination with other developmental agencies by identifying the educational components of their programmes and link it up with the adult education and UEE.

Methodology, Data Base and Current Status

While the background 21 villages of Punhana Block, in Tehsil Ferozpur Jhirka of District Gurgaon, Haryana (Mewat Region) were identified, which is one of the most educationally backward area. These 21 villages are geographically contiguous and covered by school complexes.

For ensuring implementation of the Project, four-fold strategy will be followed. This includes: Participation of the community; supportive role of school complex; linkages with other developmental

departments ; and facilitative-cum-critical interventionist role of NIEPA.

Organisational structure would function at village level, school complex level and at project level. These would be named as Village Education Committee, the School Complex Committee and the Advisory Committee at the cluster level.

Village Education Committee (VEC), will include members of Panchayat, School Teachers, Gram Sewak, organisations and NIEPA's Representative as ex-officio members. Its main functions will be:

to conduct surveys of household; school & village; and

to formulate, implement, monitor and evaluate village development plan with special emphasis on education of the target groups. The major role of the Committee would be to ensure enrolment in regular attendance and retention of the target groups, and to establish horizontal linkages with developmental agencies.

School complex Committee will be represented by the Principal of the Central School, Teachers, some members of VECs, Officers of Development Agencies, B.E.O., and NIEPA's Representatives. The main functions of this Committee will be:

Helping the Village Education Committees in the formulation of Village Development Plans;

Organising Training and preparing learning material for the teachers in collaboration with SCERT and other developmental agencies;

Helping the Anganwaris, Schools, Non-formal Education and Adult Education Centres in establishing linkages and providing locally available resources (Human as well as Material); and

Monitoring, taking remedial action and evaluation of the institution.

At the cluster level, the Advisory Committee will comprise of the following members : Additional Deputy Commissioner (IRDA); Officers of all developmental agencies at the block level; Some members of the School Complex Committees; Three representatives of VECs; Director, SCERT; NIEPA's Representatives; D.E.O.; Sub-Divisional Education Officer; and B.E.O. The main functions of this Committee will be to prepare the Block Education Plan (entire area of operation) on the basis of survey; coordinate and establish linkages and seek support from different development agencies in various activities of the project.

Current Status

Questionnaires, household survey cards and inventory (for collecting data about the schemes) have been prepared. 14,000 household survey cards have been printed and distributed in the 20 villages of Punhana

Block (area of operation). Almost all Village Education Committees have been constituted in the area of operation. In school complex meetings the head teachers and teachers have been oriented to the activities of the project. The Village Education Committee, Rehira has collected Rs. 10,000 for the roof and boundary wall of Government Primary school Rehira. This Committee has provided the school with water connection also. The Village Education Committee, Bisru has formed another Committee called Gram Navyuvak Uddhar Sanstha with a view to render finances and other help to the poor children coming to school. This Committee has collected some funds also. Linkages have been established with the BEO and his other Officers at the block level through personal contact. Some literature and other statistics have been collected in connection with the project.

18. IMPACT OF EDUCATIONAL LEVELS ON SOME DIMENSIONS OF DEVELOPMENT: A STUDY OF RURAL HOUSEHOLDS

The study was undertaken by the Institute in May, 1984 as an attempt to answer the following questions:

Does the educational level influence adoption of new technologies and if so, is there a critical level of education that influences adoption?

Does educational level influence diversification of economic activities?

What is the nature of relationship between educational levels and household linkages with reference to market, social and cultural aspects?

Does educational level influence the capacity to use and absorb other developmental efforts?

Does the educational level influence the succeeding generations?

Methodology, Data Base and Current Status

In order to answer the above questions it was proposed to use household level data collected through a household survey for a project on Integrated Rural Development of Tumkur District, Karnataka by the Institute for Social and Economic Change. The data collected, therein pertains to all the households (about 30,000) from 245 randomly selected villages. The use of this data to answer the questions raised above is through a large number of cross tabulations of educational levels and different facets of development, supported by regression and factor analysis.

Tabulation schemes have been finalised and Computer Programmes are now being developed to generate the required tables.

**STUDIES UNDERTAKEN BY THE CENTRAL TECHNICAL UNIT
(NATIONAL COMMISSION ON TEACHERS IN HIGHER EDUCATION)**

19. HIGHER EDUCATION IN INDIA - A SURVEY

The Study on "Higher Education in India" is a survey study which proposes to cover development in Indian Higher Education since Independence, the regional dimensions, contradictory pulls in Indian Higher Education and the systems and the sub-systems. The survey will analyse data on enrolment in Higher Education; the facultywise enrolment in Higher Education; facultywise share of women enrolment in the Higher Education; growth rates of student enrolment; facultywise enrolment of graduates and Post-graduates; levelwise enrolment in Higher Education; Scheduled Castes enrolment to total enrolment; women enrolment in Higher Education; facultywise distribution of women enrolment, public expenditure per pupil in India; educated unemployed in India and facultywise graduate unemployment; quantitative indicators for Higher Education development, etc.

An attempt would be made to critically examine the spatial variations in the spread of Higher Education in India; to identify crucial problems facing the Higher Education in India; to indicate the possible approaches towards their resolution; and to appraise the place occupied by education in relation to other social activities.

20. ECONOMIC AND SOCIAL STATUS OF TEACHERS

The main objectives of the study are to examine the status of teachers:

as determined by their salary scales, allowances, working, living and service conditions;

as compared to service, living and working conditions of persons with similar academic background in government and private sectors;

as compared to relative position of this profession to other professions in developed, developing particularly third world countries; and

as perceived by teachers themselves, their peers, students and the community;

to suggest measures for improvements in status of teachers.

21. THE BASE AND PROCEDURE OF RECRUITMENT OF TEACHERS

The main objectives of the study are:

to examine the base and procedures of recruitment;

to suggest suitable measures for broadening the base and improving procedures of recruitment so as to attract talented teachers.

22. RETENTION, MOBILITY AND INBREEDING IN INSTITUTIONS IN HIGHER EDUCATION

The main objectives of the study are to examine:

conditions which help or hamper retention of teachers in the professions;

opportunities for professional renewal and development;

mobility of teachers within the profession both horizontal and vertical;

causes and implications of inbreeding; and

to suggest measures for retaining talented teachers, encouraging mobility and to suggest ways and means for reducing inbreeding.

23. PROFILES OF CAREER DEVELOPMENT

The main objectives of the study are:

to examine the growth path of teachers in term of entry, career development, and professional development;

to solicit the view of teachers about opportunities for career and professional development in higher education; and

to suggest measures for improving the career and professional development of teachers.

24. WORKING DAYS, WORK LOAD AND NATURE OF WORK

The main objectives of the study are:

to examine number of working days and number of days that the institution remained closed in the last three years;

to examine time spent by a teacher on teaching, research as well as on para-academic, extension and administrative work;

to examine average size of the class and pupil-teacher ratio; and

to suggest measures for increasing the number of working days and contribute to the formulation of a policy for the nature and quantum of work undertaken by teachers

25. PARTICIPATION OF TEACHERS IN DECISION MAKING

The main objectives of the study are:

to examine the participation of teachers in decision making within the institute regarding academic, para-academic and institutional administrative matters and outside the institute at state/national level, both in academic and social/political matters;

to elicit the views of the teachers about the level and extent of their participation in decision making; and

to suggest measures for promoting the teachers' participation in decision making

26. GRIEVANCES OF TEACHERS AND THEIR REDRESSAL

The main objectives of the study are:

to examine general nature of grievances;

to examine the procedures for redressal of grievances of teachers;

to examine nature of teachers' response to the above;

to examine involvement of exogeneous bodies like the courts in the settlement of disputes; and

to suggest measures for improvement in procedures and mechanism for redressal of grievances.

27. VALUE ORIENTATION OF TEACHERS

The main objectives of the study are:

to examine academic, social and moral values which the profession cherishes and needs to cherish in keeping with the country's heritage and ideals of democracy, socialism, secularism, and the scientific temper, as well as with the concept of academic excellence;

to examine actions repugnant to the teaching profession;

to examine teachers accountability to the profession and to society; and

to suggest measures to promote the above mentioned values.

Methodology, Data Base and Current Status

In connection with these studies, a sample design was framed and sample was drawn on the basis of stratified proportionate random sampling. Three structured questionnaires pertaining to status of teachers for (i) teachers of universities and colleges, (ii) community, and (iii) students, were prepared. For canvassing these questionnaires the methodology of canvassing the questionnaires was discussed with the Chief Research Investigators identified in the sample universities and colleges by organising workshops in different parts of the country. The following workshops were conducted in different parts of the country:

Name of the Workshop	Dates	No. of Participants	No. of days	Venue
1. Workshop for Chief Research Investigators of sample Colleges, Central Zone	Sept. 26-27, 1983	36	2	NIEPA
2. Workshop for Chief Research Investigators of Sample Universities.	Sept. 28-29, 1983	18	2	NIEPA
3. Workshop for Chief Research Investigators of Eastern Zone	Sept. 30- Oct. 1, 1983	35	2	PATNA
4. Workshop for Chief Research Investigators of Southern Zone	Oct. 5-6, 1983	55	2	MADURAI
5. Workshop for Chief Research Investigators of Western Zone	Oct. 8-9, 1983	40	2	POONA
6. Workshop for Chief Research Investigators of Northern Zone	Oct. 11-12, 1983	17	2	CHANDIGARH
7. Special Workshop for Chief Research Investigators of Eastern Zone	Nov. 5-6, 1983	11	2	NIEPA
8. Special Workshop for Chief Research Investigators of Central & Northern Zone	Nov. 8-9, 1983	15	2	NIEPA

As a result of this strategy the response was fairly good and nearly 9,000 teachers from universities and colleges responded to the

questionnaire. Nearly 1,500 members of the community and the same number of students also responded to the questionnaire meant for them. The data were verified, coded and processed on the Computer. A test-run of 3,500 questionnaires for college teachers was carried and the following three preliminary reports were prepared and presented to the members of the Commission on 27th and 28th January, 1984:

1. Data Base
2. Conceptual Framework of Studies
3. Higher Education : A Survey

Preliminary findings of more studies based on the responses of 6000 teachers were also presented in the meeting of the National Commission on Teachers II held on 26th & 27th March, 1984.

SANCTIONED STUDIES

1. STUDY ON HISTORY OF EDUCATIONAL DEVELOPMENT IN KERALA

The main objectives of the study are:

to analyse the growth of Education in Kerala as it evolved under the erstwhile princely states of Travencore - Cochin and the Malabar Province.

to study the nature of educational expansion after the formation of the Kerala state since 1950.

to identify the various factors and forces which influence(d) the decision making process at different levels; and

to delineate the various bottlenecks which hinder the implementation of the decisions, whose identification may help other states to overcome them.

Methodology and Data Base

The educational developments in Kerala would be analysed in two dimensions. The first part will highlight the History of Educational Development from 1820 under the erstwhile princely states of Travancore - Cochin and in Malabar. The second part would focus on the educational development since the reorganisation of the Kerala State in 1956. The study would be based on extensive research work.

The first part, which deals with the History of Education prior to the 1956 period will be based on historical records such as the Census of India Reports, Manuals, Administration Reports, Educational Records, Statistical Abstracts, Government Records and the Native States Council Proceedings. The second part will be based on similar published material besides Government records open for consultation, as well as interview with senior officials and educationists.

2. A STUDY ON SPATIAL PROVISION FOR EDUCATIONAL ACTIVITIES BACKGROUND

The main objectives of the study are:

to undertake a comparative study of the existing Policies and Practices being followed by different town development authorities in making spatial provision for educational activities;

to work out future requirements of various educational activities in different types of settlements/towns after taking into consideration various educational and demographic factors;

to suggest building and space norms for educational activities of various types and levels of institutions in different types of settlements according to ecological regions of the country;

to make an assessment of total space and building requirements in future on the basis of projected needs of educational activities and suggested space and building norms;

to study the impact of new educational technologies on various levels and stage of educational activities in terms of space requirements; and

to suggest methods and techniques of integrating educational facilities with the neighbourhood facilities of the local community.

Methodology and Data Base

The study will involve extensive travel in the country for surveying the present status and collecting data as per the research design.

3. ROLE OF PROTECTIVE DISCRIMINATION IN EQUALISING EDUCATIONAL OPPORTUNITY IN SOUTH AND SOUTH EAST ASIA WITH SPECIAL REFERENCE TO WOMEN

The major objective of the study is to make a comparative analysis of the policies and programmes of protective discrimination in the countries of South and South East Asia with a view to identify critical factors which help in reducing disparities among different groups of population especially women.

Methodology and Data Base

A study of the following material would be made:

State provisions through legal enactment rules procedures and their enforcement;

Specially earmarked financial outlays for the welfare and the development of the target groups;

Physical and economic accessibility to education;

Schemes of privileged access in terms of achieving statistical parity in the educational system; and

Specialized qualitative inputs during the educational process leading to improved outputs in terms of out turn ratios and employment.

The study would be conducted in South and South East Asian countries of Afganistan, Burma, Bangladesh, India, Nepal, Sri Lanka, Pakistan, Maldives, Malaysia, Indonesia, Phillipines and Thailand.

The existing disparities in education in a historical perspective would be analysed. Qualitative analysis of the available policy documents, special provisions/programmes and schemes would be attempted. For studying the input of the schemes and programmes of protective discrimination a temporal analysis of statistical data for two points of time would be carried out. Field work for short periods of 2 to 3 weeks each would be an essential input both for securing the primary evidence and for interviewing personnel in organisations.

The legal and official documents pertaining to protective discrimination resources and other existing social evidence and primary data through interviews would form the data sources of the study.

4. MANAGEMENT OF TECHNICAL EDUCATION: PROSPECTUS FOR STUDIES ON PERSONAL STRUCTURE AND INVENTORY CONTROL IN ENGINEERING COLLEGES

The main objectives of the study are:

to know the existing staff structure at various levels with respect to each academic department as well as establishment and accounts section in the engineering colleges;

to propose an optimally efficient staff structure for engineering colleges;

to know the present system of inventory management in different engineering colleges and to diagnose the problems in the management;

to identify the successful cases of inventory management and to propose a systematic method of inventory management to engineering colleges;

Methodology

A survey would be conducted on the basis of certain instruments on the existing staff structure in all the departments of 100 engineering colleges in India. At a later stage case studies would be conducted on 30 engineering colleges.

ACADEMIC CONTRIBUTION OF FACULTY

BOOKS

Prof. Moonis Raza

An Atlas of Indian Tribes, Concept, New Delhi, jointly with A. Ahmed

Educational Planning: A Long Range Perspective (edited by Moonis Raza)
NIEPA, New Delhi

Indian Commodity Flows: The Regional Dimension, Concept, New Delhi

Dr. Brahm Prakash

'The Urban-dead End'- Pattern of Employment Among Slum Dwellers in
Bombay, Somaiya Publication, Bombay.

Shri T.K.D. Nair

Philosophical Bases of Education (co-authored), State Institute of
Languages, Trivandrum, 1983.

Dr. (Ms.) K. Sudha Rao

Influence of Continuous Evaluation on Learning, NCERT, New Delhi (in
the press)

Dr. Y.P. Aggarwal

Community Flows and the Regional Structure of the Indian Economy,
Concept, New Delhi (co-author)

Ms. Sunita Chugh

Compiled a bibliography in collaboration with five authors 'Non-
Alignment -A Bibliography' Lancer Publication, New Delhi, 1983.

CHAPTERS IN BOOKS

Prof. Moonis Raza

"Rural Development ; Policy Implications", In R.P. Misra (ed.)
Capitalist and Socialist Paths to Rural Development, Concept, New
Delhi, 1984.

"Urbanization in Asia : Retrospect and Prospect", in AASSREC
Urbanisation in Asia - The Future of the City, 1983 (jointly with M.K.
Premi)

"Man in the Eco-system", in R.P. Mishra (ed.) Contribution to Indian Geography : Concept and Approaches, Heritage, New Delhi, 1983.

"Problems of Regional Development in the Trans-Himalayas - A Case Study of Laddakh", in T.S. Papola et.al. (ed.) Development of Hill Areas Issues and Approaches, Himalaya, Bombay, 1983. (jointly with Harjit Singh)

Dr. (Ms.) Kusum Premi

"Reservation in Higher Education for Scheduled Castes and Scheduled Tribes - A Policy Frame-work" jointly with Prof. Moonis Raza in "The All India Seminar on Policy" Reservation Sanjivayya Institute of Social and Economic Research, New Delhi, 1983.

Dr. J.B.G. Tilak

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"Education in an unequal world", in Moonis Raza & Jandhyala B.G. Tilak (eds), Educational Planning : A Long Range Perspective (New Delhi, NIEPA) in press.

"Education, Experience and Earnings", in Jandhyala B.G. Tilak (ed) Education and Regional Development (New Delhi, Society for the Study of Regional Disparities) forthcoming.

Dr. Y.P. Aggarwal

Inequities in the Levels of Literacy in Prof. Anas Memorial Volume being brought out by Geography Department, Aligarh Muslim University, Aligarh, Higher Education in India - An Assessment in C.D. Deshmukh Memorial Volume being brought out by India International Centre, New Delhi.

Shri S.C. Nuna

Fragmentation of Political Behaviour in India : A Geographical Analysis of Electoral Trends' in A.B. Mukherjee and A. Ahmad (eds), Essays in the Honour of Prof. A. Mitra (jointly with Prof. A. Ahmad)

RESEARCH PAPERS

Prof. Moonis Raza

"Literature Survey in Social Geography", and "Literature Survey in Historical Geography" in Manzoor Alam (ed,) A Survey of Research in Geography, (1972-75), ICSSR, Concept, New Delhi, 1983, jointly with A. Ahmad.

"North East : Problems of Unity in Diversity" in S.A. (ed.), Haqqi (ed.), Democracy, Pluralism and National Building, New Delhi, 1983.

"Urbanisation in a Fragmented World : Some Aspects of International Equities", Urban India, Vol. 3, No. 2, 1983, jointly with Atiya Habeet & Y.P. Aggarwal.

"Inequities in the Levels of Literacy: The Regional Dimension", Occasional Paper 4, National Institute of Educational Planning and Administration, New Delhi, 1983, jointly with Y.P. Aggarwal.

"Problems and Methods of Educational Administration at the Block and Institutional Levels : India, Occasional Paper in Educational Planning, Management and Facilities, Unesco, Bangkok, 1984.

Dr. R.P. Singhal

"Educational Planning and Development in Thailand, Philippines, South Korea and Japan - A Report; NIEPA, (1983)

The 10+2+3 Pattern of Education at National Level - An Evaluative Study, IIE, Pune, Feb. 1983.

"Building Up Capabilities of Educational Administrators in India; International Journal of Educational Development, Oxford Vol. 3, No. 1, 1983 "Horizontal & Vertical Linkages in Education; Education Quarterly, 14/Edn, April, 1983.

"What Schools Can Do to Promote National Integration"; Sangham, Vol. 13, (1983), KVS, New Delhi.

Attacking Adult Illiteracy in India - Problems and Strategies, National Seminar for Key-level functionaries in Adult Education, EPA Bulletin, NIEPA, Jan. 1984.

"Concurrency in Secondary Education - Role of Central Government; working groups at Secondary Education for VII Plan, Dec., 1983.

"Universalisation of Elementary Education; Policy and Promise; NIEPA; Dec., 1983.

"Teacher as a Change Agent"; National Seminar on Teachers, Sept, 1983. The Outmoded Inspector; NIEPA; Sept., 1983.

"Operationalising an Open Learning System; Open School, 1983.

"Objectives of Teaching Profession: Role of Teachers; NCERT, 1983.

Dr. N.M. Bhagia

"Research in Educational Administration: Retrospect & Prospect" in the Teacher Today of October - December, 1983, Published in January 1984.

"Integration of Education with Development" in the Education Quarterly Vol. XXXVI No.1 in January 1984.

"Educational Administration: Challenges & Strategies" in the special issue of Fifth Regional Conference of CCEA held in New Delhi from January 5-7, 1984.

"Evaluation of Schools and Colleges" in the Hindu of July, 1983.

Dr. Brahm Prakash

"Rural Development: Issues to ponder", Kurukshetra No.4, 1984, Jointly with Prof. Moonis Raza.

Dr. J.B.G. Tilak

"Economic Return to Investment in Education at the Regional Level: Estimates for the State of Andhra Pradesh", Anveshak Vol. 13 No. 1 (June 1983) 47-72.

"Distribution of Education among Income Groups : An Empirical Analysis", (jointly with A.K. DASGUPTA), Economic & Political "Weekly Vol. 18 No. 33 (August 13, 1983) 1442-7.

"On Allocation Plan Resources for Education in India"? Margin Vol. 16 No. 1 (October, 1983) 93-102.

Voluntary Contributions to Education in India", Journal of PSE Economic Analyst, Vol. 4 No. 2 (December, 1983).

"Centre State Relations in Financing Education in India" Economic Political Weekly (forthcoming)

"Resources for Education in India", (jointly with N.V. Varghese), Occasional Paper No. 2 (New Delhi, NIEPA).

Dr. Kusum Premi

"Educational Equality and Economic Opportunity" in Journal of Higher Education (accepted for publication)

Dr. R.S. Sharma

Article on Supervision of Schools for Visually Handicapped Published in the Educational Quarterly, Ministry of Education, Government of India, January 1984.

"Co-ordination and Linkages at Different Levels of Educational Planning and Administration" - Published in Journals of Indian Education, Vol. 9, No. 5, January 1984.

Mrs. Usha Nayar

"The March of the Commonwealth" in Education of the Future Fifth CCEA Regional Conference, New Delhi, January 5-7, 1984, NIEPA.

Journal of Higher Education (Under publication)

"Higher Education in Sri Lanka - A Third World Experiment",

Shri C. Mehta

"Education in the Republic of Korea, and Education in India" Published by NIERT, Seoul, Korea.

Education in India, a series of two lectures, published by NIERT, Seoul Korea.

A Historical Analysis of the Contemporary Educational Issues in the Developing Countries - paper submitted to the IIEP, Paris.

Dr. K. Sudha Rao

Vocationalization; Psychological Impediments, Consequences and Implications, (under publication).

Education and Examination : The Conflict (Sent for Publication)
Quality as an agent for universalizing elementary education (Printed in Hindi)

Problems of vocationalization of education at plus two stage: in India (forthcoming) published by MaxMuller Bhavan.

Dr. Y.P. Aggarwal

Inequities in the Levels of Literacy: The Regional Dimension, Occasional Paper No. 4, NIEPA, New Delhi.

Railway Freight Flows and the Regional Structure of the Indian Economy, The Geographer, Vol. XXVIII, No. 2.

Urbanization in a Fragmented World : Some Aspects of International Inequities, Urban India, Vol, 3, No. 3.

Dr. N.V. Varghese

"Education, Technology and Development Relationship: A Synoptic View" published in the seminar volume on Technology and Future for Rural Development in 2000 A.D., Hyderabad, 1983.

"Education, Technology and Development: A Perspective" Occasional Paper No. 1, NIEPA, 1983.

"Resources for Education in India" (jointly with J.B.G. Tilak Occasional Paper No. II, NIEPA, 1983.

Dr. K. Sujatha

Socio-Economic Constraints of Development of Education of Tribes in India (under consideration for publication in Indian Journal of Social Work)

Strategies of Non-formal Education for a Tribe - Yanadis (Accepted for Publications by Indian Anthropological Association).

Shri A. Mathew

"Role of the University Grants Commission in Framing Policy for Higher Education in 'Journal of Higher Education.

Dr. S.C. Nuna

Fragmentation of Political Behaviour in India - Operation of Centrifugal Forces in the Indian Policy', Occasional paper 35, Centre for the Study of Regional Development, Jawaharlal Nehru University, New Delhi (jointly with Prof. A. Ahmad).

Prepared a paper on Techniques of Population Projection and their Application (under publication).

"Comparative Education in Post-Graduate Syllabi" in the Journal of comparative Education society of India.

A Comparative Study of Concept of Work Experience in India and U.S.S.R." in the Journal of Comparative Education Society of India. (under publication)

"History of text books at the Secondary Level" in Sunday.

ADDRESSES LECTURES DELIVERED TO LEARNED SOCIETIES

Prof. Moonis Raza

Lecture on "Man and Nature" at the Institute of Geography, Bratislava, Czechoslovakia, 1983.

Delivered a Lecture on "India: The Time and Space Continuum" in a Intensive Workshop to develop curriculum materials in social studies in India for use in schools of USA, USEFI, New Delhi, 1983.

Delivered a lecture on "Third World Urbanisation Perspectives" in an International Seminar on "Small Cities and National Development", UN Centre for Regional Development, New Delhi, 1983.

Delivered a Basu Memorial Lecture on "The Future of Education" at C.I.E. Alumni Association, Department of Education, Delhi University, New Delhi, 1984.

Delivered G.S. Patel Memorial Lecture at M.S. University on "Problems of Urban Growth in India" and "Regional Disparities in the Levels of Literacy in India", Baroda, 1984.

Delivered a Key-note Address, "The Role of Text Books in National Integration" at the All India Conference on "Text Books on National Integration", NCERT, Pune, 1984.

Delivered a Reddy Memorial Lecture on "Education of Future and Future of Education", Sri Venkateshwara University, Tirupati, 1984.

Delivered a Key note Address, "Perspectives for Industrialisation in Contemporary India" All India Symposium on "Industrialisation and Regional Development", organised by UGC at Patna University, Patna, 1984.

Delivered a Key-note Address, "Education: A Vision of the Future" of the Fifth CCEA Conference on Educational Administration, New Delhi, 1984.

Dr. N.M. Bhagia

Delivered lectures in a Programme on "Planned Change" for the Principals and other Senior Administrators of Polytechnics on 'Organisational Climate', 'Organisational Development' and 'Leadership Behaviour' in the Technical Teachers' Training Institute, Chandigarh on June 17 & 18, 1983.

Addressed the Teachers and Students from Baharain on August 5, 1983 on Indian Education

Delivered a Lecture on "Administrative Behaviour", 'Institutional Planning', "Motivating Faculty" to the Administrators in Rajasthan Polytechnic as a Visiting Specialist on November 16 & 17, 1983 at Jaipur.

Delivered a Lecture on 'School Programming' and "School Environment and Environment" and "Evaluation of the Students and Evaluation of School Administration" to the Senior School Administrators of Public States at the Punjab State Institute of Public Administration, Chandigarh on December 5, 1983.

Delivered a lecture on 'Achievements of Indian Education' to the participants of the Workshop on 'Journalism in Education' in the Indian Institute of Mass-Communication, New Delhi on January 19, 1984.

Dr. K.G. Virmani

Delivered a Lecture on "Police Image" in the Third Re-orientation Course for Investigating Officials of Delhi on 2nd February, 1984.

Shri M.M. Kapoor

Delivered a Lecture on Institutional Planning in the Seminar of Heads of NDMC Schools organised by Extension Services and science Centre of Department of Education, New Delhi, Municipal Corporation on 19th September, 1983.

Mrs. Usha Nayar

Delivered a Lecture on "Education of Girls" at the SCERT Haryana.

Delivered a Lecture on "Education of Girls and Universalisation of Elementary Education" in West Bengal.

Attended a Conference on "New Goals of Education and New Roles of Teachers" and presented a paper on the "Status of Women Teachers in South Asia", on Dec. 3-4, 1983.

Delivered Lectures in a Programme on "Planned Change" for the Participants and other Senior Administrators of Polytechnics on 'Management of Innovations in Polytechnics' in the T.T.T.I. Chandigarh, on June 16, 1983; and Presented a Paper on "Approaches to Value-Oriented Education" in the National Seminar on Value - Oriented Education at Banasthali Vidhyapeeth, Rajasthan from May 14-16, 1983.

Dr. R.S. Sharma

Participated in the 10th National Convention of Indian Authors held at New Delhi on February 11, 1984.

Delivered a Lecture on June 1, 1983 on Universalisation of Elementary Education and the disabled in the Training for the Integrated Education of Disabled, Department of Teacher Education, NCERT, New Delhi.

Delivered a Lecture on Institutional Planning and Personnel Management in SCERT, Gurgaon, Haryana from July 25 to 27, 1983.

Ms. Nalini Juneja

Acted as resource person for a training programme for Career Masters of Arunchal Pradesh organised by NCERT at Changlang, Arunchal Pradesh, from March 2-16, 1984

PARTICIPATION IN SEMINARS, CONFERENCES, WORKSHOPS

Prof. Moonis Raza

National

Participated in the Seminar on, "Literacy in India: The Regional Dimension", at the Forth National Geography Congress, Bombay University Bombay, 1983.

Participated in the Seminar on "Inequities in the Levels of Literacy: A Districtwise Analysis" at the Eighth Annual Conference of the Indian Association for the Study of Population, New Delhi, 1983.

Participated in the Seminar on, "Higher Education in India during the 80's" at the Centenary Celebration Seminar, Bombay University, 1983.

Participated in, "Some Aspects of Higher Education in India" at C.D. Deshmukh Memorial Symposium", India International Centre, 1983.

Participated in the Seminar on, "Some Aspects of Literacy among Scheduled Castes and Non-Scheduled Population in India - A Districtwise Analysis", at the Fifth National Geography Congress, Aligarh Muslim University, Aligarh, 1984.

International

Participated in the Inter-disciplinary meeting on "Education within the Context of Alternative Future", organised by UNESCO, Bangkok, 1983.

Participated in the Meeting of Directors of the Association of Social Science Research Studies Councils (AASREC) Project on Gate Way Cities of Asia, organised by National Research Council of Thailand, 1983.

Participated as a resource person in the Meeting of Regional-Cooperative Programme in Higher Education for Development: Meeting of the Consortium on Policy, Planning and Management in Higher Education and the Consortium on special Research Studies in Higher Education for Development, UNESCO, Bangkok, 1983.

Participated in the Evaluation Workshop on 'Regional Technical Co-operation for Training Educational Personnel in Planning and Management using Distance Teaching and other Techniques' organised by UNESCO-ROEAP, Bangkok as a nominee of Government of India, 1983.

Participated in the Research Planning Meeting on "Strategies for the Future of Asia", organised by the United Nations Institute for Training & Research Programme, Bangkok, 1984.

Prof. Satya Bhushan

Attended the National Meeting of "Study Group on Radio Utilisation for Education" at CET, NCERT, on January 11, 1984.

Attended the meeting of the Advisory Committee for the Planning Commission's Project on Elementary Education on January 12, 1984.

Attended Third meeting of the Working Group on Secondary Education of Ministry of Education & Culture on Jan. 20, 1984.

Attended the meeting of the Working Group on Monitoring and Evaluation for Seventh Five Year Plan at Planning Commission, Yojana Bhavan, on January 21, 1984 & March 9, 1984.

Participated in a session on National Freedom Movement in India in text books at NCERT on February 11, 1984.

Attended the All India Seminar on Continuing Education for Librarians on February 13, 1984.

Attended National Committee Meeting to finalise awards for girls enrolment, at Ministry of Education, on Feb. 22-23, 1984.

Attended National Commission on Teachers-I meeting on February 24-25, 1984.

Attended the meetings of the Bureau Heads with Education Secretary, Ministry of Education & Culture on February 25, 1984 and March 30, 1984.

Attended the Steering Group Meeting on Education for Seventh Five Year Plan of Planning Commission, Yojana Bhavan, on February 26, 1984.

Attended the Non-Formal Education Conference at NCERT on February 28-29, 1984.

Attended Workshop on Legal Literacy at NCERT, on March 3 - 5, 1984.

Attended a meeting with Shri Kireet Joshi & Shri B.P. Banerji of the Ministry of Education on NCT-II on March 8, 1984.

Attended the Seminar on New Challenges in Training Management organised by the Indian society for Training & Development, at New Delhi from March 11-15, 1984.

Dr. R.P. Singhal

Served as Chairman of the Inspection Committee for Ever Green Public School, Delhi for advising CBSE on suitability of the School for affiliation - April 14.

Provided expert guidance to NCERT's research project staff on the study concerning Practices and Procedures of Setting Question Papers and Evaluation Systems of the School Examining Boards - May 10 & 11.

Chaired the meetings of the Governing Body, Kendriya Vidyalaya, Masjid Moth, April 28, 26th August.

Attended the meeting of Central Advisory Board of Education - June 6 & 7.

Chaired, Joint Consultative Committee of K.V.S., Delhi Region, Sept. 5

Attended the meetings of National Commission for Teachers (Schools), May 6 & 7, Dec. 16, 1983, Jan. 23-24, and Feb. 24-25, 1984 in Delhi.

Attended meeting of National Commission on Teachers (Schools) at Calcutta - June 25-28.

Attended meeting of National Committee on Elementary Education - April 2.

Attended a meeting of the Committee of the Ministry of Education to consider a scheme of Awards for excellent performance of the programmes of Universalisation of Elementary Education and Removal of Adult Illiteracy - May 16.

Attended a meeting of the Chairman and Secretaries of the Working Groups for National Commission on Teachers (Schools), May 17.

Attended meetings of Bureau Heads in the Ministry of Education, Govt. of India, May 19 & 28, July 1, August 2 & 16, Sept. 3, Nov. 15.

Attended meeting of the Open School Advisory Committee, May 25 & November 30.

Chaired the session on Open Education: Concept and Perspectives for the Future at the National Conference on Open Learning Systems - May 27.

Attended a meeting of the Committee of UGC on 10+2 Pattern of Education, July 4.

Attended a meeting in the Ministry of Education & Culture regarding the planning of the National Seminar on Teachers, July 11.

Meeting of Committee of the NCERT on Value-Oriented Education, August 11.

Meeting of the Kendriya Vidyalaya Sangathan's Academic Advisory Committee, August 27.

The National Seminar on Teachers organised by the National Commission on Teachers, Sept. 5-9.

The meeting of the Education Committee of the National Integration Council at Teen Murti House, New Delhi, Sept. 14.

The meeting of the Working Group on the proposed structure of the KVS Council for Research and Training, Sept. 15.

Joint meeting of Heads of NCERT, CBSE and KVS in the Ministry of Education and Culture, Sept. 19.

Joint meeting of the Text books Committee of NCERT, Nov. 5.

Meeting of the Working Group of the Ministry of Education on Secondary Education for preparation of the Seventh Plan, Nov. 17 and Dec. 26 & 27, 1983 & Jan. 20, 1984.

Meeting of the Committee of the Ministry of Education to curb communalism, Nov. 30.

Meeting of the Advisory Committee of the Open School of India, Nov.30.

Meeting of the UGC Committee for Introduction of 10+2 Pattern in the Schools of Aligarh Muslim University, Dec. 3, 1983 and March 12, 1984.

General Body Meeting of Kendriya Vidyalaya Sangathan, Ministry of Education, Dec. 5.

Meeting of the Working Group on Educational Technology and Distance Learning for preparation of seventh plan at the UGC, Dec. 28, 1983 and Jan.3, 12, 17 and 30, 1984.

Attended Seminar of the Indian Council of Philosophical Research held at Teen Murti on New Goals of Education and New Roles of Teachers, Dec. 3-4.

Attended the meeting of the DAV Colleges Managing Committee, Nov.20.

Meeting of the Governing Body of Gargi College, Delhi University, Delhi, Dec. 13, 1983 and March 8, 1984

Attended the annual meeting of the Indian Association of Educational Planners and Administrators on January 4, 1984.

Delivered a talk on 'Our Educational Structure' at the Indian Institute of Mass Communication, Jan. 19, 1984.

Attended a meeting of the Working Group on Secondary Education for the Seventh Five Year Plan in the Ministry of Education and Culture, Jan. 20.

Attended the meeting of the National Commission on Teachers-I and presented the Report on Role of Teachers and Objectives of Teaching Profession held at Vigyan Bhawan, New Delhi, Jan 24-25.

Attended the Conference on "Training in Government - Objectives and Opportunities" organised by the Department of Personnel and A.R., Govt. of India and presented a paper on "Training Educational Administrators at Grass-roots", Feb.27-28, 1984.

Served as a Resource Person for the Training Course for Assistant Inspectors of Schools of West Bengal at Administrative Training Institute, Calcutta, January 8-10, 1984.

Attended meeting of the Board of School Education, AMU at Aligarh on Feb.17, 1984.

Dr. C.L. Sapra

National

Attended Conference of State Education Secretaries as an Obsever on September 20, 1983.

International

Participated in Regional Training Workshop on Planning and Management of Universalisation of Primary Education as a resource person at Dhaka from November 16-29, 1983.

Shri M.M. Kapoor

Attended the Fifth Advance Course on Project Management which was organised by the Indian Institute of Public Administration at New Delhi from November 30 to December 9, 1983.

Participated in a Meeting on Monitoring on Universalisation of Elementary Education on April 5, 1983 and was nominated as member of sub-group to evolve the instruments of data collection.

Participated in the Seventh meeting of the Planning Commission on Educational Statistics of the Ministry of Education and Culture on April 8, 1983.

Participated in the meeting of Task Force on Elementary Education of Madhya Pradesh on 15th September, 1983 at Bhopal.

Participated in the second meeting of Seventh Plan Working Group on Elementary Education of Planning Commission at Pune from January 2 to 3, 1984.

Participated in Annual Plan discussion (1984-85) on sector of education in respect of various States and Union Territories in the Planning Commission during November and December 1983.

Dr. Kusum Premi

Participated in Annual Conference of Comparative Education Society of India (January 2-4, 1984), Contributed a paper on "Education and Equity: Some Issues relating to education of Scheduled Castes in India.

Dr. J.B.G. Tilak

Seminar on "Experimental Application of Sample Survey Methods for Collection of Educational Statistics (NCERT & UNESCO), April 1983.

Participated in the 4th All-India Annual Conference of Society for the Study of Regional Disparities on Education and Regional Development (Patna, L.N. Mishra Institute of Economic Development and Social Change) November 1983.

Attended the 3rd Annual Conference of the Comparative Education Society of India held at Jamia Millia Islamia (January 2-4, 1984).

Attended the Working Group Meeting on Resource for Education in the 7th Five year Plan (New Delhi, Planning Commission, 15th November, 1983, Usha Nayal, and March 20, 1984.

National

Attended the Asian Orientation Seminar on the Development of the Learning Strategies for Post-Literacy and Continuing Education of

Literates in the perspective of Life-Long Education, New Delhi, 3-15 October, 1983 and made an oral presentation.

Presented paper at Third Annual Conference of Comparative Education Society of India between 2-3 January, 1984 at Jamia Millia Islamia, New Delhi.

Participated in discussions at a Seminar on "Women and Development" New Delhi, March 5, 1984.

International

Attended a Regional Conference on Disarmament organised by the United Nations at Vigyan Bhavan from 22nd - 26th August 1983.

Attended and presented a paper at a Seminar with Prof. D. Goldschmidt on "Current Problems and further Perspectives of High School Education in India and the Federal Republic of Germany" on November 28-29, 1983, New Delhi.

Dr. S. Bhagia

National

Participated in the National Seminar on Teachers, in Vigyan Bhavan, New Delhi from September 5-9, 1983.

As an Special Invitee attended Meetings of the Working Group on 'Adult Education in the Seventh Five Year Plan (1985-90)' at New Delhi on November 26, 1983; December 21, 1983; January 9, 1984 and January 20, 1984.

Participated in the Annual Conference on Non-formal Education Programme at NCERT, New Delhi from February 28 to February 29, 1984.

Attended a meeting for Selecting the Best State for Awards for enrolment in Elementary Education, NFE and Adult Education in Ministry of Education and Culture, New Delhi on March 1, 1984.

International

Participated as an observer in the Asian Orientation Seminar on the "Development of the Learning Strategies for Post-literacy and Continuing Education of Neo-literates", New Delhi from October 3-15, 1983 sponsored by UNESCO in collaboration with DAE, Ministry of Education and Culture, Government of India.

Shri C.P. Tewari

Participated in a 'Seminar on Development of Rural Areas - Problems, Perspectives and Strategy' organised by Himalaya Seva Sangh, from September 25 to 26, 1983.

Shri C. Mehta

National

Attended workshop on the 'Role of Mass Communication in Social Defence and Welfare' organised by the Department of Social Welfare, September 26 - October 1, 1983.

International

University College of Wales, University of Wales, U.K. on Educational Problems and prospects in India (1984).

Dr. K. Sudha Rao

National

Participated in a Seminar on Examination for better learning organised by Education Forum, New Delhi, April 15th, 1983.

International

Participated in a Seminar with Professor Goldschmidt on current problems and future perspective in High School Education in India and the "Federal Republic of Germany" on November 28th & 29th, 1983 at India International Centre, New Delhi.

Dr. K. Sujatha

Attended 3rd Annual Conference of Comparative Education Society held in Jamia Millia Islamia, January 4, 1984 and presented a paper on "Socio-Economic Constraints of Development of Education of Tribes in India".

Attended a lecture on "Voluntary Action" the Myth and Reality Organised by National Institute of Public Cooperation and Child Development on 26th December, 1983.

Attended a Panel Discussion on Seventh Plan on 14th March at New Delhi.

Dr. Y.P. Aggarwal

Inequities in the Levels of Literacy : A Comparative Analysis of Scheduled Castes and Non-Scheduled Caste Population in Maharashtra presented at Second Annual Conference of the Society for the Study of Regional Disparities held at L.N. Mishra Institute of Economic and Social Change, Patna, November 26-28, 1983.

Inequities in the levels of Literacy : The Regional Dimension, presented at Fifth National Congress of National Association of Geographers, India, held at Aligarh Muslim University, Aligarh, December 26-28, 1983.

Dr. N.V. Varghese

Presented a paper 'Higher Education and Unemployment : Towards a Tentative Hypothesis, at the Fourth Final Conference on Education and Regional Development, November 26-27, 1983, Patna

Ms. Anjana Mangalagiri

Attended a Seminar on Women and Development, New Delhi, March 5, 1984. Presented a paper on Patriarchal Ideology and Women's Cooperation : Some Theoretical Issues.

Ms. Y. Josephine

Presented a Research Paper on "Inter-District Efforts to Support Education in Andhra Pradesh" during November 26-27, 1983 in the Fourth Annual Conference on Education and Regional Development held in L.N. Mishra Institute of Economic Development and Social Change, Patna.

Presented a paper on "Regional Variations of Educational Expenditure in Andhra Pradesh" in the Fifth Indian Geography Congress held in Aligarh Muslim University, Aligarh, December 26-28, 1983.

Ms. Meena Srivastava**National**

Attended the Third Annual Conference of Comparative Education Society of India, at Jamia Millia Islamia, New Delhi, January 2-4, 1984.

Presented the paper entitled 'Nutrition and Rural Development', in the National Seminar on Rural Areas Development Strategies in India at Banaras Hindu University, Varanasi, February 15-19, 1984.

Participated in a one-day conference of National Institute of Small Industries and Business Development at NSIC, New Delhi, on March 31, 1984.

International

Participated in the Third International Conference of Women Entrepreneurs organised by the World Assembly of Small and Medium Enterprises, New Delhi from January 31 - February 2, 1984.

Arun C. Mehta

Attended the programme of Basic management Services - Organisational Analysis, Method Study, Work Measurement and Associated Techniques which was organised by the Institute on Secretarial Training and Management at New Delhi from December 5, 1983 to 25th January, 1984.

Ms. J. Jalali

Attended the "Third Annual Conference of Comparative Education Society of India" in Jamia Millia Islamia, Jan.2-3, 1984.

Participated in the session on School Education in the "Seminar on Some Aspects of Education in India and the Soviet Union", New Delhi, Feb. 25-26, 1984.

Attended the "All India Conference of Educational Technology in Bhopal, February 1984.

MEMBERSHIP OF ACADEMIC AND OFFICIAL COMMITTEES/ORGANISATIONS/DELEGATIONS**Prof. Moonis Raza****Academic Committees**

Member, Indian National Committee for International Geographical Union, Indian National Science Academy, New Delhi.

Member, Advisory Committee, United Nations Centre for Regional Development, Nagoya, Japan.

Member, Council of the Indian Council of Social Science Research, New Delhi.

Member, Research Committee of the Indian Council of Social Science Research, New Delhi.

Chairman, Committee on Training, ICSSR, New Delhi.

Chairman, Governing Body, Zakir Husain College, University of Delhi.

Convenor of the Programme Advisory Committee of the Zakir Husain Educational and Cultural Foundation, New Delhi.

Member of the Board of Governors/Trustees of the

- a) Institute of Economic Growth, New Delhi
- b) Pant Institute of Economics & Politics, Allahabad
- c) Rajasthan Institute of Development Studies, Jaipur
- d) Indian Institute of Education, Pune
- e) Giri Institute of Development Studies, Lucknow
- f) Moti Lal Nehru Collge, Delhi University, Delhi.

Member of the Executive Council of the Kanpur University, Kanpur.

Member of the Expert Committee of the CSIR on Problems relating to Junior Research Fellowship, New Delhi.

Member, Joint UGC - ICSSR Advisory Committee for the Indo-French Cultural Exchange Programme, New Delhi.

Member, UGC Standing Committee on the Establishment of New Universities and University Centres for Post-graduate Studies.

Member, Working Group - Point No. 16 of the New 20 Point Programme, UGC, New Delhi.

Member, Environmental Research Committee, Council of Scientific & Industrial Research, New Delhi.

Convenor, Panel on Geography, University Grants Commission, New Delhi.

Member, Earth Sciences Panel, University Grants Commission, New Delhi.

Member, General Education Standing Advisory Committee, University Grants Commission, 1963-64.

Chairman, Steering Committee for Evaluation of Language and History Books from the National Integration Point of View, Central Board of Secondary Education, New Delhi.

Examination Reforms Committee, University Grants Commission, 1975-1980.

Member, National Committee on Elementary Education in the Ministry of Education, New Delhi.

Member, Advisory Board of the Scheme Administering Merit Scholarship, Ministry of Education & Culture, New Delhi.

Dr. R.P. Singhal

Life-Member, Indian Adult Education Association, New Delhi.

Life-Member, Indian Association of Educational Planning and Administration.

Member, Common Wealth Council of Educational Planners and Administrators.

Member, Kendriya Vidyalaya Sangathan (Central School Organisation).

Chairman, Governing Body of the Kendriya Vidyalaya, Masjid Moth, New Delhi.

Member, Central Level Steering Committee of the Govt. of India, Ministry of Education for monitoring the progress regarding raising of teacher competence in North Eastern States and UTs.

Member, NCERT's Committee for Implementation of the Textbook publication programme.

Member, DAV Colleges Managing Committee.

Member, Advisory Committee of the Open School of India.

Member, UGC Committee for Introduction of 10+2 Pattern in the Schools of AMU.

Member, Governing Body, Gargi College, Delhi University, Delhi.

Member-Secretary, Working Group on Objectives of Teaching Profession and Role of Teachers, National Commission on Teachers-I.

Member, Working Group of the Planning Commission on Educational Technology and Distance Learning for Preparation of Seventh Plan.

Member, Working Group of the Planning Commission on Secondary Education for Preparation of Seventh Plan.

Member, Advisory Committee of the NCERT on Education and Values.

Dr. C.B. Padmanabhan

Member, Indian Association of Educational Planning and Administration.

Secretary, Madras Christian College Alumni Association.

Member, Indian Economic Association.

Dr. C.L. Sapra

Member, Task Force on Elementary Education of Jammu and Kashmir State.

Member, Managing Committee of Sardar Patel Vidyalaya, New Delhi.

Member Secretary, Group III of National Commission on Teachers-I.

Secretary-General, Indian Association of Educational Planning and Administration, New Delhi.

Executive Board, Commonwealth Council for Educational Administration, University of New England, Armidale, Australia.

Member Association of Teacher Educators.

Dr. N.M. Bhagia

Life Member and Treasurer, Indian Association of Educational Planning and Administration.

Life Member, Indian Association of Teacher Educators.

Member, Board of Studies of Education and Educational Administration and Faculty of Education, M.S. University of Baroda.

Member, Board of Studies, Himachal Pradesh University, Simla.

Member, Faculty of Education, Sagar University.

Dr. M. Mukhopadhyay

On the Executive Body of Indian Association for Educational Technology. Member of the Editorial Board of Educational Technology/ Newsletter as well as Journal of Educational Technology.

Dr. K.G. Virmani

Life Member, Indian Association of Educational Planning and Administration.

Life Member - Institute of Rail Transport, New Delhi.

Honorary Member, Road Safety Club of India, New Delhi.

Member, Commonwealth Council for Educational Administration of Australia.

Dr. Kusum Premi

Member of Comparative Education Society of India

Member of Indian Association for Educational Planners and Administrators

Member of Common Wealth Association for Educational Planners and Administrators

Member of International Association of East-West Centre Alumni.

Dr. J.B.G. Tilak

Member, Comparative Education Society of India

Member, Society for the Study of Regional Disparities

Member, Andhra Educational Society, New Delhi

Member, Working Group on Resources for Education : VII Five Year Plan, Planning Commission, New Delhi.

Mrs. Usha Nayar

Member of the Indian Association of Educational Planning and Administration

Member, Commonwealth Council of Educational Administrators.

Member, Indian Association of Women's Studies.

Member, Comparative Education Society of India.

Member, Managing Committee of Gyan Bharti School, New Delhi.

Editor, Education of Future, Commonwealth Council of Educational Administrators.

Dr. S. Bhagia

Life Member, Indian Association of Educational Planning and Administration, New Delhi.

Life Member, Indian Association of Teacher Education.

Dr. K. Sujatha

Member, Indian Anthropological Association.

Member, Indian Comparative Education Society

Member, Indian Association of Educational Planning and Administration.

Member, Commonwealth Council of Educational Administrators.

Dr. K. Sudha Rao

Member, Commonwealth Council of Educational Administration.

Life Member, Indian Association of Educational Planning and Administration.

Ms. Anjana Mangalagiri

Member of Society for Latinamericanists, Institute of Latin American Studies, Tavistock Square, London.

Member, Centre for Womens Studies, Soami Nagar, New Delhi.

Ms. Nirmal Malhotra

Member, Working Group of the Planning Commission on Modernisation of Library Services and Informatics for the Seventh Five Year Plan, 1985-90.

Ms. Meena Srivastava

Member, National Alliance of Young Entrepreneurs, New Delhi.

Member, Womens Association of Small and Medium Etreprises, New Delhi.

Life Member, Comparative Education Society of India, Bombay.

Ms. Y. Josephine

Member, Academic and Official Committee/Organisations Delegations

Member, Sanjivayya Institute of Socio-Economic Studies, New Delhi.

Ms. J. Jalali

Member of the Indian Association of Educational Planning and Administration.

Member, Comparative Education Society of India.

Member, Indo-Soviet Council of Child Development.

Member, Alliance Francis de Delhi.

TALKS ON T.V./RADIO**Shri Shabbir Ahmed**

Talk on AIR 'Mere Khwabon Ka Hindustan: Talim Ke Shole Mein'

Ms. J. Jalali

Participated in a radio discussion on "Education, Is it a process of learning or Is it a back breaking exercise? in AIR, September 8, 1984 at 8.30 p.m.

ACADEMIC HONOURS**Dr. N.M. Bhagia**

Conducted a viva-voce Examination on a doctoral thesis at the Department of Education, Chandigarh University on July 22, 1983.

Acted as an evaluator for the Seminar Readings Programme of the Department of Teacher Evaluation Education, NCERT, New Delhi on February 14, 1984.

Dr. K.G. Virmani

Awarded Ph.D. Degree from Indian Institute of Technology, New Delhi in the field of Educational Management.

Dr. Kusum Premi

Co-opted as member of International Association of East-West Centre of Alumni.

Dr. S.C. Nuna

Awarded Ph.D. Degree on dissertation entitled 'Spatial Fragmentation of Political Behaviour in India : An Analysis of Electoral Trends : 1971-80', Jawaharlal Nehru University, New Delhi.

SOME DISTINGUISHED VISITORS

From Abroad

Mr. Basil Kings, Executive Director, Commonwealth Council for Educational Administration, Faculty of Education, The University of New England, ARMIDALE

Dr. A. Majeed Khan, Education Minister, Bangladesh

Dr. Nurul Alam, Director, Bureau of Education, Information and Statistics, Ministry of Education, Government of Bangladesh

Dr. M.G. Huges, Dean, Faculty of Education, Department of Social and Administrative Studies in Education, Ring Road North, The University of Birmingham, Post Box 363, Birmingham

Prof. Robin H. Farquhar, President and Vice Chancellor, The University of Winnipeg, 515, Portage Avenue, Winnipeg, Canada

Dr. Seth Sapulding, Director, International Bureau of Education, Geneva

Dr. Sujono Djojodihardo, Executive Secretary, Consortium of Social Sciences, Ministry of Education and Culture, Republic of Indonesia

Prof. Inho Ha, Ph.D., Director, Division of Instruction, National Institute for Educational Research & Training, Seoul, Republic of Korea

Mr. J.F.T. Houston, CFTC, London

Dr. Tom Bone, Principal, Jordanhill College of Education, Southbrae Drive, Glasgow, G 13 IPP, Scotland

Mr. Jackson M. Makwetta, Minister of National Education, Tanzania

Dr. Tun Lwin, UNESCO, Bangkok

Professor Yogesh Atal, Regional Adviser for Social Sciences in Asia and the Pacific, Unesco, Bangkok

Dr. C. Bekri, Assistant Director General, Unesco, Paris

Mohammad Reza Berenai, Acting Secretary General Iranian National Commission for Cooperation with Unesco, Tehran

Dr. William MacIntosh, Dean, Grambling University, U.S.A.

Mr. Mwinyi Wesa Idarous, Deputy Minister of Education, Zanzibar

Others

Prof. D.P. Chattopadhyay, Chairman, National Commission of Teachers-I

Prof. Rais Ahmed, Vice Chairman, University Grants Commission

Prof. S.C. Dube, Chairman, University Grants Commission, Madhya Pradesh

S.V. Chittibabu, Vice Chancellor, Annamalai University, Annamalai Nagar

Prof. B.C. Parakh, Vice Chancellor, M.S. University, Baroda

Dr. M.S. Gore, Vice Chancellor, Bombay University, Bombay

Prof. Hemlata Swarup, Vice-Chancellor, Kanpur University, Kanpur

Prof. Iqbal Narain, Vice Chancellor, Banaras Hindu University, Varanasi

Prof. R.C. Mehrotra, Professor Emeritus, Department of Chemistry, University of Rajasthan

Shri P.L. Malhotra, Director, NCERT, New Delhi

Prof. B.P. Barua, Director Raja Ram Mohan Roy Library Foundation, Calcutta

Prof. Ishwar Dayal, Consultant, International Management Institute, New Delhi

Dr. D.N. Sinha, Director, A.N.S. Institute of Social Studies, Patna

Prof. Sachidanand, A.N. Sinha Institute of Social Studies, Patna
Cdr. Satbir, Commissioner, Kendriya Vidyalaya Sangathan

Dr.(Mrs.) Chitra Naik, Indian Institute of Education, Poona

Commodore Satbir, Commissioner, Kendriya Vidyalaya Sangathan, New Delhi

MEMBERS OF COUNCIL (As on 31.3.1984)

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Smt. Sheila Kaul
 Minister of State for Education & Culture
 Ministry of Education & Culture
 Government of India
 New Delhi

Vice President

Professor Moonis Raza
 Director
 NIEPA

Ex-Officio Members

Dr.(Ms.) Madhuri Shah	Chairman, University Grants Commission Bahadurshah Zafar Marg, New Delhi
Ms. Serla Grewal	Secretary to the Govt. of India, Ministry of Education & Culture, New Delhi
Shri Man Mohan Singh	Financial Adviser, Ministry of Education and Culture, New Delhi
Shri R. Parmeshwar	Additional Secretary, Department of Personnel & Administrative Reforms, New Delhi
Shri J. Veeraraghavan	Adviser (Education), Planning Commission New Delhi
Prof. P.L. Malhotra	Director, National Council of Educational Research & Training, New Delhi

Education Secretaries

Shri Hari Das Mukherjee	Education Secretary, Govt. of Tripura, Agartala
Shri S.K. Mohapatra	Commissioner & Secretary, Education and Youth Department, Govt. of Orissa, Bhubaneswar
Ms. Meera Seth	Commissioner & Secretary, Education Department, Govt. of Haryana, Chandigarh

Shri Ashok Bajpayee	Education Secretary, Govt. of Madhya Pradesh, Bhopal
Shri J. Lalithambica	Education Commissioner, Special Secretary (General Education Department), Govt. of Kerala, Trivandrum
Sh. O.P. Kelkar	Secretary, Education Department, Delhi Administration, Delhi

Directors of Education/DPIs

Shri T. Dudkhmah	Director of Public Instructions and Director of Technical Education, Govt. of Meghalaya, Shillong
Shri Madhusudan Singh	Director of Education, Govt. of Sikkim, New Secretariat, Gangtok-737101
Shri Prabha Kant Shukl	Director of Education, Govt. of Uttar Pradesh, Lucknow
Shri V.V. Chiplunker	Director of Education, (Primary & Secondary Education), Government of Maharashtra, Pune.
Shri Adlip Chodhary	Commissioner for Public Instruction, Government of Karnataka, Bangalore.
Shri L. Khiantge	Director of Education, Government of Goa, Daman & Diu, Panaji (Goa) 403001.

Eminent Educationists

Dr. Malcolm S. Adiseshiah	Chairman, Madras Institute of Development Studies, 79, Second Main Road, Adyar, Madras-600006.
Shri V.G. Kulkarni	Tata Institute of Fundamental Research Homi Babha Road, Bombay.
Ms. Jyoti Trivedi	Vice-Chancellor, SNDT University, Bombay.
Prof. Syed Anwarul Haqqi	Professor of Political Science, Aligarh Muslim University, Aligarh.
Dr. Y. Nayudamma	Distinguished Scientist, Central Leather Research Institute, Adyar, Madras-600020
Dr. (Ms) Vimla Aggarwal	Head, Department of Psychology, Lucknow University, Lucknow.

Members of Executive Committee (As on 31.3.1984)

Shri P.K. Patnaik Joint Secretary (Planning), Ministry of
Education & Culture, New Delhi.

Prof. Satya Bhushan Executive Director, NIEPA, New Delhi.

Faculty Member

Dr. R.P. Singhal Consultant & Dean, Training NIEPA, New Delhi.

Secretary

Shri R.P. Saxena Registrar, NIEPA

MEMBERS OF EXECUTIVE COMMITTEE (AS ON 31.3.1984)**Chairman**

Prof. Moonis Raza Director, NIEPA

Members

Shri Man Mohan Singh Financial Adviser, Ministry of Education & Culture, New Delhi.

Shri P.K. Patnaik Joint Secretary (Planning), Ministry of Education & Culture, New Delhi.

Dr.Y. Nayudamma Distinguished Scientist, Central Leather Research Institute, Adyar, Madras-600020

Shri S.K. Mahapatra Commissioner & Secretary, Education & Youth Services Department, Government of Orissa, Bhubneshwar.

Shri J. Veeraraghavan Adviser (Education), Planning Commission, Yojana Bhavan, New Delhi.

Shri Satya Bhushan Executive Director, NIEPA, New Delhi.

Secretary

Shri R.P. Saxena Registrar, NIEPA

MEMBERS OF FINANCE COMMITTEE (AS ON 31.3.1984)

Chairman

Prof. Moonis Raza Director, NIEPA

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Shri Man Mohan Singh Financial Adviser, Ministry of Education &
Culture, New Delhi

Shri P.K. Patnaik Joint Secretary (Planning), Ministry of
Education & Culture, New Delhi.

Ms. Kiran Aggarwal Commissioner & Secretary, Education
Department, Government of Haryana,
Chandigarh.

Prof. Satya Bhushan Executive Director, NIEPA, New Delhi.

Shri R.P. Saxena
Registrar
NIEPA, New Delhi

MEMBERS OF THE PROGRAMME ADVISORY COMMITTEE (AS ON 31.3.1984)**Chairman**

Professor Moonis Raza Director, NIEPA

Members

Shri P.K. Patnaik Joint Secretary (Planning), Ministry of
Education & Culture, New Delhi

Shri Y.N. Chaturvedi Joint Secretary (School Education), Ministry
of Education & Culture, New Delhi

Dr. Amrik Singh 2/26 Sarva Priya Vihar, New Delhi

Shri J. Veeraraghavan Adviser (Education), Planning Commission,
New Delhi

Shri M.S. Srinivasan Joint Educational Adviser(T), Ministry of
Education, New Delhi

Shri V.V. Chiplunkar Director of Education, Govt. of Maharashtra,
Central Building, Pune

Professor Rais Ahmed Vice-Chairman, University Grants Commission,
Bahadurshah Zafar Marg, New Delhi

Professor Nitish De Director, Punjab State Institute of Public
Administration, 36, Sector 5A, Chandigarh

Dr. D.D. Narula Member-Secretary, National Council of Social
Science Research, New Delhi

Prof. Satya Bhushan Executive Director, NIEPA

Dr. R.P. Singhal Consultant & Dean, Training NIEPA

Dr. C.B. Padmanabhan Senior Fellow, NIEPA

Secretary

Shri R.P. Saxena Registrar, NIEPA

FACULTY AND ADMINISTRATIVE STAFF (AS ON 31.3.1984)

Moonis Raza, Director
R.P. Singhal, Consultant & Dean, Training
Meena Srivastava, Senior Technical Assistant

EDUCATIONAL ADMINISTRATION UNIT

N.M. Bhagia, Senior Fellow & Head
M. Mukhopadhaya, Sr. Fellow
K.G. Virmani, Sr. Fellow

EDUCATIONAL FINANCE UNIT

J.L. Azad, Senior Fellow, ICSSR
Y. Josephine, Senior Technical Assistant
C.B. Padmanabhan, Senior Fellow & Head
J.B.G. Tilak, Fellow

EDUCATIONAL PLANNING UNIT

Y.P. Aggarwal, Associate Fellow
Charanjiv Mehta, Associate Fellow
Brahm Prakash, Senior Fellow & Head
P.N. Tygai, Senior Technical Assistant
N.V. Varghese, Associate Fellow

EDUCATIONAL POLICY UNIT

Kusum Premi, Fellow and Head
A. Mathew, STA/Project Associate Fellow
K. Sujatha, Associate Fellow
Ijlal Anis Zaidi, Senior Technical Assistant

HIGHER EDUCATION UNIT

S. Ahmed, Senior Fellow
J.N. Kaul, Senior Fellow, ICSSR
M.M. Rehman, Senior Technical Assistant
G.D. Sharma, Senior Fellow & Head

INTERNATIONAL UNIT

J. Jalali, Senior Technical Assistant
Anjana Mangalagiri, Associate Fellow
Usha Nayar, Fellow and Head

SCHOOL & NON-FORMAL EDUCATION UNIT

Shabbir Ahmed, Fellow
 Sushma Bhagia, Fellow
 S.S. Dudani, Fellow
 Rashmi Diwan, Senior Technical Assistant
 Z. Habib, Senior Technical Assistant
 S.L. Meena, Senior Technical Assistant
 T.K.D. Nair, Fellow
 K. Sudha Rao, Associate Fellow
 C.L. Sapra, Senior Fellow & Head

SUB-NATIONAL SYSTEMS AND DOCUMENTATION UNIT

V.A. Kalpande, Fellow
 N.D. Kandpal, Documentation Officer
 M.M. Kapoor, Fellow & Head
 Arun C. Mehta, Senior Technical Assistant
 R.S. Sharma, Associate Fellow
 C.P. Tewari, Fellow

RESEARCH PROJCT STAFF

M.M. Ansari, Project Fellow
 Abdul Aziz, Project Associate Fellow
 G.K. Bhatt, Project Associate Fellow
 S.M. Dube, Senior Project Fellow
 G. Khurana, Project Fellow
 A.K. Mathew, Project Associate Fellow
 Anita Noona, Project Assistant
 Bijoy Panda, Project Assistant
 S.N. Saraf, Sr. Project Fellow
 R.K. Sharma, Project Assistant
 D.H. Shrikant, Project Associate Fellow
 M.L. Sobti, Senior Project Fellow
 O.D. Tyagi, Project Assistant
 Promila Yadav, Project Assistant

ELECTRONIC DATA PROCESSING AND REPROGRAPHIC UNIT

Y.P. Aggarwal, Associate Fellow & Head
 V. Murali Dhar, Computer Programmer

PUBLICATION UNIT

B. Selvaraj, Publication Officer
 M.M. Ajwani, Senior Publication Assistant

HINDI CELL

S.B. Roy, Hindi Editor

LIBRARY

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

OFFICE ADMINISTRATION

R.P. Saxena, Registrar
S. Sundararajan, Finance Officer
K.L. Dua, Administrative Officer
G.S. Bhardwaj, Section Officer
T.R. Dhyani, Office Superintendent
M.L. Sharma, Office Superintendent
Cherian Thomas, Accountant

1983-84
 period from 1.4.1983 to 31.3.1984

APPENDIX VII

PAYMENT

Non-Plan

Pay of Officers	3,61,576.65	
Pay of Establishment	2,83,891.85	
Allowances & Honoraria	8,46,091.65	
Leave Travel Concession	12,622.15	
Over-time Allowance	53,553.20	
Medical Re-imbusement	38,255.00	
Bonus	21,868.15	
		16,17,858.65
Provident Fund (Employer's Share of CPF and Int. on GPF/CPF) and incentive Bonus		98,926.60
Leave salary and pension Contribution		20,651.20
Pension and Gratuity		12,000.00
Travelling Allowance		37,896.10

Research & Training (Programme Expenses)

Non-Plan	2,20,000.00	
Plan	2,30,268.55	
		4,50,268.55

Office Expenses (Other Charges)

Water & Electricity	1,86,271.25
Insurance	4,539.00
Telephone & Trunk Call Charges	63,580.45
Postage and Telegram Charges	37,092.85
Printing & Stationery	70,000.00
Maintenance of Vehicles	33,799.00
Liveries	17,369.13
Misc. Contingencies	77,705.95
Audit Fee	12,555.00
Rent, Rates & Taxes	2,69,152.90
Maintenance of Land and Building	1,00,930.48
Entertainment & Hospitality	10,038.05
Maintenance of Equipments	56,652.03
Maintenance of Furniture & Fixtures	2,969.25
Petrol, oil & lubricants	62,920.53
Cooliage, cartage & customs	3,120.35
Advertisement Charges	64,021.12
Newspaper & Periodicals	59,086.30
Maintenance of Horticulture	12,064.50
Maintenance of Staff quarters	26,220.15

Non Plan -	9,50,000.00	
Plan -	2,20,088.29	
		11,70,088.29

ANNUAL ACCOUNTS
Receipt and Payment Account for the

 RECEIPT

Opening Balance

Cash in Hand	3,668.05
Imprest	1,000.00
UNESCO Coupons	316.75
Cash in Bank	2,04,476.43

2,09,461.23

**Grants-in-Aid received from
 Government of India**

Non-Plan	26,84,000.00
Plan	35,47,000.00

62,31,000.00

Hostel Rent

3,43,796.00

Licence Fee

39,784.45

C.G.H.S. Recoveries

310.50

Water and Electricity Charges

14,293.55

Miscellaneous Receipts

7,411.50

E.D.P.R. Receipts

41,107.00

Adhoc Relief

550.10

Interest

Interest on Investment	34,290.95
Interest on Savings Bank A/c	4,277.18
Interest on Interest bearing advances	61.80
Interest on Short Term deposits	21,498.54

60,128.47

Sale Proceeds of Unserviceable Items

9,855.55

Capital value of pensionary benefits

57,055.30

Employer's Share of C.P.F. Contribution forfeited

982.00

Refund from DGS&D on account of staff car

17,294.50

Deposits

Refund of CPWD deposits

51,236.38

Recoverable Advances

Cycle Advance	2,155.00
Festival Advance	11,160.00

Scooter Advance	600.00	
Miscellaneous Advance	2,300.00	
House Building Advance	28,641.00	
		44,856.00
Transfer TA Advance		4,420.00
Sundry Debtors		250.00
Suspense Account		8,865.35
Population Education Project		
Grants received from NCERT		1,20,000.00
Study Unit on Educational Development of Scheduled Castes		
Grants received		
(Ministry of Home Affairs)	4,45,731.30	
C.G.H.S. Recoveries	55.00	
		4,45,786.30
National Commission of Teachers II		
- Grants toward setting up of Central Technical Unit	6,76,200.00	
- Grants toward organisation of visits of Commission members	4,60,000.00	
		11,36,200.00
Indian Council of Social Science Research		
- National Fellowship - Prof, S.C. Dube		46,704.25
- Senior Fellowship - Dr. J.L. Azad		10,450.00
- Senior Fellowship - Dr. J.N. Kaul		10,450.00
- A Study of Education Financing with special reference to Equality of Opportunity and Equalisation of Education Opportunity in India - A Case Study of School Education in Kerala and Uttar Pradesh		17,475.00
- Orientation Seminar for Senior Administrators on Planning and Management of Public Library Service in Collaboration with Raja Ram Mohan Roy Library Foundation, Calcutta		6,000.00
Training Programme for International Participants		
1. Training Programme for Sri Lanka Education Personnel (1982-83) Course Fee		39,805.00
2. Diploma in Educational Planning and Administration - Six Month Pre-Induction Course for DEOs - Course Fee for foreign participants		
Sri Lanka	69,800.00	
Bhutan	60,000.00	
Mauritius	20,000.00	
		1,49,800.00

Hostel		
Recurring Expenditure	98,039.61	
Capital Expenditure		
Furniture & Fixtures	11,661.55	
Purchase of Linen, Blanket, Pillow etc.	14,222.70	
Deposit with C.P.W.D.	2,15,000.00	
		3,38,923.86
Recoverable Advances		
Cycle Advance	1,935.00	
Festival Advance	11,240.00	
House Building Advance	91,000.00	
		1,04,175.00
Misc. Advances		23,986.00
Sundry debtors		5,585.70
Suspense Account		3,668.05
Plan		
Pay of Officers	1,84,323.60	
Pay of Establishment	1,57,521.35	
Allowances & Honoraria	4,13,217.20	
Over-time Allowance	7,044.25	
Leave Travel Concession	6,210.50	
Medical Reimbursement	7,102.45	
Bonus	7,328.15	
		7,82,747.50
Leave Salary & Pension Contribution		26,240.65
Fellowship and Awards		6,212.90
Micro Processor Expenditure		7,322.70
DATA Bank		9,782.61
Course Fee		14,330.00
Publication Expenses		39,686.15
Deposits		
Security Deposit	12,550.00	
Deposit for Staff Car	20,000.00	
Deposit with CPWD for		
Construction of Building	10,18,140.20	
		10,50,690.20
Capital Expenditure		
Furniture & Fixtures	1,97,498.05	
Typewriters	16,552.80	
Other Office Equipments	2,76,338.71	
Library Books	1,73,352.96	
		6,63,742.52

3. Training Programme for Sri Lanka Educational Personnel (1983-84) -Course Fee	3,18,200.00
4. Training Programme in Educational Management for Regional Planners and Administrators from Sri Lanka - Course Fee	1,33,800.00
5. Training Programme in Educational Planning and Management for Officers from Afghanistan	1,02,000.00

Research Studies Funded by UNESCO

1. Study on alternative Futures and Education	10,015.02
2. National Multidisciplinary Workshop on Educational Components of Rural Development	41,644.97

Remittances

GPF/CPF of deputationist	2,025.00	
Water & Electricity	171.50	
		2,196.50

**Study on Cost of Education in
Gurgaon District**

Pay of Officers)		
Allowances & Honoraria)		
Pay of Establishment)	42,712.20	
Medical Reimbursement	960.15	
Travelling Allowances	1,049.90	
Contingency	158.25	
Leave salary and pension contribution	2,328.00	
		47,208.50

**Study on Mobilisation of Resources
for Education in India**

Pay & Allowances	35,040.35	
Travelling Allowances	4,647.80	
		39,688.15

**Study on Regional Disparities in
Educational Development in India
and Atlas of Indian Education**

Pay & Allowances	59,908.65	
Stationery & Publication of Report	2,503.10	
Material for Cartography	1,485.05	
Contingencies	2,044.25	
Map Production	1,235.20	
		67,176.25

**Study on Organizational History of
Ministry of Education**

Pay & Allowances	25,764.00	
Contingency	260.55	
Stationery	3,000.00	
		29,024.55

**Study on Optimum Teacher
Pupil Ratio for Schools**

Pay and Allowances	49,015.55	
Contingency	95.40	
Travelling Allowance	11,959.55	
		61,070.50

**Study on Codification and
Revision of Educational Rules**

Pay and Allowances	17,618.35	
Contingency	729.10	
Travelling Allowances	592.30	
		18,939.75

Study in Model Financial Code

Pay and Allowances	35,882.15	
Contingency	1,569.50	
Travelling Allowance	478.00	
		37,929.65

Study on Educational Policy and Planning in India Role of Planning Commission current status and Future Perspective		
Pay & Allowances	27,291.95	
Contingencies	896.80	28,188.75
Study of History of Education Development in Kerala State		
Pay & Allowances		2,213.15
Study on Indian Education in the year 2000 - A Long Term Perspective		
Pay & Allowances	17,304.55	
Miscellaneous Expenses	144.75	
T.A.	823.80	18,273.10
Study on Role Performance of Heads of Colleges		
Pay & Allowances		7,562.35
Study of Educational Levels on Some Dimensions of Development		
T.A.	1,363.60	
Miscellaneous Contingencies	11.00	1,374.60
Action Research Study on Implementation Strategies in Educational Planning and Administration (Adult cum Univer- salisation of Elementary Education) (UEE) in Punahana Block of Gurgaon District (Haryana)		
Travel Expenses	687.75	
Contingencies	780.00	1,467.75
Study Unit on Educational Development of Scheduled Castes (Ministry of Home Affairs, Government of India)		
Pay & Allowances	2,01,811.20	
Publication/Stationery	14,828.00	
Contingency	3,281.90	
Travelling Allowance	38,646.60	
Computerisation	2,104.62	
Purchase of Equipment	8,023.73	
Leave Travel Concession	1,856.00	
O.T.A.	694.55	
Medical Reimbursement	52.00	
Leave Salary & Pension Contribution	8,148.85	2,79,447.45
A Sample Study: Inspection System and Practices in the Educationally Backward and Advanced States (Ministry of Education, Government of India)		
Pay & allowances	5,185.65	
Contingency	4,827.85	10,013.50

Population Education Project (NCERT)

Pay & Allowances	10,695.00	
Contingencies	414.80	
Travelling Allowances	473.90	11,583.70

National Commission on Teachers II**Central Technical Unit**

Salaries	78,091.80	
Contingencies	1,869.10	
Computer time/Codification etc.	87,432.70	
Prtg. & Stationery	55,622.64	
Postage & Telegram	6,194.40	
Telephone & Trunk Call etc.	1,744.00	
Local Travel	8,622.15	
T.A.	2,924.90	2,42,501.69

Organisation of 5 Workshops for**Principals of Sample Colleges**

T.A./D.A. to Participants	1,02,632.65	
T.A./D.A. to Resource Persons	1,416.00	
Honorarium to Resource Persons	100.00	
Other Expenses	1,471.65	
Printing of Schedules	76,528.14	
Honorarium & Technical support to writers	5,894.00	1,88,042.44

Field Visits

T.A./D.A. to Members	1,30,977.95	
Salaries	22,433.05	
Stationery & Postage etc.	5,232.10	
Furniture & Fixtures	12,462.90	
Contingencies	1,765.40	
Typewriters & Equipments	24,508.00	
Grants to Chief Research Investigators	1,774.75	1,99,154.15
ADVANCES		2,95,368.10

**Orientation Seminar for Senior Adminis-
trators on Planning and Management of
Public Library Service in Collaboration
with Raja Ram Mohan Roy Library
Foundation, Calcutta**

Cost of working lunch	3,721.50	
Transport Charges on Field Visits	440.00	
Honorarium to Resource Persons	1,200.00	5,361.50

**Study on Aspiration of Action for Better
Quality of Life**

Contract Expenditure		128.00
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Indian Council of Social Science Research**National Fellowship****Prof. S.C. Dube:**

Fellowship	40,997.45	
Contingency	11,182.90	52,180.35

Senior Fellowship		
Dr. J.L. Azad		
Fellowship	7,000.00	
Contingency	2,792.55	9,792.55
Senior Fellowship		
Dr. J.N. Kaul		
Fellowship	11,103.45	
Contingency	2,319.65	13,423.10
Preparation of an Analytical Monograph based on the Data collected under the Research Project financing of Social Science Research in India: Research Assistance		
		4,472.35
A Study of Educational Financing with Special reference to Equality of Opportunity and Equalisation of Education of Opportunity in India - A Case study of School Education in Kerala and Uttar Preadesh		
Salary	16,469.00	
Contingencies	16.00	16,485.00
Training Programme for International Participants		
Training Programme for Sri Lanka Education Personnel (1982-83)		
Course Expenditure		48,004.13
Diploma in Educational Planning & Administration - Six Month Pre- induction course for DEOs		
Course Expenditure		
Sri Lanka Participants	55,293.58	
Bhutan Participants	47,930.75	
Mauritius Participants	14,230.08	1,17,454.41
Training Programme for Sri Lanka Education Personnel (1983-84)		
Course Expenditure		2,78,339.53
Training Programme in Educational Management for Regional Planners and Administrators from Sri Lanka		
Course Expenditure		24,015.55
Training Programme in Educational Planning and Management for the Officers from Afganistan		
Course Expenditure		23,468.15

Training Programme for the Officers of O.P.S. Staff - Govt. of Philippines Course Expenditure	888.25
Research Studies Funded by UNESCO Study on Alternative Futures and Education Contract Expenditure	11,204.05
Study on Experiments in the Component and Relationship of Education for Rural Development Contract Expenditure	10,197.00
Study of Educational Financing and Equity in two States Contract Expenditure	11,300.00
National Multidisciplinary Workshop of Educational Components of Rural Development Projects Contract Expenditure	37,595.25
National Task Force on Diagnostic Study of Educational Management in India Contract Expenditure	6,640.30
First Regional Conference of Educational Planners and Administrators of Asia Contract Expenditure	740.65

TOTAL

97,33,184.92

Certified that the Grants-in-Aid released by
purpose for which it was sanctioned and the

Sd/-
(S. Sundararajan)
Finance Officer
National Institute of Educational
Planning and Administration

Remittances

HRA/CCA Additional Dearness Allowance		6,246.23
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Closing Balance

Cash in Hand	8,865.35	
Imprest	2,250.00	
Cash in Bank	9,73,121.91	9,84,237.26
		<hr/>
TOTAL		97,33,184.92
		<hr/>

the Government of India has been utilised for conditions attached to it have been duly fulfilled.

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

Sd/-
(Moonis Raza)
Director
National Institute of Educational
Planning and Administration

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING

DETAILS OF CLOSING BALANCE AS

Sl. No.	Head of Expenditure	Opening Balance	Received during the Year
1. Non-Plan			
	Grants	2,51,427.17	26,84,000.00
	Office Receipts		2,81,004.42
2. Plan			
	Grants	53,177.67	35,47,000.00
	Office Receipts		68,530.88
3.	Hostel Rent	(-) 2,395.05	3,43,796.00
4.	Management of Local Support to Education	4,549.90	-
	National Training Seminar on Methods for Projecting School Enrolment	12,107.51	-
	Aspiration of Action for Better Quality of Life	3,768.55	-
	Study on Educational Financing and Equity in Two States	11,253.59	-
	Study on Alternative Futures and Education	1,744.45	10,015.02
	Study on Experiments in the Component and Relationship of Education for Rural Development	11,764.50	-
	National Task Force on Diagnostic Study of Educational Management in India	-	-
	National Multi-disciplinary Workshop on Educational Components of Rural Development Project	-	41,644.97
	First Regional Conference of Educational Planners and Administrators of Asia	-	-
	Training Programme for Sri Lanka Education Personnel (1982-83)	15,310.30	39,805.00
	Training Programme for Sri Lanka Education Personnel (1983-84)	-	3,18,200.00

AND ADMINISTRATION, NEW DELHI

ON 31ST MARCH 1984

Total Receipts	Total Payments	Balance
32,16,425.59	31,03,629.25	1,12,796.34
36,68,708.55	33,98,679.12	2,70,029.43
3,41,400.95	3,38,923.86	2,477.09
4,549.90	-	4,549.90
12,107.51	-	12,107.51
3,768.55	128.00	3,640.55
11,253.59	11,300.00	(-) 46.41
11,759.47	11,204.05	555.42
11,764.50	10,197.00	1,567.50
-	6,640.30	(-) 6,640.30
41,644.97	37,595.25	4,049.72
-	740.65	(-) 740.65
55,115.30	48,004.13	7,111.17
3,18,200.00	2,78,339.53	39,860.47

Training Programme in Educational Management for Regional Planners and Administrators for Sri Lanka (3/84)	-	1,33,800.00
Diploma in Educational Planning and Administration - Six Months Pre-Induction Course for DEOs - Course Fee		
- Sri Lanka	-	69,800.00
- Bhutan	-	60,000.00
- Mauritius	-	20,000.00
Training Programme for Officers from Afghanistan	-	1,02,000.00
Philippines Training programme for the Officers of the OPS Staff	-	-
Research Projects Entitled		
i) Indepth Study of Ashram Schools & ii) Exposure of SC/ST to Technical Education and Industrial Training (Govt. of India, Ministry of Home Affairs)	(-) 21,869.45	-
Study on Educational Development of Scheduled Castes	(-) 75,657.85	4,45,731.30 55.00
A Sample Study on Inspection System and Practices in the Educationally Backward and Advanced States (Ministry of Education, Govt. of India)	10,335.55	-
Population Education Project (NCERT)	(-) 96,053.85	1,20,000.00
National Commission on Teachers II		
- Central Technical Unit		6,76,200.00
- Organisation of Visits of Commission		4,60,000.00
I.C.S.S.R.		
National Fellowship - Prof. S.C. Dube	(-) 8,437.96	46,704.25
Senior Fellowship - Dr. J.L. Azad	4,699.40	10,450.00
Senior Fellowship - Dr. J.N. Kaul	4,428.45	10,450.00
Preparation of An Analytical Monograph based on the Data collected Under the Research Project Financing of Social Science Research in India	13,741.95	-

1,33,800.00	24,015.55	1,09,784.45
69,800.00	55,293.58	14,506.42
60,000.00	47,930.75	12,069.25
20,000.00	14,230.08	5,769.92
1,02,000.00	23,468.15	78,531.85
-	888.25	(-) 888.25
(-)21,869.45	-	(-) 21,869.45
3,70,128.45	2,79,447.45	90,681.00
10,335.55	10,013.50	322.05
23,946.15	11,583.70	12,362.45
11,36,200.00	6,29,698.28 2,95,368.10(Advance)	2,11,133.62
38,266.29	52,180.35	(-) 13,914.06
15,149.40	9,792.55	5,356.85
14,878.45	13,423.10	1,455.35
13,741.95	4,472.35	9,269.60

A Study of Educational Financing with Special Reference to Equality of Opportunity and Equalisation of Education Opportunity in India - A Case Study of School Education in Kerala and Uttar Pradesh		17,475.00
Orientation Programme for Senior Library Administrators in Collabo- ration with Raja Ram Mohan Roy Library Foundation, Calcutta		6,000.00
Suspense Account	8,633.95	8,865.35
Remittance	6,938.45	2,196.50

Sd/-
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Finance Officer
National Institute of Educational
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New Delhi

17,475.00	16,485.00	990.00
6,000.00	5,361.50	638.50
17,499.30	3,668.05	13,831.25
9,134.95	6,246.23	2,888.72
	Closing Balance	9,84,237.26

Details

Cash in Hand	8,865.35
Imprest	2,250.00
Cash at bank	9,73,121.91
Total	9,84,237.26

Sd/-
 (Satya Bhushan)
 Executive Director
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 Planning and Administration
 New Delhi

Sd/-
 (Moonis Raza)
 Director
 National Institute of Educational
 Planning and Administration
 New Delhi

Income and Expenditure Account

EXPENDITURE

Non-Plan

Pay of Officers	3,61,576.65	
Pay of Establishment	2,83,891.85	
Allowances & Honoraria	8,46,091.65	
Leave Travel Concession	12,622.15	
Over Time Allowance	53,553.20	
Medical Reimbursement	38,255.00	
Bonus	21,868.15	16,17,858.65
Provident Fund Contribution (Employer's share of CPF and interest on GPF/CPF and Incentive Bonus)		98,926.60
Leave Salary & Pension Contribution		20,651.20
Pension & Gratuity		12,000.00
Travelling Allowance		37,896.10

Resesarch and Training Programme Expenses

Non-Plan	2,20,000.00	
Plan	2,30,268.55	4,50,268.55
Office Expenses (Other charges)		
Non-Plan	9,50,000.00	
Plan	2,20,088.29	11,70,088.29

Plan

Pay of Officers	1,84,323.60	
Pay of Establishment	1,57,521.35	
Allowances & Honoraria	4,13,217.20	
Over Time allowance	7,044.25	
Leave Travel Concession	6,210.50	
Medical Reimbursement	7,102.45	
Bonus	7,328.15	7,82,747.50
Leave Salary & Pension		26,240.65
Fellowship & Awards		6,212.90
Micro Processor Expenditure		7,322.70
DATA Bank		9,782.61
Course fee		14,330.00
Publication Expenses		39,686.15

for the year 1983-84

I N C O M E

Grants-in-Aid from Government of India		
Non-Plan	26,84,000.00	
Plan	35,47,000.00	
		62,31,000.00
LESS:Grants		
Capitalised		
Library Books	1,73,352.96	
Furniture & fixtures	1,97,498.05	
Typewriter	16,552.80	
Office Equipment	2,76,338.71	
		6,63,742.52
		55,67,257.48
Adhoc Relief	550.10	
Licence Fee	39,784.45	
C.G.H.S. Recoveries	310.50	
Water & Electricity Charges	14,293.55	
Misc. Receipts	7,411.50	
EDPR Receipts	41,107.00	
		1,03,457.10
Interest on Investments and Advances		60,128.47
Sale Proceeds of Unserviceable Items		9,855.55
Employer's share of CPF Contribution forfeited		982.00
Capital value of pensionary benefit		57,055.30

Plan

Research Studies

Study on Cost of Education in Gurgaon District	47,208.50	
Study on Mobilisation of Resources	39,688.15	
Study on Regional Disparities	67,176.25	
Study on Organisational History	29,024.55	
Study on Optimum Teacher Pupil Ratio	61,070.50	
Study on Codification of Educational Rules	18,939.75	
Study on Model Financial Code	37,929.65	
Study on Educational Policy and Planning in India Role of Planning Commission	28,188.75	
Study of History of Education Development in Kerala State	2,213.15	
Study on Indian Education in the year 2000	18,273.10	
Study on Role Performance by Heads of Colleges	7,562.35	
Study on Educational Levels on Some Dimensions of Development	1,374.60	
Action Research Study Implement- ation Strategies in Educational Planning and Administration (Adult-cum-Universalisation)..	1,467.75	3,60,117.05
Hostel - Recurring Expenditure		98,039.61
Excess of Income over Expenditure		13,64,479.09
Total		<u>61,16,647.65</u> =====

Sd/-

(S. Sundararajan)

Finance Officer

National Institute of Educational
Planning and Administration

Hostel Receipts	3,43,796.00	
Less: Receipts Capitalised	25,884.25	
		3,17,911.75

Total

61,16,647.65
=====

Sd/-

(Satya Bhushan)

Executive Director

National Institute of Educational
Planning and Administration

Sd/-

(Moonis Raza)

Director

National Institute of Educational
Planning and Administration

Balance Sheet as at the

LIABILITIES**Grants Capitalised**

Balance as per last Balance Sheet	89,85,547.30	
Additions during the year	6,63,742.52	
LESS by adjustment	17,294.50	96,31,995.32
Hostel Receipts capitalised (Last year's balance)	95,637.24	
Additions during the year	25,884.25	1,21,521.49

Excess of Income over Expenditure

Balance as per last Balance Sheet	25,01,529.76	
Additional by Adjustment	17,294.50	
Additions during the year	13,64,479.09	38,83,303.35
		8,77,582.53

Assigned Programmes and Studies**Provident Fund**

Balance as per last Balance Sheet	6,39,684.00	
Additions during the year	3,93,896.00	
Less: Withdrawal during the year	2,96,753.00	7,36,827.00

Suspense Account

Balance as per last Balance sheet	8,633.95	
Additions during the year	8,865.35	
Less: Clearance during the year	3,668.05	13,831.25

Gifts and Donations

Balance as per last Balance Sheet	910.52	
Additions during the year	--	910.52

close of 31st March, 1984

ASSETS

Land and Building		55,88,382.51	
Equipment and Machinery, Furniture & Fixtures, Vehicles including Staff car, Typewriters etc.:			
Balance as per last Balance Sheet	25,09,663.79		
Additions during the year	5,16,273.81		
Less by refund - DGS & D	17,294.50		
			30,08,643.10
Value of Assets disposed off			
Balance as per last balance sheet	57,655.09		
Additions during the year:			
1) Unserviceable stores	18,348.52		
ii) Library books	931.52	19,280.04	76,935.13
Library Books			
Balance as per last Balance Sheet	9,77,303.93		
Additions during the year	1,73,352.96		
			11,50,656.89
Provident Fund Investments			
Balance as per last Balance sheet	3,98,485.00		
Additions during the year	3,00,337.50		
Less withdrawals during the year	60,000.00		
			6,38,822.50
Deposits			
Security Deposits			
Balance as per last Balance sheet	8,990.00		
Additions during the year	12,550.00		
Deposits for the staff car	20,000.00		41,540.00
C.P.W.D.			
Balance as per last Balance sheet	19,76,132.75		
Less by refund	51,236.38		
Additions during the year			
i) Out of Govt. Grants	10,18,140.20		
ii) Out of Hostel Receipts	2,15,000.00	12,33,140.20	
			31,58,036.57
Recoverable Advances			
Festival Advance	7,800.00		
Cycle Advance	1,045.00		
Motor cycle/Scooter Advance	500.00		
House Building Advance	2,65,852.05		2,75,197.05

Capital Investment written off		
-Balance as per last balance sheet	57,655.09	
Additions during the year:		
1)Unserviceable stores 18,348.52		
ii)Library books 931.52	19,280.04	76,935.13
Deposits		
Earnest Money		2,500.00
Remittances		
Additional DA/CCA/HRA to be credited to PF account	863.72	
CPF of Deputationist	2,025.00	2,888.72
TOTAL		<u>1,53,48,295.31</u> =====

Note 1): The value of old vehicles gifted by UNESCO and disposed off during 1981-82 and 1982-83 have not been written off and this will be done on receipt of their value in Indian Rupees from the Ministry of Education.

Note 2): The amount of Rs.5,16,273.81 capitalised in 1983-84 under equipment and machinery, etc. includes an amount of Rs.1,03,672.80 paid in advance to M/s. Macneil & Magor Ltd. New Delhi for a Photocopier.

Sd/-
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Finance Officer
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New Delhi

Miscellaneous Advance NIEPA		23,986.00
NCT-II		2,95,368.10
Sundry debtors		
Balance as per last Balance sheet	3,150.00	
Clearance during the year	250.00	
Additions during the year	5,585.70	8,485.70
Cash Balance		
in Hand	8,865.35	
Imprest	2,250.00	
In Bank:Current Account	9,73,121.91	
Saving Bank A/c	98,004.50	
		10,82,241.76
TOTAL		<u>1,53,48,295.31</u> =====

Sd/-
 (Satya Bhushan)
 Executive Director
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 New Delhi

Sd/-
 (Moonis Raza)
 Director
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NATIONAL INSTITUTE OF EDUCATIONAL PLANNING
PROFORMA ACCOUNT FOR THE ASSIGNED PROGRAMMES/

Sl.No.	Name of Programme/Study	Opening balance	Receipt during the year
1	2	3	4
1.	Ministry of Home Affairs (Govt. of India)	(-) 21,869.45	
	Research Projects:		
	1) In depth Study of Asharam Schools, and		
	ii) Exposure of SC/ST to Technical Education and Industrial Training		
	Study unit on Educational Development of Scheduled Castes	(-) 75,657.85	4,45,731.30 55.00
2.	Ministry of Education (Govt. of India) - A Sample study: Inspection System and Practices and Proforma in the Educationally backward States and Advanced States.	10,335.55	-
3.	Population Education Project (NCERT)	(-) 96,053.85	1,20,000.00
4.	National Commission on Teachers-II		
	i) Central Technical Unit	-	6,76,200.00
	ii) Organization of visits of Commission	-	4,60,000.00
5.	Indian Council of Social Science Research		
	National Fellowship - Prof. S.C. Dube	(-) 8,437.96	46,704.25
	Senior Fellowship - Dr. J.L. Azad	4,699.40	10,450.00
	Senior Fellowship - Dr. J.N. Kaul	4,428.45	10,450.00

AND ADMINISTRATION, NEW DELHI

STUDIES FOR THE YEAR 1983-84

Total	Expenditure	Closing Balance
5	6	7
(-) 21,869.45	-	(-) 21,869.45
3,70,128.45	2,79,447.45	90,681.00
10,335.55	10,013.50	322.05
23,946.15	11,583.70	12,362.45
6,76,200.00	2,42,501.69	
4,60,000.00	3,87,196.59	5,06,501.72
38,266.29	52,180.35	(-) 13,914.06
15,149.40	9,792.55	5,356.85
14,878.45	13,423.10	1,455.35

Preparation of Analytical Monograph based on the data collected under the Research Project financing of Social Science Research in India.	13,741.95	-
A Study of Educational Financing with special reference to Equality of opportunity and Equalisation of Education opportunity in India - A case study of school Education in Kerala and Uttar Pradesh	-	17,475.00
Management to Local Support to Education	4,549.90	-
National Training Seminar on Methods for Projecting School Enrolment	12,107.51	-
Study on Educational Financing and Equity in two states	11,253.59	-
Study on Alternative Futures and Education	1,744.45	10,015.02
Study on Experiments in the Components and Relationship of Education for Rural Development	11,764.50	-
National Task Force on Diagnostic Study on Educational Management in India	-	-
National Multi-disciplinary Workshop on Educational Components of Rural Development Projects	-	41,644.97
Aspiration of Action for Better Quality of Life(AABQOL)	3,768.55	-
Training Programme for Sri Lanka Education Personnel (1982-83)	15,310.30	39,805.00
Training Programme for Sri Lanka Education Personnel (1983-84)	-	3,18,200.00
Training Programme in Educational Management for Regional Planners and Administrators for Sri Lanka	-	1,33,800.00

13,741.95	4,472.35	9,269.60
17,475.00	16,485.00	990.00
4,549.90	-	4,549.90
12,107.51	-	12,107.51
11,253.59	11,300.00	(-) 46.41
11,759.47	11,204.05	555.42
11,764.50	10,197.00	1,567.50
-	6,640.30	(-) 6,640.30
41,644.97	37,595.25	4,049.72
3,768.55	128.00	3,640.55
55,115.30	48,004.13	7,111.17
3,18,200.00	2,78,339.53	39,860.47
1,33,800.00	24,015.55	1,09,784.45

Diploma in Educational Planning and Administration - Six months Pre-Induction Course for D.E.Os. - Course Fee -----		
i) Sri Lanka	-	69,800.00
ii) Bhutan	-	60,000.00
iii) Mauritius	-	20,000.00
Training Programme for Officers from Afghanistan	-	1,02,000.00
Phillippines Training Programme for the Officers of the O.P.S. Staff	-	-
First Regional Conference of Educational Planners and Administrators of Asia	-	-
Orientation Programme for Senior Library Administrators in collaboration with Raja Ram Mohan Roy Library Foundation, Calcutta	-	6,000.00
T O T A L	(-) 1,08,314.96	25,88,330.54

Sd/-
(S. Sundararajan)
Finance Officer
National Institute of Educational
Planning and Administration
New Delhi

69,800.00	55,293.58		14,506.42
60,000.00	47,930.75		12,069.25
20,000.00	14,230.08		5,769.92
1,02,000.00	23,468.15		78,531.85
-	888.25	(-)	888.25
-	740.65	(-)	740.65
6,000.00	5,361.50		638.50
24,80,015.58	16,02,433.05		8,77,582.53

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Sd/-
 (Moonis Raza)
 Director
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 New Delhi

**NATIONAL INSTITUTE OF EDUCATIONAL
Proforma Account for G.P.F./C.P.F.**

Opening balance:	2,41,199.00	
Receipt during the year	3,93,896.00	6,35,095.00
Total		6,35,095.00

Sd/-
(S. Sundararajan)
Finance Officer
National Institute of Educational
Planning and Administration
New Delhi

PLANNING AND ADMINISTRATION, NEW DELHI

Account for the Year 1983-84

Paid during the year	2,96,753.00	
Investment made during the year	3,00,337.50	
		5,97,090.50
Less withdrawal during the year		60,000.00
		5,37,090.50
Closing balance		98,004.50
Total		----- 6,35,095.00 -----

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Planning and Administration
New Delhi

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(Moonis Raza)
Director
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New Delhi

AUDIT CERTIFICATE

I have examined the accounts and the balance sheet of the National Institute of Educational Planning and Administration, New Delhi for the year ending 31st March 1984. I have obtained all the information and explanations that I have required and I certify as a result of my audit, that in my opinion these accounts and the balance sheet are properly drawn up so as to exhibit a true and fair view of the state of affairs of the Institute according to the best of my information and explanations given to me and as shown by the books of the Institute.

Sd/-
(O.P. GOEL)
DIRECTOR OF AUDIT
CENTRAL REVENUES

NEW DELHI

Dated : 7.12.1984

LIBRARY & DOCUMENTATION
National Institute of Educational
Planning and Administration
17-B, Sri Aurebindo Marg,
New Delhi-110016
DOC. No. D-9364
5-12-96