

**National Institute
of
Educational Planning & Administration**

**Annual Report
1980-81**

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The National Institute of Educational Planning and Administration expresses its gratitude to the Union Ministry of Education and Culture, Planning Commission, University Grants Commission, National Council of Educational Research and Training, Directorate of Adult Education, Central Board of Secondary Education and States/Union Territory Governments for their cooperation and interest in its activities during the year under report. 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. NIEPA also acknowledges with thanks the cooperation in the conduct to some of its Programmes extended by the State Departments of Education, the Unesco Regional Office for Education in Asia and Oceania, Bangkok and the United States Educational Foundation in India.

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 on December 31, 1970 under the Ministry of Education and Social Welfare, on the recommendations of the Education Commission (1964-66) and the 'Working Party on Educational Planning, Administration and Evaluation' of the Planning Commission in 1969. The objectives of the Institute are to undertake research in educational planning and administration, provide training and consultancy services in this field and arrange for the orientation of senior educational administrators from the Centre and the States, and to collaborate with other countries especially of the Asian region.

The Institute is an autonomous institution registered under the Registration of Societies Act (Act XXI of 1860). It was originally registered on December 31, 1970 as NSCEPA and again on May 31, 1979 under its new name.

This report covers the main activities of the National Institute during the period April 1980 to March 1981.

The main activities are listed below :

I. New Activities

Apart from continuing the regular programmes, the Institute launched new activities including 4 new training programmes, 3 special seminars and one inter-country workshop. The new activities are given below :

1. *3-Week Orientation Programmes for Senior School Administrators*

To provide an opportunity to the senior educational administrators of the rank of District Education Officers and above, an opportunity for interchange of first hand experience for developing a comparative perspective to common educational problems and their solutions, three residential programmes each of 3-weeks duration were launched for the first time. The State Govts./Union Territory Administrations were requested to sponsor at least six participants from each State/Union

Territory for all the three programmes. Out of the names, the Institute selected two participants from each unit in each programme giving preference to women, scheduled caste and scheduled tribe candidates and newly promoted District Education Officers. The first series of three such programmes covered 45 Senior School Administrators who successfully completed the course.

2. Orientation Programme for Senior Professors of Colleges in Tamil Nadu

For the first time, the Institute responding to the request of the Directorate of Collegiate Education, Govt. of Tamil Nadu, organised a ten-day Orientation Programme for 34 Senior College Professors at Madras. This Programme was appreciated by the State Education Department.

3. Training Programme in Financial Management for Comptrollers of Agricultural Universities

The Institute at the request of Indian Council of Agricultural Research, organized a 2-week training programme in Financial Management, the first of its kind, for the Comptrollers of Agricultural Universities. 13 participants from different Agricultural Universities took part in the training programme. The programme, among other things, focussed on some innovations in Financial Management of Agricultural Universities and financing of research programmes.

4. First Training Seminar for District and Tehsil Educational Planning Officers of Jammu and Kashmir

The Institute organised the first training seminar for two-weeks in the application of statistical techniques of Educational Planning for the District and Tehsil Educational Planning Officers of Jammu and Kashmir at the request of the State Department of Education, in which 22 trainees participated covering 3 Districts and 18 Tehsils.

5. Seminar on Managerial Aspects of Secondary Education Boards for Chairmen and Secretaries

In collaboration with the Council of Boards of Secondary Education in India, the Institute organised a three-day Seminar on Management Aspects of School Education for 22 Chairmen and Secretaries representing various secondary education boards in India.

6. Seminar of Education Secretaries and Directors of Education on Educational Reforms

The Institute organised the first of a series of seminars of selected Education Secretaries and Directors of Education from various States and Union Territories for a free and frank discussion on various educational reforms and their implementation. The objective was to make a thorough analysis of past experience particularly of failures and difficulties faced as well as of successes before finalising the approach to the Sixth Five Year Plan. 19 Education Secretaries and Directors of Education from 12 states and 2 union territories participated in the two-day seminar.

7. Seminar on National Scholarship Schemes

In response to a request from the Union Ministry of Education and Culture, the Institute organised for the first time a seminar at the national level for 23 Key Persons dealing with Scholarship Schemes in different states and union territories to focus attention on all problems of organisation and administration of National Scholarship Schemes.

8. Inter-Country Workshop on the Exchange of Experiences in the Field of Educational Facilities

At the instance of the Unesco Regional Office for Education in Asia and Oceania, Bangkok, the Institute in collaboration with the Central Building Research Institute, Roorkee and NCERT, organised one week Regional Workshop on the Exchange of Experiences among the participants representing Indonesia, Philippines and India in the field of Educational Facilities including field visits in Tamil Nadu and West Bengal. This Workshop was first of its kind in recent years.

9. A Study of Organisational Set up and Systems of Educational Planning, Monitoring and Statistics in States/Union Territories

The Institute, in collaboration with the Ministry of Education and Culture and Planning Commission, has undertaken a study of educational planning, statistics and monitoring set up in various states/union territories. Report relating to the States of Punjab, Jammu and Kashmir, Orissa and Maharashtra are under preparation.

10. Bibliography of Publications on Official Statistics in India

The Institute has undertaken the preparation of an annotated bibliography on official educational statistics and special studies on it in various states/union territories and also at the national level.

11. *Selected Statistical Indicators of Educational Development in India-1980*

Selected educational statistics from various secondary sources with a view to undertake inter-state/union territory comparison through simple statistical indicators has been compiled. This publication has been sent to all the States/UTs.

12. *Handbook of Educational Planning for District Education Officers*

A 'Handbook' of Educational Planning for District Education Officers has been prepared to provide practical guidelines for preparing educational plans at the district level. It has been sent to all the States/Union Territories for their comments.

13. *Special Training in Correspondence Course*

Two faculty members — Dr. (Mrs) Sushma Bhagia, and Dr. (Mrs.) Kusum Premi, Research/Training Associates-were deputed to the Unesco Regional Office for Education in Asia and Oceania at Bangkok for a 4—Week Training Course-cum-Staff Development Workshop in Educational Planning and Management. The Workshop consisted of three phases. The first phase included correspondence course, the second phase consisted of Workshop sessions while the last phase included study visits to educational institutions in Bangkok and on practical field exercise in Songkhla in the southern part of Thailand.

II. Consultancy

- A study of Development of Educational Norms for Haryana at the request of the Haryana Government was undertaken in 1979 and was in its final stage of completion.
- At the request of the Ministry of Education and Culture, a Study of Organizational set up and system of Educational Planning; Monitoring and Statistics in States and Union Territories was taken up with six selected states.

III. Research and Studies

- Survey of Educational Administration of all the states and union territories was completed and separate reports were published.
- A special study of 'Administration of Elementary Education in nine educationally backward states — namely, Andhra

Pradesh, Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Orrissa, Rajasthan, Uttar Pradesh and West Bengal was completed and separate state reports are under publication. An All India Report on this theme is also under preparation.

IV. Publications

Apart from 31 mimeographed reports on each training programmes and relevant reading materials and documents, the following publications were brought out during the year under report :

1. Report on the *Survey of Educational Administration*

- Gujarat
- Manipur
- Rajasthan

2. *Demographic and Educational Statistics in India* : Background papers presented at the National Training Seminar on Methods for Projecting School Enrolment in India arranged jointly by Unesco Office of Statistics, Paris and NIEPA.

3. *Education For International Understanding* : The Indian Experience — Report of a Unesco Sponsored Project.

4. *Administration of Elementary Education in :*

- Andhra Pradesh
- Jammu and Kashmir
- Madhya Pradesh
- Uttar Pradesh

5. *Handbook of Educational Planning for District Education Officers (Mimeographed)*

6. *Selected Statistical Indicators of Educational Development in India : 1980 (Mimeographed)*

7. An annotated Bibliography of Publications on Official Statistics in India is under preparation.

8. *E.P.A. Bulletin* :

The Bulletin is a quarterly publication of the Institute which disseminates latest information on training, research, consultancy, and

extension in the field of educational planning and administration. In addition to research papers, reviews and reports on important educational issues, documents, received from the Unesco and the Ministry of Education and Culture and news about Institute programmes and staff activities are also published.

— Vol. III, Nos. 1,2, and 3 — April, July and October 1980

— Vol. III, No. 4 and Vol. IV, No. 1 — January and April 1981

V. Difficulties

The main difficulty facing the Institute has been in the recruitment of faculty due to lack of residential quarters at the Institute's campus. This problem is now being resolved by undertaking the construction of the first phase of staff quarters in the campus for which necessary funds have been released.

VI. Expenditure

Non-Plan

Rs. 19.72 lakhs

Plan

Rs. 22.61 lakhs.

Total : 42.33 lakhs

The report is divided into two parts. PART I deals with administration and finance. PART II provides a brief resume of the programmes of the Institute during the period under review.

I

Administration and Finance

To promote research, training and consultancy in educational planning and administration, the National Institute of Educational Planning and Administration, formerly known as National Staff College for Educational Planners and Administrators, was registered under the Societies Registration Act XXI of 1860 on May 31, 1979.

Objectives:

The aims and objectives of the Institute are given below :

- (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 objective and especially to bring out of 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;
- (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 programme.

The Council

The apex body of the Institute is the Council headed by the President nominated by the Government of India.

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

- Chairman, University Grants Commission
- 4 Secretaries to the Government of India (Education, Finance, Planning Commission and Department of Personnel and Administrative Reforms)
- Director, National Council of Educational Research and Training
- 6 Education Secretaries (5 from States and one from Union Territory)
- 6 Directors of Education (5 from States and one from Union Territory)
- 6 Eminent Educationists

- Executive Director, NIEPA
- One member of the NIEPA Faculty.

A list of members of the Council is given in Appendix I. The Council meets at least once in a year. Prof. D.T. Lakdawala continued to be the President of the Council. During the period under review one meeting of the Council was held on November 27, 1980.

The Executive Committee

The Administration of the Institute is carried on by the Executive Committee with the Director of the Institute as its Chairman. The Committee operates through the Finance Committee and the Programme Advisory Committee. A list of members of the Executive Committee is given in Appendix II.

During the period under review, three meetings of the Executive Committee were held on June 28, August 27, and September, 30, 1980 to consider various academic, administrative and financial matters.

The 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 in Appendix III.

During the year the Finance Committee met twice on June 5 and September 29, 1980.

Programme Advisory Committee

The Executive Committee under Rule 29 constituted a Programme Advisory Committee to make recommendations regarding training and research and coordinate all plans and programmes and examine the academic aspects of the work of the Institute. The Director is the Chairman of this Committee. This Committee held its second meeting on 30th September 1980 and laid down broad guidelines for the programmes of the Institute. A list of members of the Programme Advisory Committee is given in Appendix IV.

Finance

The NIEPA is fully financed by the Ministry of Education and Culture, Government of India. During the period under review the

Institute received a grant of Rs. 40.99 lakhs (Rs. 18.98 lakhs on 'Non-Plan' account and Rs. 22.01 lakhs on 'Plan' account) plus Rs. 1.11 lakhs of opening balance carried over from the previous year. The Institute also realised, inter alia, an amount of Rs. 48,348 from room rent of the Hostel and Rs. 17,844.08 as miscellaneous receipts. Against the total receipts (including the opening balance) of Rs. 44.80 lakhs the total expenditure during the period was 42.33 lakhs (Rs. 19.72 lakhs on 'Non-Plan' account and Rs. 22.61 lakhs on 'Plan' account) The accounts for the year 1980-81 were audited in June-July, 1981. A copy of the Annual Accounts along with the Audit Report thereon is given in Appendix VII.

Hostel

The training programmes organised by the Institute at New Delhi are residential. The participants are accommodated in a seven storey hostel which has 48 fully furnished rooms with attached bath. Each room has been furnished with two beds.

Staff Quarters

The Executive Committee approved the plan for construction of first phase of staff quarters of different categories. As part of the first phase, the construction of type 'A' quarters has already started. The construction of type 'E' quarters (faculty) is also likely to start. The Institute has deposited with the CPWD a sum of Rs. 19.62 lakhs for this construction work. Construction of the recreation hall attached to the Hostel is likely to be completed shortly.

Staff

Professor M.V. Mathur continued to be the Director of the Institute till October 3, 1980. Shri J. Veeraghavan, Executive Director, took charge as Acting Director till the end of year under report. Dr. J.N. Kaul, Consultant retired on December 31, 1980. Dr. R.P. Singhal, Chairman, Central Board of Secondary Education, joined as Consultant on March 4, 1981. Shri M.C. Dubey and Dr. G.D. Sharma, joined the Institute as Fellows and Dr. K.D. Sharma as Associate Fellow on ad-hoc basis. Shri K.L. Dua, Private Secretary to the Director, was promoted on ad-hoc basis as Administrative Officer.

The faculty was strengthened by creation of two posts of Fellows in the pay scale of Rs. 1500-2000 and one post of Associate Fellow in the Scale of Rs. 1100-1600 with necessary supporting staff. The Administration Section was also strengthened by creating one post of

Administrative Officer in the grade of Rs. 700-1300 and was also re-organised by creating two sub-units, namely (1) Academic Administration Unit, and (2) General Administration Unit, for its effective functioning. A list of members of the faculty as on 31.3.1981 is given in Appendix V. The changes in staff during the period are given in Appendix VI.

II

Review of Programmes and Activities

The year under review witnessed a considerable stepping up of the activities of the Institute. Within the limited resources the Institute in collaboration with the Union and State/UT Governments, University Grants Commission, National Council of Educational Research and Training and Unesco Regional Office for Education in Asia and Oceania, disseminated the new concepts and techniques in educational planning and management, organised training programmes, promoted research, and provided consultancy services to the Central and State Governments.

A. TRAINING PROGRAMMES UNDERTAKEN DURING 1980-81

The break up of the 34 programmes organised during the year under review is as follows:

- I. Management of School Education : 7 programmes
- II. National Adult Education : 6 programmes
- III. Management of Higher Education : 8 programmes
- IV. Special : 6 programmes
- V. International : 5 programmes
- VI. Correspondence Course : 2 programmes

A brief summary of the programmes undertaken during the year is as given below:

I. Management of School Education

<i>Duration (Days)</i>	<i>Dates</i>	<i>Programmes</i>	<i>No. of Participants</i>
18	May 1-21, 1980	Orientation Programme in Educational Planning and Administration for Senior School Administrators	13
9	May 19-28, 1980	Seminar in School Management for Principals of Secondary Schools	23

18	Sept. 15 — Oct. 4, 1980	Orientation Programme in Educational Planning and Administration for Senior School Administrators	22
16	November 17 — December 6, 1980	Orientation Programme in Educational Planning and Administration for Senior School Administrators	10
12	Dec. 8-20, 1980	Orientation Programme for District Education Officers of U.P.	19
	Dec. 22-31, 1980	Seminar in School Manage- ment for Heads of Schools and Training Colleges, Goa	28
6	January 27 — Feb. 1, 1981	Seminar on Educational Supervision for Education Officers of Haryana	22

II. National Adult Education Programme

6	April 7-12, 1980	Orientation Seminar for District Adult Education Officers	27
6	June 9-14, 1980	Orientation Seminar for District Adult Education Officers	35
6	June 16-21, 1980	Orientation Seminar for District Adult Education Officers	38
6	August 25-30, 1980	Orientation Seminar for District Adult Education Officers	31
6	October 6-11 1980	Orientation Seminar for District Adult Education Officers	18
6	December 29, 1980-January 3, 1981	Orientation Seminar for District Adult Education Officers	28

III. Management of Higher Education

10	April 7-16, 1980	Orientation Course in Educational Planning and Administration for Senior Professors of Colleges in Tamil Nadu	34
18	September 8-27, 1980	Orientation Programme in Educational Planning and Administration for College Principals	21
17	November 10-29, 1980	Orientation Programme in Educational Planning and Administration for College Principals	33
18	January 5-24, 1981	Orientation Programme in Educational Planning and Administration for College Principals	29
2	February 2-3, 1981	Orientation Programme for a select group of College Principals proceeding to USA under USEFI's University Administrators Project, 1981	8
12	February 25 — March 6, 1981	Orientation Programme in Educational Planning and Administration for College Principals of Andhra Pradesh	35
12	May 5-17, 1980	Training Programme in Financial Management for Finance Officers of Universities in India	17
10	October 22 — Nov. 1, 1980	Training Programme in Financial Management for Comptrollers of Agricultural Universities	13

IV. Special Programmes

12	April 21 — May 3, 1980	Training Seminar of District and Tehsil Education Planning Officers of Jammu and Kashmir	22
3	August 4-6, 1980	Seminar on Managerial Aspects of School Education Boards in India for Chairmen and Secretaries	22
12	August 4-16, 1980	Second inservice Training Course in Educational Statistics for Statistical Assistants	46
3	August 22-24, 1980	Seminar of Education Secret- aries and Directors of Educa- tion	19
4	January 13-16, 1981	Orientation Programme for Key Personnel of N.S.S.	23
3	January 22-24, 1981	Seminar on National Scholarship Schemes	23

V. International Programmes

13	June 30 — July 16, 1980	Workshop in Indian History and Culture for Social Studies Supervisors and Curriculum Directors from USA	15
8	September 4-16, 1980	Attachment Programme in Educational Administration of Unesco Fellow from Bhutan : Miss Chandra Kala Gurung	1
76	September 22 — December 6, 1980	Training Programme of Unesco Fellows from Afghanistan for training in Educational Planning, Statistics and Administration	6

8	November 15-22, 1980	Inter-Country Workshop on the Exchange of Experiences in the Field of Educational Facilities	17
13	November 24 — December 6, 1980	Unesco sponsored Study Visit to India of Education Officers from Sri Lanka	2

VI. Correspondence Course

6	May 26-31, 1980	Second Correspondence Course in Educational Planning and Management — a Contact Programme	25
6	February 16-21, 1981	Third Correspondence Course in Educational Planning and Management — a Contact Programme	26

In the above programmes 751 participants were covered during the year under review including Education Secretaries, Directors of Education, Directors of SCERT, Finance Officers of Universities, Professors and Principals of Colleges, Directors of State Institutes of Education, District Education and Tehsil Educational Planning Officers, Key Persons of National Service Scheme, District Adult Education Officers, Senior Education Officers at Central, State levels and NCERT. The break up of the participants is as follows:

— School Education Programmes	:	137 Participants
— National Adult Education Programmes	:	177 Participants
— Higher Education Programmes	:	190 Participants
— Special Programmes	:	155 Participants
— International Programmes	:	41 Participants
— Correspondence Course	:	51 Participants
		751

The highest number of participants was 71 from Uttar Pradesh, followed by 65 from Tamil Nadu and 59 from Andhra Pradesh. All the States and Union Territories excepting Lakshadweep participated

in the above programmes. The number of participants from Universities, Voluntary Organisations, Nehru Yuvak Kendras and other organisations was 119 representing 16% of the total participants. The number of women participants was 72 representing 9.6% of the total number. 26 participants from countries of—Afghanistan, Bhutan, Indonesia, Philippines, Sri Lanka, and the United States—attended programmes specially designed to meet their needs. The details are given in the Annexure.

Programme Evaluation

Evaluation has been built into every programme. There is concurrent evaluation by the Steering Committee, which is set up for every programme and includes members of the Faculty and representatives of the participants to see what changes in the programme need to be made in the light of experience as it becomes available from day-to-day.

For post-facto evaluation, proformae are distributed to the participants on the very first day to be filled in to indicate their cumulative impression about the academic programmes and handed over to the Coordinator one day before the concluding session. To keep this evaluation free and frank, the participants are not required to sign them. This is followed by an evaluation session taken by the Director on the last day when participants express their views freely on any matter, academic or organisational.

The Institute takes into account the feedback given by participants in designing similar programmes in future. As a consequence, in several courses organised during the year, practical exercise figured more prominently than before. Case studies on administrative aspects like decision-making, human relations etc. were specially devised for Orientation Programmes for Institutional Heads. Suitable field visits were also included in these programmes. The course contents have been enriched keeping in view fresh developments and the felt needs of the participants.

The evaluation by participants have, by and large, indicated that they have found the programmes to be very useful. Steps have also been initiated for ascertaining the impact of the training programmes in work situations.

B. CONSULTANCY

One of the objectives of the Institute is to offer consultancy services to State Governments and other educational institutions. Besides,

NIEPA provides academic and professional guidance to institutions and personnel involved in educational planning and administration. NIEPA was actively associated with University Grants Commission, National Council of Educational Research and Training, Indian Council of Agricultural Research, Central Board of Secondary Education, Directorate of Adult Education, Ministry of Education, United States Educational Foundation in India and ROEAO in many important activities concerning improvement of the quality of educational planning and administration. Some important activities in this field were the following:

- At the request of the Ministry of Education and Culture, a study of organisational set up and system of Educational Planning, Monitoring and Statistics in States and Union Territories was taken up with six selected states—Bihar, Gujarat, Jammu and Kashmir, Maharashtra, Orissa and Punjab.
- Consultancy was provided to the State Education Departments of Andhra Pradesh, Haryana, Jammu and Kashmir, Uttar Pradesh and the Union Territory of Goa regarding special programmes for their senior educational administrators.
- At the request of the Education Department of Haryana Government, NIEPA has undertaken a study for developing new norms for school facilities.

C. RESEARCH AND STUDIES

(i) All India Survey of Educational Administration

NIEPA has been engaged in an All-India Survey of Educational Administration in various States and Union Territories.

Objectives

The main objectives of the survey, the first of its kind, is to find out the present status of educational administration at various levels—national, state and district—and to provide the knowledge which may help in strengthening and modernising educational administration in the country. The survey attempts to describe the existing set up and functioning of the Government machinery for educational administration at various levels and to analyse the data with the intention of bridging the gap between planning and implementation. The survey is essentially a study of the administrative set up at the secretariat, directorate, regional/divisional (wherever it exists) district and block levels

in each State/Union Territory and of functions, planning, organisation, financing, direction, supervision, inspection and evaluation.

Close Collaboration with State Governments

From the beginning the survey was planned in close collaboration and active cooperation of the state governments and union territories administrations. The draft questionnaire were widely circulated among states and union territories and were finalised in the light of their comments. Similarly the draft report of each State/Union Territory was sent for vetting to the respective governments before finalisation.

The reports published during 1980-81 were :

- Gujarat
- Manipur
- Rajasthan

Thus completed the survey of Educational Administration in all States and Union Territories.

In addition to a survey report on Government of India and a separate report on “*Extending Educational Opportunities in Sikkim*” the following reports of the States/Union Territories were published :

<i>States</i>	<i>Union Territories</i>
1. Andhra Pradesh	1. Andaman and Nicobar Islands
2. Assam	2. Arunachal Pradesh
3. Bihar	3. Chandigarh
4. Gujarat	4. Dadra and Nagar Haveli
5. Haryana	5. Delhi
6. Himachal Pradesh	6. Goa, Daman and Diu
7. Jammu and Kashmir	7. Lakshadweep
8. Karnataka	8. Mizoram
9. Kerala	9. Pondicherry
10. Madhya Pradesh	
11. Maharashtra	

12. Manipur
13. Meghalaya
14. Nagaland
15. Orissa
16. Punjab
17. Rajasthan
18. Tamil Nadu
19. Tripura
20. Uttar Pradesh
21. West Bengal

(ii) A Study of Administration of Elementary Education in Relation to Universalisation in Nine Educationally Backward States

The Institute has completed an empirical study on administration of elementary education in nine educationally backward states wherein about 74 per cent of the non-enrolled children in the country are located. The reports for Andhra Pradesh, Jammu and Kashmir, Madhya Pradesh and Uttar Pradesh have been published. Final Reports for Assam, Bihar, Orissa, Rajasthan and West Bengal are under print.

An overall report of the study including a draft administration model for universalisation of elementary education based on the consolidated findings of these reports is under preparation.

(iii) A Study of Development of Education Norms for Haryana

At the request of Government of Haryana the Institute under-took in 1979 a study to develop norms with regard to expansion and maintenance of educational facilities at school level in respect of opening and upgrading of schools, provision of teaching and non-teaching staff, inspection and supervision, provision of equipment and furniture, school building and posting and transfer of teaching staff.

The study has been conducted in the following phases:

- I. Conducting of Sample Survey
 - (a) to assess the existing situations in the field; and
 - (b) to elicit opinions of field supervisory staff on existing norms.

- II. Analysis and preparation of comparative statements of norms in selected states;
- III. Preparation of working papers on various aspects of norms keeping in view the gap in the existing norms in the state and situation in the field drawing from opinion survey and comparative statement;
- IV. Meeting of working groups to discuss various working papers to finalise the recommendations to the state government.
- V. Finalisation of the Report.

The study is at its final stage of completion.

(iv) A Study of Organisational Set-up and System of Educational Planning, Monitoring and Statistics in States/Union Territories.

At the request of the Ministry of Education and Culture, the National Institute of Educational Planning and Administration has undertaken a study of educational planning, statistics and monitoring set-up in various States and Union Territories of the country with the following three main objectives:

1. To study the existing organisational set-up for:
 - (i) Educational Planning;
 - (ii) Collection, compilation and dissemination of educational statistics; and
 - (iii) Monitoring and evaluation.
2. To suggest arrangements required for effective machinery for planning, statistics, monitoring and evaluation,
3. To formulate programmes to strengthen the machinery for planning, statistics, monitoring and evaluation. (These may form basis for a scheme to be included in the Five Year Plan).

For collection of information for this study, a questionnaire has been designed and sent to all the State Education Secretaries/Directors of Education. The required information for this study has been received. To start with, six states have been visited by the officers of the Ministry of Education, Planning Commission and the Institute. The draft reports of Bihar, Gujarat, Jammu and Kashmir, Orissa, Punjab and Maharashtra are ready for the consideration of the Steering Committee.

D. INTERNATIONAL COLLABORATION

The Institute has been collaborating with UNESCO Regional Office for Education at Bangkok, IBE and USEFI in programmes relating to educational planning and management. The Institute continued its Associate Membership of the Asian Programme for Educational Innovation and Development (APEID), Bangkok and National Focal Point for International Bureau of Education (IBE), Geneva.

A significant activity of the Institute during the year under report was organisation of training/attachment programmes and workshop. NIEPA organised training programmes for 6 Unesco Fellows from Afghanistan, 2 from Srilanka and one from Bhutan. A Workshop in Indian History and Culture for American Social Studies Supervisors and Curriculum Directors from U.S.A. was also organised. To promote exchange of experiences in the field of educational facilities, one Inter-country Workshop including participants from Indonesia and the philippines was also arranged.

E. VISITORS

A number of distinguished visitors came to the Institute during the year under review and some of them interacted with the faculty of the NIEPA.

- A team of literacy experts from Nepal consisting of Mr. Radha Raina Singh (Leader), Mr. Madan Bahadur Shrestha, Ms. Purar Devi Budhathok, Ms. Sughawadha Kamal Singh and Mr. Dharendra Singh Thapa visited the Institute on June 26, 1980, and discussed with the faculty members the policy and implementation aspects of the National Adult Education Programme.
- A UNDP mission (concerned with education sector) consisting of Mr. Kenneth Luka (leader of the delegation), Dr. Hanka Gurung, Ms. L. Millar visited NIEPA on July 28, 1980. The delegation had discussion with the Director and faculty of NIEPA.
- Mr. Abdul Wadood Wafamal, Unesco Fellow and President of Secondary Education Department, Ministry of Education, Afghanistan, discussed problems of educational planning and administration in Afghanistan with the faculty on October 9, 1980.

- Prof. C.M. Ariyawansa, Director, National Staff College for Educational Planners and Administrators, Sri Lanka, shared his views regarding the problems and prospects of achieving universalisation of elementary education in Sri Lanka on December 4, 1980.
- A team of 5 members (Mr. Mahmood Aminul Islam, Joint Secretary (Development), Education, Mr. Mohd. Salimullah, Mr. Sayyid M. Rahman, Mr. Mohd. Usman Ghani, Mr. Mohd. Abul Qasem) of Mass Literacy Task Force Personnel from Bangladesh visited the Institute and interacted with the faculty on problems of common concern on December 23, 1980.
- Prof. Clark Kerr, Professor Emeritus of Economics and Industrial Relations University of California, gave a seminar on 'Policy and Planning in Education' on January 31, 1981.
- Dr. L.E. Watson, Head, Department of Education Management, Sheffield, Polytechnic, Sheffield, delivered a talk under the auspices of Indian Association of Educational Planning and Administration in the Institute on 'Some Approaches to Institutional Evaluation' on February 11, 1981.
- Mr. Colin Morgan, Senior Lecturer, and Project Director, Open University, U.K. spoke on the 'Experience of the Open University of UK' and other developing countries on February 11, 1981.
- Dr. John R. Hubbard President, Emeritus and Professor of History, University of Southern California, Los Angeles, spoke on 'Governance of an Institution' on February 12, 1981.
- Prof. J. Butterworth, Director, Deptt. of Management Studies, Leeds University UK, interacted with the faculty on 'Problems of Educational Management' on February 19, 1981.
- Dr. Calude Tibi, HEP, Paris, discussed with a select group of faculty the problems regarding computation of Unit Cost of Education by Levels and Regions in India on February 23, 1981.
- The Institute received a delegation consisting of 5 members led by Mr. T.B. Parsai, Education Secretary, Government of Nepal, on March 5, 1981. The delegation held discussions

with the members of the faculty regarding common problems and also explored possibilities for further collaboration with regard to the training of educational administrators at NIEPA.

The other distinguished visitors during the year were:

- Dr. H.T.B. Harris, Executive Director, Commonwealth Council for Educational Administration, University of New England, Arnedale, Australia.
- Dr. A.R. Thomposon, Chairman, Development Committee, Centre for Overseas Studies, School of Education, University of Bristol, U.K.
- Miss Malicca Ratne, Asia and Pacific Programme for Development Training and Communication Planning, UNDP, Bangkok.
- Dr. Hans Reiff, Educational Planning/Management Adviser, UNESCO Regional Office for Education in Asia and Oceania, Bangkok.
- Shri Kuroda, Associate Expert in Educational Statistics, ROEAO, Bangkok.
- Dr. M.D. Shami, Member, University Grants Commission, Government of Pakistan. Islamabad.
- Dr. M.S. Swaminathan, Member, Planning Commission, New Delhi.
- Dr. Prem Kirpal, Former Education Secretary and Chairman, Unesco Executive Board, New Delhi.
- Mr. P. Sabanayagam, Education Secretary, Ministry of Education and Culture, New Delhi.
- Dr. Hans Meinel, Secretary-General of German National Commission for Cooperation with Unesco.
- Prof. Satish Chandra, Chairman, University Grants Commission, New Delhi.
- Miss Felicianas Santiago, Expert from Philippines.
- Prof. Moonis Raza, Chairman, Centre for the Study of Regional Development, School of Social Sciences, J.N. University, New Delhi.

- Dr. John Benyon, Principal Architect, Unesco Regional Office for Education in Asia and Oceania, Bangkok.
- Dr. John Tonn, Associate Professor of Organisational Psychology, University of Massachusetts, Boston, USA.
- Shri S.B. Chavan, Minister for Education & Culture, Govt. of India, New Delhi.
- Smt. Swarup Kumari Bakshi, Minister of Education, Govt. of U.P., Lucknow.

F. LIBRARY AND DOCUMENTATION SERVICES

The Institute maintains a well stocked library in educational planning and administration and other related areas. 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.

During the period under review 1300 documents and 1751 books were added to the Library. The Library presently has a collection of over 27,146 books. It also has a rich collection of reports of International Seminars and Conferences organised by International Agencies like UNO, UNESCO, OECD, ILO, UNICEF, etc.

The Library receives 240 periodicals mainly in educational planning, administration, management and other allied fields. All important articles appearing in these journals are indexed. Apart from books and periodicals the library also maintains a special collection of newspaper clippings relating to educational planning and management.

Monthly lists of additions were prepared for acquainting the readers with important articles of interest and fresh arrivals. 30 Bibliographies (including 4 annotated) were prepared for the participants of training programmes organised by the Institute during that period.

The library continued its fortnightly mimeographed publication "*Periodicals on Education: Titles Received and their Contents*" to provide the readers a Current Awareness Service about the contents of the periodicals on education received during the fortnight.

G. PUBLICATIONS

The following publications were brought out during the year :

1. *Survey on Educational Administration in :*
 - Gujarat
 - Manipur
 - Rajasthan
2. *Annual Report (Hindi and English), 1979-80*
3. *Administration of Elementary Education in :*
 - Andhra Pradesh
 - Jammu and Kashmir
 - Madhya Pradesh
 - Uttar Pradesh
4. *Education for International Understanding. : The Indian Experience :* Report of a UNESCO Sponsored Project
5. *Demographic and Educational Statistics in India :* Background papers presented at the "National Training Seminar on Methods for Projecting School Enrolment in India" arranged jointly by UNESCO Office of Statistics, Paris and NIEPA : Ed. C.L. Sapra.
6. *E.P.A. Bulletin—Quarterly, Vol. III—1, 2, 3. April, July, October, 1980—Vol. III No. 4 and Vol. IV No. 1— January and April 1981.*
7. *Handbook of Educational Planning for District Education Officers* (Mimeographed)
8. *Selected Statistical Indicators of Educational Development of India 1980.* (Mimeographed)

NIEPA also brought out a cyclostyled report on each orientation programme, seminar and workshop organised by it. During the period under review, the following reports were brought out :

1. Report of the Regional Seminar on Contribution of Education to New International Order (January 22-27, 1980).

2. Report of the Orientation Programme in Educational Planning and Administration for Senior School Administrators (May 1-21, 1980).
3. Report of the Seminar in School Management for Principals of Secondary Schools (May 19-28, 1980).
4. Report of the Orientation Programme in Educational Planning and Administration for Senior School Administrators (September 15-October 4, 1980).
5. Report of the Orientation Programme in Educational Planning and Administration for Senior School Administrators (November 17-December 6, 1980).
6. Report of the Orientation Programme for District Education Officers of Uttar Pradesh (December 8-20, 1980).
7. Report of the Seminar on Educational Supervision for Education Officers of Haryana (January 27-February 1, 1981).
8. Report of the Orientation Programme in Educational Planning and Administration for Senior Professors of Colleges in Tamil Nadu (April 7-16, 1980).
9. Report of the Orientation Programme in Educational Planning and Administration for College Principals (September 8-27, 1980).
10. Report of the Orientation Programme in Educational Planning and Administration for College Principals (November 10-29, 1980).
11. Report of the Orientation Programme in Educational Planning and Administration for College Principals (January 5-24, 1981).
12. Report of the Orientation Programme for a Select Group of College Principals proceeding to USA under USEFI's University Administration Project, 1981 (February 2-3, 1981).
13. Report of the Orientation Programme in Educational Planning and Administration for College Principals of Andhra Pradesh (February 25-March 6, 1981).

14. Report of the Training Programme in Financial Management for Finance Officers of Universities in India (May 5-17, 1980).
15. Report of the Training Programme in Financial Management for Comptrollers of Agricultural Universities (October 22-November 1, 1980).
16. Report of the Orientation Seminar for District Adult Education Officers (April 7-12, 1980).
17. Report of the Orientation Seminar for District Adult Education Officers (June 9-14, 1980).
18. Report of the Orientation Seminar for District Adult Education Officers (June 16-21, 1980).
19. Report of the Orientation Seminar for District Adult Education Officers (August 25-30, 1980).
20. Report of the Orientation Seminar for District Adult Education Officers (October 6-11, 1980).
21. Report of the Orientation Seminar for District Adult Education Officers (December 29, 1980 to January 3, 1981).
22. Report of the Training Seminar of District Tehsil Education Planning Officers of Jammu and Kashmir (April 21-May 3, 1980).
23. Report of the Seminar on Managerial Aspects of School Education Boards in India for Chairmen and Secretaries (August 4-6, 1980).
24. Report of the Second Inservice Training Course in Educational Statistics for Statistical Assistants (August 4-16, 1980).
25. Report of the Seminar of Education Secretaries and Directors of Education (August 22-24, 1980).
26. Report of the Orientation Programme for Key Personnel of NSS (January 13-16, 1981).
27. Report of the Seminar on National Scholarship Schemes (January 22-24, 1981).

28. Report of the Workshop in Indian History and Culture for Social Studies Supervisors and Curriculum Directors from USA (June 30-July 16, 1980).
29. Report of the Attachment Programme in Educational Administration of UNESCO Fellow from Bhutan, Ms. Chandrakala Gurung (September 4-16, 1980).
30. Report of the Training Programme of UNESCO Fellows from Afghanistan for training in Educational Planning, Statistics and Administration (September 22-December 6, 1980).
31. Report of the Second Correspondence Course in Educational Planning and Management—A Contact Programme (May 26-31, 1980).
32. Report of the Third Correspondence Course in Educational Planning and Management—A Contact Programme (February 16-21, 1981).

Apart from the 'Reading Material' for the participants for each training programme, the third correspondence course in educational planning and management comprised of the following *six books* :

- | | | |
|----------|---|--|
| Book I | : | Background and Basic Concepts |
| Book II | : | Introduction to Educational Management |
| Book III | : | Planning |
| Book IV | : | Implementation |
| Book V | : | Current Issues |
| Book VI | : | Challenges and Responses |

Summaries of Term Papers and Book Reviews by the participants of the Second and Third Correspondence Courses were also compiled.

Annexure to Part II :
Review of Programmes and Activities

ORIENTATION PROGRAMMES IN EDUCATIONAL PLANNING AND ADMINISTRATION FOR SENIOR SCHOOL ADMINISTRATORS

(May 1-21, 1980; September 15—October 4, 1980; November 17—
December 6, 1980)

To meet the growing need for trained and competent senior school administrators, the Institute for the first time, launched three regular residential programmes each of 3-week duration as indicated below :

- First Programme : May 1-21, 1980
Second Programme : September 15—October 4, 1980
Third Programme : November 17—December 6, 1980

Objectives

Based on the feedback of number of successful training programmes, seminars and workshops in educational planning and administration, the following objectives were laid down :

- to acquaint the participants with some of the important concepts and problems of educational planning, administration and supervision;
- to familiarise them with the new educational trends and programmes of qualitative improvement; and
- to enable them to acquire professional competence and effectiveness as educational administrators and supervisors.

Contents

These programmes covered the themes in four broad categories:

I. *General Review* : Educational Development Since Independence; Educational Planning in India—Problems and Prospects; Educational Administration in India—Structure and Functions.

II. *Problems of School Education* : Universalisation of Elementary Education; Girl's Education—Education of Children belonging to

Scheduled Castes and Scheduled Tribes; Non-formal Education for out of School Children; Vocationalisation of Higher Secondary Education; Decentralisation of Educational Administration; Coordination; Inter and Intra-departmental; Quality in Education; Wastage and Stagnation; Educational Technology.

III. *Concepts and Techniques of Educational Planning* : Basic Concepts and Approaches to Educational Planning; Data Needed for Educational Planning; Micro-Planning; District/Block/Institutional Level; School Mapping; Methods of Projecting School Enrolment; Additional Requirements of Teachers, Building, Equipment, etc.

IV. *Concepts and Techniques of Educational Management* : Organisational Theory; Management of Resources (Men, Money and Material); Resource Mobilisation; Resource Allocation and Resource Utilisation; Functions of an Educational Manager; Leadership; Decision-Making; Motivation and Morale, Communication and Human Relationship; Application of Some Important Management Techniques to Educational Administration—PERT/CPM; Management of Educational Innovations; School Complex; Inservice Training of Educational Personnel; Management of Information System; Monitoring and Evaluation; Role of Teachers' Organisations in Solving Problems of Educational Planning and Administration; Educational Administration : Prospects for Reform at the System and Institutional level.

Methodology

These programmes were planned essentially as seminars of equals and were mainly based on lecture discussions, panel and group discussions on selected themes. The participants had the benefit of interaction with the experienced educationists, faculty members and experts specially invited to act as resource persons. Opportunities were provided to participants for practical work, library study and field visits to NCERT, Centre for Educational Technology, Planning Commission, Ministry of Education and Culture, etc. Practical exercises and group work were also provided for the following :

- Preparation of District Education Plans;
- Review of Existing Inspection Proformae of Some States and Preparation of a New Inspection Proforma; and
- Development of Criteria for Gradation of Schools.

One session on the concluding day of each programme was devoted to evaluation of the programme by the participants providing feedback for future programmes.

Documents

Reading Material pertaining to the themes of the programme along with selected Readings, Inspection Proformae of different States and a select Bibliography on Educational Planning and Administration were also given to the participants.

Participants

Participants were nominated by the State Governments/Union Territory Administrations and not more than two participants from each State were selected. Preference was given to women, scheduled caste and scheduled tribe and new promotees. In all 45 participants from 13 States and 5 Union Territories attended these programmes including 6 women participants. The details are given below :

<i>States</i>	<i>First Prog.</i>	<i>Second Prog.</i>	<i>Third Prog</i>	<i>Total</i>
Andhra Pradesh	—	02	03	05
Bihar	—	02	02	04
Gujarat	02	01	—	03
Himachal Pradesh	01	01	01	03
Jammu & Kashmir	01	—	—	01
Karnataka	—	01	—	01
Madhya Pradesh	—	01	02	03
Maharashtra	—	02	01	03
Nagaland	—	—	01	01
Rajasthan	—	02	—	02
Tripura	02	—	—	02
Uttar Pradesh	01	01	—	02
West Bengal	—	01	—	01
Total	07	14	10	31

Union Territories

A & N Islands	01	—	—	01
Arunachal Pradesh	—	02	—	02
Delhi	02	04	—	06
Mizoram	02	01	—	03
Pondicherry	01	01	—	02
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Total	06	08	—	14
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Grand Total	13(2)	22(3)	10(1)	45

NB : Figures within brackets () indicate women participants

Field Visits

In each of the above programmes, the participants undertook field visits to Chandigarh/Delhi/Jaipur to

- try-out supervision proforma developed by them;
- try-out a school gradation check-list; and
- observe organisational set up and functioning of Education Department of Haryana/Delhi Administration/Rajasthan.

The participants, apart from their Own Time Work (OTW) were given assignments relating to decentralisation of elementary education and streamlining of administration with a view to achieve the goal of universalisation of elementary education. Each one of them also reviewed a latest book related to education planning and management.

Major Recommendations

The participants, after an in-depth study of the field problems of school administration, suggested measures for the consideration of the State Government. Some of their major recommendations are mentioned below :

1. The present system of educational planning which is highly centralised may be modified so that the plans are prepared not only at

the level of Central and State Governments but also at the district and block levels. Besides, all educational institutions may also prepare their own plans of development which should lay stress on qualitative improvement.

2. The present practice of appointing IAS officers as Directors of Public Instruction in some States should be dispensed with in the interest of education. Director of Public Instruction in each State should be an educationist drawn from the Education Department. Some officers at the Secretariat level should also be from amongst the academicians.

3. The status of District Education Officer varies from state to state. In some states a DEO is of Class I rank while in others he is of Class II rank. The need to have broadly comparable scales of pay and status of DEOs in all the States merits consideration.

4. Adequate financial and administrative powers may be delegated to the education officers at the regional, district and block levels so as to enable them to discharge their responsibilities more effectively. In particular, DEOs may be authorised to redeploy teachers from one school to another, to appoint teachers against vacant posts within the district and to reappropriate funds from one head to another within the sanctioned allocations.

5. Education in some of the participating States is being looked after not only by the Education Department but also some other departments like the Department of Tribal Welfare, Harijan Welfare, etc. The coordination between these departments has been found to be lacking. For effective planning and control, either education of all children may be brought under one umbrella i.e. the Department of Education or some suitable mechanism may be evolved to ensure effective coordination among different departments.

6. Additional supervisory machinery may be provided in the Department of Education for the supervision of non-formal education centres.

7. At present a lot of time of the teachers is taken in managing the mid-day meal programme and consequently the teaching work suffers. To overcome this difficulty, packed food may be distributed for which part-time staff may be appointed. The content of the mid-day meal may be changed so as to increase its nutritional value.

8. Impact studies may be conducted to ascertain the impact of various kinds of incentives being given to children from deprived

sections of the society to accelerate the pace of universalisation of elementary education.

9. School Committees wherever they exist, should be activated and they may be set up where they do not exist, to check on regular attendance of teachers as well as students in primary schools.

10. Vocational courses at the +2 stage should be introduced after careful preparations which may include conducting socio-economic surveys at the district level, designing curriculum in collaboration with other departments such as agriculture, horticulture, animal husbandary, industry, etc. and also local industrialists and potential employers. The schools where vocational courses are to be introduced should be carefully chosen on the basis of certain well defined criteria. Besides, the resources of ITIs and Polytechnics in the neighbourhood of these schools should also be fully utilised.

11. The DEOs may motivate school teachers to undertake experiments and innovations in the field of education. They may collect innovative practices adopted by different schools in their jurisdictions and publish them in the form of a Newsletter for wider dissemination.

12. The present practice of determining the work load of inspecting officers on the basis of number of schools should be given up. Instead, work load should be based on the unit value of a school which may be calculated in terms of pupils' enrolment and teachers' strength. Apart from these basic considerations, other important variables such as the type of school (single-teacher or multi-teacher primary school), difficult terrain, etc. may be taken into consideration while calculating the unit value of a school.

13. Each DEO may prepare a plan for organising a need-based in-service education programmes for teachers working in schools under his jurisdiction.

14. State Councils of Educational Research and Training may be established in those States where they have not yet been set up.

15. Efforts may be made to involve teachers' organisations in improving the effectiveness of educational administration.

16. NIEPA may provide from time to time annotated bibliographies of standard works and publications of educational planning and administration to the State Governments/Union Territory Administrations so as to enable them to purchase suitable literature for their libraries in this area.

17. NIEPA may also arrange visits of education officers from different States/Union Territories to innovate projects in school education in general and in educational planning and administration in particular in different parts of the country.

SEMINAR IN SCHOOL MANAGEMENT FOR PRINCIPALS OF SECONDARY SCHOOLS

(May 19-28, 1980)

The National Institute, in collaboration with Central Board of Secondary Education, organised the Second Seminar in School Management for Principals of Secondary Schools from May 19-28, 1980. 23 Principals/Vice-Principals of Secondary Schools participated in the Seminar.

Objectives

The main objectives of the Seminar were :

- to appreciate key-concepts in educational management ;
- to conceptualise appropriate roles, skills and knowledge required of a school Principal as effective institutional leader, and
- to formulate action plan for improved school management.

Contents

The programme covered the following themes :

- Educational Management—An Overview ;
- A Model for the Effective Principal ;
- Diagnosis of one's own School ;
- Dimensions and Styles of Leadership in Schools ;
- Group Dynamics ;
- Staff Development ;
- Decision-making ;
- Communication in an Organisation ;
- Management of Innovations ;
- Community Relations ; and
- Action Planning.

The Seminar consisted of lecture-discussions, panel discussions, group work and individual exercises.

ORIENTATION PROGRAMME FOR DISTRICT EDUCATION OFFICERS OF UTTAR PRADESH

(December 8-20, 1980)

Introduction

At the request of the Directorate of Education, Government of Uttar Pradesh, a two-week Orientation Programme in Educational Planning and Administration was organised for District Education Officers of Uttar Pradesh from December 8-20, 1980.

Fourteen Associate District Inspectors of Schools and five District Basic Shiksha Adhikaris attended the programme. The programme was inaugurated by Smt. Swarup Kumari Bakshi, Hon'ble Minister of Education, Government of Uttar Pradesh.

Objectives

The main objectives of the programme were :

- to acquaint the participants with some of the important concepts and problems of educational planning, administration and supervision;
- to familiarise them with new educational trends and programmes of qualitative improvement; and
- to enable them to acquire technical competence and effectiveness as educational administrators.

The Programme included lecture-discussions, panel-discussions, case work and group exercises on a few selected important themes. Some of the special features of the programme were : (a) Participants' Seminar with Director, NIEPA on problems of education in Uttar Pradesh with special reference to educational planning and administration ; (b) Practicums in Projection of Student Population and Teacher Requirements, Institutional Planning, and School Mapping ; (c) Group Work to critically analyse Inspection Proformae prescribed by various States with a view to design a model proforma for inspection of schools in Uttar Pradesh ; and (d) Discussions on a few selected inspection reports filled-in by Inspectors of Schools of Uttar Pradesh. Another important highlight of the programme was field visits by the participants in and around Delhi to gain first hand experience of the working of various types of educational institutions.

SEMINAR IN SCHOOL MANAGEMENT FOR HEADS OF SCHOOLS AND TRAINING COLLEGES

(Porvorim, Panaji : December 22-31, 1980)

Introduction

At the request of the State Institute of Education for Goa, Daman and Diu and in collaboration with it, a 10-day Seminar in School Management was organised for Heads of Schools and Training Colleges at the State Institute of Education, Porvorim, Panaji, Goa from December 22-31, 1980. 28 participants attended the programme.

Objectives

The main objectives of the Seminar were : to appreciate key concepts in educational management; to conceptualise appropriate roles, skills and knowledge required of a Principal/Head Master as effective institutional leader; and, to formulate action plan for improved school management.

In order to fulfil these objectives the themes covered in the Seminar were:

Educational Management—an overview; Managerial Role of a Principal; Diagnosis of one's own School; Leadership; Management of Innovations; Staff Development; Decision-making; Communication in an Organisation; Human Relations and Motivation; School-Community Relations; Management of Co-curricular Activities; Action Planning; Management of Time; and Staff Evaluation.

SECOND SEMINAR ON EDUCATIONAL SUPERVISION FOR EDUCATION OFFICERS OF HARYANA

(January 27-February 1, 1981)

The Supervisor of education today faces a challenge which obliges him/her to be creative, cooperative and constructive. The supervisor has to equip himself with skills, techniques and knowledge to cope with the changes that are taking place due to the rapid expansion of knowledge, development of science and technology, and above all the over increasing demand for education which has relevance to real life. Therefore, it was thought appropriate to organise a thematic programme with special emphasis on Supervision and Inspection

The idea was translated into action by the Institute by launching its first seminar on educational supervision for educational officers of Haryana in February 1979. This was the second Seminar for Education Officers of the same State. Both the Seminars, apart from discussing various theoretical aspects of modern supervision in education, had a critical look at the inspection proformae used in some States and Union Territories in India and did a useful exercise in evolving a new proforma for inspection after field visiting.

In all 22 participants, i.e. 12 Sub-Divisional Education Officers, 4 Deputy District Education Officers, 4 Principals of Higher Secondary Schools, One Project Officer and One Evaluation Officer joined the course.

Objectives

The main objectives of the Seminar were:

- to familiarise the participants with the modern concepts, methods and techniques of supervision;
- to acquaint them with the supervision proformae and inspection reports of a few States; and
- to enable them to analyse, improve and tryout the proforma of their own State for future use.

Contents

To meet the objectives the following themes were discussed in the Seminar: The System of Inspection and Supervision in Haryana; Methods and Techniques of Supervision; School Complex and Educational Supervision with special reference to the Role of Education Officers in the Supervision of Schools; Institutional Planning; Educational Supervision and Staff Development with special reference to the In-service Education of Teachers; Latest Techniques of Teaching and Evaluation in Schools; Role of Education Officers in Implementing Programmes of Universalisation of Elementary Education; Behavioural Aspects of Educational Supervision (Leadership and Decision-making, Motivation and Morale, Effective Communication, Human Dynamics and Human Relations), etc.

Apart from the Faculty of the Institute, resource persons were drawn from the Education Department of Haryana, and Directorate of Education, Delhi Administration.

Apart from lecture and panel discussions, considerable part of the time was devoted to practical work also.

ORIENTATION SEMINARS FOR DISTRICT LEVEL OFFICERS IN ADULT EDUCATION ORGANISED DURING 1980-81

Introduction

To achieve the goals laid down in the National Adult Education Programme (NAEP) the Institute had organised eight orientation programmes for senior state and district level officers in adult education during the preceding year. To promote effective implementation and exchange of field experiences, the Institute in collaboration with the Directorate of Adult Education organised six orientation programmes for the District Adult Education Officers and Senior Key Level functionaries of other implementing agencies, viz., Universities, Voluntary Agencies, Nehru Yuvak Kendras and Regional NSS Centres during the year 1980-81.

Objectives

The main objectives of these orientation programmes were:

- to discuss the conceptual framework and the objectives of the Adult Education Programme and approach to its implementation;
- to define and identify the role, responsibilities and functions of the District Level Functionaries for effective implementation of the Programme;
- to understand the process, mechanism and techniques of planning of the Adult Education Programme at macro and micro levels; and
- to understand the mechanisms of technical and academic supports to the adult education programme.

Contents

The following themes were included in these programmes :

- Objectives of the Programme and Strategies for its Implementation;
- Programme Management—Role of District Adult Education Officers;

- Linkages with Development Programmes;
- Involvement of other Agencies;
- Involvement of Folk/Mass Media;
- Planning at Micro and Macro Levels;
- Curriculum and Materials;
- Post literacy and Follow-up Programmes;
- Training of Personnel; and
- Monitoring, Evaluation and Feed-back.

Methodology

These programmes were organised as programmes of equals in which the trainees participated in panel discussions along with resource persons. Only such resource persons were invited to these programmes who were not only experts in their concerned areas but also had adequate field experience. Thus the participants were provided with a forum for meaningful interaction with the resource persons and opportunity for mutual exchange of experiences in a free and frank atmosphere.

The first session of these programmes was devoted mainly to the exchange of experiences in which the participants expressed their view about the programme on the basis of their field experiences. These observations related to the organisational problems, motivation of learners, location of adult education centres, follow-up programmes, training materials, special problems of women and the problems of voluntary organisations. In addition to the lecture and panel discussions, group work, field visits, practical exercises in planning literacy work and film shows formed an important part of the orientation methodology.

Field Visits

To study the mechanism of resource support to the adult education programme at the national level, the participants visited the National Resource Centre in the Directorate of Adult Education. They visited various units, viz., training, materials, literacy curriculum, monitoring and evaluation and had discussion with the concerned officers. The participants also visited some adult education centres

run by the Directorate of Education, Delhi Administration, resettlement colonies in semi-urban and rural areas of the Union Territory of Delhi. They were also taken to a social education centre where adult learners acquire different skills and produce materials for sale at the centre.

Participants

In the six programmes organised so far 177 adult education officer including 33 women at the district level, representing universities, voluntary agencies, Nehru Yuvak Kendras and Directorate of Adult Education participated. These programmes covered 18 States and One Union Territory.

The programme-wise coverage is given below :

<i>Programme : Dates</i>	<i>No. of States/ U.Ts</i>	<i>No. of Voluntary Agencies</i>	<i>No. of Universities</i>	<i>No. of Nehru Yuvak Kendras</i>	<i>Dte. of Adult Education</i>	<i>No. of participants</i>
1. First Programme (April 7-12, 1980)	7 (16)	4	5	—	2	27 (8 women)
2. Second Programme (June 9-14, 1980)	11 ⁺ (27)	4	3	1	1	35 (6 women)
3. Third Programme (June 16-21, 1980)	4 (30)	3	5	—	—	38 (9 women)
4. Fourth Programme (Aug. 25-30, 1980)	10 (21)	4	3	2	1	31 (5 women)
5. Fifth Programme (Oct. 6-11, 1980)	4 (7)	5	4	2	—	18 (2 women)
6. Sixth Programme (Dec. 29, 1980 to Jan. 3, 1981)	13 (21)	3	2	2	—	28 (3 women)
	18 (122)	23	22	6	4	177

+ Including one from Arunachal Pradesh

N.B : Figures within bracket indicate total participants from States.

122 District Adult/Project Officers representing 19 States and one Union Territory of Arunachal Pradesh took advantage of these programmes. The State-wise break-up of the DEO's is as follows :

Andhra Pradesh	: 04	Manipur	: 01
Assam	: 03	Orissa	: 04
Bihar	: 19	Punjab	: 02
Gujarat	: 05	Rajasthan	: 06
Haryana	: 05	Sikkim	: 01
Himachal Pradesh	: 01	Tamil Nadu	: 06
Jammu & Kashmir	: 02	Uttar Pradesh	: 30
Karnataka	: 08	West Bengal	: 02
Kerala	: 02	Arunachal Pradesh	: 01
Madhya Pradesh	: 15		
Maharashtra	: 05		

Major Recommendations

The Working Group reports of these programmes made important suggestions for improving the functioning of NAEP on the basis of in-depth field study. Some of the major recommendations for the consideration of the appropriate authority were :

- Communication aids should be developed with special reference to the need of the locality and for this purpose, team approach was recommended by the members;
- Communication should be both horizontal and vertical through frequent meetings with functionaries representing various levels;
- It should be ensured that audio-visual kits available in the DRU include films giving success stories of other projects of common interest;
- Learners should be motivated by conducting bhajans local cultural activities, folk-songs, dramatics, etc.
- Motivation can be promoted if functionaries adopt a human approach to solve learner's immediate problems with the help of other development departments;

- DAEO should be a member of all the executive committees of the agencies implementing the adult education programmes at the district level;
- District Adult Education Board/Committee should also ensure effective coordination between the formal, non-formal (9-14 age group) and adult education programmes;
- There should also be budgetary provision for Adult Education Programmes in the development budgets of different departments;
- The development departments should prepare visit schedules for their field functionaries to bring about coordination;
- The NAEP Centres should be made focal points for many types of recreational and developmental activities;
- Motivation may be promoted by interchange of visits of learners and by giving them recognition at public meetings;
- Funds should be made available for well planned post-literacy and follow-up immediately after the adult learners have completed 10 months programme;
- Suitable teaching-learning materials relevant to the local needs should be designed and prepared with the cooperation of the project staff and other developmental and local agencies;
- There should be in-built system of monitoring and evaluation with every aspect of the programme and the functionaries at the district/project/centre levels should take action to improve on the basis of their own assessments;
- The training for instructors should initially be for 10 days at the institutional level and the remaining 11 days should be devoted to orientation and refresher courses;
- The planning of adult education programme must originate at the grass-root level at the village and move up to the project, district and State levels ; and
- Qualifications of women functionaries should be relaxed. Adequate transport and proper security arrangements should be provided to women instructors/supervisors.

**ORIENTATION COURSE IN EDUCATIONAL PLANNING
AND ADMINISTRATION FOR SENIOR PROFESSORS
OF COLLEGES IN TAMIL NADU**

(April 7-16, 1980)

At the request of the Directorate of Collegiate Education, Tamil Nadu, the National Institute organised a ten-day orientation course in Educational planning and administration for Senior Professors of Colleges in Tamil Nadu from April 7-16, 1980 at Meston Training College, Madras. 34 Professors from various colleges participated in the course.

Objectives

The main objectives of the course were:

- to acquaint the participants with the current trends and main problems in the field of higher education in India;
- to familiarise them with conditions likely to stimulate improvement in teaching, learning and examination processes;
- to develop instruments for review, appraisal and evaluation of work, person and institutions;
- to promote awareness of modern management techniques and their application in the field of educational administration; and
- to enable them to appreciate their roles as change agent in the programmes of institutional planning, faculty development, student welfare and community services.

Contents

The academic themes covered during the course were:

- Problems and perspectives of under-graduate education in affiliated colleges;
- Post-graduate education in affiliated colleges;

- Maintenance and improvement of standards in higher education;
- Restructuring of under-graduate courses;
- Promotion of better teaching and learning;
- Examination and internal assessment, Student motivation/student unrest;
- Faculty Improvement;
- Role of Teachers' association in the college;
- Institutional Planning;
- Conflict management in educational administration;
- Leadership in educational management; and
- The Idea of a University : The Under-graduate Course.

Towards the conclusion of the programme, one day's seminar of the idea of an under-graduate curriculum was organised to round off the orientation course. All the participants were asked to participate actively in this seminar. They were also encouraged to write a short note of one or two pages, giving their ideas of what they thought should be the main aims and purposes of under-graduate education in India. These notes were circulated to the participants in advance. Some eminent scholars and resource persons were also invited to participate in the discussion. This seminar provided to the participants an opportunity to develop a philosophy of higher education and a theory for enlightened governance of colleges. The programme was conducted largely through lecture-discussions; provision was made for panel-discussions on some of the important themes.

ORIENTATION PROGRAMMES IN EDUCATIONAL PLANNING AND ADMINISTRATION FOR COLLEGE PRINCIPALS

(September 8-27, 1980, November 10-29, 1980 and January 5-24, 1981)

Introduction

In consultation with the University Grants Commission, the Institute organised a series of 3 three-week Orientation Programmes in Educational Planning and Administration for Principals of Colleges. The First Orientation Programme for Women Principals was organised from September 8-27, 1980 and the second from November 10-29, 1980, and the third from January 5-24, 1981.

Objectives

The main objectives of the Orientation Programmes were:

- to give to the participants an overview of the perspectives and problems of higher education in India, particularly of collegiate education;
- to familiarise them with conditions likely to stimulate improvement in teaching, learning and examination processes;
- to develop instruments for review, appraisal and evaluation of work, persons of institutions;
- to provide them an opportunity to identify and resolve developmental problems in their colleges;
- to consider ways and means of meeting increasing demands for services by students and teachers in relation to comparatively static and/or reduced resources;
- to cope with changing patterns of decision-making in a situation characterised by increasing complexity of impact of socio-political forces;
- to develop a closer relationship among various components of the college community and to identify ways in which the college can reach out to the community at large keeping in view the demands made by national policies; and

- to initiate a phased academic management oriented training for preparing a core faculty in the States which would eventually organise, in consultation with the National Institute of Educational Planning and Administration, similar programmes for other Principals in the State.

Contents

To achieve these objectives the themes grouped under three broad heads, namely, Theoretical Background : Management of Academic Programme—Curriculum, Teachers, Students, Teaching, Learning and Examination; The College and the Community, Management—Traditions and Innovations; and Idea of a University and a 'good' Principal were discussed during these programmes.

The academic and professional components of the programme were: problems and perspectives of Higher Education, financing of Indian Higher Education, problems and perspectives of college education in India, Management of college finance, autonomous colleges, institutional planning and planning exercises (developing an institutional plan), restructuring of under-graduate courses; liberal and job-oriented courses, management of co-curricular activities, faculty improvement, faculty evaluation, the role of Teachers' Association in the colleges, students' motivation/student unrest/selective admission procedures, management of student services, promoting better teaching and learning in under-graduate courses, post-graduate education in affiliated colleges, remedial teaching, examinations and internal assessments, the college and its community, colleges and the National Adult Education Programme, new directions in management and administration, role of educational administration: a case study, educational management and communication, styles of educational leadership, conflict management, management of time, team building, innovations and creativity in management, and the idea of under-graduate courses in a university.

Reading Material

A volume containing selected reading materials was distributed among the participating Principals along with an annotated bibliography. Some papers were focussed on the special problems of S.C. S.T. students and girls in higher education.

Methodology

The Programmes were conducted largely through lecture and panel discussions. Resource persons for the programme included

experienced administrators from agencies like University Grants Commission, the Planning Commission, the Ministry of Education and Culture, and various professional fields. The participants were also provided an opportunity to observe the working of good colleges in Ajmer, Chandigarh, Delhi and Jaipur. Each group of participants prepared a report of its observations and discussion with the Principal and the staff of the host college.

Pursuant to the objective of meeting the emerging challenges in the rapidly changing world of today, the course provided for cross fertilisation of educational and administrative experience and initiative, creativity and innovation in the management of colleges keeping in view the resource limitations. To examine pressing problems of management, the participants selected a few themes relevant to their work situations for in-depth study in groups. The main aims and purposes of under-graduate education was discussed in a seminar on 'The Idea of Under-graduate Curriculum'. Special emphasis was given to problems relating to the girls, the scheduled castes and scheduled tribes, particularly remedial courses in colleges.

Participants

During the year under report 83 Principals including 24 women Principals participated in the three Orientation Programmes representing 16 States and 3 Union Territories. Maharashtra headed the list with 14 Principals followed by Uttar Pradesh. The details are given below :

First Programme	:	September 8-27, 1980	21 participants
Second Programme	:	November 10-29, 1980	33 participants
Third Programme	:	January 5-24, 1981	29 participants

<i>States</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>
Andhra Pradesh	03	03	06
Assam	05	02	07
Bihar	02	01	03
Gujarat	04	02	06
Haryana	01	—	01

Karnataka	06	01	07
Kerala	02	02	04
Madhya Pradesh	06	01	07
Maharashtra	10	04	14
Meghalaya	—	01	01
Nagaland	01	—	01
Orissa	01	—	01
Punjab	02	—	02
Tamil Nadu	04	03	07
Tripura	01	—	01
Uttar Pradesh	06	03	09
<i>Union Territories</i>			
Delhi	01	01	02
Chandigarh	01	—	01
Mizoram	03	—	03
	—	—	—
TOTAL	59	24	83
	—	—	—

Main Recommendations

The participants after intensive field work and group discussions adopted a series of recommendations for the consideration of the University Grants Commission, State Governments, College Managements and also for implementation by the Principals. Some of the major recommendations are given below :

Recommendations for the Consideration of the U.G.C.

1. Private colleges should be allowed to start post-graduate courses, provided they have to their credit good infrastructure, qualified faculty and high academic records and on the recommendation by their respective universities.

2. UGC should make special allocation of funds towards the development of colleges of backward communities and weaker sections and orphans.

3. Since it is not physically possible for the UGC to be well posted with the needs and requirements of all colleges in a vast country like ours, the principals feel that a College Grants Commission be set up at each State level with the same status and power to deal with the financial problems of colleges more effectively and expeditiously. UGC should also associate forthwith principals of affiliated colleges with its different facets of working.

4. The UGC classification of viable and non-viable colleges should be abolished and grants for colleges in economically weaker/backward areas, rural areas and for backward communities and weaker sections and for colleges catering to the needs of women, orphans, students should be given special consideration.

5. The UGC should provide necessary support to the university for organising refresher courses for principals at the State/regional level once in five years.

6. UGC should send visiting teams to different colleges to evaluate their work and to assess the needs and to recommend special assistance on the basis of their proformas.

7. Special assistance for hostel facilities to SC/ST students may be provided for at least 20% of the average total enrolment of the last three years. A separate girls' hostel may be provided in a co-educational college if the proportion of girls belonging to SC/ST is 33% or more of the total enrolment.

8. While selecting faculty members for faculty improvement programme of UGC, preference may be given to lecturers from tribal colleges.

Recommendations for the Consideration of the State Governments/College Managements

1. The State Government should provide adequate housing/loans at nominal rates of interest to members of the college staff.

2. Administrative procedures may be streamlined so that all scholarships and grants may be released regularly instead of releasing funds towards the end of the financial year.

3. In view of the need for effective development of a college, frequent transfers of principals/faculty should be discouraged. Stability of the staff would promote institutional loyalty and better performance.

4. Power to appoint temporary lecturers may be delegated to the principal who may be given necessary guidelines pending approval by the competent authority.

5. State Governments should pay 100% deficit for running the aided colleges. This is in view of the fact that some State Governments are not paying all the deficit to the aided colleges with the result that sometimes salaries are in arrears causing hardship to the staff.

6. There should be a State Board of Teacher Education in each State with a view to raise standards of Teacher Education and have liaison with National Council of Teacher Education.

7. There should be a post of Vice-Principal in all the colleges having strength of more than 500 students.

8. The State Government should hold Annual Conferences of College Principals for discussing and reviewing the problems of the colleges in the concerning State.

9. The Principals of the colleges should be associated with District Development Council constituted for the District in which their colleges are located.

10. Unusual delay in the release of staff pay packet by the Government should be removed and scholarships, stipends, free student-ship, etc. be received from it in the beginning of the academic session. Principals should be empowered to divert funds from one head to another with the consent of the management to meet urgent liabilities. State Governments should meet the entire deficit of the non-government colleges.

11. The practice of keeping a college without government grant during the incubation period ranging from 2 to 5 years should be dispensed with and the college should be put on grant-in-aid from the very date the government accords permission to run the college.

12. The State Government should provide adequate matching share in respect of schemes for college development approved by the UGC.

Recommendations for the Consideration of the Principals

1. Many administrative difficulties may be sorted out if the Principal communicates properly through different channels, i.e. management, teaching staff and non-teaching staff, and the students and establish cordial relationships.

2. The Principal should take necessary steps for the admission of students in colleges on the basis of merit in general. Necessary concessions should, however, be allowed in the matter of admission of SC/ST students, students of backward areas and belonging to weaker sections, physically handicapped or orphans. Political interference at the time of admission of students should be totally discouraged.

3. The Principal should welcome all appropriate steps that may be taken to enlist the active cooperation of teachers' association towards smooth functioning of colleges, proper maintenance of discipline establishing harmonious relationship and setting up high academic standards.

4. The Principal should encourage by all means students' union to extend meaningful participation and cooperation in the administration. But their activities in and outside the college campus must not be dominated by pressure from various political parties.

5. Institutional planning should be given top priority. The draft plan for the development of college should be finalised in consultation with the University/State/Management and NIEPA. It should be implemented in phases.

6. Guidance service may be introduced for the students particularly at the time of admission and examination.

7. Environmental surveys and extension programmes be made a regular feature so as to serve the needs of the community.

8. Live contact with the *alumni* be promoted both for purposes of feed-back as well as for raising resources.

9. To focus attention on the welfare of SC/ST students a faculty member may be entrusted with the responsibility of reviewing their problems periodically for appropriate solution.

10. Special steps may be initiated to provide necessary guidance to the academically average SC/ST students for choosing a career for which necessary support may be extended by the Principal.

11. Persistent efforts are necessary to identify interested SC/ST students for involvement in games, sports, NSS, NAEP and NCC and also in cultural programmes organised by the college

12. A study centre with adequate facilities may be provided in the college to cater to the needs of the weaker sections of the student community.

13. Payment of scholarships to SC/ST students may preferably be made through a scheduled bank within 60 days of closing of admissions to the college.

14. The colleges should try to develop a link between the students and the local community. There should be surveys of training required for the jobs available and the college should organise training programmes which can generate marketable skills. There is also the need for vocational guidance bureau.

15. Annual awards to faculty for teaching excellence could also be encouraged.

16. Workshops or seminars can be organised by Principals for teachers to encourage/enlighten them about (i) specific technique of instructions; (ii) new knowledge in particular field; (iii) institutional goals; and (iv) analysis of characteristics of students enrolled in the college.

**ORIENTATION PROGRAMME FOR A SELECT GROUP OF
COLLEGE PRINCIPALS PROCEEDING TO USA
UNDER THE USEFI'S UNIVERSITY
ADMINISTRATORS PROJECT, 1981**

(February 2-3, 1981)

To promote meaningful changes in higher education within the existing resources, the United States Educational Foundation in India has been sponsoring a select group of College principals for a six week study visit of American Universities and Colleges every year. The National Institute at the request of USEFI has been organising pre-departure orientation programmes for these groups since 1977. This time a two day pre-departure Orientation Programme for a select group of eight College Principals proceeding to USA under USEFI's University Administrators Project, 1981 was organised.

Objectives

The main objectives of this Orientation Programme were:

- to acquaint the participants with the development of higher education in India;
- to familiarise them with the pattern of higher education in USA and to compare the latest trends in the development of higher education in India and USA; and
- to consider possible educational innovations within the existing framework.

Contents

The themes covered during the programme were: American Higher Education—Retrospect and Prospect; American Education—Terminology and Structure; Faculty Development; College Community Interaction; and Discussion on Individual Projects.

The programme was conducted on an inter-disciplinary basis. Apart from the faculty of the National Institute, resource persons for the programme were drawn from USEFI, NCERT, and Association of Indian Universities.

**ORIENTATION PROGRAMME IN EDUCATIONAL PLANNING
AND ADMINISTRATION FOR COLLEGE PRINCIPALS
OF ANDHRA PRADESH**

(February 25—March 6, 1981)

The National Institute collaborated with the Collegiate Cell, SCERT, Hyderabad, in organising a 10-day Orientation Programme in Educational Planning and Administration for a select group of 35 Principals drawn from Osmania, Andhra and Shri Venkateswara Universities.

Objectives

The main objectives of the Programme were:

- to give to the participants an overview of the perspectives and problems of higher education in India particularly College Education;
- to develop instruments for review, appraisal and evaluation of work, persons and institutions;
- to provide them an opportunity to identify and evaluate/resolve developmental problems in their colleges; and
- to cope with changing patterns of decision making in a situation characterised by increasing complexity and impact of socio-political forces.

The academic and professional content of the programme included 25 themes covering Institutional Planning, Management of College Finances; Autonomous Colleges; Colleges in 2000 AD; Post—Graduate Education in Affiliated Colleges; Faculty Development and Evaluation; Role of Teacher's Association; Student Motivation and Unrest; Examination Reforms; Role of Colleges in NSS/NAEP; Educational Leadership Styles; Team Building; Management of Time; Conflict Management; Communication in Educational Management; Administrative Problems in a College; Self-Evaluation of a College and Action Plan.

**FOURTH TRAINING PROGRAMME IN FINANCIAL
MANAGEMENT FOR FINANCE OFFICERS OF
UNIVERSITIES IN INDIA**

(May 5-17, 1980)

At the request of UGC the National Institute in collaboration with the Faculty of Management Studies, Delhi University organised the Fourth Training Programme in Financial Management for Finance Officers of the universities of India from May 5-17, 1980. 17 Finance Officers/Deputy Registrars/Comptrollers participated in the programme.

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 in 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 newer role and responsibilities of the finance function of Indian Universities, and to assess its impact on academic programmes;
- to promote an awareness of the techniques of modern management in general and of modern financial management in particular, especially from the point of view of their application in educational administration;

Contents

The main themes of the programme were :

- U.G.C. and its Working;
- System of Financial Administration in Indian Universities;
- O & M Methods in University Administration;

- Revenue Planning, Monitoring, Preparation and Maintenance of Accounts in Universities;
- Grants-in-aid to Affiliated Colleges—Patterns and Procedures;
- Delegation and Budgeting System;
- Financing of Higher Education in India;
- Higher Education in India;
- Elements of Financial Information System;
- Role of the Finance Officers, UGC and Financing of Higher Education;
- Internal Audit;
- Effective Utilisation of Financial Resources;
- Staffing and Promotional Policy;
- Role and Functions of Finance Committees;
- Model Budgeting for Universities and System of Financial Administration.

The Finance Officers were taken to university of Delhi to acquaint them with the organisation and functioning of its finance branch and also had fruitful discussion with the members of the Faculty of Management Studies.

A special feature of this programme was the visit to Punjab University, Chandigarh and useful exposure to the application of O & M Methods to the organisation of the office in a university including innovation in modernising various forms.

TRAINING PROGRAMME IN FINANCIAL MANAGEMENT FOR COMPTROLLERS OF AGRICULTURAL UNIVERSITIES

(October 22—November 1, 1980)

Introduction

At the instance of Indian Council of Agricultural Research, the National Institute organised a two week Training Programme in Financial Management for Comptrollers of Agricultural Universities in India from Oct. 22 to Nov. 1, 1980. This was the fifth programme in the series of Programmes in financial management but the first of its kind to cater to the needs of the agricultural universities in this respect. Thirteen participants from different agricultural universities took part in the training programme.

Objectives

The objectives of the Training Programme were :

- to enable the Comptrollers to appreciate the role of education in general and agricultural education in particular in the socio-economic and agricultural development in the country;
- to develop in them better comprehension of the existing system of financial administration in agricultural universities and to facilitate its systematic review;
- to assist in the identification and understanding of the newer role and responsibilities of the finance functions of agricultural universities and to assess its impact on academic programmes; and
- to promote an awareness of the techniques of modern financial management especially from the point of view of their application in education administration.

Contents

To achieve the objectives mentioned above the following themes were covered in the training programmes : Some Innovations in Financial Management of Agricultural Universities; Higher Education

in India with special reference to Agricultural Education; Financing of Agricultural Education in India; Management Accounting; Financing of Research Programmes in Agricultural Universities, Working of ICAR with special reference to Financing of Agricultural Universities; Management Information System for Financial Management; Conflict Resolutions and Human Relations; Development of Internal resources in Agricultural Universities; Role and Functions of Comptrollers of Agricultural Universities; Financial Relationship between State Govts. and Agricultural Universities; Effective Utilisation of Financial Resources in Agricultural Universities and Role and Functions of Finance Committees.

The training programme was based on lecture, panel and group discussions and also on field visits.

**FIRST TRAINING SEMINAR FOR DISTRICT AND TEHSIL
EDUCATIONAL PLANNING OFFICERS OF
JAMMU AND KASHMIR**

(April 21 to May 3, 1980)

At the request of the Department of Education of Government of Jammu and Kashmir, the National Institute organised from April 21 to May 3, 1980, a two-week training seminar, the first in the series, in the application of Statistical Techniques of Educational Planning for District and Tehsil Educational Planning Officers of Jammu and Kashmir. 22 participants from the Kashmir Division of Jammu and Kashmir State, consisting of 3 District Educational Planning Officers, 18 Tehsil Educational Planning Officers and 1 Statistician of the Education Department attended the Seminar.

Objectives

The main objectives of the Seminar were :

- to acquaint the participants with the latest trends and techniques of educational planning; and
- to train the participants in the application of Statistical techniques of Educational Planning.

Contents

The themes covered during the Seminar were :

- Education in J and K : Retrospect and Prospect;
- Educational Planning : Concept and Techniques;
- Educational Planning in India and J and K;
- Planning for Universalisation of Elementary Education with special reference to J and K;
- Planning for In-service Teacher Education Programmes;
- Planning for Vocationalisation at Higher Secondary Stage and Socially Useful Productive Work;

- Planning for Adult Education;
- Institutional Planning and Planning for Educational Innovation;
- Planning for Weaker Sections of Society and Backward Areas with special reference to J and K;
- Educational Statistics in India with special reference to J and K;
- Concepts and Definitions in Educational Statistics;
- Management Information System in J and K;
- Demographic Aspects of Educational Planning;
- Analytical Techniques in Quantitative Aspects of Educational Planning;
- Techniques of Population Projection in Educational planning;
- Analysis of Flow Statistics in Education;
- Analysis of Wastage in Education;
- Sample Survey Methods in Education;
- Techniques for Estimating non-response in Education;
- Indices of Internal Efficiency in Education; and
- Projection Techniques in Educational Planning (Enrolment, teachers and costs).

SEMINAR ON MANAGERIAL ASPECTS OF SCHOOL EDUCATION BOARDS IN INDIA FOR CHAIRMEN AND SECRETARIES

(August 4-6, 1980)

The National Institute, in collaboration with the Council of Boards of Secondary Education in India, organised a three-day Seminar from August 4-6, 1980 on managerial aspects of school education for 22 Chairmen and Secretaries of the Education Boards in India.

Objectives

The main objectives of the Seminar were :

- to discuss managerial aspects of school education boards; and
- to identify academic and administrative problems relating to school examination system and their possible solutions.

Contents

In pursuance of these objectives the Seminar covered the following themes :

- Management of Examinations—Pre-Examination Modalities Conducting Process, Post-Examination Modalities;
- Modern Management Techniques in the Administration of the Board;
- Behavioural Aspects—Human Relations, Conflict Management, Work Behaviour and Motivation, Innovations and Change, Helping People to Grow;
- Curriculum Planning—Core and Need-based Curriculum, Process of Curriculum Feedback and Curriculum Reviewal; and
- Role Clarification of the Boards of Education.

The themes were covered in lecture-discussions, panel-discussions and group discussion. In addition, a session, 'Participants Seminar' was devoted to sharing of experiences by the seminarians in managing the Boards.

SECOND INSERVICE TRAINING COURSE IN EDUCATIONAL STATISTICS FOR STATISTICAL ASSISTANTS

(August 4-16, 1980)

At the request of the Ministry of Education and Culture, and in collaboration with the Planning, Monitoring and Statistics Division, of the Ministry, the National Institute organised the Second In-Service Training Course in Educational Statistics for Statistical Assistants from August 4-16, 1980. 45 participants from 27 States/Union Territories and one participant from the Statistical Division of the Ministry of Education took part in the course.

Objectives

The main objectives of the course were :

- to study the nature, scope and system of collection of educational statistics in India;
- to understand the concepts and definitions in educational statistics;
- to study the methods of filling up and scrutiny of the various forms used for collection and compilation of educational statistics; and
- to understand simple-techniques of analysis in educational statistics.

Contents

The topics covered during the programme were :

- Nature, scope and system of collection of educational statistics in India;
- Concepts and definitions in educational statistics;
- Analytical techniques in educational statistics;
- Nature of the difficulties/problems faced in collection and compilation of data; and
- Techniques of filling up, scrutinisation and consolidation of institutional forms and their compilation (ES-I to ES-VI).

Apart from lecture-discussions the training methodology provided for practical exercises and group work in ample measure.

SEMINAR OF EDUCATION SECRETARIES AND DIRECTORS OF EDUCATION

(August 22-24, 1980)

At the suggestion of its Programme Advisory Committee the National Institute organised a Seminar for selected Education Secretaries and Directors of Education from various States and Union Territories from August 22-24, 1980. This was the first of a series of seminars which was attended by 19 Education Secretaries from 12 States and 2 Union Territories and 13 other experts besides the faculty of NIEPA. The Seminar was organised at a most opportune time as it was held before the finalisation of the Approach to the Sixth Five Year Plan in a hope that the deliberations of seminar would be taken note of in devising appropriate strategies for various educational plans and programmes.

Objectives

The objectives of the Seminar were :

- to provide an opportunity for full and frank discussion on various education reforms and their implementation; and
- to make an indepth analysis of past experience particularly of failures and difficulties as well as successes in educational planning and administration with a view to identify common problems and issues and possible ways and means of dealing with the problems.

Addressing the Seminar, Shri P. Sabanayagam, Secretary, Union Ministry of Education and Culture, observed that the fundamental question was to keep in mind the target groups for which educational plan is to be drawn up and emphasized the need for pre-primary education for the age group 3-6, the most neglected so far. There was also need for State Board of Education and SCRETs to play an active role in improving educational standards. Relationship between government and local bodies need to be looked into. There was also need for improving the quality and training of personnel at all levels. In the expansion of schooling facilities, neglected areas must get special attention and the community and other departmental facilities should be fully

utilised in the introduction of vocational courses at +2 stage. It was stressed that the democratisation of education was not merely provision of facilities for the deprived section. It also meant ensuring that they had reasonable chances of success. The need for preparatory work for utilising the satellite likely to be launched by India (INSAT) in 1982 for educational purposes was also stressed.

In his key-note address, Dr. M.S. Swaminathan, Member, Planning Commission, pleaded for establishing organic structured linkage between education, development and employment. Stressing the role of education in national development, he observed that the academic community should be sensitised to the problems of poor by providing opportunities of interaction with providing opportunities of interaction with real life.

The closing session was chaired by Professor M.V. Mathur, Director of the Institute, who emphasised the need for developing alternative non-traditional Programmes which could provide a reasonably good quality of education at a comparatively less cost to build up an indigenous system of mass education.

The suggestions and ideas expressed during the course of the Seminar might be classified under the following three broad categories : those relating to Educational Policy and Reforms; those relating specifically to Educational Planning and Administration; and those relating to quality, content and innovations in Education.

ORIENTATION PROGRAMME FOR KEY PERSONNEL OF NATIONAL SERVICE SCHEME

(January 13-16, 1981)

Introduction

In collaboration with the Ministry of Education and Culture an Orientation Programme for Key Personnel of National Service Scheme was organised from January 13-16 1981. Twenty three Officers working in the field of National Service Scheme participated in the programme.

Objectives

The main objectives of the programme were to provide the participants, through lecture discussion and sharing of experiences, the fuller appreciation of the National Service Scheme in respect of :

- its philosophy and goals;
- techniques and methods of programme planning;
- problems and challenges in implementation;
- techniques of programme evaluation.

Another objective of the programme was to acquaint the participants with the latest thinking in National Service Scheme.

Contents

To meet the objectives of the programme, the following themes were discussed : Philosophy and Thought Processes in the National Service; Review of Progress and Experiences in NSS; Experience of Voluntary Agencies about the work of Students and Community Response; Techniques of planning and Plan Implementation and Appraisal; Project/Programme Planning and Management; Students and Teachers' Participation and Motivation and Project/Programme Evaluation — Self Evaluation; Linkages of University Education with Community through National Service Scheme; Social Change through National Service Scheme; Search for some New Areas of Work in NSS; and Preparation of an Action Programme.

SEMINAR ON NATIONAL SCHOLARSHIP SCHEMES

(January 22-24, 1981)

The Ministry of Education and Culture, Government of India, requested the National Institute to organise a seminar which would focus attention on all problems of organisation and administration of the following three National Scholarship Schemes : (1) National Merit Scholarship; (2) National Loan Scholarship; and (3) Rural Talent Search Scheme. The National Institute accordingly organised a Seminar on these National Scholarship Schemes from January 22-24, 1981 which was designed in consultation with the Ministry of Education and Culture. The Seminar was attended by twenty three Officers-in-Charge of scholarship schemes in different States and Union Territories.

Objectives

The Seminar had the following objectives :

- to take stock of the problems that arise in implementation of the scholarship programmes of the Ministry of Education and take suitable remedial steps; and
- to make the participating officers familiar with the objectives underlying the scholarship programmes.

Contents

The Seminar was inaugurated by Prof. S.C. Dube, National Fellow, ICSSR, who also delivered the Key-note address on "Equality of Opportunity in Education and Role of Scholarship in Promoting It". After the Key-note address there was general discussion by the participants focussing attention on the problems which they encountered in the implementation of these three National Scholarship Schemes. Therefore, the participants were divided into two following Working Groups : WORKING GROUP I : National Merit and Loan Scholarship Scheme; WORKING GROUP II : National Rural Talent Search Scheme.

The first group discussed the National Merit Scholarship Scheme and National Loan Scholarship Scheme separately. Both the Working

Groups focussed their attention on the following major themes : Problems of selection and award under the National Talent Search Scheme; problems and procedures of allotment and award of National Scholarship and National Loan Scholarship and problems and procedures in disbursement of scholarship and recovery of loan scholarships; Topics for further investigation in order to make the schemes more efficient and useful; and Studies that are needed in order to find out what other policies are needed for advancing the objective of equality of opportunity in education.

**WORKSHOP IN INDIAN HISTORY AND CULTURE
FOR SUPERVISORS AND CURRICULUM
DIRECTORS OF SOCIAL SCIENCES
FROM THE UNITED STATES
OF AMERICA**

(June 30-July 16, 1980)

At the request of the United States Educational Foundation in India and with the approval of the Ministry of Education and Social Welfare, the National Institute organised a two and a half weeks Workshop in Indian History and Culture for Supervisors and Curriculum Directors of Social Sciences from the United States from June 30 to July 16, 1980. This was the third group of Overseas Educational Supervisors (OES) which was affiliated to the Institute. The Workshop was attended by fifteen Social Sciences Supervisors and Curriculum Directors from the United States.

Objectives

The main objectives of the Workshop were :

- to study different aspects of Indian History and Culture;
- to familiarise the participants with the main trends in education and changing patterns of development in India;
- to improve understanding of the historical currents and cross currents of modern India which will be helpful for the improvement of teaching of Indian History and Culture in U.S. schools; and
- to further mutual understanding with the help of Indian scholars.

Contents

The Workshop covered the following themes :

- India-The Land the People;
- Contemporary Challenges in India;

- India-Role in the Economic Development of Developing Countries;
- Recent Political Development in India;
- India's Freedom Struggle;
- Impact of Mahatma Gandhi on India;
- Recent Trends in Indian Foreign Policy;
- India's Green Revolution;
- The Literacy Heritage of India;
- Teaching of Social Science in Indian Schools;
- The Indian Value System;
- Social Change in India;
- Status of Women in Modern India;
- Major Problems of Indian Education;
- Science and Technology in Modern India;
- Mass Media;
- Indian Religions;
- Indian Influence on the West;
- The Indian Economy-Strengths and Constraints; and
- The Problem of Depressed Classes in India.

Apart from lecture-discussions, field visits were arranged to the National Museum; Okhla Handicraft Design centre; National Adult Education Programme Centre, Najafgarh Block; Lok Sabha (Parliament); National Council of Educational Research and Training; and N.D.M.C. Navayug School for benefit of the participants. In addition, a number of relevant films and video tape recordings were shown to the participants.

**ATTACHMENT PROGRAMME IN EDUCATIONAL
ADMINISTRATION OF UNESCO FELLOW,
FROM BHUTAN**

(September 4-16, 1980)

Under the UNESCO Study Grant Ms. Gurung participated in a study programme in the field of educational administration at the National Institute from September 4-16, 1980. The main objective of the Programme was to provide knowledge regarding teacher and school education in India with particular reference to its administrative and planning aspects.

Ms. Gurung had an opportunity to interact with members of NIEPA faculty on subjects of their specialisation in the fields of educational planning and administration. Visits were also arranged for her to the Directorate of Adult Education, Ministry of Education and Culture and the Planning Commission to hold discussions on the subject with officers of these organisations.

TRAINING PROGRAMME OF UNESCO FELLOWSHIP HOLDERS FROM AFGHANISTAN FOR TRAINING IN EDUCATIONAL PLANNING, STATISTICS AND ADMINISTRATION

(September 22—December 6, 1980)

At the request of UNESCO and the Ministry of Education and Culture, the National Institute organised a training programme in educational planning, administration and statistics for Six Unesco Fellowship Holders from Ministry of Education, Afghanistan from September 22—December 6, 1980. The programme was inaugurated by Shri J. Veeraraghavan, Executive Director, NIEPA on September 22, 1980.

The training programme was designed (i) to acquaint the participants with concepts fundamental to educational planning, statistics and administration; and (ii) to give them a grounding in basic skills and techniques essential to their functions as educational planners and administrators.

The themes of the programme include theory and practice of educational planning, Current issues in educational planning with special reference to India, Quantitative aspects of educational planning, Theory and practice of educational administration with special reference to India, etc.

The orientation methodology include lecture discussion, practicals, exercises, field visits, group work and individual studies leading to the preparation of term papers.

INTERCOUNTRY WORKSHOP ON THE EXCHANGE OF EXPERIENCES IN THE FIELD OF EDUCATIONAL FACILITIES

(November 15—22, 1980)

At the instance of the Ministry of Education and Culture, Government of India, and in collaboration with the Central Building Research Institute, Roorkee and NCERT, New Delhi, the National Institute organised a Regional Workshop on the Exchange of Experiences in the Field of Educational Facilities on the dates mentioned above. The workshop had been sponsored by the UNESCO Regional Office for Education in Asia and Oceania, Bangkok and was attended by seventeen participants from three countries: Indonesia, Philippines, and India.

**UNESCO-SPONSORED STUDY VISIT TO INDIA OF
EDUCATION OFFICERS FROM SRI LANKA**

(November 24—December 6, 1980)

NIEPA organised a Unesco-Sponsored study visit of Shri Chandrasekara Mudalige Ariyawansa, Director, National Staff College for Educational Planners and Administrators and Sri Hidallege Ariyadasa Perera, Lecturer, Staff College, Kalutra, Sri Lanka from November 24 to December 6, 1980. The Programme included a study of the administrative structures of NIEPA, NCERT, IIPA, ICSSR and UGC and a field visit to Jaipur besides the organisation of correspondence course in educational planning and management launched by NIEPA.

SECOND CORRESPONDENCE COURSE IN EDUCATIONAL PLANNING AND MANAGEMENT 1979-80 : A CONTACT PROGRAMME

(May 26-31, 1980)

The National Institute, in collaboration with UNESCO Regional Office for Education in Asia and Oceania (ROEAO), Bangkok, Thailand, organised the Second Correspondence Course in the series from July 1, 1979. The Course is in the nature of an in-service training course and the clientele consists of the senior Education Officers (preferably not below the rank of District Education Officers) of the Central and State Governments/Union Territories Administrations. While 94 persons were initially registered for the Course on the recommendations of the State Govts. sponsoring authorities, the actual number of participants may be taken as 50 in the sense that they sent at least one assignment. Of these 28 persons who had duly completed their assignment were invited for participation in the first Contact Programme (May 26-31, 1980). However, only twenty five of them could participate in the programme.

The main objectives of the Course were : (a) to acquaint the participants with the development in the field of education in India in the post-independence period ; (b) to familiarise the participants with the latest trends in the field of education, in general, and educational planning and management, in particular; (c) to develop among the participants requisite attitudes, skills, and knowledge to improve their technical competence and effectiveness as educational planners and administrators ; and (d) to introduce the participants to a process of self-learning aimed at their continuing professional growth.

The course had two components : (a) *Lesson Units* These covered the following broad areas; (i) Main problems of Educational Planning and Administration in India; (ii) Basic Principles and Techniques of Modern Management with particular reference to Educational Administration; (iii) Basic Principles and Techniques of Educational Planning; (iv) Statistics for and Statistical Techniques in Educational Planning; (v) Economics of Education, (b) *Practical Work* : The practical work on the part of participants consists of three elements ; (i) Assignments based on Lesson Units, (ii) Term Paper ; (iii) Book Review.

Apart from the faculty of the Institute, Dr. Hans Reiff, Educational Planning/Management Adviser and Mr. Kuroda, Associate Expert in Educational Statistics in the UNESCO (ROEAO), Bangkok also participated in the contact programme as resource persons.

The participants were awarded a certificate of successful completion of the course.

THIRD CORRESPONDENCE COURSE IN EDUCATIONAL PLANNING AND MANAGEMENT 1980-81 : A CONTACT PROGRAMME

(February 16-21, 1981)

The National Institute organised the third Correspondence Course in Educational Planning and Management from July 1, 1980 extending over six months. The course was in the nature of an in-service training course and the clientele consisted of senior education officers of the Central and State Governments/Union Territories Administrations. 26 persons participated (including 10 from the Second Course) in the contact programme.

The main objectives of the course were same as in the second course. As a result of evaluation and field testing of the first two correspondence courses, the following modifications were made in the materials for the third course.

(i) The following units were added:

- Adult Education
- Educational Technology
- Changing role of District Education Officers (DEOs)

(ii) A note on 'Education' in the Draft Sixth Five Year Plan (1980-85)

The course was enriched considerably by the addition of practical work. A simulated exercise on conducting a staff meeting by a Principal on Institutional Planning was drawn up. A revised note on the study about the universalisation of elementary education in nine backward states was also included.

Apart from discussion of assignments, term papers, book reviews, and practical exercises, the one week contact programme (Feb. 16-21, 1981) included three lecture discussions on:

- Recent Developments in the field of Educational Administration in U.K. — Mr. Colin Morgan

— Major Problems of Educational Administration in India—Mr. S.N. Pandita

— Role of the Secondary School Head Teacher in U.K.—Mr. Colin Morgan

The participants were awarded a certificate of successful completion of the course.

III

Appendices

APPENDIX—I

List of the Members of the Council of NIEPA as on 31-3-1981

1. Prof. D.T. Lakdawala
Ex-Deputy Chairman, Planning Commission,
C/o Sardar Patel Institute of Economic and
Social Change, Post Box No. 4062, Nav
Rang Pura, Ahmedabad —President
2. Shri J. Veeraraghavan
Acting Director, NIEPA New Delhi —Vice President

Ex-officio Members

3. Dr. (Mrs) Madhuri Shah
Chairman, University Grants Commission,
Bahadur Shah Zafar Marg
New Delhi-110002 —Member
4. Shri T.N. Chaturvedi
Secretary to the Govt. of India, Ministry of
Education and Culture, Shastri Bhavan
New Delhi —Member
5. Shri J.A. Kalyanakrishnan, Financial Adviser,
Ministry of Education and Culture New Delhi —Member
6. Shri K.D. Madan
Additional Secretary, Deptt. of Personnel and
Administrative Reforms, Sardar Patel Bhavan,
Parliament Street, New Delhi-110001 —Member
7. Dr. S.N. Saraf
Educational Adviser Planning Commission, New Delhi —Member
8. Dr. S.K. Mitra
Director, NCERT New Delhi —Member

Other Members

9. Shri S. Kalita
Education Secretary, Govt. of Assam, Sachivalaya,
Dispur Gauhti-781006 —Member

10. Shri K.N. Ardhinareeswaran
Education Commissioner, Government of Bihar,
New Secretariat, Patna —Member
11. Shri J.D. Gupta
Education Secretary, Government of Haryana,
Civil Secretariat, Chandigarh — Member
12. Shri H.A. Mistry
Education Secretary, Government of Gujarat
Sachivalaya, Gandhinagar-382010 —Member
13. Shri M. Gopalakrishnan, IAS
Secretary to Government of Andhra Pradesh,
Primary and Secondary Education Department
Sectt. Bldg. Hyderabad-22 —Member
14. Shri Ashok Joshi
Chief Secretary and Education Secretary,
A & N Islands, Port Blair —Member
15. Shri B.L. Handa
Director of Education, Government of Himachal
Pradesh, Glenn Hogen, Simla-171001 —Member
16. Shri Ravindra Sharma
Director of Public Instruction, Government of
Madhya Pradesh Bhopal. —Member
17. Shri Srinivas Sahu
Director of Public Instruction, Government of
Orissa New Capital, Bhubaneswar-1 —Member
18. Shri M.S. Halappa
Director of Public Instruction, Government of
Karnataka New Public Offices, P.O. Box-5049,
Bangalore-560001 —Member
19. Shri T.I. Singh
Director of Education, (School) Government of
Manipur, Imphal —Member
20. Shri S K. Gupta
Director of Public Instruction, Government of
Arunachal Pradesh, New Itanagar-791110 —Member
21. Dr. Malcolm S Adiseshiah
Chairman, Madras Institute of Development
Studies, 79 Second Main Road, Gandhinagar,
Adyar, Madras-600006 —Member

22. Shri M.N. Kapoor
E-4, Maharani Bagh, New Delhi —Member
23. Prof. Satya Bhushan
Vice-Chancellor, Jammu University, Jammu —Member
24. Prof. Gurbaksh Singh
Vice-Chancellor, Delhi University, Delhi —Member
25. Smt. Sivagami Pethachi
Correspondent, Bedford Villa, 7/8, Leith Castle
North Street, Madras-600028 —Member
26. Dr. L. Bulliah
(Ex-Vice Chancellor), Andhra University
1-10-13 Ashoknagar, Hyderabad —Member
27. Joint Secretary (Planning)
Ministry of Education and Culture,
Shastri Bhavan, New Delhi —Member
28. Consultant, NIEPA, New Delhi —Member
- Shri R.P. Saxena
Registrar, NIEPA, New Delhi —Secretary

List of Members of the Executive Committee of NIEPA as on 31-3-1981

1. Shri J. Veeraraghavan
Acting Director, NIEPA, New Delhi —Chairman
2. Shri J.A. Kalyanakrishnan
Financial Adviser, NIEPA and F.A., Ministry of
Education and Culture, New Delhi —Member
3. Joint Secretary (Plg.) Ministry of Education and
Culture, Shastri Bhavan, New Delhi.
4. Dr. S.N. Saraf
Educational Adviser, Planning Commission,
Yojana Bhavan, New Delhi —Member
5. Shri H.A. Mistry
Secretary, Education Department, Government
of Gujarat, Sachivalaya, Gandhi Nagar-382010 —Member
6. Dr. Malcolm S. Adiseshiah
Chairman, Madras Institute of Development
Studies, 79, Second Main Road, Gandhi Nagar,
Adyar, Madras-600006 —Member
- Shri R.P. Saxena
Registrar, NIEPA New Delhi —Secretary

APPENDIX—III

List of Members of the Finance Committee as on 31-3-1981

1. **Shri J. Veeraraghavan**
Acting Director, NIEPA, New Delhi. --Chairman
 2. **Shri J.A. Kalyanakrishnan**
Financial Adviser, NIEPA, and F.A. Min. of
Education and Culture, Shastri Bhavan,
New Delhi --Member
 3. **Joint Secretary (Planning)**
Min. of Education and Culture, Shastri Bhavan,
New Delhi --Member
 4. **Dr. S.N. Saraf**
Educational Adviser, Planning Commission,
Yojana Bhavan, New Delhi. --Member
 5. **Shri J.D. Gupta**
Secretary, Education Department, Government
of Haryana, Chandigarh --Member
- Shri R.P. Saxena**
Registrar, NIEPA, New Delhi. --Secretary

List of Members of Programme Advisory Committee

- | | |
|---|------------|
| 1. Shri J. Veeraraghavan
Acting Director, NIEPA, New Delhi | —Chairman |
| 2. Shri T.N. Chaturvedi
Director, IIPA, New Delhi
(holding the regular charge of the office of
Secretary, Ministry of Education) | —Member |
| 3. Shri H.A. Mistry
Education Secretary, Government of Gujarat,
Gandhinagar | —Member |
| 4. Shri J.A. Kalyanakrishnan
Financial Adviser and Joint Secretary (Planning),
Ministry of Education, New Delhi | —Member |
| 5. Shri S. Sathyam
Joint Secretary (Schools), Ministry of Education,
New Delhi | —Member |
| 6. Dr. S.N. Saraf
Educational Adviser, Planning Commission.
New Delhi | —Member |
| 7. Shri R.K. Chhabra
Secretary, U.G.C., New Delhi | —Member |
| 8. Shri P.R. Chauhan
Director of Public Instruction, Uttar Pradesh,
Lucknow | —Member |
| 9. Dr. S.K. Mitra
Director, NCERT, New Delhi | —Member |
| 10. Dr. R.P. Singhal
Consultant, NIEPA, New Delhi | —Member |
| Shri R.P. Saxena
Registrar, NIEPA, New Delhi | —Secretary |

Faculty of the National Institute (as on 31.3.1981)

1. Shri J. Veeraraghavan, Acting Director and Executive Director
2. Dr. R.P. Singhal, Consultant

Fellows

3. Dr. C.B. Padmanabhan
4. Dr. R.N. Chowdhuri
5. Dr. C.L. Sapra
6. Dr. N.M. Bhagia
7. Shri M.C. Dubey
8. Dr. G.D. Sharma

Associate Fellows

9. Shri K.G. Virmani
10. Shri S.S. Dudani
11. Shri M.M. Kapoor
12. Dr. K.D. Sharma

Research/Training Associates

13. Shri T.K.D. Nair
14. Dr. R.S. Sharma
15. Shri C. Mehta
16. Dr. (Ms.) Sushma Bhagia
17. Dr. (Ms.) Radha Rani Sharma
18. Dr. (Ms.) Kusum Premi
19. Ms. Usha Nayar
20. Miss Nirmal Malhotra, Librarian

Administration

21. Shri R.P. Saxena, Registrar
22. Shri K.L. Dua, Administrative Officer
23. Shri S. Sundararajan, Accounts Officer

Staff Changes

Shri M.C. Dubey, Assistant Educational Adviser, Ministry of Education and Culture (Deputy Director, Department of Public Instructions, Madhya Pradesh, Bhopal) joined as Fellow on 5th June, 1980 (FN) on deputation.

Dr. K.D. Sharma, formerly Deputy Director in the Directorate of Adult Education joined as Associate Fellow on 3rd October, 1980 for Ad-hoc assignment.

Professor M. V. Mathur, Director, NIEPA left the Institute w.e.f. 3rd October, 1980 (AN) on completion of his 5 years' term of appointment.

Shri J. Veeraraghavan, Executive Director, NIEPA looked after the functions of Acting Director in the absence of a Director, w.e.f. 4th October, 1980 (FN).

Dr. G.D. Sharma, Research Officer, Association of Indian Universities, New Delhi, joined as Fellow on 10th November, 1980 (FN).

Shri K.L. Dua, Private Secretary to Director, NIEPA was promoted as Administrative Officer on 1st November, 1980 on ad-hoc basis.

Dr. J.N. Kaul, Consultant, NIEPA retired on 31st December, 1980 on completion of his term of appointment.

Dr. R.P. Singhal, Chairman, Central Board of Secondary Education, New Delhi, joined as Consultant on 4th March, 1981 on deputation.

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

Receipt and Payment Account for the period from 1.4.1980 to 31.3.1981

		<i>Receipts</i>			<i>Payments</i>		
	<i>Opening Balance :</i>				<i>Non-Plan</i>		
	Cash in hand	1,694.64			Pay of Officers	3,15,509.65	
	Imprest	1,000.00			Pay of Establishment	2,83,007.05	
	Cash in Bank	1,46,824.47	1,49,519.11		Allowances and Honoraria	4,90,383.20	
	<i>Grants-in-Aid from Govt. of India</i>				Leave Travel Concession	17,296.45	
	Non-Plan	18,98,000.00			Over Time Allowance	50,607.10	
	Plan	22,01,000.00	40,99,000.00		Medical Reimbursement	22,617.00	
	<i>Donations</i>				C.G.H.S. Contribution	1,284.00	
	By value of books received as Gift		910.52		Employer's Contribution and Interest on CPF/GPF	57,060.60	
	<i>Office Receipts</i>						
	Hostel Rent	48,348.00			Leave Salary and Pension Contribution	18,794.05	12,56,559.10
					Family Pension/Ad-hoc Relief/Gratuity		2,444.00

Interest received on :

(i) Interest bearing advances	145.30		Travelling Allowance	36,699.40
(ii) Interest on Saving Bank Account	14,117.73	14,263.03	Provident Subscription and recoveries of Advances <i>Programme-Non-Plan</i>	1,18,372.00
House Rent recoveries	2,322.00		(i) Fellowships and Prizes, fees/Honorarium to Guest Speakers	10,582.10
Misc. receipts	3,134.05		(ii) TA/DA to participants	1,051.55
Pay of Officers (recovery of leave salary paid to deputationists)	5,946.25		(iii) Printing and Stationery	43,268.80
Allowances and Honoraria	835.80		(iv) Entertainment	6,400.55
C.G.H S. Recoveries	447.00		(v) Misc. Expenditure	5,832.30
Petrol Oil and lubricants	567.60	75,863.73		67,135.30
<i>Refunds</i>				
(i) Employer's share of CPF contribution	22,821.00		<i>Other Charges</i> Water and Electricity	99,173.57
(ii) PBX deposit from Post and Telegraph Department	7,436.00		Insurance	1,821.00
Printing and Stationery	6,842.55	37,099.55	Telephone & Trunk call charges	64,415.43

<i>Deposits</i>		Postage and Telegram charges	23,757.53
Refund of dposit from Andhra Paper Mill	4,800.00	Printing and stationery	35,492.62
		Maintenance of vehicles	20,534.29
Provident Fund Subscriptions and recoveries of advances of Staff (GPF/CPF)	1,18,372.00	Liveries	11,381.04
<i>Recoverable Advances</i>		Misc. contingencies	52,570.14
Motor car/Motor cycle/Scooter advances	3,960.00	Audit Fee	10,850.00
Cycle advance	2,440.00	Rent, Rates and Taxes	63,491.10
Festival Advance	8,340.00	Maintenance of Building	1,649.16
Fan Advance	200.00	Entertainment and Hospitality	3,722.95
Flood/Warm clothing etc. Advance	7,640.00	Maintenance of Equipment	21,182.65
<i>Refund of Grants by State Govts./Institutions</i>			
Refunded by Govt. of Madhya Pradesh	11,333.32	Maintenance of furniture and fixtures	1,948.50
		Petrol Oil and lubricants	29,646.75

Assigned Programmes

UNESCO — Inter Country
Exchange of Experiences in
the field of Educational
Facilities

3,850.00

Cooliage, Cartage and
Customs etc.

255.00

Advertisement

10,695.00

Hot and Cold weather
charges

330.00

News Papers and Periodicals

24,183.15

4,77,099.88

*Research Projects sponsored by the
Ministry of Home Affairs*

Plan

(i) In-depth Study of Ashram
Schools

50,000.00

Pay of Officers and Staff

30,519.95

Allowances and Honoraria

19,743.50

50,263.45

(ii) Exposure of SC/ST to
Technical Education and
Industrial Training

Programme-Plan

*National Fellowship awarded by
Indian Council of Social Science
Research*

(i) Fellowship/Prizes, fees,
honorarium to Guest
Speakers

15,425.60

Grants received

56,300.00

(ii) TA/DA to participants

6,841.75

(iii) Printing and Stationery

89,828.53

(iv) Entertainment charges

15,868.75

<i>Remittances</i>		(v) Misc. Expenditure	13,446.75	1,41,411.38
GPF/CPF of deputationists	44,366.00	<i>Capital Expenditure</i>		
Income Tax	39,187.00	Furniture and fixtures	47,553.01	
		Typewriters	98.95	
		Other office Equipments	85,424.27	1,33,076.13
		<i>Library</i>		
		(i) Purchase of books	1,36,108.09	
		(ii) By value of books received as Gifts	910.52	1,37,018.61
		Publications		25,870.47
		<i>Deposits</i>		
		Deposit with C.P.W.D.	17,51,851.00	
		Petrol Pump	500.00	17,52,351.00
		Sundry debtors		1,216.80
		Suspense Accounts		1,694.64
		<i>A Study of Administration of Elementary Education :</i>		
		Salary and Allowances	241.95	

House Building Advance	13,780.00	Grants-in-Aid to State Governments	6,198.04	6,439.99
C.G.E.I.S.	258.00			
P.R.S.S.	3,600.00	Grants-in-Aid to Administrative Staff College, Hyderabad.		15,000.00
Scooter Advance	600.00	<i>Assigned Programme</i>		
Compulsory Deposit (A.D.A.)	2,976.15			
		<i>UNESCO</i>		
Court Recovery	400.00	(i) Inter Country Exchange of Experiences in the field of Educational facilities		11,323.80
<i>Suspense Accounts</i>				
Undisbursed Pay and Allowances	167.50	(ii) Training Programme for UNESCO Fellowship Holders from Afghanistan for training in Educational Planning, Administration and Statistics		20,919.82
		(iii) A.P.E.I.D. publications		3,687.65
		<i>UNICEF</i>		
		National Training Seminar to develop training material		12,404.65

Govt. of Haryana

Evolving of new norms for construction of school buildings, etc.		162.80
--	--	--------

National Fellowship awarded by I.C.S.S.R.

(i) Pay and Allowances	30,182.25	
(ii) Contingent Expenditure	1,762.45	31,944.70

Recoverable Advances

Motor Car/Motor Cycle/ Scooter Advance		50.00
Cycle Advance		3,025.00
Festival Advance		10,200.00

Remittances

GPF/CPF of deputationists		44,366.00
Income Tax		39,187.00
House Building Advances		13,780.00
C.G.E.I.S.		258.00
P.R.S.S.		3,600.00
Scooter Advance		600.00
Compulsory deposit (A.D.A.)		2,976.15

Court Recovery		400.00	
Total Payments			<u>44,21,537.72</u>
<i>Closing Balance :</i>			
Cash in Hand		167.50	
Imprest		1,000.00	
Cash in Bank		3,12,257.66	3,13,425.16
Total :	<u>47,34,962.88</u>	Total :	<u>47,34,962.88</u>

Certified that the Grant-in-Aid released by the Government of India has been utilised for the purpose for which it was sanctioned and the conditions attached to it have been duly fulfilled.

Sd/-
(S. Sundararajan)
Accounts Officer
National Institute of
Educational Planning and
Administration, New Delhi

Sd/-
(J. Veeraraghavan)
Acting Director
National Institute of
Educational Planning and
Administration, New Delhi

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

Details of Closing Balance as on 31st March, 1981

<i>S. No.</i>	<i>Name of Head</i>		<i>Total Receipts</i>	<i>Payments</i>	<i>Balance</i>
1.	<i>Non-Plan</i>				
	Opening Balance	16,833.42			
	Grants received	18,98,000.00			
	Receipts	2,58,715.28	21,73,548.70	19,72,084.68	2,01,464.02
2.	<i>Plan</i>				
	Opening Balance	93,771.93			
	Grants received	22,01,000.00			
	Misc. Receipts	11,333.32	23,06,105.25	22,61,237.31	44,867.94
	Assigned Programmes				
3.	<i>UNESCO</i>				
(a)	Management of Local support to Education		4,549.90	—	4,549.90
(b)	National Training Seminar on methods for Projecting School Enrolment		17,846.16	—	17,846.16

(c)	Translation of A.P.E.I.D. Publications	2,605.81	3,687.65	(—) 1,081.84
(d)	Inter Country Exchange of experiences in the field of Educational facilities	3,850.00	11,323.80	(—) 7,473.80
4.	<i>UNICEF</i>			
	National Training Seminar to develop training material	12,404.65	12,404.65	—
5.	<i>U.N.D.P.</i>			
	Training Programme for UNESCO fellowship holders from Afghanistan for Training in Educational Planning, Administration and Statistics	—	20,919.82	(—) 20,919.82
6.	<i>Government of Haryana</i>			
	Evolving new norms for construction of School Buildings etc.	(—) 187.40	162.80	(—) 350.20
7.	<i>Indian Council of Social Science Research</i>			
	National Fellowship awarded to Prof. S.C. Dube	56,300.00	31,944.70	24,355.30

8. *Ministry of Home Affairs***Research Projects**

(i) In depth study of Ashram Schools; and	50,000.00	—	50,000.00
(ii) Exposure of SC/ST to Technical Education and Industrial Training			

9. *Suspense Accounts*

Undisbursed Pay and Allowances :

Previous balance	1,694.64		
Received during the year	167.50	1,862.14	1,694.64
			167.50

Gross Total	3,43,250.82
Less item No. 3 (c) (d) 5 & 6	29,825.66
Closing Balance	3,13,425.16

Details

Cash in Hand	167.50	
Imprest	1,000.00	
Cash in Bank	3,12,257.66	3,13,425.16

Sd/-

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NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

Income and Expenditure Account for the year 1980-81

	<i>Expenditure</i>		<i>Income</i>		
Pay and Allowances			Grants-in-Aid from Govt. of India		
Pay of Officers (Non-Plan)	3,15,509.65		Non-Plan	18,98,000.00	
Less recovery of leave salary of deputata- tionist	5,946.25	3,09,563.40	Plan	22,01,000.00	40,99,000.00
			<i>Less Grant Capitalised</i>		
Pay of Establishment (Non-plan)		2,83,007.05	Library Books	1,36,108.09	
Pay of Officers/ Staff (Plan)		30,519.95	6,23,090.40	Furniture, Fix- tures & other office equipments i.e. typewriters etc. including Staff Car	1,33,076.13
<i>Allowances and Honoraria</i>			2,69,184.22	38,29,815.78	
Allowances & Hono- raria (Non-Plan)	4,90,383.20				
Less recoveries	3,157.80	4,87,225.40	Hostel Rent		48,348.00

Allowances and Honoraria (Plan)	19,743.50		<i>Interest Received on</i>	
Overtime Allowance	50,607.10		(i) Investment	Nil
Medical Reimbursement	22,617.00		(ii) Interest on Savings Bank Account (G.P.F./C.P.F. Account)	14,117.73
C.G.H.S. Contribution	1,284.00			
Leave Travel Concession	17,296.45			
Employer's contribution and Interest on GPF/CPF	57,060.60		(iii) Recoverable Advances	145.30 14,263.03
Leave Salary and Pension Contribution	18,794.05	6,74,628.10	(iv) Misc. Receipts	3,134.05
Family Pension/Ad-hoc Relief/Gratuity		2,444.00	C.G.H.S. Recoveries	447.00
			<i>Refunds</i>	
Travelling Allowance to Staff		36,699.40	(i) Employer's share of C.P.F. Contribution	22,821.00
<i>Other Charges</i>			(ii) Unspent balance of Grants by Govt. of Madhya Pradesh	11,333.32
Water and Electricity	99,173.57		(iii) P.B.X. deposit by P. & T. Department	1,436.00

Insurance		1,821.00
Telephone & Trunk Call charges		64,415.43
Postage & Tele- gram charges		23,757.53
Printing & Stationery	35,492.62	
Less recoveries	6,842.55	28,650.07
Maintenance of Vehicle		20,534.29
Liveries		11,381.04
Misc. Contingencies		52,570.14
Audit Fee		10,850.00
Rent Rates and Taxes		63,491.10
Maintenance of Building		1,649.16
Entertainment & Hospitality		3,722.95
Maintenance of Equipment		21,182.65

Maintenance of Furniture and Fixtures		1,948.50	
Petrol Oil and Lubricants	29,646.75		
Less recoveries	567.60	29,079.15	
Cooliage, Cartage & Custom		255.00	
Advertisement		10,695.00	
Hot and Cold weather charges		330.00	
News paper & Periodicals		24,183.15	4,69,689.73
<i>Programme Expenses</i>			
Non-Plan	67,135.30		
Plan	1,41,411.38	2,08,546.68	2,08,546.68
Publications			25,870.47

*Study of Administration of
Elementary Education in 9
Educationally Backward States*

Pay and allowances 241.95

Grants-in-Aid
to State Govts/
Institutions 6,198.04 6,439.99

*Grants-in-Aid to
Research Programmes*

Administrative Staff
College, Hyderabad 15,000.00

Excess of Income
over expenditure 18,75,189.41

Total : 39,37,598.18

Total : 39,37,598.18

Sd/-
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Planning and Administration,
New Delhi

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

Balance Sheet as at the close of 31st March, 1981

	<i>Liabilities</i>		<i>Assets</i>	
<i>Grants Capitalised</i>				
	Balance as per last balance sheet	39,13,836.26		Land & Building Equipment & Machinery 20,01,586.09
	Additions during the year	2,69,184.22	41,83,020.48	<i>Furniture & Fixtures, Vehicles including Staff Car</i>
115	<i>Excess of Income over Expenditure</i>			
	As per last year	17,13,335.63		Balance as per last balance sheet 13,79,889.83
	Additions during the year	18,75,189.41		Additions during the year 1,33,076.13 15,12,965.96
	*Less by adjustment relating to 1974-75 and 1975-76	(---) 2.28	35,88,522.76	<i>Library Books</i> Balance as per last balance sheet 5,25,617.79
	Unspent Balance of Grants :			Additions during the year 1,37,018.61
	UNESCO	13,840.42		Less by adjustment relating to 1974-75 and 1975-76 (---) 2 28 6,62,634.12

* Adjustment has been made to settle Audit Objection relating to the year 1974-1975 and 1975-76 in the Inspection Report 1978-79 Para-I (vi).

Indian Council of Social Science Research	24,355.30				
Ministry of Home Affairs	50,000.00	88,195.72		<i>Deposits and Investment</i>	
<i>Provident Fund</i>				<i>Security :</i>	
As per last balance sheet	3,21,234.00			Balance as per last balance sheet	1,800.00
Additions during the year	1,86,262.00	5,07,496.00		Additions during the year	500.00 2.300.00
Withdrawal and Advances		1,68,417.00	3,39,079.00	C.P.W.D.	
				Balance as per last balance sheet	15,75,912.63
				Additions during the year	17,51,851.00 33,27,763.63
<i>Suspense Account</i>				<i>Recoverable Advances</i>	
As per last year	1,694.64			Festival Advance	7,100.00
Additions during 1980-81	167.50	1,862.14		Cycle Advance	1,740.00
Less clearance during 1980-81		1,694.64	167.50	Flood Advance	160.00

<i>Gifts and Donations</i>			Motor cycle/Scooter Advance	2,300.00	11,300.00
As per last year	Nil		<i>Sundry debtors</i>		
Additions during the year (Library Books)	910.52	910.52	Director of Audit		
			Central Revenues	9,398.00	
			Directorate of Adult Education	4,912.50	
			University Grants Commission	2,659.50	
			Govt. of Haryana	350.20	
			United Nations Develop- ment Programme	20,919.82	38,240.02
			<i>Cash Balance</i>		
			In Hand	167.50	
			Imprest	1,000.00	
			In Bank :- Current A/c.	3,12,257.66	
			Savings Bank Account	3,29,681.00	6,43,106.16
			Total :	Total :	81,99,895.98
			81,99,895.98		

Sd/-
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New Delhi

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Planning and Administration,
New Delhi

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

**Proforma Account for the Grants received for Assigned Programmes 1980-81
(UNESCO/UNICEF, U.N.D.P., Haryana, I.C.S.S.R., Min. Of Home Affairs)**

RECEIPT		PAYMENT	
1. <i>UNESCO</i>			
(a) Management of Local Support to Education :			
Opening Balance	4,549.90	Translation of A.P.E.I.D. Publications	3,687.65
Receipt during the year	Nil	Inter Country Exchange Experiences of in the field of Educational facilities	11,323.80
	4,549.90	Closing Balance :	13,840.42
(b) National Training Seminar on Methods for Projecting School Enrolment			
Opening Balance	17,846.16		
Received during the year	Nil		17,846.16
(c) A.P.E.I.D. Publications :			
Opening Balance	2,605.81		
Received during the year	Nil		2,605.81
(d) Inter Country Exchange of Experiences in the field of Educational facilities :			
Opening Balance	Nil		
Received during the year	3,850.00		3,850.00
Total :		<u>28,851.87</u>	<u>28,851.87</u>

UNICEF

National Training Seminar
to develop Training material

Opening Balance 12,404.65

Received during the year Nil

Total :

12,404.65
12,404.65

Amount refunded to
UNICEF

12,404.65

Closing Balance

Nil
12,404.65

U.N.D.P.

Training Programmes for
UNESCO Fellowship Holders
from Afghanistan for
Training in Educational
Planning, Administration and
Statistics :

Opening Balance Nil

Received during the year Nil

Total :

Nil

Expenditure incurred
during the year

20,919.82

Closing Balance

(—)20,919.82

3. *Government of Haryana*

Evolving new norms of
Construction of school
buildings etc.

Opening Balance (—)187.40

Received during the year Nil

Total :

(—)187.40
(—)187.40

Expenditure incurred
during the year

162.80

Closing Balance

(—)350.20

Total :

(—)187.40

5. *Indian Council of Social Science Research*

National Fellowship
awarded to Prof. S.C. Dube

Opening Balance	Nil
Received during the year	56,300.00
Total :	<u>56,300.00</u>

6. *Ministry of Home Affairs*

Research Projects :

- (i) In depth study of
Ashram Schools; and
- (ii) Exposure of SC/ST to
Technical Education
and Industrial Training.

Opening Balance	Nil
Received during the year	50,000 00
Total :	<u>50,000.00</u>

Sd/-
(S. Sundararajan)
Accounts Officer
National Institute of
Educational Planning and
Administration, New Delhi

Pay and Allowances	30,182.25	
Contingent Expenditure	1,762.45	31,944.70
Closing balance		<u>24,355.30</u>
Total :		<u>56,300.00</u>

Expenditure incurred
during the year

Nil

Closing Balance

50,000.00

Total : 50,000.00

Sd/-
(J. Veeraraghavan)
Acting Director
National Institute of
Educational Planning and
Administration, New Delhi

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

Proforma Account for GPF/CPF Account for the year 1980-81

RECEIPT		PAYMENT	
Opening Balance as on 1.4.1980	3,11,836.00	Paid during the year	1,68,417.00
Receipt during the year	<u>1 86,262.00</u>	Closing Balance	<u>3,29,681.00</u>
Total :	<u>4,98,098 00</u>	Total :	<u>4,98,098 00</u>

Sd/-
(S. Sundararajan)
Accounts Officer)
National Institute of
Educational Planning and
Administration, New Delhi

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(J. Veeraraghavan)
Acting Director
National Institute of
Educational Planning and
Administration, New Delhi

AUDIT CERTIFICATE

I have examined the foregoing accounts and balance sheet of the National Institute of Educational Planning and Administration, New Delhi and 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 as shown by the books of the Institute.

New Delhi
Dated: 16th December, 1981.

Sd/-
(M.M. Mehta)
Director of Audit
Central Revenues