

# **ANNUAL REPORT**

**1982-83**



**National Institute of Educational Planning  
and Administration  
New Delhi**

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**NATIONAL INSTITUTE OF EDUCATIONAL PLANNING  
AND ADMINISTRATION  
NEW DELHI**

## 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 objectives and especially to bring out Journal on Educational Planning and Administration;
- (i) To collaborate with other agencies, institutions and organisations, including the University Grants Commission, Institutes of Management and Administration and other allied institutions in India and abroad, in such way as may be considered necessary for the promotion of these objectives;
- (j) To offer fellowships, scholarships and academic awards in furtherance of the objectives of the Institute;
- (k) To confer honorary fellowships on eminent educationists for their contribution in the field of educational planning and administration; and
- (l) To provide, on request, facilities for training and research in educational planning and administration to other countries, especially of the Asian Region, and collaborate with them in such programmes.

## ACKNOWLEDGEMENTS

The National Institute of Educational Planning and Administration expresses its gratitude to the Union Ministry of Education and Culture, Ministry of Home Affairs, Planning Commission, University Grants Commission, University of Delhi, Jawaharlal Nehru University and Jamia Millia Islamia, Association of Indian Universities, Indian Institute of Technology, Delhi, National Institute of Public Finance and Policy, National Institute of Public Cooperation and Child Development, Indian Council of Social Science Research, National Informatic Centre, National Council of Educational Research and Training, State Councils of Educational Research and Training, State Institutes of Education, Directorate of Adult Education, Central Board of Secondary Education, Kendriya Vidyalaya Sangathan, State/Union Territory Governments and Municipal Corporation of Greater Bombay for their cooperation and interest in its activities during the year under report.

The Institute also expresses its gratitude to the Delhi Public School, Salwan Public School, Rastriya Vrij Andh Kanya Vidyalaya, Springdales School, Government Senior Secondary Schools, Rajouri Garden and Sarojini Nagar, St. Stephen's College, Vivekanand Mahila College, Lady Sri Ram College, Laxmibai College and Kirori Mal College of Delhi University, Savitri Girls' College, Ajmer, Kanodia Mahila College Jaipur and S.D A. Collge, Aligarh for receiving the participants of various School and College Principals' Training Programmes during their field visits.

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

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

The Institute expresses its gratitude to the Governments of Afghanistan, Bangladesh, Bhutan, Ethiopia, Fiji, Indonesia, Republic of Korea, Maldives, Mauritius, Nepal, Pakistan, Papua New Guinea, Sri Lanka, Thailand and U.S.A. for their cooperation and interest in its activities during the year under report.

The Institute also expresses its gratitude to the German Democratic Republic, Philippines and U.S.S.R. for hosting NIEPA Faculty during their study tours to these countries.

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## AN OVERVIEW

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

This report covers the main activities of the Institute during the period April, 1982 to March, 1983.

## PERSPECTIVE PLAN

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

the pre-induction training programme of District Education Officers as one of the key programmes of the Institute;

increased emphasis on research component of the activities of the Institute and on linking of research with training;

development of state level regional units by entering into tripartite arrangements with the State Governments and the selected research institutions in the states on cost sharing basis;

building up of a good documentation centre at the Institute where State Acts, Codes, judicial decisions and other legal documents as well as other documents on policies and programmes would be collected and kept for reference;

building up of "sub-national systems" group in the Institute to enable the Institute to perform its function as a clearing house of information and experience;

an enlarged publication programme of the Institute including a Journal for DEOs; and

strengthening of the academic infrastructure of the Institute to support the above programme.

### TRAINING PROGRAMMES

During the year, there was a major step up in the training activities of the Institute in terms of number of programmes, programme days, participants as well as programme person days as indicated below:

Category	1981-82	1982-83
Number of programmes	29	44
Number of programme days	512	711
Number of participants	664	809
Programme person days	5,830	9,987

The Institute diversified its training activities and started a number of new training programmes in the areas of educational planning, educational management, educational policy, management of education for the deprived/handicapped and special programmes in the areas of Population Education, National Merit Examination and Vocationalisation of Education. A number of long duration programmes were also started during the year.

Training Programmes in Planning and Administration of Schools and Institutional Management of Schools taken together, however, accounted for the largest number of participants representing 28% of the total number of participants and 42% of the total number of programme person days during the year. A major thrust was made during the year in the organisation of international programmes. The training programmes in higher education sector continued to occupy an important position.

All the States and Union Territories in the country and 13 foreign countries participated in the above programmes. The highest number of participants was from the Union Territory of Delhi 115 (14%) followed by Maharashtra 98 (12%) and Rajasthan 77 (9.5%). 21 Universities participated in the programmes. The number of participants from universities and other organisations was 150 (18%). The number of women and Ph.D. holders in the participants was 130 (16%) and 144 (17%) respectively.

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

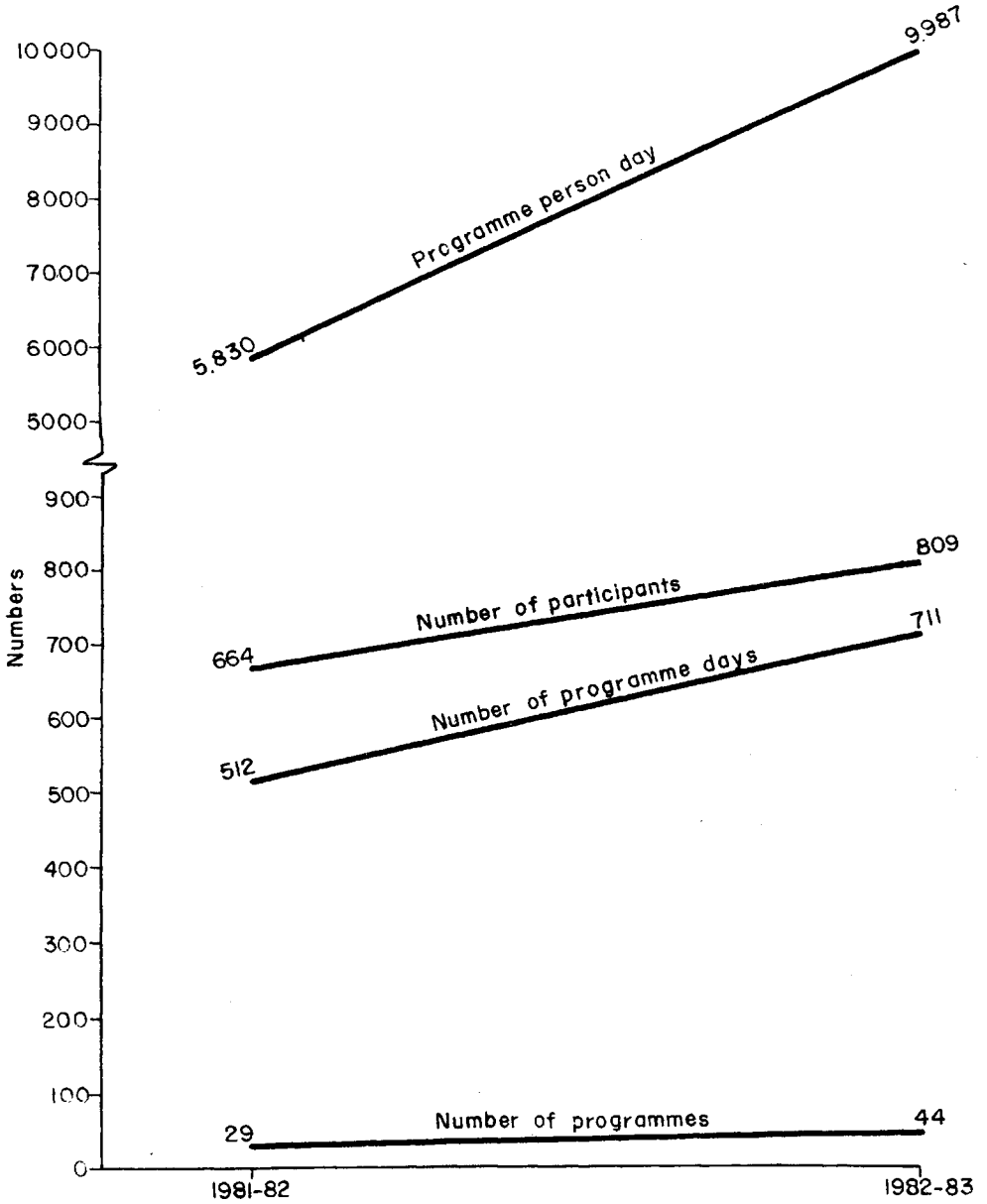
#### A. LONG DURATION DIPLOMA COURSES

A major departure from the preceding years was the introduction of some long duration training programmes during the year as indicated below:

1. 6-month Diploma Course in Educational Planning and Administration (DEPA)

The first 6 month pre-induction training programme for District

# TRAINING PROGRAMMES





Education Officers was launched during the year from 1st July, 1982 in which 29 participants from 13 States and UTs participated.

2. 3-month Training Programme for Officers of Papua New Guinea

3-month Training Programme for Officers of Papua New Guinea in Educational Planning as conducted in collaboration with the Commonwealth Foundation for Technical Cooperation (CFTC London) from 1st August to 30th October, 1982 in which 5 Senior Officers of Education Department of Papua New Guinea participated.

3. 2.5-month Training Programme in School Management for Officers of Sri Lanka

This programme was conducted from 28th November, 1982 to February 6, 1983 at the request of the Government of Sri Lanka in collaboration with Swedish Funding Agency for Overseas Development. 16 principals from Sri Lanka attended the Course.

4 'Associateship' of National Institute of Educational Planning and Administration

The programme for the award of 'Associateship' of NIEPA was introduced during the year with the duration of 2 academic terms including the period of field visits and submission of thesis. Dr. Sang Jin Rhee, Assistant Professor, Department of Public Administration, College of Law and Business Geeong Sang National University, JIN JU, South Korea, attached to the Institute from November 1, 1982 under exchange programme (with UGC Fellowship) worked under this programme for post doctoral research work.

#### B. OTHER NEW PROGRAMMES

1. Training Programme for Rectors of Teachers Training Colleges in Thailand

This programme was held in Bangkok for 12 days from December 13-24, 1982 at the request of Government of Thailand in collaboration with UNESCO. 36 participants attended the course.

2. Management of Schools for the Blind

This was the first course of its kind held at the Institute from November 16-18, 1982. It was attended by experts in the field of planning and administration of the schools for the blind and some of the participants themselves were blind.

3 Thematic Workshops/Seminars

A few thematic workshops/seminars were organised by the Institute to generate discussions on important issues in educational planning and administration. These included an International Seminar on Educational Future and a Workshop on National Merit Examination.

#### 4. Training in Management of Population Education

The Institute undertook a project on 'Population Education' and organised a series of special training programmes in effective planning and administration of population education for different functionaries in the States and UTs of India. As part of the population education project, the Institute brought out a number of papers and other materials including (i) District Profiles in India - Data Base and (ii) Educational Growth in India - Data Base.

#### 5. Workshop for Case Development in Educational Management

The first Workshop for Case Development in Educational Management was organised by the Institute for five days from November 22-26, 1982. Twelve participants attended the Workshop.

### C. THE ON-GOING PROGRAMMES

#### 1. Training Programmes for College Principals

The Institute organised a series of training programmes during the year in educational planning and management for College Principals. Of the five programmes organised for College Principals, three were national level programmes organised in collaboration with the University Grants Commission and one each at the request and in collaboration with the University of Bombay and Government of Haryana.

#### 2. Training Programmes for Senior Schools Administrators

Two training programmes were organised during the year for senior officers of the Departments of Education of the States and Union Territories including some Directors of Primary/Elementary Education and Joint/Deputy Directors of Education.

#### 3. Training Programmes for School Heads

These programmes were organised at the request of the Union Territory, Administrations of Goa, Daman and Diu and Pondicherry and State Government of Rajasthan and were held in their respective Union Territories/States.

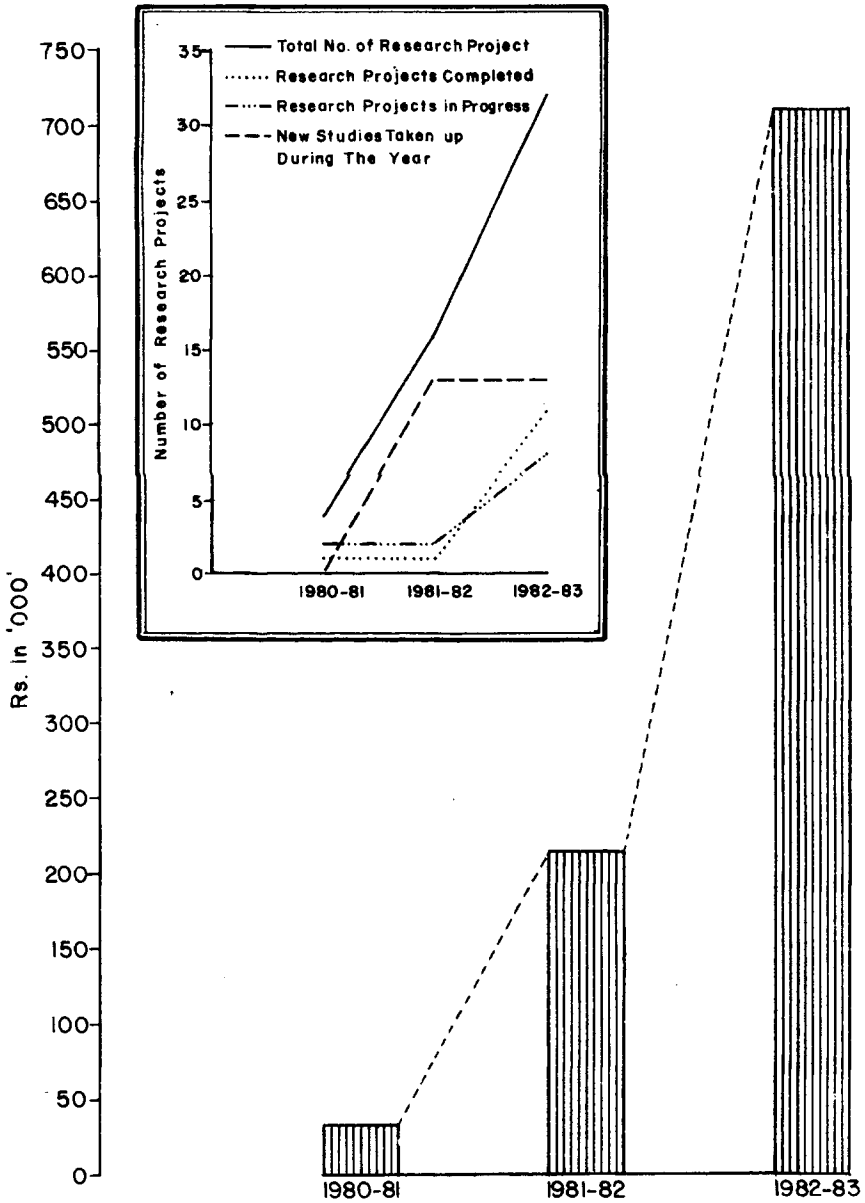
#### 4. Workshop on Indian History and Culture for Supervisors and Curriculum Experts in Social Studies from United States of America

The Workshop was organised in collaboration with the United States Educational Foundation in India.

### RESEARCH STUDIES

There was a major thrust in the research activities of the Institute during the year and on linking research with training. As many as 11 studies were completed, 21 were at various stages.

# RESEARCH PROGRAMMES



The research activity of the Institute upto 1980-81 was on a very limited scale and was undertaken by the cadre faculty staff alongwith their training responsibilities. There was little expenditure on research work and hardly any separate project staff upto 1980-81. A number of research studies were taken up by the Institute during 1981-82 which accounted for an expenditure of Rs. 2.13 lakhs and appointment of 28 project employees at the end of that year. The major thrust in research activities, however, took place during 1982-83 with the expenditure on such activities rising substantially to Rs. 7.11 lakhs representing an increase of 237 per cent during the course of one year alone. The number of project employees also rose to 66 at the end of 1982-83.

The research studies either reflect the perception of the NIEPA Faculty itself or alternatively they are sponsored by the Central or the State Governments or National Organisations like the ICSSR or International Organisations like the UNESCO. The outcome of some of the studies may help in identifying problems in the field of educational planning and administration and initiating measures having policy implications at the national and sub-national levels.

### **Studies Completed**

During the period under report following studies were completed:

1. Study on Norms for Maintenance and Development of Educational Services for Haryana
2. Exposure of Scheduled Castes and Scheduled Tribes to ITI Facilities
3. An Indepth Study of Ashram Schools
4. Cost of Supply of Education in Gurgaon District, Haryana - A Pilot Study in Sohna Block
5. A Study on Inspection and Supervision Practices and Proformae in Some Educationally Advanced and Backward States
6. A Study on Mobilisation of Resources for Education in India - a Pilot Study of Union Territory of Delhi.
7. Trends in Educational Expenditure in India - A Regional Analysis
8. Educational Financing and Equity : A Comparative Policy Study of Haryana and Kerala
- 9: Education and Rural Development : A Comparative Study of Planning and Administrative Mechanisms
10. Methods and Problems of Educational Administration at the Block and the Institutional Levels - India

## Studies in Progress

Following Studies undertaken by the Institute were at various stages of progress:

### (a) On-going studies

1. A Study of Organisational Set-up and System of Educational Planning, Monitoring and Statistics in States/UTs.
2. Rethinking Development
3. An In-depth Study of Financing of Higher Education in India
4. Aspiration and Action for Better quality of Life
5. Autonomy of the University Community

### (b) New Studies

1. Regional Disparities in Educational Development - An Atlas of Indian Education
2. Study on Organisational History of the Ministry of Education
3. Study of Matters concerning Rules for Transfers and Disciplinary Proceedings applicable to School Teachers
4. A Study on Optimum Teacher Pupil Ratio for Schools
5. The Secondary School Head in Comparative Perspective in Educational Administration
6. Study for Developing a Model Financial Code for the University Systems
7. Policy making in Indian Higher Education with special reference to thirteen selected universities
8. Legal Bases of General Education in India.
9. Funding of Social Sciences in India
10. A Study of Educational Financing with special reference to Equality of Opportunity and Equalisation of Education Opportunity in India - A Case Study of School Education in Kerala and Uttar Pradesh

### (c) Study Unit on Educational Development of Scheduled Castes

A Study Unit on Educational Development of Scheduled Castes was established in the Institute at the instance of the Ministry of Home Affairs and funded by that Ministry to build data base on the educational development of Scheduled Castes and design a system of monitoring so as to ensure the effective implementation of various schemes. During the year the Study Unit undertook the following studies:

1. Trends of Enrolment of the Scheduled Caste Students in Higher Education (1964-77)
2. Post Matric Scholarship scheme for Scheduled Castes and Scheduled Tribes: A Pilot Study in the Union Territory of Delhi
3. Working of Book Bank Scheme in AIIMS and IIT; a Pilot Study in the Union Territory of Delhi.

## **Studies Sanctioned**

The following studies were also sanctioned during the year:

1. Study on History of Education Development in Kerala
2. Spatial Provision for Educational Activities Background
3. Study on Role Performance by the College Heads
4. Study on Educational Policy and Planning in India - Role of Planning Commission - Current Status and Future Perspectives

## **ADVISORY, CONSULTANCY AND SUPPORT SERVICES**

The Institute took up a number of research studies and programmes at the instance of and in collaboration with the Central and State Governments and national organisations. Besides, the Institute continued to provide academic and professional support to Central and State Governments, institutions and personnel involved in educational planning and administration. The Institute participated in various high level conferences, committees and working groups at the Central and State levels and was actively associated with the Ministry of Education, Ministry of Home Affairs, State Education Departments, University Grants Commission, NCERT, Central Board of Secondary Education, Directorate of Adult Education, UNESCO and USEFI, etc. in many important areas concerning educational planning and administration.

The Institute collaborated with a number of international organisations, namely, UNESCO Regional Office for Education in Asia and the Pacific, Bangkok, International Institute of Educational Planning (IIEP), Paris, UNDP, UNICEF and Commonwealth Fund for Technical Cooperation (CFTC) etc. in programmes relating to Educational Planning and Management. The Institute also collaborated with the United States Educational Foundation in India (USEFI) and Swedish International Development Agency (SIDA). The Institute participated in a number of international seminars, workshops and meetings etc. The Institute also undertook the responsibility for exchange of experts in the field of educational planning and administration under the cultural exchange programmes of the Government of India with Vietnam, West Germany, France and USSR.

## **INTER-STATE STUDY VISITS**

Impressed by the strides made by the Government of Tamil Nadu in implementing the programme of vocationalisation of education at +2 stage, the Institute under its programme of Inter-State Study Visits, organised a National Seminar on Vocationalisation of Education at Coimbatore from February 12-15, 1983 in collaboration with the Departments of Education and Science and Technology, Government of India and State Government of Tamil Nadu with a view to provide an opportunity to the participants to see and examine critically the

Tamil Nadu experience of Vocationalisation of Education and to exchange views on the experiences in tackling the problems of implementation of the much needed educational reform of vocationalisation of education, the progress of which has been unfortunately slow in the country. 20 representatives from different states participated in the National Seminar.

A monograph giving the details of Tamil Nadu experience in vocationalisation of Education is being prepared.

#### **INFORMED DISCUSSIONS ON EDUCATIONAL ISSUES**

A series of discussions were initiated during the year in which apart from the members of the faculty, experts from outside in the field of educational planning and administration, eminent educationists and intellectuals participated. Some of the important themes discussed included 'National Policy on Education in the Context of its Concurrency', 'Trends in Comparative Education', 'An Alternative Planning Model for Indian Education', 'Education, Technology and Development', 'Inequalities in Education', and 'The University Community and its Autonomy'. These discussions were organised on a weekly basis.

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

The introduction of National Award for Innovative Concepts and Practices in Educational Planning and Administration was one of the major highlights of the academic activities of the Institute during the year. The selected awardee Dr.(Mrs.) T. Rajammal, Inspectress of Schools, Kancheepuram, Tamil Nadu, was awarded a prize of Rs. 1000/- and the Certificate for her innovative paper on "A Study of School as a Social Agent in the Community Development Programme with special reference to Vocational Courses at Higher Secondary Stage".

#### **ACADEMIC UNITS**

The reorganisation of the academic work of the Institute into Academic Units accomplished in October, 1981 got stabilised during the year and helped the Institute in developing expertise in specialised areas resulting in greater academic involvement and input in various training programmes and research in the fields of Educational Planning, Educational Administration, Educational Finance, Educational Policy, School and Non-formal Education, Higher Education, Sub-National Systems and International Systems.

#### **ACADEMIC INFRASTRUCTURE**

The Institute has now the necessary infrastructure for the most modern reproduction of research papers, course material, reports and other programme material with quality and speed with the acquisition of a

Word Processor and pooling of other electronic equipment, namely, Photocopier, Multilith Machine, Electric Typewriter and Electronic Stencil Cutter in the newly created Electronic Data Processing and Reprographic Unit (EDPR Unit).

With the creation of a Hindi Cell, one of the crucial voids in the academic infrastructure of the Institute in the area of production of training and research material in Hindi was also removed.

The year also witnessed an alround development and growth of the library which not only added more books and documentation in its specialised areas of educational planning and administration and inter-disciplinary subjects, but also took a very welcome step of providing uninterrupted library and documentation services by keeping the library open throughout the year except on National Holidays with effect from February 1, 1983. The library staff was also strengthened and the library itself was remodelled and renovated during the year.

#### PUBLICATIONS

The Institute brought out, for the first time, the following priced publications:

1. Education and the New International Order -  
Edited by Shri J. Veeraraghavan
2. Revitalising School Complexes in India -  
Dr. R.P. Singhal

The following mimeographed research publications were also brought out during the year:

1. Scheduled Castes and Scheduled Tribes in the ITIs - A Study of Five States;
2. An In-depth Study of Ashram Schools;
3. An Annotated Bibliography on Education of Scheduled Castes
4. Trends of Enrolment of the Scheduled Castes in Higher Education (1964-77).

The Institute also brought out a cyclostyled report on each Orientation Programme, Seminar and Workshop organised during the year.

#### U.G.C. SCALES OF PAY

One of the important landmarks in the development of the Institute during the year was the introduction of U.G.C. scales of pay to the faculty of the Institute with effect from 1st April, 1982.



### DELEGATION OF POWERS

As a first step towards a wider ranging re-delegation of powers on more functional and decentralised basis in the emerging system of Institute's organisation and with a view to streamline the functioning of the Institute, adequate financial and administrative powers were re-delegated from Director to the Executive Director and Registrar and from Registrar to the Administrative Officer. Subsequently, financial and administrative powers were delegated to Dean, Training and Heads of Academic Units for effective implementation of various academic programmes. Adequate financial powers were also delegated to the Publication Officer for printing and publication jobs.

### STAFF

The faculty was strengthened during the year with the creation of two posts of Senior Fellows in the scale of Rs.1500-2500, one each for Educational Administration and Rural Development and one post of Fellow in the scale of Rs. 1200-1900 for International Unit.

Total sanctioned strength of cadre staff and project staff as on 31st March, 1983 was 148 and 66 respectively against the cadre and project strength of 139 and 28 respectively as on 31st March, 1982.

### INSERVICE TRAINING

In pursuance of the Institute's policy of human resources development a large number of faculty and other staff members from all grades including class IV were eputed for training in identified areas of need.

### NIEPA CAMPUS

In fulfilment of long felt needs of NIEPA faculty and other staff for housing, first 2 residential units consisting of 16 Type A Quarters and 8 Type E Quarters came up in August, 1982 and were simultaneously occupied.

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

Construction of Director's residence and 8 quarters each of Type II and III quarters has also been sanctioned and boring of 2 tube wells taken up.

Renovation and extension of lecturehall on second floor has also been sanctioned.

**FINANCE**

During the year 1982-83 the Institute received from the Ministry of Education and Culture an amount of Rs.55.47 lakhs (Rs.25.99 lakhs under Non-Plan and Rs. 29.48 lakhs under Plan) as against Rs.45.84 lakhs (Rs. 20.29 lakhs under Non-Plan and Rs. 25.55 lakhs under Plan) during 1981-82. In addition, the Institute received specific grants for conduct of research studies from the Ministry of Home Affairs, ICSSR and UNESCO etc.

## PART I

### TRAINING PROGRAMMES

The Institute organised during the period under review a large number of training programmes/seminars/workshops for different educational functionaries from within the country as well as from abroad. The programmes were cadre based as well as thematic. They covered different sectors of education, namely, School Education, Higher Education and Non-formal Education. The thrust of the programmes was on strengthening the capabilities of educational planners and administrators in educational planning and management.

In all, 44 programmes were conducted during the year 1982-83 as compared to 29 programmes organised during the year 1981-82.

A broad classification of the programmes according to themes, levels and areas is given below.

I. Educational Planning	:	2 programmes
II. Educational Management	:	1 programme
III. Planning & Administration of School Education	:	5 programmes
IV. Institutional Management (Schools)	:	4 programmes
V. Planning & Administration of Higher Education	:	7 programmes
VI. Management of Educational Finance	:	3 programmes
VII. Educational Policy	:	1 programme
VIII. Management of Education for the Deprived/Handicapped	:	1 programme
IX. Planning and Administration of Adult and Non-formal Education	:	1 programme
X. Special Programmes	:	8 programmes
XI. International Programmes	:	11 programmes

The above classification represents a unified picture of the programmes conducted under the same classification by several units.

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

Sl. No.	Name of the Programme	Dates & Duration	No. of Participants	Programme Person Days
1	2	3	4	5

#### EDUCATIONAL PLANNING

1.	Workshop on Application of Input-Output Techniques in Educational Planning	Sept. 22-24, 1982 (3 days)	26	78
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2.	Workshop on Perspective Planning in Education for Education Officers of Municipal Corporation of Metropolitan Towns of India at Bombay (In collaboration with Municipal Corporation of Greater Bombay)	Dec. 13-17, 1982 (5 days)	54	270
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T O T A L

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8 days	80	348
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**EDUCATIONAL MANAGEMENT**

3.	Workshop on Case Studies	Nov. 22-26, 1982 (5 days)	19	95
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**PLANNING AND ADMINISTRATION OF SCHOOL EDUCATION**

4.	Contact Programme of the Fourth Correspondence Course in Educational Planning and Management	May 24-29, 1982 (6 days)	18	108
5.	Pre-Induction Programme for DEOs (DEPA)	July 1-Sept.30, 1982 (90 days)	29	2610
6.	Orientation Programme for Senior School Administrators	Dec. 6-24, 1982 (17 days)	16	272
7.	2nd Phase of Pre-Induction Programme for DEOs	Jan. 24-28, 1983 (5 days)	29	145
8.	Orientation Programme for Senior School Administrators	Feb. 7-25, 1983 (19 days)	14	266

T O T A L

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137 days	106	3401
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**INSTITUTIONAL MANAGEMENT (SCHOOLS)**

9.	Workshop in Institutional Management of School Principals conducted in Goa	June 18-29, 1982 (12 days)	37	444
10.	Workshop on Operational Problems of Implementation of Institutional Plans held at Jaipur for School Principals and Officers of Jaipur District	Nov. 2-6, 1982 (5 days)	10	50

11.	Workshop on Operational Problems of Implementation of Institutional Plans held at Ajmer for School Principals and Officers of Ajmer District	Nov. 8-10, 1982 (3 days)	41	123
12.	Training Programme for Head Masters of Middle Schools in Pondicherry	Jan 18-23, 1982 (6 days)	35	210
T O T A L			26 days	123
			123	827

#### PLANNING AND ADMINISTRATION OF HIGHER EDUCATION

13.	Orientation Course for Non-Govt. College Principals of Haryana	June 14-23, 1982 (10 days)	18	180
14.	One day Seminar of College Principals on Problems of College Administration	Oct. 15, 1982 (1 day)	12	12
15.	Orientation Programme for Principals of Colleges of Bombay University at Lonavala	Nov. 1-10, 1982 (10 days)	20	200
16.	Orientation Programme for College Principals (in collaboration with University Grants Commission)	Nov. 8-27, 1982 (20 days)	29	580
17.	Orientation Programme for Women Collge Principals (In collaboration with UGC)	Dec. 2-22, 1982 (21 days)	20	420
18.	Orientation Programme for College Principals (in collaboration with UGC)	March 2-23, 1983 (22 days)	21	462
19.	Pre-Departure Orientation Programme for College Principals proceeding to USA (USEFI)	March 24-25, 1983 (2 days)	8	16
T O T A L			86 days	128
			128	1870

**MANAGEMENT OF EDUCATIONAL FINANCE**

20.	Seminar on Mobilisation of Finacial Resources for Education	July 27-31, 1982 (5 days)	11	55
21.	Training Programme in Finacial Administration for Senior Officers of Directorate of Education	Jan. 4-14, 1983 (11 days)	12	132
22.	Workshop for the Research Study on Mobilisation of Additional Resources for Education in Delhi	Feb. 9, 1983	33	33
<b>T O T A L</b>		<hr/> 17 days <hr/>	56	220

**EDUCATIONAL POLICY**

23.	Workshop on Exposure of Scheduled Castes/Tribes to Facilities and Working of Ashram Schools	May 10-18, 1982 (9 days)	6	54
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**MANAGEMENT OF EDUCATION FOR THE DEPRIVED/HANDICAPPED**

24.	National Workshop on Identification of Problems of Planning and Management of Education of the Blind	Nov. 16-18, 1982 (3 days)	10	30
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**PLANNING AND ADMINISTRATION OF ADULT AND NON-FORMAL EDUCATION**

25.	Orientation Programme in Management and Administration of Adult Education for District Adult Education Officers	Feb. 14-18, 1982 (5 days)	30	150
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**SPECIAL PROGRAMMES**

26.	Orientation Programme in Planning and Management of Population Education for DAEO	May 3-6, 1982 (4 days)	19	76
27.	Orientation Workshop for Liaison Officers of District Education Officers of Inspection Project	July 19-21, 1982 (3 days)	5	15

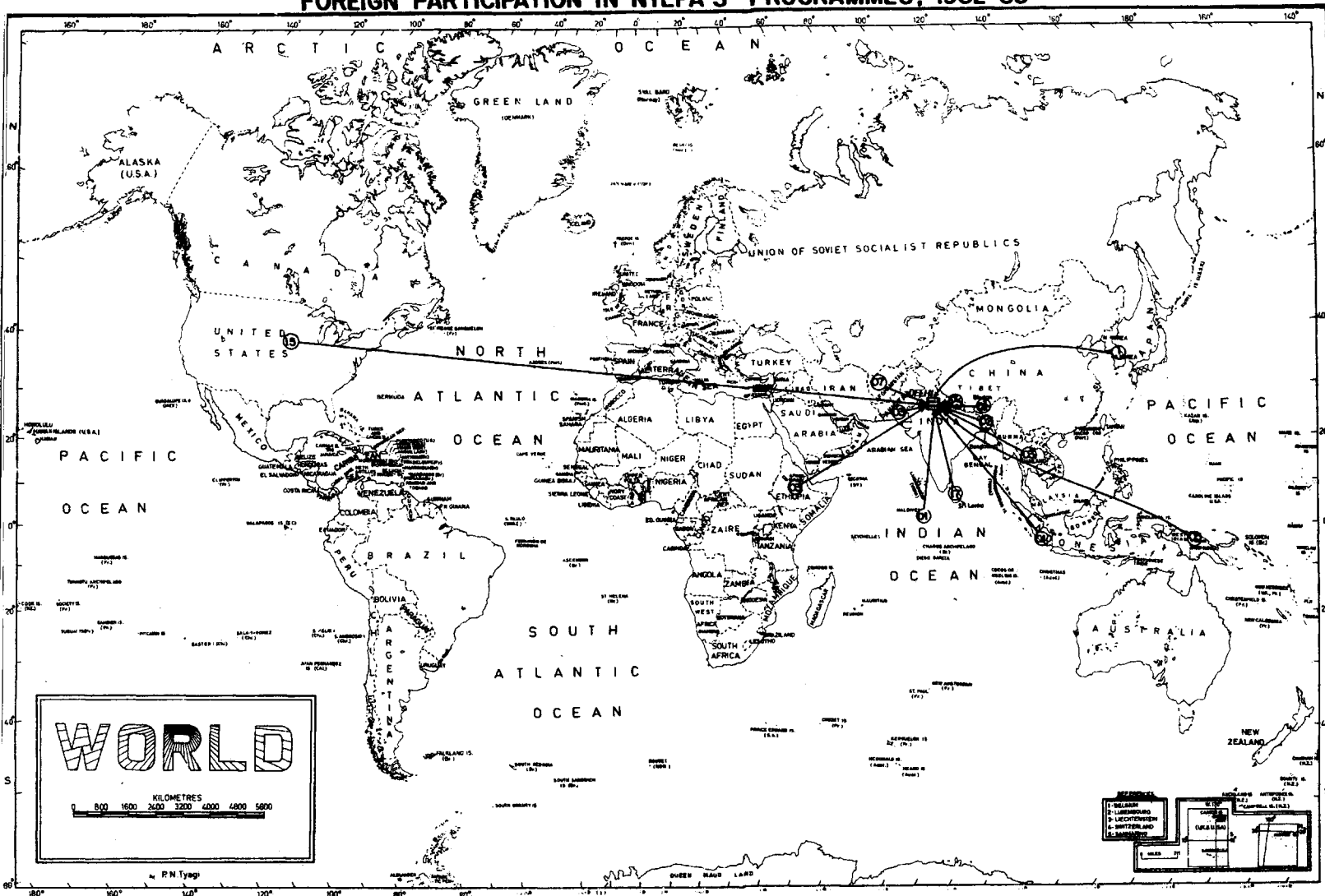
28.	Orientation programme in Planning and Management of Population Education for Directors of SCERTs & SIEs	Aug. 30-Sept.2, 1982 (4 days)	19	76
29.	Workshop on Optimum Teacher Pupil Ratio for Schools	Sept. 29, 1982 (1 day)	29	29
30.	Workshop on National Merit Examination Scheme	Oct. 7, 1982 (1 day)	31	31
31.	Orientation of Research Assistants of Study on Teacher Pupil Ratio held in Poona and in Delhi	Jan. 19-20, 1983 (2 days)	8	16
32.	National Seminar on Vocationalisation of Education held in Coimbatore	Feb. 12-15, 1983 (4 days)	20	80
33.	Orientation Programme in Population Education for University Personnel	March 14-17, 1983 (4 days)	21	84
T O T A L			23 days	152
				407

#### INTERNATIONAL PROGRAMMES

34.	Study Visit of Asian Trainees of IIEP	May 31 - June 6, 1982 (7 days)	7	49
35.	Workshop on Indian History and Culture for Curriculum Development Officers of Social Studies from USA	July 1-16 & Aug. 5-7, 1982 (19 days)	15	285
36.	Training Programme for Officers of Papua New Guinea in Educational Planning	Aug. 1 - Oct. 30, 1982 (90 days)	5	450
37.	Study Visit of Ethiopian Officer on Planning of Teacher Education	Aug. 1-16, 1982 (16 days)	1	16
38.	Study Visit of Ethiopian Officers on Planning of Educational facilities for Schools	Aug. 9-21, 1982 (13 days)	1	13
39.	Training Programme for Officers of Sri Lanka	Nov. 29 - Feb. 6, 1983 (70 days)	16	1120



# FOREIGN PARTICIPATION IN NIEPA'S PROGRAMMES, 1982-83



40. Study Visit of Dr. Sang Jin Rhee, Assistant Prof. Department of Public Administration, Republic of Korea in collaboration with U.G.C.	Nov. 1, 1982 to July, 1983 (151 days upto March, 1982)	1	151
41. Training Programme for Teacher Training College Administration of Thailand in Bangkok on Educational Management and Systematic Utilisation of Resources	Dec. 13-24, 1982 (12 days)	36	432
42. International Seminar on Education Futures	Dec. 27-31, 1982 (4 days)	10	50
43. Study Visit of Six UNESCO Afghan Fellows on Educational Planning and School Mapping	Feb. 17-18, 1983 (2 days)	6	12
44. Study Visit of Mr. G. Kumsa, Head, Planning Department, Education Ministry of Ethiopia	March 10-16, 1983 (7 days)	1	7
T O T A L	392 days	99	2585

In the above programmes 809 participants were covered during the year under review including Education Secretaries, Directors of Education, Senior Education Officers at Central and State Levels, Directors of SCERTs, Professors and Principals of Colleges, Finance Officers, District Education Officers, District Adult Education Officers, Principals and Heads of Schools etc. The break up of the participants and the programme person days for different categories of programmes is given below:

Category	No. of participants	No. of Programmedays	Programme person days
I. Educational Planning (2 programmes)	80 (9.88%)	8	348 (3.48%)
II. Educational Management (1 programme)	19 (12.35%)	5	95 (0.95%)
III. Planning and Administration of School Education (5 programmes)	106 (13.10%)	137	3401 (34.05%)

IV.	Institutional Management (Schools) (4 programmes)	123 (15.20%)	26	827 (8.28%)
V.	Planning and Administration of Higher Education (7 programmes)	128 (15.82%)	86	1870 (18.72%)
VI.	Management of Educational Finance (3 programmes)	56 (6.92%)	17	220 (2.20%)
VII.	Educational Policy (1 programme)	6 (0.74%)	9	54 (0.54%)
VIII.	Management of Education for the Deprived/Handicapped (1 programme)	10 (1.24%)	3	30 (0.30%)
IX.	Planning and Administration of Adult and Non-formal Education (1 programme)	30 (3.17%)	5	150 (1.50%)
X.	Special Programmes (8 programmes)	152 (18.79%)	23	407 (4.07%)
XI.	International Programmes (11 programmes)	99 (12.23%)	302	2585 (25.88%)
Total		809	711	9987

The Institute has diversified its training activities and started a number of new training programmes in the areas of educational planning, educational management, educational policy, management of education for the deprived/handicapped and special programmes in the areas of Population Education, National Merit Examination and Vocationalisation of Education. Another important development during the year was launching of long duration courses for intensive training, namely, 6-month Diploma Course in Educational Planning and Administration (DEPA), 3-months Training Programme for Officers of Papua New Guinea in Educational Planning and 2½ month Training Programme in School Management for Officers of Sri Lanka. The training programmes in School Education sector, however, continued to occupy a prime place in the scheme of training programmes of the Institute. Training Programmes in Planning and Administration of School Education and Institutional Management of Schools taken together had the largest number of participants, viz., 229 representing 28 percent of the total number of participants and 4,228 programme person days for all the training programmes during the year. A major thrust was, however, made in the organization of International Programmes which had 99 participants and accounted for 2,585 programme

person days as against 38 participants and 580 programme person days during the preceding year. Organization of Training Programmes in Higher Education sector also continued to occupy an important position.

The highest number of participants was from Union Territory of Delhi 115 (14 percent) followed by Maharashtra 98 (12 percent) and Rajasthan 77 (9.5 per cent). All the States and Union Territories except Lakshadweep participated in the above programmes.

21 Universities participated in the programmes. The number of participants from Universities and other organizations was 150 representing 18 per cent of the total number of participants. The number of women participants was 130 representing 16 percent of the total number of participants. The total number of Ph.D. holders among the participants was 144 representing 17 per cent of the total number of participants.

95 foreign participants from 13 foreign countries, namely, Afghanistan, Bangladesh, Bhutan, China, Ethiopia, Indonesia, Korea, Malaysia, Nepal, Pakistan, Philippines, Papua New Guinea, Thailand and U.S.A. attended the programme especially designed to meet their needs.

The details of the various training programmes are given in annexure I.

The brief account of some of the more important new programmes, on-going programmes and other highlights in the area of training activities is given below:-

#### A. NEW LONGER DURATION PROGRAMMES

A major departure was made from the preceding years by introducing the following long duration training programmes during the period under report:

##### (i) The Diploma Course in Educational Planning and Administration

The Diploma Course in Educational Planning and Administration was conceived as a regular systematic arrangement for the training of new District Education Officers in the country. The need for such a course had been felt for a long time. The Sixth Five-Year Plan emphasized that good management in education holds key to successful implementation of the plans and policies of the Government. A training course in educational planning and administration for the newly recruited/promoted District Education Officers or those who are likely to be promoted as such would considerably help in building up a cadre of trained personnel in States and UTs at the district level. Out of six months, which is the duration of the course, 3 months are spent by the trainees on intensive curricular work in NIEPA and the remaining 3 months are spent on a supervised project on-the-job. The curricular work in NIEPA lays stress on various themes like the social context of education; Educational Development since Independence; Current problems in School Education; Concept,

Foundations and Approaches to Educational Planning; Quantitative Methods of Educational Planning I & II; Educational Planning at the District Level; Organisational Aspects of Management; Behavioural Aspects of Management; Inspection and Supervision; Financial Management; and Educational Administration at Sub-National Levels. The course also includes field visits, practicals and syndicate work, etc.

The first Diploma Course in Educational Planning and Administration (DEPA) was held from July 1, 1983. There were 29 participants from the following 13 States/Union Territories:

State/Union Territory	No. of Participants
Andaman and Nicobar	1
Andhra Pradesh	2
Assam	2
Delhi	4
Goa, Daman & Diu	1
J & K	1
Karnataka	4
Madhya Pradesh	5
Maharashtra	3
Manipur	1
Nagaland	2
Rajasthan	2
Arunachal Pradesh	1

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The course consisted of 12 modules carrying 30 credits. The details about the course objectives, curriculum instructional methodology and evaluation procedures were worked out in a series of meetings of the Task Force which was constituted for the purpose. A handbook of the Diploma course containing the curriculum and other details was brought out at the beginning of the course.

The course was first of its kind and was indeed very successful. Since it was meant for the newly promoted/appointed District Education Officers or those who were likely to be promoted as District Education officers, the course was very beneficial and gave insight to the participants in different aspects of the multifarious tasks which they are required to perform. It is heartening to note that some of the participants who had joined the course in anticipation of their promotions have since been promoted and posted as DEOs. It is also heartening that because of the success of the first course, some foreign countries have also shown their interest to join the Indian participants for the second course scheduled to start in July, 1983.

(ii) Programme for Papua New Guinea

This programme was conducted by NIEPA at the instance of and in collaboration with the Commonwealth Foundation for Technical Cooperation (CFTC), London. 5 Senior Offices of Education Department of PNG attended the course.

(iii) Sri Lanka Programme

A Training Programme in Educational Management for Sri Lanka Educational personnel was conducted at the request of the Ministry of Education, Sri Lanka, in collaboration with the SIDA which is a Swedish Funding Agency for overseas development. Sixteen Principals of schools from different parts of the Island attended the course which was held from 28th November, 1982 to February 6, 1983. These participants were mostly senior Principals of schools. As Sri Lanka was in the process of launching a new educational programme to give a fresh orientation to its school system and making it more responsive to the developmental needs of the nation, it was anxious to strengthen and streamline the existing administration and management structures and upgrade the professional skills of educational managers at various levels, particularly the Heads of schools who are the largest and the most important group to be prepared for their task of providing educational leadership.

Sri Lanka Government proposed to create a new cadre of Management Service Officers in their regional education department to provide educational management consultancy services to the schools and necessary training facilities to the Principals of schools, deputy principals, sectional heads and circuit educational officers of the regions. It was, therefore, thought that some senior Principals of schools of Sri Lanka Government might be trained for building up the new cadre of Management Service Officers.

The course was accordingly planned keeping the above objective in view. One of the Faculty members of NIEPA who was familiar with the educational problems and policies of Sri Lanka was deputed to the country to assess the training needs and have detailed discussions with the officers of the Education Ministry of Sri Lanka, and some of the prospective trainees. The faculty member also visited a few schools in Colombo and Kegalla districts to have a first hand information about the functioning of the schools.

The Task Force specially constituted for the purpose prepared, after due consideration, the course design including the curriculum instructional methodology, field visits, attachment programmes, evaluation procedures, etc.

All the 16 participants completed their course successfully and were awarded a Certificate by NIEPA. The programme was highly appreciated not only by the participants but also by Mr. Ekman who represented SIDA and was present in Delhi at the time of the final evaluation of the programme. The Government of Sri Lanka has also expressed its satisfaction and deep appreciation about the programme conducted by NIEPA for their educational personnel. Further, they have requested NIEPA to conduct another three months programme for their educational personnel on similar lines during 1983-84 and also propose to depute some officers to attend the six-month Diploma Course for DEOs during 1983-84.

iv) Award of Associateship of NIEPA

The programme for the award of "Associateship" of National Institute of Educational Planning and Administration in the area of educational planning and administration and innovations was introduced during the year.

Under this programme, persons who possess a Master's Degree in Humanities, Social Sciences or Natural Sciences and have done some research work of quality or demonstrated the capabilities of research in the area of educational planning and administration or have requisite administrative/professional experience are eligible.

The period of the programme of Associateship is for 2 academic terms including the period of field visits and submission of thesis.

A Research Supervisory Committee is appointed by the Director to supervise the research work of the candidate. The faculty member with whom the candidate is attached for his/her research work acts as the convenor of the Committee.

For evaluation of the research work, an Examining Committee is constituted by the Director to examine the thesis and conduct the viva-voce of the candidate, whose recommendations are final.

Dr. Sang Jin Rhee, Assistant Professor, Department of Public Administration, College of Law and Business Geeong Sang National University, JIN JU, South Korea, attached to the Institute from Nov. 1, 1982 under exchange programme (with UGC Fellowship) worked under this programme for the award of Associateship of NIEPA for his post-doctoral research work. His thesis is on "Decision Making in Indian Higher Education - with special reference to selected 13 Universities in India".

#### B. OTHER NEW PROGRAMMES

Among other new programmes conducted during the period under report, special mention may be made of the following:

(i) Training Programme held in Thailand

This programme was held in Bangkok for Rectors of Teacher Training Colleges of Thailand. The programme was of 12 days duration from December 13-24, 1982. The main theme of the training programme was Educational Management with Focus on Systematic Utilisation of Educational Resources. The programme was sponsored by the Government of Thailand in collaboration with UNESCO. Prof. Moonis Raza, Director, NIEPA, served as Course Director. There were 26 participants. The course assumed significance because the Government of Thailand had felt that the Rectors of Teacher Training Colles were recruited from amongst the teachers who did not possess necessary experience in educational management and utilisation of educational resources. Some members of the faculty of NIEPA had specially prepared some instructional materials on different topics of the

course. The NIEPA issued certificates to all the participants. The course was acclaimed by the participants to be of a very high order. The Government of Thailand has communicated to NIEPA its appreciation for the course conducted by it and the materials prepared by the NIEPA's faculty for the purpose.

(ii) Management of Schools for the Blind

Since the needs of the Institutions for the blind were different from the institutions meant for the sighted students, it was felt necessary to organise a National Workshop on Identification of Problems of Planning and Management of Education of the Blind. The workshop was held in November 1982. The workshop was attended by persons who were familiar with the problems and issues relevant to the schools for the blind. Some of the participants were themselves blind. They possessed rich experience of managing the institutions for education of the blind. The workshop proved very useful in identifying the problems of planning and management of such institutions and preparing curriculum for an Orientation Course scheduled to be held in NIEPA for the Heads of Schools for the Blind during 1983-84. Reading material was prepared including all the topics identified by the participants.

(iii) Thematic Workshops/Seminars

A few thematic workshops/seminars to generate discussions on some important issues in educational planning and administration were organised by NIEPA during the period in report. These included International (regional) Seminar on Education Future and Workshop on National Merit Examination Scheme

(iv) Training in Management of Population Education

Keeping in view the fact that population education has been given a lot of importance in India at different levels of the formal and non-formal education system, the NIEPA undertook a project on Population Education and organised a series of special training programmes in effective planning and administration of population education for different functionaries of the States and UTs of India. During the year under report the following special programmes on Management of Population Education were conducted:

Programmes	Target group covered
(a) Orientation Programme in Planning and Management of Population Education for Adults	District Adult Education Officers
(b) Orientation Programme in Planning and Management of Population Education in Schools	Directors of SCERTs and SIEs
(c) Orientation Programme in Planning and Management of Population Education in higher education	College Principals



Besides the above special training programmes, training in population education management formed part of the various other ongoing training programmes of NIEPA during the year.

In the previous year too, the Institute had organised training programme in planning and administration of population. All these programmes were organised in collaboration with UNESCO/UNFPA and the Ministry of Education, Government of India. The major thrust of these programmes was in linking population education with development as it was realised that the population education should not be confined to the concept of small family norm but should be viewed in a wider perspective which includes health of the child, status of women, environmental preservation and protection, rural and urban migration, effect of population growth on educational development etc. Besides, proper appreciation of the concept of population education, the participants of the various training programmes were exposed to the modern management techniques so that the population education programme which is now a National Programme is properly planned and implemented.

As a part of the population education project, NIEPA brought out a number of papers and other materials which served as valuable inputs into the training programmes. A special mention may be made of the following documents prepared:

- (a) District Profiles of India - Data Base
- (b) Educational Growth in India - Data Base

(v) Workshop for Case Development in Educational Management

The first Workshop for Case Development in Educational Management was organised by the Institute for five days from November 22-26, 1982. The Workshop was attended by 12 participants drawn from different educational institutions of Delhi. The Workshop was planned essentially for writing case for use during training programmes organised by the Institute for the benefit of educational managers. The following theses were discussed in the Workshop: (1) Experimental Learning Methods; (2) Case in Educational Management; (3) The Art of Case Writing; (4) Presentation of a Case : College Principal Prof. Acharya; (5) Case Discussion Leading : Process and Method.

### C. THE ON-GOING PROGRAMMES

(i) Training Programmes for College Principals

As in the past, the Institute organised a series of training programmes in educational planning and management for the benefit of College Principals. In all five programmes were organised out of which three were in collaboration with the University Grants Commission. Out of these three, one was specially meant for the Principals of Women's Colleges in India and another for the Principals of Colleges which have concentration of SC/ST students. These programmes were of three weeks duration each. The fourth programme

which was of ten days duration, was held at Lonavala (Maharashtra) at the request of and in collaboration with the Bombay University for the Principals of Colleges affiliated to that University. Apart from some faculty members of NIEPA, resource persons who were earlier trained by NIEPA from amongst the College Principals of Maharashtra also helped in the conduct of the course.

Another orientation programme of ten days duration was held for non-government College Principals of Haryana. In this programme particular emphasis was laid on the role of the private management in higher education and their partnership with the government in achieving the national objectives of educational development.

The programme for College Principals have been very popular in view of their immense utility. The College Principals in these courses are not only sensitised to the educational developments which are fast taking place but are also exposed to the modern techniques of institutional planning and management.

#### (ii) Training Programmes for Senior School Administrators

During the year under report two programmes were organised for senior officers of the Departments of Education of the States and UTs including some Directors of Primary/Elementary Education and Joint/Deputy Directors of Education. These programmes were of 3 weeks duration each. The Officers were acquainted through these programmes with the various important issues of educational policy and planning such as multi-level system of educational planning and administration; equity, equality and quality in education; education of children from weaker sections of society; non-monetary inputs for educational development; community support to education, etc. They were also familiarised with the modern concepts and techniques of educational administration and a lot of emphasis was laid on themes like Monitoring and Evaluation, Coordination and Linkages, Communication, Effective Inspection and Supervision, Conduct of Departmental Enquiries, Management of Information System, etc. Both the programmes were rated very high by the participants.

These programmes are conducted every year as part of a series of such programmes.

#### (iii) Training Programmes for School Heads

These programmes were held at the request of the Union Territory Administrations of Goa, Daman and Diu and Pondicherry. These were held in Margao and Mapusa, Goa and Karaikal district of Pondicherry and were meant for the headmasters of high and middle schools. Special attention was paid to building up administrative capabilities of the headmasters. The headmasters also prepared action plans for the development of their institutions. An innovative programme of school complex was also evolved by the participants in Pondicherry.

#### (iv) USEFI Programme for American Personnel

The ongoing programme of holding a workshop on Indian History and

Culture for Supervisors and Curriculum Experts in Social Studies from United States was organised this year also by NIEPA in collaboration with USEFI.

#### **D. INPUT OF RESEARCH INTO TRAINING**

An effort has been made to link training with the research projects of NIEPA. The research projects such as the Study of Inspection and Supervision Practices and Proformae in some educationally advanced and backward States, Study on Cost of Supply of Education, Study of Ashram Schools and the Facilities for SC and STs in ITIs, Study on Optimum Teacher-Pupil Ratio, Study on Regional Disparities in Educational Development, Study of the problems of Educational Planning Monitoring and Statistics in States and UTs, Study of Norms for Maintenance and Development of Educational Services for Haryana, have all contributed significantly to the various training programmes organised by NIEPA during the year. These will also be helpful for the future programmes of NIEPA.

#### **F. EVALUATION OF TRAINING PROGRAMMES**

Evaluation is an essential component of each training programme organised by NIEPA. It is built in the programme at the time of its planning. For short-term courses, evaluation is done by the participants on the closing day of the programme. For long-term courses, continuous periodical evaluation is done by the participants for different modules of the course. There is also a summative evaluation of such a course.

The participants are given a structured questionnaire for each course so that they may express their views on different aspects of the course including its objectives, background materials, course content, methodology used, field visits organised, etc. The question in these questionnaires are normally based on 3 to 5 point rating scale. The questionnaire is given to each participant who is expected to fill it and return it before the end of the course. He need not disclose his identity while filling in the questionnaire and, therefore, he may express his views in a free and frank manner. The responses to the questionnaires by the participants for each course are consolidated and presented in the evaluation session on the last day of the course. The observations and suggestions, if any, made by the participants are discussed and points needing clarifications, if any, are attended to in that session. It may be mentioned in this connection that the responses of the participants for the various training programmes held during the year under review were invariably very encouraging and they were appreciative of the courses. Since the evaluation serves as a feedback for the future programmes which are of repetitive nature, the responses are also considered by the Task Force concerned soon after the programme is over. A committee has also been constituted to explore the possibility of having an impact evaluation of some of the programmes in work situations.

## PART II

### RESEARCH AND STUDIES

In pursuance of its 'Perspective Plan', the Institute has taken steps to build symbiotic links between the imparting and generation of knowledge; to strengthen basic and applied research in the sphere of educational planning and administration. The training programmes of the Institute are continuously being fertilised by the findings of research studies. This is of crucial significance in the light of the fact that the conceptual frame and theoretical basis for educational planning and administration in most of the Third World Countries is generally not an abstraction from their experience but an exogenous accretion from one developed country or the other. This gap between theory and practice leads to the sterility of the former and the directionlessness of the latter. The research activities of the Institute are intended to contribute to the filling of this gap.

The main objectives of the research activities of the Institute are to diagnose the limitations and inadequacies of the empirical situation in the field of educational planning and administration and to suggest remedial action. While theoretical under-pinnings are necessary and are being continuously strengthened the emphasis is on applied research.

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

Every project has a task force comprising permanent faculty of the Institute as well as researchers recruited for the purpose. The task force works under the guidance of a Project Advisory Committee consisting of scholars and practitioners from within the Institute as well as from outside.

There was a major thrust in research activities during 1982-83 with the expenditure on such activities rising substantially to 7.11 lakhs as against Rs.2.13 lakhs during 1981-82 representing an increase of 237 percent during the course of one year alone. The number of project employees also rose from 28 to 66 at the end of 1982-83. As many as 11 studies were completed and 21 were at various stages.

### STUDIES COMPLETED

#### **1. Study on Norms for Development and Maintenance of School Education Facilities in Haryana**

At the request of the State Government of Haryana the study was undertaken by the Institute in July, 1979, with the following objectives:

to assist the State Government in revision of existing norms with regard to the opening and upgrading of schools, school buildings, provision of furniture and equipment including library and laboratory facilities, provision of teaching and non-teaching staff and supervisory personnel;

to compile and present the revised norms relating to different aspects of school system in a single document so that officers in charge of implementation are fully aware of them and have these for ready reference.

### **Methodology and Data Base**

The design of the study was worked out in close collaboration with the Senior Officers of the Department of Education of Haryana and the State Council of Educational Research and Training, Gurgaon. The study was carried out in six phases.

For the study of existing practices a questionnaire was developed and canvassed among the school heads. The questionnaire contained items regarding the provision of school buildings; furniture and equipment for the schools; laboratory and library facilities; provision & strength of teaching & non-teaching staff and frequency of supervision of schools. School building questionnaire was prepared by the Central Building Research Institute, Roorkee.

Three districts from the State were selected for the conduct of sample survey on the basis of literacy rates and enrolment factors. One of the selected districts was from the more advanced district, one was from the lesser developed district and the third was from average and developed districts. The districts chosen were Ambala, Narnaul and Gurgaon respectively. For survey purpose, schools in the districts were selected on the basis of random sampling without replacement, taking 10 per cent of the primary schools, 20 per cent of middle schools and 15 per cent of secondary schools. On the whole, 12% of the schools in all types were surveyed. Out of 266 schools selected only 204 responded. In Narnaul the response rate was 97% whereas in Ambala & Gurgaon it was only 69% & 64% respectively.

A comparison with educational norms of other States/UTs was also undertaken. Data for this purpose were either obtained directly from some of the States/UTs or were based on the information collected through 'All India Survey of Educational Administration' conducted by NIEPA in 1976-77 and 'Study on Planning, Statistics and Monitoring' set-up of various States/UTs being conducted by the Institute.

A questionnaire was developed specifically for the purpose of eliciting the opinion of supervisory personnel & Officers of the Educational Department at the head quarters about the different aspects of existing norms. In addition, the questionnaire also aimed at finding out the knowledge of these officers regarding the prevailing norms in the State and also the existing situation with regard to inspection and supervision of schools.

Thirty five Supervisory Officers of the three districts gave the requisite information regarding inspection & supervision practices in the field and also gave their opinion about the adequacy of prevailing norms regarding different aspects of school system.

A workshop on Educational Norms was organised for three days in the Institute from April 2-4, 1981 with the following two objectives:

to discuss the working papers prepared on various aspects; and

to finalise norms for recommendation to the Government of Haryana.

In this workshop representatives of Haryana Government, SCERT, Gurgaon, NCERT, Ministry of Education & Culture, Planning Commission, Education Department of Delhi Administration, CBRI, Roorkee, CBSE, New Delhi, Principals of Public Schools and NIEPA Faculty took part.

Norms for school buildings were further discussed in a meeting subsequently held at the Central Building Research Institute, Roorkee (on July 6, 1981) in which, in addition to experts from the CBRI and a representative from NIEPA, Director of Education, Chief Architect, Senior Architect and Divisional Engineer from the Government of Haryana also participated.

Similarly, norms for inspection and supervision were also discussed in a small working group (on May 4, 1981).

The draft report was prepared on the basis of discussions held in the meetings of working group and also with the representatives of the State Government. The report has been divided into seven chapters: viz.

Norms for Provision of Schooling Facilities; Furniture and Equipment in Schools; School Spaces and Fixtures; Teaching Staff; Non-teaching Staff; Inspection and Supervision; and Posting and Transfers of Teachers.

Comments of the State Government on the draft report were received and clarified by the Institute. The report will be finalised after a meeting with the State Government.

## **2. Exposure of Scheduled Castes and Scheduled Tribes to ITI Facilities : A Study of Five States**

The study was sponsored by the Ministry of Home Affairs and put on the ground in September 1981 after on-the-spot study of the problem in the five states, namely, Andhra Pradesh, Bihar, Gujarat, Madhya Pradesh and Maharashtra, taken up for the study.

The main objectives of the study were

to analyse the provision and utilisation of training facilities in the ITIs/Polytechnics by the Scheduled Caste and Scheduled

Tribe students vis-a-vis non-Scheduled Caste/Scheduled Tribe students;

to study the extent of underutilisation; if any, of various training facilities, specially by the Scheduled Caste/Scheduled Tribe students, and reasons for the same;

to identify the various incentive schemes that are available for the scheduled caste/scheduled tribe students; pattern of their implementation; and extent of benefits-scheduled caste/scheduled tribe students are deriving from such schemes. Is it necessary to modify or expand some of these schemes? If so, in what manner;

what is the impact of the training provided by the ITIs/Polytechnics on the employment of their trainees, specially the scheduled castes/scheduled tribes in terms of emoluments, waiting time, place and nature of employment etc.; and

to identify special programme of technical and industrial training, if any, for the Scheduled Tribe students in the institutions located in the tribal areas and also to determine the utilisation of such programme.

#### **Methodology and Data Base**

It is an evaluative study of various incentives and facilities available to the Scheduled Castes and Scheduled Tribes in the Industrial Training Institutions. Five states of central tribal belt, i.e. Andhra Pradesh, Bihar, Gujarat, Madhya Pradesh and Maharashtra were selected for the study. From each state three districts, one each from advanced, average and backward areas classified on the basis of literacy rates, were selected for intensive study. One special ITI in tribal areas was also selected from each of the state. The secondary data for all the states of the country was collected from the unpublished records of Directorate General of Employment and Training (DGE&T).

Primary data was collected with respect to utilisation of seats by different Scheduled Caste and Scheduled Tribe groups, on their relative completion rate, their employment pattern and the nature and implementation aspect of incentives and facilities available to the disadvantaged groups in the ITIs. Four schedules were developed for the purpose, one each to collect information from institutional records; principals and teachers; students; and ex-trainees.

The necessary information was then collected by the Project Directors at the state level. The information from secondary source was collected at the Institute. During the period under report the States completed the work of data collection and its tabulation and analysis. The Project Directors met in a workshop organised at NIEPA from May 10-18, 1982, to work out a format for All India tables and to prepare the preliminary draft of the report. The national report was completed in December, 1982 and submitted to the Government.

## Findings

The major findings of the study are:

Though the ITI facilities are available in almost all the districts and utilisation of the facilities by Scheduled Castes is near full, the utilisation by the scheduled tribes is very poor.

Some inter-caste and tribewise differences in the use of facilities were noted in the states where such data were collected. The groups maximally using these facilities in Bihar are Chamars, Dusdha and Dhobi among the Scheduled Castes and Oraon and Munda among the Scheduled Tribes. In Gujarat, Parmar have made the greater use of the facilities among the scheduled groups. In Maharashtra among the Scheduled Castes Mahars have made use of more than half of the seats, while among the scheduled tribes Mahadev Koli account for more than 80 per cent of the enrolment in selected ITIs.

Pass percentage in the ITIs in some of the states like Assam, Karnataka, Meghalaya and Nagaland is less than 50 per cent. A matter of great concern is that the pass percentage has been declining overtime. At present only 66 percent of the students enrolled in the ITIs complete the training as against 80 per cent in 1975-76.

Drop out varies from institution to institution from 5 per cent in one Institution in Andhra Pradesh to about 40 per cent in one of the ITIs in Gujarat. There are, however, no marked difference in the dropout rates between the scheduled and the non-scheduled groups. Major part of the dropout occur during the first-two months of the session which has been ascribed to the fact that most of such dropouts got admission to alternative courses which is mostly general secondary education.

Unemployment rate varies from 7% for the non-scheduled group to 13% for the Scheduled Castes and 20% for the Scheduled Tribes.

The self-employment rates were very low among all the trainees. There were minor differences between the scheduled and non-scheduled.

Stipend is available to all the Scheduled Castes and Scheduled Tribes but there was always delay in disbursal.

Hostel facilities for the scheduled groups were found to be sub-standard in most of the places.

Reservation and relaxation for the scheduled groups is there in all the institutions but it is practiced in a mechanical way.

Some of the important issues raised by the study are:

Is stipend a subsidy or maintenance grant?



Are hostels living places or learning environments?

Some of the important suggestions made as a result of this study are:

- i The amount of stipend will have to be substantially revised and the delay in release of the grants need to be corrected if the real poor among the SC/ST are to be helped.
- ii Money should be placed at the disposal of the institution at the beginning of the session for faster disbursal.
- iii A good amount of sensitization training of the administrators in these institutes is necessary.
- iv Hostels need considerable improvement. Mixed hostels (where both scheduled & non-scheduled groups live together) are more desirable. They are working well and need to be encouraged.
- v To attract good students in the ITIs from both scheduled and non-scheduled groups, there is a need to provide horizontal mobility - from ITIs to general secondary schools; and, vertical mobility - from ITIs to professional institutions.
- vi Curriculum needs to be revised from view point of equipping the trainees for proper self-employment.
- vii There is need to provide vocational guidance specially to scheduled groups as they are first generation learners. Some flexibility within the system may also prove useful.
- viii As about 2/5th of the ITI trainees in the first instance work as apprentices in the industries, the industries must provide for inputs in the ITIs in the form of expertise or provision of practical training facilities in the industries.
- ix There should be regular vocational surveys of the areas before introducing new trades with ITIs.
- x In order to improve the training in the tribal ITIs, which are physically well equipped, it may be necessary to have committed teachers. Some additional remuneration and promotional avenues may also be provided to those working in the tribal areas.

### **3. An Indepth Analysis of Ashram Schools**

The Study was sponsored by the Ministry of Home Affairs and put on the ground in September, 1981. After preliminary study of the problem, five States, namely, Andhra Pradesh, Bihar, Gujarat, Madhya Pradesh and Maharashtra having larger concentration of tribal population and larger number of Ashram Schools were selected for the purpose of the study. The main objectives of the study were:

How far Ashram schools have been able to meet educational needs of tribal children in the area where such schools are located?

How far such schools have been able to bring tribal children into the main stream of socio-economic life?

What is the cost-effectiveness of these schools vis-a-vis other formal type of primary and basic schools functioning in the same area?

### **Methodology and Data Base**

The Study was carried out in collaboration with the Universities and the Research Institutions located in these 5 states. The institutions which collaborated in this study were: (a) University of Bhopal, Bhopal (b) Society for Studies in Political Economy, Patna, (c) Sardar Patel Institute of Social and Economic Research, Ahmedabad, (d) Indian Institute of Education, Pune and (e) Institute of Tribal Research and Welfare, Hyderabad. State level Project Directors belonging to these institutions were identified and assigned the job of carrying out the study in their respective state. Before the Study was started, a series of meetings were held with experts and the state level Project Directors. On completion of State level study, a meeting of state level Project Directors was held in NIEPA and preliminary findings of the Study were shared with the experts as well as persons from Education and Home Ministries. A national level report was prepared at this Institute and submitted to the Government in February, 1983.

### **Findings and Recommendations**

Ashram Schools have been able to meet the educational needs of the tribal children, only to the limited extent of 4% of the age group 6-11 years.

Since Ashram Schools are generally located in remote rural areas, they have met the need of the population which would have otherwise remained without education.

As the Ashram Schools provide free boarding and lodging facilities, they transfer resources in favour of poor sections of the society and thus attempt to equalise the opportunities of education for those who are economically and socially unequally placed.

It was observed that not many students from the tribes having low rate of literacy and placed at the lower rung of social and economic status are found to be availing this facility. Since the number of schools considered here is very small, no generalisation on this aspect can be made but the future policy about the admission of the students should give preferences to the children belonging to such tribes.

Although Ashram Schools tend to bring the tribal population in the main stream of socio-economic life by providing common education, yet due to the separate schools for tribals, their integration with non-tribals population does not take place in the schools. With a view to help integration of tribal children with non-tribal children, some percentage of non-tribal children

may also be admitted in these schools.

The unit cost of providing education in schools with small enrolment is higher irrespective of their location. Therefore, there is a strong case for increasing the number of enrolment from 20-60 to 150 or so, and the number of teachers from 2-3 to 5.

There is also a case for improving the infrastructural and teaching-learning facilities in these schools, so that students of these schools are able to compete with the students educated in good rural or urban schools.

Although the rate of drop out in Ashram Schools is relatively less than in non-Ashram Schools, yet the magnitude is high. The rate of drop out needs to be reduced. Teachers and Headmasters may be given monetary and other incentives to reduce the rate of wastage.

This institutional arrangement may be expanded in the areas where the rate of literacy among tribes is less and where there is a larger concentration of tribal population.

#### **4. Cost of Supply of Education in Gurgaon District, Haryana : A Pilot Study in Sohna Block**

The study was undertaken by the Institute in December, 1981 with the following objectives:

to calculate the unit cost of education at different levels of education;

to examine the elements and determinants of unit cost;

to suggest the ways by which the unit costs of providing education at various levels is reduced with either retaining the same levels of efficiency or the education system; and

to work out the ways and means of utilising the available infrastructure facilities and the additional costs required for this purpose.

#### **Methodology and Data Base**

A paper containing the preliminary findings of the study relating to the Kherla Education Cluster was prepared and presented in the IIEP Regional Seminar on "Cost Studies" held at Chiang-Mia, Bangkok from September 13-16, 1982. Data on students and teachers' background of the Government High School Kherla and Ghamroj Alipur, Govt. Middle School Garhiwazidpur and Govt. Primary School, Bhelpa, Abhaipura, Demdama, Haryahera and Raisena were collected, tabulated and analysed in the Report.

The report of the Pilot study is confined to three educational clusters, viz., Kherla Educational Cluster, Ghamroj Alipur Educational

Cluster and Rithoj Educational Cluster in the educational block of Sohna in the Gurgaon District of Haryana. Besides, the costs of non-formal educational and teaching supporting materials related to Sohna educational block, were also analysed. In the Pilot study, the analysis was confined to the institutional recurring costs of education. A brief general profile of the three educational clusters which provide a general background to the subsequent analysis, was given. The unit costs of education was defined in four alternative ways; (i) Cost per child enrolled (normal unit cost); (ii) Cost per child who successfully completed a given level of education (effective unit cost); (iii) Cost per child of relevant age-group; and (iv) Cost per capita-were analysed cluster by cluster and an aggregate picture was also presented. The study also highlighted the inter-cluster variations with the help of co-efficients of correlation. It was attempted to identify the important variables that possibly influence the costs of education. Non-formal education was one of the themes that was also covered.

### Findings

The study reveals that the educational disparities - in all dimensions - enrolments, expenditures etc. - do persist even in educational block. If we go further down, also in a small educational cluster inter-school inequalities do exist.

The study also conforms to the general belief that a large part of the educational expenditure was spent on teachers' salaries and that the expenditure on non-teaching input is very small. However, if we analyse it by levels, the expenditure on non-teaching inputs is almost nil in primary schools.

The student-teacher ratio is the most important of all the variables and this has high negative relationship with the unit cost.

The size of the school is the next important variable which is also inversely related with the unit cost.

The normal unit cost of education at primary schools, is less than the normal unit cost of education of primary classes in a high school. On the basis of this, one may prefer to have primary school and high school separately. But if we plan on the basis of effective cost, it is better to plan for a high school (with classes I-X), rather than planning two separate primary (classes I-V) and high schools (classes VI-X).

It was also found, as most generally believed, the costs of non-formal education are significantly less than the costs of formal education.

It is necessary to note that the sample is too small to make any generalisations and hence we feel that all conclusions and findings reached in this study should be taken as purely tentative. A wider and more representative sample may yield even significantly different conclusions. Nevertheless the study being based on micro-level field

data does provide some insights into the problem and the main study which is in progress is expected to provide relatively more firm insights into the problem.

#### **5. A Study on Inspection and Supervision Practices and Proformae in Some Educationally Advanced and Backward States**

The study was sponsored by the Ministry of Education and commenced in March, 1982. The main objectives of the study were:

to find out the strengths and weaknesses of the system, practices and proformae of inspection followed by the states covered by the sample study; and

to suggest ways and means by which weaknesses could be removed and modern concepts introduced so that the quality of education is raised.

#### **Methodology and Data Base**

The sample for the study was drawn from 4 states, namely, Andhra Pradesh, Haryana, Uttar Pradesh and Tamil Nadu. Two of these States belong to the educationally backward category and the remaining two are considered advanced States. Care was taken to give representation to both Northern and Southern regions while selecting the states. 20 per cent of the total number of districts were selected from the States by random sampling. One block from each of the districts was then selected. The District Education officers/Block Education Officers were requested to identify 10 secondary/primary or middle schools from his jurisdiction again on random sampling basis. Thus, 46 districts and 46 blocks with 920 headmasters and 288 teachers were included in the final sample.

Questionnaires were constructed separately for inspecting officers and teachers by the task force. These questionnaires were discussed at the seminar-cum-workshop of Liaison Officers and selected District Education Officers held in NIEPA in July, 1982. Apart from the questionnaires mailed to schools and districts, a third questionnaire was designed for administering on eminent educationists. On the whole, 293 completed questionnaires including 5 from inspecting officers were received.

The questionnaires were analysed, using the technique of content analysis. As far as part II of the questionnaire was concerned, scores were assigned to responses regarding importance of the particular item and the level of achievement on a 3 point scale. The questionnaire for educationists were also treated using the technique of content analysis.

The literature concerning inspection and supervision and also some Ph.D. and M.Ed. dissertations were looked into, apart from a quick survey of related literature.

The report of the project is being finalised.

## **6. A Study of Mobilisation of Resources for Education in India : A Pilot Study of Union Territory of Delhi**

The study was undertaken by the Institute in April 1982. The main objectives of the study were:

to find out the contribution made by different sources of finances for education in India, as a whole and for ten selected States/Union Territory, namely, Andhra Pradesh, Bihar, Delhi, Gujarat, Maharashtra, Karnataka, Tamil Nadu, West Bengal, Uttar Pradesh, and Kerala.

to examine the trends and the relative importance of each of these sources for each level of education since 1950-51;

to make a special study of any new tax like a cess or special efforts for community support as in the states like Tamil Nadu; and

to explore the possibility of raising resources from municipalities or panchayats taking into account their capacity to bear the burden of financing education.

### **Methodology and Data Base**

The basic approach to study of resource mobilisation efforts of the states both in terms of the physical magnitudes of the mobilisation efforts and also the educational significance of such efforts has been stressed by Education Commission of India. A comparative perspective was brought to bear on the problem of mobilisation and explore ways and means of resource mobilisation taking into account the agricultural, industrial and other changes in the economics of these states. The pilot study was launched in the Union Territory of Delhi. The pilot study has been completed and report discussed in a seminar organised on February 9, 1983. It focussed on allocation of larger resources for education. In this regard, a memorandum was prepared for the Eighth Finance Commission of India, making a case for larger allocation of resources to state for education on account of non-plan expenditure. The study has analysed in detail the educational expenditure both plan and non-plan, in Delhi, its utilisation pattern and how at present resources were being mobilised for education.

### **Findings**

The Union Territory of Delhi is spending about 7% of its National Income on Education.

The Government funding has increased from 55.5% in 1951-52 to 68.7% in 1970-71.

The allocation to education though increasing in absolute terms has been going down in terms of percentage. Its share has gone down from 35.2% during the second plan to 9.7% in sixth plan.

Subsidy in higher education has been increasing and share of fees is going down.

Some of the major suggestions made as a result of this study are:

- i For mobilisation of additional resources institutions should be intimately involved with local authorities and voluntary organisations.
- ii Attempt should be made to ensure that the facilities are jointly used at all levels like primary, secondary and higher level to ensure optimum utilisation of resources.

## **7. Trends in Educational Expenditure in India - A Regional Analysis**

The study was undertaken by the Institute in January 1982 at the sponsorship of UNESCO, Paris. The study had following main objectives:

- to examine the salient features of inter-state variations in educational expenditure; and
- to ascertain the relationship between the temporal behaviour of educational expenditure and certain other indicators.

### **Methodology and Data Base**

The study envisaged an analysis of the expenditure on education during the year 1968-69 to 1978-79. The data was obtained from the Ministry of Education and other government publications. The study in the first stage examined broad characteristics of the expenditure on education. In subsequent analysis, inter-state variations have been examined for different levels of education. Finally by way of conclusion the broad features and summary have been presented and the final report has been sent to the UNESCO Office, Bangkok.

### **Findings**

The main findings of the study are:

Although during the period under study education was a state subject, the study has highlighted the fact that notwithstanding some dis-similarities among states in the trends in educational expenditure, there is a certain broad uniformity in the trends.

In spite of a steady increase in the total resources allocated to education, the shares of primary, secondary and higher education have surprisingly remained constant over a period.

## **8. Education Financing and Equity: A Comparative Study of Haryana and Kerala.**

The study was sponsored by UNESCO and taken up by the Institute in January, 1982, with the following objectives:

to analyse the financial flows in the given two years;

to examine the allocations by levels/objects etc. to infer possible implications for equity and specially to see if changes in allocations are related to changes in equity; and

to examine the policies and procedures of government assistance in the field of education either for establishment of institution or by way of scholarship or compensatory finance.

### **Methodology and Data Base**

The study was based on the analysis of the available secondary data collected from various official and semi-official publications.

In the first phase, the content and the format of the study was discussed and it was decided to distribute the work among the concerned research staff. In the second phase, data was collected and analysed and draft of the chapters were prepared.

The report was presented in the meeting organised by ROEAP at Bangkok in July, 1982.

### **Findings**

Major findings of the study are:

Both Kerala and Haryana present a picture of educational growth. There is also marked reduction in inequalities between the groups.

Share of expenditure on hostels and scholarships has declined as a part of overall decline in indirect expenditure. This affects inequality adversely.

Non-teaching expenditure is very small indicating that schools are going without needed equipment.

Private initiative in education is declining thus drying up an important source of financing, which will affect expansion of education.

Share of elementary education in allocation and expenditure needs to be considerably increased in Haryana.

Grants-in-aid rules need to be liberalised particularly in respect of backward areas.

Capital grants should be made on the basis of assessment of needs.

Free education will have limited impact on equity. A more substantial policy of compensatory finance is necessary for a breakthrough in equity. Attention to equality is equally necessary.



## **9. Education and Rural Development : A Comparative Study of Planning and Administrative Mechanisms**

The study was sponsored by the UNESCO, Regional Office, Bangkok in January 1982.

The objective of the study was to explore in two blocks : The present and possible linkages between Integrated Rural Development Programme and Education and other Education-like activities including school education.

### **Methodology and Data Base**

A case study approach was adopted by selecting two villages in two blocks, one in Haryana and another in Rajasthan, and a study was made of the operation of the Integrated Rural Development Programme and other selected educational activities by visits to the villages, discussions with concerned personnel, and by a review of literature.

### **Findings**

The need for more effective linkages between development and educational activities has been identified, has also highlighted the importance of education for making a success of the Integrated Rural Development Programme and has suggested that schools and other educational centres like non-formal education centres should convert themselves into developmental centres with the help of functionaries/facilities of the developmental agencies. Similarly, the developmental centres must convert themselves into educational centres with the help of schools/non-formal education centres and that the IRDP must provide a unique opportunity for such coordinated efforts. The study has suggested some alternative models for incorporation of education and literacy in IRDP, involving the following aspects:

Identification of needs; Curriculum and material development; Age-group; Teachers and instructors; Training and orientation of teachers; Provision for equipment and materials; Evaluation and monitoring; and Organisational arrangements.

Three models have been explored: a) Development Centre Programmes of Education; b) Education centre programme of Rural Development; and c) Programmatic Model of Education and Rural Development.

## **10. Methods and Problems of Educational Administration at the Block and Institutional Level in India**

The study was undertaken by the Institute in April 1982 at the instance of UNESCO, ROEAP, Bangkok to form a part of the monograph series in the organisation and methods of educational administration at the national levels in various countries. The main objectives of the study were:

to find out how education is administered at the Block and Institutional levels in India; and

to identify the main problems faced by Block Education Officers and Heads of Primary, Middle and High Schools in administering education.

### **Methodology and Data Base**

Two blocks each - one educationally advanced and other educationally backward have been selected for the study from the States of Haryana and Rajasthan. Questionnaire/observation schedule/interview schedule were developed to undertake the study. Relevant material was simultaneously collected from the secondary sources as well. The report of the study was drafted and submitted to the UNESCO Regional Office, Bangkok.

### **Findings**

The main findings of the study are:

There is a dichotomy of administrative machinery for plan formulations and plan implementation.

The field officers working at the Block, Sub-division and District levels as also the Heads of Primary, Middle and High Schools are not associated with the policy/plan formulation.

The staff provided to Block Education Officer or a Head of a Primary School to help him in administrative work is not adequate.

The linkages between Block Education Officers and institutional Heads and other development agencies are rather weak.

The authority given to Block Education officers/institutional Heads is not commensurate with their duties.

### **STUDIES IN PROGRESS**

Following studies undertaken by the Institute were at various stages of progress.

#### **(a) On-going Studies**

1. A study of Organisational Set-up and System of Educational Planning, Monitoring and Statistics in States/UTs.

The study was undertaken by the Institute in January 1980, at the instance of Ministry of Education and Culture, Government of India.

2. Rethinking Development

The study was sponsored by ICSSR and taken up in July 1980.

3. An Inepth Study of Financing of Higher Education in Indian States.

The study was sponsored by the ICSSR and taken up in April 1981.

4. Aspiration and Action for Better Quality of Life

The study has been undertaken by the Institute in January, 1982 at the sponsorship of UNESCO, Paris.

5. Autonomy of the University Community

The study was sponsored by ICSSR and undertaken in February 1982.

#### **(b) New Studies**

1. Regional Disparities in Educational Development : An Atlas of Indian Education

The study has been undertaken by the Institute in April, 1982.

2. A study on Organisational History of the Ministry of Education

The study has been undertaken by the Institute in May 1982.

3. Study of Matters Concerning Rules for Transfers and Disciplinary Proceedings, Applicable to School Teachers.

The study has been undertaken by the Institute in July, 1982.

4. A Study on Optimum Teacher-Pupil Ratio for Schools.

The study has been taken up by the Institute in July 1982,

5. The Secondary School Head in Comparative Perspective in Educational Administration.

The study was undertaken in July 1982 at the instance of College of Education, University of IOWA, United States of America.

6. Study for Developing a Model Financial Code

The study has been undertaken by the Institute in August 1982.

7. Policy-Making in Indian Higher Education - with special reference to 13 selected universities in India

This study was taken up by a research scholar from Department of Public Administration, College of Law and Business Geeong Sang National University, JIN JU, South Korea, who was attached to the Institute from November 1, 1982 under exchange programme (with UGC Fellowship).

8. Legal Bases of General Education in India

The study was undertaken in December 1982.

9. Funding of Social Sciences Research in India

The study was taken up in January 1983 at the instance of ICSSR.

10. A Study on Educational Planning with special reference to Equality of Opportunity and Equalisation of Education Opportunity in India - A Case Study of School Education in Kerala and Uttar Pradesh.

The study was undertaken in March 1983 at the instance of ICSSR.

**Study Unit on Educational Development of Scheduled Castes**

A Study Unit on Educational Development of Scheduled Castes has been established in the Institute at the instance of Ministry of Home Affairs and funded by that Ministry. During the year, the Study Unit undertook the following studies:

1. Trends of Enrolment of the Scheduled Castes in Higher Education (1964-77)

The main objectives of the study were:

to find out the overall trends of enrolment at the national level and the state level;

to analyse the overall inequality in the spheres of enrolment in higher education;

to trace out the inter-state disparities in terms of enrolment;

to find out the disparity between the enrolment of Scheduled Castes - male and female; and

to find out the level of equality achieved in different states.

**Methodology and Data Base**

The enrolment data available in the publications of the Ministry of Education, progress of Education of Scheduled Castes and Scheduled Tribes from the years 1964-65 to 1977-78 has been analysed to bring out the trends of enrolment.

A monograph has been brought out which brings into focus the disparities among the different states and between the Scheduled Castes and Non-scheduled Castes. It also includes an overview indicating the emerging trends by using the statistical techniques of interpreting the data with the help of regression, correlations, location coefficients, coefficients of equality, etc. alongwith some charts and cartographs.

## Findings

The major findings of the study are:

In all the sectors of education, there has been a decline in the rate of growth in SC enrolment during 1972-76. The same trend is noticed in non-scheduled caste enrolment as well.

In the professional and other education (collegiate) there was a negative rate of growth in enrolment of SC as well as on non-SC during the period 1972-76.

There are great disparities in rates of growth in enrolment of SC and non-SC in the States and Union Territories. This disparity is more pronounced in the case of SC enrolment.

There is no close relationship between concentration of SC population in a particular region and its enrolment concentration.

The SC are still lagging far behind other communities in every stage of education and the educational disparities between SCs, vis-a-vis, other communities become more and more acute from primary to secondary level and from secondary to higher levels of education.

As one goes up the educational ladder, the stagnation and drop-out rates increase and rate of stagnation and dropout among the SC are considerably higher than Non-SCs.

The overall inequality between SCs and other communities with respect to enrolment position in higher education has reduced over the period of 13 years.

There are wide variations in time periods by which each state would achieve state of equality in terms of enrolment.

2. Post-matric Scholarship Scheme for Scheduled Castes and Scheduled Tribes: A pilot study

3. Working of Book Bank Scheme : A Pilot Study

### C. Studies Sanctioned

The following studies were sanctioned during the year:

1. Study on History of Educational Development in Kerala

2. A Study on Spatial Provision for Educational Activities Background

3. A Study on Role Performance by the Heads of Colleges

4. A Study on Educational Policy and Planning in India - Role of Planning Commission - Current Status and Future perspective

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

## PART III

### ADVISORY, CONSULTANCY AND SUPPORT SERVICES

One of the important functions of the Institute is to provide advisory, consultancy and support services in the area of educational planning and administration to the Central and State Governments, universities and other key autonomous organisations in India and to governments and institutions of other countries and international organisations.

During the year, the Institute provided various services to the Centre, the States and other organisations by undertaking problem-oriented research studies having policy implications to educational planning and administration, developing norms for educational facilities at the school stage, working-out a simple and easily manageable system of national monitoring of different aspects of educational development, assisting in the acceleration of the pace of the Centre's programme of universalisation of elementary education, build data base on the educational development of scheduled castes and providing faculty resource to other important organisations in their training programmes and other activities aimed at qualitative improvement of education. The Institute continued to provide academic and professional guidance to Central and State Government Institutions and personnel involved in educational planning and administration. It participated in various high level conferences, committees and working groups at the Central and State levels. The Institute worked in close collaboration with the Ministry of Education and Culture and was associated with the Ministry of Home Affairs, State Education Departments, University Grants Commission, National Council of Educational Research and Training, Central Board of Secondary Education, Directorate of Adult Education etc., in many important programmes concerning educational planning and administration.

The Institute collaborated with International Organisations by undertaking research studies, providing consultancy services and organising training programmes/workshops/seminars. The Institute further collaborated at the international level by organising training and orientation programmes at the request of South and South East Asian countries.

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

- (a) Research studies and projects undertaken at the instance of the Central Ministries, State Governments and International Organisations;
- (b) Contributions made in Seminars, Workshops, Committees and Task Forces; and
- (c) Faculty support in programmes organised by the States and Union Territories.
- (d) Cultural Exchange Programme;

- (e) Study Visits; and
- (f) Other Advisory and Consultancy services.

### **NATIONAL**

#### (a) Studies and Projects

The Institute undertook the following studies at the instance of the Ministries of Education and Home Affairs as already detailed under the review of its research activities:

- i) Study on the Organisational Set-up of Planning, Monitoring and Statistics
- ii) Indepth Study of Ashram Schools
- iii) Exposure of Scheduled Caste and Scheduled Tribe candidates to Training Facilities at Industrial Training Institutes
- iv) Study on the Inspection System and Practices and Proformae in Some Educationally Advanced and Backward States
- v) Study on Organisational History of the Ministry of Education
- vi) Study on Optimum Teacher-Pupil Ratio for Schools
- vii) Study Project on the Educational Development of Scheduled Castes

#### Study Unit on Educational Development of Scheduled Castes

Special mention may be made of the establishment of a Research Study Unit on Educational Development of Scheduled Castes in the Institute at the instance of the Ministry of Home Affairs and funded by that Ministry to build data base on the educational development of Scheduled Castes and design a system of monitoring so as to ensure effective implementation of various schemes. During the year, the Study Unit undertook the following studies:

- i) Trends of Enrolment of the Scheduled Castes Students in Higher Education (1964-1977) (Completed)
- ii) Post-matric Scholarship Scheme for Scheduled Castes and Scheduled Tribes (in progress)
- iii) Working of Book Banks in All India Institute of Medical Sciences and Indian Institute of Technology in Delhi (In progress)

(b&c) Contribution in All India Conferences, Seminars, Committees, Task Forces and Other Advisory Services

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

- i) Universalisation of Elementary Education

Members of the Institute's faculty took part in the meetings of the Task Forces on Elementary Education of the States of Assam, Jammu &



Kashmir, Madhya Pradesh, Orissa, Uttar Pradesh and West Bengal during the year. As a result of this participation, a collaborative project is proposed to be undertaken with the State Government of Madhya Pradesh on planning and administration of universal elementary education at micro-level in one of the blocks of the State. Similar project proposals for developing a system of monitoring at micro-level for universalisation of elementary education in Uttar Pradesh have also been initiated. For improving cost-effectiveness in elementary education in the backward areas of the State of Haryana, an in-depth study of the cost of education in the Mewat area of the District of Gurgaon has been undertaken by the Institute.

#### ii) Systems Improvement

At the Conference of Education Secretaries of the States and the Union Territories organised by the Union Ministry of Education and Culture on January 5-6, 1983, the Institute presented various suggestions on streamlining of educational administration at different levels and highlighted the importance of training of educational personnel, particularly of administrators and planners at the district and institutional levels. It made a strong plea for the review of personnel policies by the State Governments in this regard.

#### iii) Dissemination of Information on Educational Developments

To strengthen the information system in regard to the latest developments in the area of educational planning and administration in the States and Union Territories and help in the cross-fertilisation of ideas and experiences, the Institute collects information about such developments from various sources like reports from State correspondents, documents and journals brought by the state governments and regional newspapers etc. This information is disseminated by the Institute through EPA Bulletin in the form of 'News From the States'.

#### iv) Annual Plan Discussions

The Institute participated in the Annual Plan discussions at the Planning Commission in respect of the States of Andhra Pradesh, Bihar, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Kerala, Madhya Pradesh, Maharashtra, Orissa, Punjab, Rajasthan, West Bengal and the Union Territory of Chandigarh in November and December, 1982.

#### v) Technical Inputs in National Commission on Teachers - II (Higher Education)

The Institute participated in the meetings of the National Commission on Teachers-II (Higher Education) organised by the Ministry of Education & Culture on March 25-26, 1983. It was resolved to set up an Expert Group with Director, NIEPA as the convenor, to formulate research studies which might serve as inputs in the work of the Commission.

## vi) Meetings of the Ministry of Education

The Institute also took part in the meetings of the Bureau Heads of the Ministry of Education & Culture held during the year. The Institute participated in the meeting of the committee on 'Open University' organised by the Ministry of Education \* Culture on february 8, 1983 and in another meeting regarding the Central Board of Secondary Education Examination on February 26, 1983.

## vii) Inter-disciplinary Conferences, Meetings etc.

Mention of the Institute's participation in the following seminars, workshops and meetings may also be made:

Workshop on Case Studies in IIPA on April 22-24, 1982.

National Seminar on Reservation at Sanjivayya Institute, Delhi on April 25-26, 1982.

The First National Conference of Indian Association of Educational Planning and Administration on June 12-13, 1982.

Indian Anthropological Association International Symposium, Delhi on October 2-10, 1982.

National Seminar on 'Problems of Lexicography' at New Delhi in October, 1982.

National Seminar on 'Education for Self-Employment' at New Delhi in October, 1982.

Annual Conference of Comparative Education Society of India (CESI) Chandigarh on February 28-March 2, 1983.

National Seminar on Social Stratification organised by Jawaharlal Nehru University and Indian Council of Social Science Research on March 8-10, 1983.

National Seminar on Future-oriented Teacher Education at National Council of Educational Research & Training on March 21-23, 1983.

### SUB-NATIONAL

## a) Studies and Projects

At the request of State Governments or of its own, the Institute undertook the following studies as already detailed under the review of its research activities, having policy implications at Sub-national levels:

- i) Study on Norms for Maintenance and Development of Educational Services for Haryana

- ii) Cost of Supply of Education in Gurgaon District, Haryana - A Pilot Study in Sohna Block
- iii) A Study on Mobilisation of Resources for Education in India - A Pilot Study of Union Territory of Delhi
- iv) Study on Educational Administration at Sub-National levels - Preparation of State Reports
- v) Study on History of Educational Development in Kerala (work on the study has yet to start)

b) Advising States in Systems Improvement

At the request of the Government of Jammu & Kashmir, the Institute provided Consultancy Services on the reorganisation of their Education Department. The report on reorganisation was submitted to the Government of Jammu & Kashmir on February 4, 1983.

c) Faculty Support in Programmes Organised by the States/Union Territories

The Institute assisted the Education Department of the Union Territory of Goa in conducting a workshop in Institutional management for School Principals from June 18 to 26, 1982. It helped the Government of Pondicherry in designing and conducting an in-service training programme in School Management for Heads of Middle Schools from January 17 to 22, 1983 and in the preparation of a School Inspection Proforma and formation of school complexes in the Karaikal region of the Union Territory.

The Institute provided support in the conduct of the Orientation programme for Principals of Colleges of Bombay University at Lonavala, UNICEF-sponsored Seminar on Educational Innovation at Pune, Workshop on Operational Problems of Implementation of Institute Plans held at Ajmer for School Principals and Officers of Ajmer District and Workshop on Perspective Planning in Education for Education Officers of Municipal Corporation of Metropolitan Towns of India at Bombay.

The Institute also provided consultancy to Dibrugarh University for organising Orientation Programme in Educational Planning and Administration for Principals of Colleges affiliated to Dibrugarh University as well as for setting up a Planning and Research Unit in the University.

### **INTERNATIONAL**

a) Studies and Projects

The Institute undertook the following studies under contracts from UNESCO and IOWA University as already detailed under the review of its research activities:

- i) Trends in Educational Expenditure in India - A Regional Analysis (UNESCO)
- ii) Education Financing and Equity : A Comparative Study of Haryana and Kerala (UNESCO)
- iii) Education and Rural Development : A Comparative Study of Planning and Administrative Mechanisms (UNESCO)
- iv) Methods and Problems of Educational Administration at the Block and the Institutional Levels - India (UNESCO)
- v) A Study of Organisational Set-up and System of Educational Planning, Monitoring and Statistics in States/Union Territories (UNESCO)
- vi) The Secondary School Head in Comparative Perspective in Educational Administration (IOWA)

#### b) International Programmes

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

The Institute during the year organised a number of international programmes. In addition to these training programmes, NIEPA also hosted a Regional Seminar on Educational Future and Problems of Educational Planning and Administration in 1980s in South Asia which had wide attendance from the countries of the region. Around one hundred foreign participants from 15 countries, namely, Afghanistan, Bangladesh, Bhutan, Ethiopia, Fiji, Indonesia, Republic of Korea, Maldives, Mauritius, Nepal, Pakistan, Papua New Guinea, Sri Lanka, Thailand and U.S.A. attended the programmes specially designed to meet their needs.

#### c) Cultural Exchange Programmes

Under the Cultural Exchange Programmes of the Government of India with Vietnam, West Germany, France and U.S.S.R. the Institute undertook the responsibility for exchange of experts to study the Education Policy and System of Educational Planning and Administration, Development of Education Systems and the Policy and Implementation of Educational Planning and Administration etc. for periods ranging from 10 days to 4 weeks.

Shri J. Veeraraghavan, Executive Director, visited U.S.S.R. for a

period of 2 weeks from 14th September, 1982 under Indo-Soviet Cultural Exchange Programme as part of the NCERT's responsibility under Indo-Soviet Cultural Exchange Programme for the period 1981-82. Shri K.G. Virmani, Fellow, NIEPA participated in the Programme for Senior Administrators at the Management and Organisation Institute at the GDR Academy of Pedagogical Sciences at Dresden under the Cultural Exchange Programme of Ministry of Education & Culture, Government of India as part of the Institute's responsibility for a period of 47 days from January 3 to February 18, 1983.

#### d) Study Visits

The Institute organised study visits for the following personnel from different countries:

Study Visit of Prof. J.H.A. Wallin, Canada	2nd April -6th April, 1982 for 5 days
Study Visit of group of seven I.I.E.P. Trainees	31st May - 06 June, 1982 for one week
Study Visit of Mr. Teye Demisses, Ministry of Education, Ethiopia	1st August - 16th August, 1982 for thirteen days
Study Visit of Mr. Siyoum Goshu, Ministry of Education, Ethiopia	9th-16th August, 1982 for one week
Study Visit of Mr. Siriporn Chanjanont, Programme Officer for Education, Thailand	13th August, 1982 for one day
Study Visit of group of two representatives for Malaysia and Vietnam	9th September, 1982 for one day
Study Visit of UNESCO team on Population Education Programme in China	15th September 1982, for one day
Study Visit of Mr. Said Ahmad, and Mr. S.N. Hussaini, Ministry of Education, Afghanistan	10-17 November, 1982 for one week
Delegation on Adult Education from Malawi	22nd December, 1982 for one day
Study Visit of Mr. & Mrs. Herald Friedman, from U.S.A.	13th-18th January, 1983 & 10th-17th February, 1983 for 13 days
Study Visit of group of UNESCO Fellowship from Afghanistan	15-16th February, 1983 for two days

Study Visit of Mr. G. Kumsa,  
Ministry of Education,  
Ethiopia

10-16th March, 1983 for one  
one week

Study Visit of Dr. Sang Jin  
Rhee from Republic of Korea

November 1982 for a period  
of 10 months. The programme  
is still continuing

e) Contribution at International Workshops, Seminars and Study Visits

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

International Seminar on Budget, Resource Allocation and Educational Policy in Paris (France) from October 25 to 29, 1982.

The Regional Staff Development Workshop in Educational Planning & Management : Improvement of Implementation Capacities at the UNESCO Regional Office for Education in Asia and the Pacific, Bangkok (Thailand) in three Phases (Phase I from June-September, 1982, Phase II from October 4-17, 1982, Phase III from October 18-25, 1982).

Internship Programme in Documentation at the UNESCO Regional Office for Education in Asia and the Pacific, Bangkok (Thailand) from November 30, 1982 to December 14, 1982.

Meeting with the Royal Education Commission of Nepal on January 24, 1983 in New Delhi.

Higher Education Working Group Meeting organised by UNESCO Regional Office for Education in Asia and the Pacific, Bangkok from february 23-26, 1983.

Meeting on Consortium on Special Research Studies in Higher Education for Development organised by UNESCO Regional Office for Education in Asia and the Pacific and Association of Asian Social Sciences Research Councils (AASSREC) in AASSREC Project Director's meeting organised by National Research Council of Thailand from February 28 to March 5, 1983.

Regional Steering Group Meeting on "Increasing Efficiency in Education through Improved Management and Planning", organised by UNESCO Regional Office for Education in Asia and the Pacific, Bangkok from March 9-15, 1983.

Evaluation Workshop on "Regional Cooperation for Training Education Personnel" in Planning and Management Using Distance Teaching and other Techniques", organised by UNESCO Regional Office for Education in Asia and the Pacific, Bangkok from March 16-18, 1983.

## PART IV

### OTHER ACADEMIC ACTIVITIES

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

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

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

#### A. Inter-State Study Visits

The rapid expansion of education in India has posed serious challenges to educational planners and administrators all over the country. Several experiments and innovative projects have been tried to meet these challenges from time to time in various States with varying degrees of successes. With a view to have a close look at some of the successful experiments/projects and to bring them to the notice of the educational planners and administrators in other States, the Institute organises Inter-State Study Visits to study the outstanding educational experiments in various parts of the country. In 1982, an inter-state Study Visit of Senior Education Officers from various States/UTs was organised by the Institute to study the "Rapport-based Programme of School Improvement" in Maharashtra.

Impressed by the strides made by the Government of Tamil Nadu in implementing the Programme of Vocationalisation of Education at +2 Stage, the Institute under its programme of Inter-State Study Visits, organized a National Seminar on Vocationalisation of Education at

Coimbatore from February 12-15, 1983 in collaboration with the Department of Education and Science and Technology, Government of India and the State Government of Tamil Nadu.

The objectives of the Seminar were as under:

- i) to provide an opportunity to the participants to see and examine critically the Tamil Nadu experience of vocationalisation of education at +2 Stage; and
- ii) to exchange views on the experiences in tackling the problems of implementation of the much-needed educational reform of vocationalisation of education, the progress of which has been unfortunately slow in the country.

The Seminar provided for discussions on themes like vocationalisation of education at the +2 Stage - Tamil Nadu Experience, regional/district surveys, self-employment/job market/apprenticeship training, links with industries and production units, vertical mobility, intra and inter departmental coordination etc. The Seminar also provided for group work and visits to industrial/agricultural/health units and schools offering vocational courses. 20 representatives from different States participated in the National Seminar. As an outcome of this Seminar, a monograph giving details of Tamil Nadu experience in vocationalisation of education is being prepared.

It is proposed to organise 2 programmes of Inter-State Study Visits to 2 selected States/UTs every year. About 20 participants from Central agencies concerned with education like Ministry of Education & Culture, Planning Commission, NCERT, NIEPA and States/UTs Educational Departments will take part in the programme. A list of successful and innovative experiments in the area of educational planning and administration in various States and UTs is being prepared. It is proposed to bring out a publication based on the reports of the visits for wider dissemination.

#### **B. Informed Discussions on Educational Issues**

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

A series of discussions were initiated during the year in which the members of the faculty, experts from outside in the field of educational planning and administration, eminent educationists and intellectuals participated. These discussion groups were organized on a weekly basis. Some of the important themes discussed included 'National Policy on Education in the Context of its Concurrency',



'Trends in Comparative Education', 'An Alternative Planning Model for Indian Education', 'Education, Technology and Development', 'Inequalities in Education', and 'The University Community and its Autonomy'. The details of the various themes discussed alongwith the names of speakers are given below:

1. The University Community and Its Autonomy      May 12, 1982  
Dr. J.N.Kaul
2. Education, Technology and Development      May 19, 1982  
Sh. Bimen Sen
3. National Policy on Education in the  
Context of its Concurrency      May 26, 1982  
Sh. D. Sengupta
4. Higher Education in China: The  
Changing Scene      June 9, 1982  
Dr. K.R. Sharma
5. Education in a Fast Changing  
Technology World      August 11, 1982  
Prof. P.N. Mathur
6. Some Aspects of Economics of Education      August 17, 1982  
Prof. Sri Prakash
7. Evaluation of the Bombay Language  
Development Project: Policy Implications      August 18, 1982  
Dr. Franklin C.
8. Zambian Education      August 25, 1982  
Mr. Gregori Phiri
9. Papua New Guniea      September 1, 1982  
Prof. M. Anas
10. Inequality in Returns of Education      September 8, 1982  
Dr. J.B.G. Tilak
11. An Alternative Planning Model for  
Indian Education      September 15, 1982  
Ms. Asaf Ahmed
12. Peoples Science Movement - An  
Experiment in Non-Formal Education      September 22, 1982  
Dr. Sulabha Brahmi
13. Structural Arrangement for Inter-  
Ethnic Peace in South Asia      September 29, 1982  
Prof. B.K. Roy Burman
14. South Asia : A Regional Perspective      October 6, 1982  
Dr. Urmila Phadnis

- |   |                   |
|---|-------------------|
| 15. New Approaches to University Management<br>Prof. M.R. Bhiday  | October 8, 1982   |
| 16. Political System in South Asia<br>Dr. Urmila Phadnis  | October 13, 1982  |
| 17. Education among Scheduled Tribes-Yanadis<br>Dr. K. Sujatha  | October 20, 1982  |
| 18. Missionary Attitude towards Higher<br>Education and Nationalism<br>Sh. A. Mathew                                | November 3, 1982  |
| 19. Educational System in Pondicherry<br>Sh. John Louis   | November 10, 1982 |
| 20. China - A Perspective<br>Dr. P.C. Joshi   | November 24, 1982 |
| 21. An end of Education Development<br>Dr. S.C. Shukla  | December 8, 1982  |
| 22. Inequalities in Education<br>Dr. Andre Beteille   | December 15, 1982 |
| 23. Development Reconsidered<br>Prof. S.C. Dube   | December 22, 1982 |
| 24. Communication, Education and Change<br>Prof. Ashkant Nimbark  | January 25, 1983  |
| 25. Representative Bureaucracy in India<br>Shri Bhagvan Dass  | February 2, 1983  |
| 26. Cooperation in Education<br>Lt. Col. Dr. G.P.S. Waraich   | February 9, 1983  |
| 27. Trends in Comparative Education<br>Dr. Wolfgang Mitter  | February 25, 1983 |
| 28. Education, Land Reforms and its<br>Impact on the Weaker Sections<br>Shri B.K. Sarkar                            | March 9, 1983     |
| 29. Education in Ethiopia<br>Shri G. Kumsa  | March 16, 1983    |
| 30. Education, Mobilisation and Development :<br>A Frame for Educational Planning and<br>Policy<br>Prof. S.M. Dubey | March 23, 1983    |

### **C) National Award for Innovative Concepts and Practices in Educational Planning and Administration**

The introduction of National Award for Innovative Concepts and Practices in Educational Planning and Administration was one of the major highlights of the academic activities of the Institute during the year. The First All India Competition for Education Officers working at the District level on Innovative Concepts and Practices in Educational Planning and Administration held during the year was designed to achieve the following objectives:

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

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

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

Provision was made for a maximum of 10 prizes of Rs.1000/- each for the award winning papers selected at the national level. Besides, certificates were also to be given to the awardees.

A hand-out giving objectives, eligibility for competition, rules and procedures, etc. was got published and mailed to Education Secretaries and Directors of Public Instruction of all States/Union Territories and District Education Officers.

Dr.(Mrs.) T. Rajammal, Inspectress of Schools, Kancheepuram, Tamil Nadu was awarded the first prize in the First All-India Competition held in 1982-83 and was invited to Delhi for receiving the prize and the certificate on January 28, 1983 alongwith the award of diplomas to the participants of First Six-month Pre-induction Training Programme for DEOs on their successful completion of the programme, for her innovative paper on 'A Study of School as a Social Agent in the Community Development Programme with special reference to Vocational Courses at Higher Secondary Stage'.

### **D. Academic Contribution of the Faculty in Specialised Areas**

The Faculty of the Institute provides academic inputs in the training and research activities of other academic and professional bodies, serve as members of academic and official committees/delegations and publish research papers and books in the areas of other specialisation etc.

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

### **E. Delegates and Visitors**

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

A list of visitors is attached at Annexure IV.

## PART V

### ACADEMIC UNITS

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

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

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

#### 1. EDUCATIONAL PLANNING UNIT

Educational Planning has two broad dimensions. Firstly, it deals with bi-directional linkages of education with other socio-economic sectors. Secondly, it helps in the appraisal of the performance of the educational sector itself and determines the strategies to be adopted for realisation of its goals. The Educational Planning Unit attempts to study both these aspects in detail with a view to bringing out their policy implications in an integrated manner and play an important role at the interface between the Ministry of Education and the Planning Commission. In order to be able to do so, the Educational Planning Unit assists in developing expertise both in the sphere of scenario building and the more rigorous area of modelling as well as a systems analysis, considering the educational system as a sub-system of social system.

Studies and training in the area of educational planning seek to analyse and provide linkages between education and demography, education and training, education and employment, as also inter-sectoral linkages in society in an efficient manner, projection of manpower requirements in educational planning and regional and institutional planning in the educational sphere. The activities of the Unit focus on education under plans, multi-level planning and long range futuristic studies based on quantitative models and techniques. The Unit takes initiative in organising discussions with senior educational administrators in the States in connection with the preparation of the VII Five-Year Plan.

During the year, the Educational Planning Unit organised a Training Programme for the Officers of Papua New Guinea, a Workshop on

Input Output Techniques in the context of Educational Planning, a Consultative Meeting on National Merit Examination and a Training Programme on Long Term Educational Planning in Metropolitan Cities.

## 2. EDUCATIONAL ADMINISTRATION UNIT

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

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

During the year, the Unit organised two workshops, one for Development of Cases in Educational Management and the other in School Management for School Principals of Goa. The Unit also collaborated with the University of IOWA in a study entitled "The Secondary School Heads in Comparative Perspective" to examine the characteristics of Secondary Schools in the selected nations, including India.

## 3. EDUCATIONAL FINANCE UNIT

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

The Educational Finance Unit accordingly engages itself on training and strengthening capabilities of Finance Officers in State Departments of Education and Universities. It familiarises them with

the latest developments and trends in education and acquaints them with modern methods and techniques of financial management. It develops their knowledge and skills in areas like PPBS, Resource Utilisation, Monitoring of Expenditure, Non-monetary Inputs for Educational Development, etc.

During the year, the Educational Finance Unit organised a training programme in Financial Administration for Senior Officers of Directorate of Education, a Seminar on 'Mobilisation of Financial Resources for Education' and a Workshop on 'Mobilisation of Additional Resources for Education in Delhi'.

The Unit is also conducting research studies on 'Cost of Supply of Education in Gurgaon District, Haryana' and 'Mobilisation of Resources for Education in India'.

#### 4. EDUCATIONAL POLICY UNIT

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

The Educational Policy Unit, therefore addresses itself to some of the important issues of educational policy in India and the Third World. It undertakes research studies on areas like Theories and Goals of Education, Education and Development - Their Inter-relationship, Regional Disparities in Education, Education and Quality of Life, Education and Equality, etc. It generates discussion on matters like Concurrency in Education and National Integration so as to put them in a proper perspective. It lays stress on efficient management of incentives for the deprived and has a special project on Education of Scheduled Castes in the country.

During the year the Education Policy Unit conducted research studies on 'Exposure of Scheduled Castes and Scheduled Tribes to ITI Facilities', 'In-depth Study of Ashram Schools', 'Equity and Finance - a Comparative Policy Study of Two States' and 'Aspiration and Action for Better Quality of Life'. The Unit is also conducting studies on 'Atlas of Spatial Disparities in Education' and 'Organisational History of the Ministry of Education'. It also organised workshops on the Ashram Schools and Exposure of Scheduled Castes/Scheduled Tribes to ITI Facilities.

#### 5. SCHOOL AND NON-FORMAL EDUCATION UNIT

The School and Non-formal Education Unit addresses itself to the various problems and issues involved in the management of school and

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

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

The district, as an administrative unit of the Indian polity, has a particular vitality which is the function of its ecological homogeneity, dialectal uniformity and historical continuity. The District Education Officer in charge of educational planning and administration at the crucial level of the district is, in more senses than one, the kingpin of the educational system in India. The Unit accordingly organises a six-month Diploma Course in Educational Planning and Administration for District Education Officers consisting of three months of intensive curricular work at the Institute and three months supervised project work in the district of his appointment. It is supplemented by short duration seminars/workshops for Education Secretaries, Directors/Deputy Directors of Education and other senior officers.

During the year, the School and Non-formal Education Unit organised a contact programme of the Fourth Correspondence Course in Educational Planning and Management, First Six-month Pre-induction Programme for District Education Officers, Orientation Programmes in Management and Administration of Adult Education and Population Education for District Adult Education Officers etc. The Unit also undertook research studies on Population Education Activities, Vocationalisation of Education at plus 2 stage and Institutional Planning.

## 6. HIGHER EDUCATION UNIT

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



The Higher Education Unit, thus, focusses on improving the capabilities of higher education personnel such as College Principals, Coordinators of National Service Scheme, Registrars and other officers of universities, by organising various training programmes in collaboration with University Grants Commission and other bodies. It lays stress on modern techniques of management of institutions of higher education and deals with topics like role of college principals in the changing situations, techniques of institutional planning and management, management of student services, faculty improvement programmes, autonomous status of colleges, colleges and the community, linkages with other development departments and institutions, management of examinations, self-evaluation of college and other related matters.

The Unit also addresses itself with some of the current issues of planning and administration of higher education and undertakes research studies on the same. Lately, it has been serving as a Central Technical Unit of the National Commission on Teachers for Higher Education and is going into various aspects of teachers and their effectiveness in Higher Education.

During the year, the Higher Education Unit organised Orientation Courses for College Principals of Haryana, Bombay University, three national level programmes for College Principals in collaboration with University Grants Commission and Pre-departure Course for College Principals going to USA and a Workshop on Indian History and Culture for Curriculum Development Officers of Social Studies from USA. The Unit also undertook eight studies as inputs in the work of Teachers Commission - II (Higher Education Sector)

## 7. SUB-NATIONAL SYSTEMS UNIT

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

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

Apart from organising training, research and consultancy with special reference to the regional and state level problems and needs, the Unit also brings the successful experiments and innovations of various States and Union Territories in Educational Planning and Management to the notice of other States and Union Territories by organising Inter-State Study Visits and thus promotes the cross-fertilisation of ideas and experiences. It has been helping various State Governments and Union Territories in reorganising their Education Departments and strengthening their educational administration.

During the year, the Sub-National Systems Unit conducted two Orientation Programmes for Senior School Administrators and Workshop on Institutional Management for School Principals in Goa. The Unit also undertook research studies on Inspection Practices and Programmes in some Educationally Advanced and Backward States, Optimum Teacher-Pupil Ratio, Organisational Set-up and System of Educational Planning, Monitoring and Statistics in States/Union Territories.

### **8. INTERNATIONAL UNIT**

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

Since its inception as a national apex organisation in the field of educational planning and administration, the Institute has been extending cooperation to other Asian and African countries on a continuous basis on requests from UNESCO, UNDP, UNICEF and the national governments themselves. The International Unit tries to meet the growing needs in the area of international cooperation and exchange of views and experiences in educational planning and administration especially among the Third World countries.

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

During the year, the International Unit conducted training programmes for officers of Sri Lanka and Teacher Training College Administration of Thailand in Bangkok on Educational Management and Systematic Utilisation of Resources and an International Seminar on Education Futures. Several study visits of foreign participants from different countries and Asian Trainees of IIEP, Paris were also organised by the Unit.

### **Role of Academic Units**

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

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

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

### **Task Forces and Committees**

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

## **PART VI**

### **ACADEMIC INFRASTRUCTURE**

The academic infrastructure of the Institute consisting of the Library, Documentation Centre, Data Bank, Cartographic Cell and Publication Unit was further developed and an Electronic Data Processing & Reprographic Unit (EDPR Unit) and a Hindi Cell were created during the year to support the growing and multi-facet programmes and research activities of the Institute.

The year witnessed an alround development and growth of Library of the Institute. The Library not only added more books and documentation in its specialised area of educational planning and administration and inter-disciplinary subjects but also took a very welcome step of providing uninterrupted library and documentation services by keeping the library open throughout the year except on national holidays with effect from February 1, 1983. The Library services were also greatly improved by creating better environment and proper facilities for serious study and learning with the provision of study carols, reading tables and other functional furniture and strengthening of library staff.

The Documentation Centre, Data Bank, Cartographic Cell and Publication Unit which had started functioning from 1981-82, developed their activities significantly during the year and provided useful academic support. A major step was taken during the year for modernising the system of reprography, the process of storage and retrieval of typed material and data analysis with the purchase of Word Processor (Work Horse - 4 System) from M/s Hindustan Computers Limited at a cost of Rs.2.20 lakhs and training the persons identified for operating the machine. With the acquisition of the Word Processor and pooling of other electronic equipments, namely, Photocopier, Multilith Machine, Electric Typewriter and Electronic Stencil Cutter in the newly created Electronic Data Processing and Reprographic Unit (EDPR Unit), the Institute has now the necessary infrastructure for the most modern reproduction of research papers, course material, reports and other programme material with quality and speed.

One of the crucial void in the academic infrastructure of the Institute was the absence of a Hindi Cell which could provide necessary support for the production of training material, reports and research papers in Hindi for programme participants and meeting the requirements of Hindi speaking areas in the country. To fill up this gap and to promote the use of Hindi in the Institute's academic activities, the creation of a Hindi Cell consisting one post each of Hindi Editor, Hindi Translator and Hindi Typist was approved during the year.

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

#### **I. LIBRARY**

The Institute maintains a well stocked library in educational planning

and administration and 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.

### **Books**

During the period under review 1823 books and 1000 documents were added to the library. The library presently has a collection of over 32,950 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.

### **Journals**

The library receives 270 periodicals mainly in educational planning, administration, management and other allied fields. All important articles appearing in these journals are indexed. 3000 articles were indexed from these journals during the period under review.

### **Newspaper Clippings**

Apart from books and Journals, the Library also maintains a special collection of Newspaper Clippings relating to Educational Planning and Administration.

### **Current Awareness Services**

To provide the readers a Current Awareness Service about the contents of the Journals on Education received during the fortnight, the Library continued its fortnightly mimeographed publication "Periodicals on Education : Titles Received and their Contents".

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

### **Selective Dissemination of Information**

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

### **Bibliography**

Library prepared bibliographies for each programme organised by the Institute during this period. For some of the national and international programmes, namely, Educational Future and Planning, Financing of Education in India, Vocationalisation of Education, Educational Management, Higher Education and Adult Education, annotated bibliographies were prepared.

## **II. DOCUMENTATION CENTRE**

The Documentation Centre was established in the Institute during 1981-

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

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

At present, there are nearly 3500 documents in the centre. The main areas of interest are State Survey Reports, Five Year Plans, Annual Plans, Educational Codes & Rules, Financial Rules, District Census Handbooks, District Gazetteers, District Plans and District-wise Educational Statistics.

The Centre subscribes to 15 regional newspapers covering news from different States & Union Territories. Files containing press cuttings from these newspapers covering educational news in respect of all the States and Union Territories are maintained at the centre for reference.

### III. DATA BANK

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

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

For the purpose of computerization, NIEPA is now one of the users of the Cyber system located at National Informatic Centre, New Delhi. With a view to accomplish the above stated objectives, efforts were made in the beginning firstly, to create adequate data base and secondly, to develop systems software packages which may be required for day to day research work.

During the year, districtwise data base relating to 1981 population and literacy - distributed by sex and rural-urban origin -

computerised. In addition to this, the NIEPA research staff assisted in formulating questionnaires and schedules and data sheets relating to different research projects. A large number of slides have also been developed for use in computerised data processing. It is expected that over the years, the Data Bank would play its effective role as envisaged above.

#### IV. CARTOGRAPHIC CELL

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

- i) preparation of maps, charts and transparencies for visual display in different training programmes;
- ii) preparation of maps on different aspects of educational planning and administration;
- iii) producing graphics and other related material for easy reproduction; and
- iv) preparation of an Atlas on Regional Disparities in Educational Development.

About 150 maps, charts and diagrams were prepared for different training programmes and research studies during the year.

#### V. PUBLICATION UNIT

The Publication Unit was established in the Institute during 1981-82 with a view to undertake effectively the various publication programmes of the Institute. The most significant breakthrough in the publication programme of the Institute during the year was to bring out two priced publications namely, "Education and the New International Order" edited by Shri J. Veeraraghavan and "Revitalising School Complexes in India" by Dr. R.P. Singhal.

The Unit continued to bring out quarterly EPA Bulletin. It has also brought out the Hindi translation of reports of Administration of Elementary Education relating to the States of Madhya Pradesh, Rajasthan and Uttar Pradesh. The publication of "Grassroots - A Journal for District Education Officers" was also planned during the year.

##### A. Priced Publications

1. Education and the New International Order - Edited by Shri J. Veeraraghavan

It is a collection of the papers presented at the Seminar on Education and the New International Order organised jointly by the Institute and IIEP, Paris in January 1979.

This volume highlights the fundamental role that education can play towards bringing the New International Order closer to realisation. It deplores the fact that this role of education has not hitherto been recognised adequately and pleads for the need to do some rethinking regarding the direction in which education ought to proceed in order to realise the full potentialities of its role in moving towards the New International Order.

(Priced Rs. 60/-).

2. Revitalising School Complexes in India - By Dr. R.P. Singhal

This publication gives a critical appraisal of the scheme of school complex as envisaged by the Education Commission of India in 1966 and also probes into the recent innovative experiment of Maharashtra's Rapport Based Programme of School Complex. The Publication would be of immense use to policy makers, educational planners and educational administrators and teachers particularly in the context of the Programme of Universalisation of Elementary Education and Optimum Utilisation of Available Resources.

(Priced Rs.70/-).

**B. Unpriced Publication**

1. Hindi translation of Administration of Elementary Education in:

Madhya Pradesh  
Rajasthan  
Uttar Pradesh

2. Annual Report of the Institute (English and Hindi Versions) for the year 1981-82.

3. E.P.A. Bulletin Quarterly Vol.4 No.4 & Vol.5 No.1 (April 1982); Vol.5 No.2 (July 1982); Vol.5 No.3&4 (Oct. 1982 and Jan 1983 issue).

**C. Research Publications (Mimeographed)**

The Institute also brought out the following research publications during the year:

1. Scheduled Castes and Scheduled Tribes in the ITIs : A Study of Five States

This is an evaluative study of various incentives and facilities provided to the Scheduled Castes and Scheduled Tribes in the ITIs in five states of central tribal belt. The study analyses the working of an impact of various schemes on the education and employment of Scheduled Castes and Scheduled Tribes trainees.

2. An Indepth Study on Ashram Schools

This publication gives indepth analysis of the working of the Ashram Schools in five selected States having larger



concentration of tribal population. This study reveals that although only 5-6% of school-going age children are studying in Ashram Schools, it contributes significantly in the educational development of the tribal children because these schools are located in very remote parts of the country and provide free boarding and lodging facilities to children of these deprived sections of society.

### 3. An Annotated Bibliography on Education of Scheduled Caste

This publication gives a review of the researches conducted in Universities Research Institutes and Research Organisations; an analysis of Sources of Data with special emphasis on the Appraisal of the Official Reports and Bibliography.

### 4. Trends of Enrolment of the Scheduled Castes in Higher Education (1964-77)

In this publication, the enrolment data available in the publications of the Ministry of Education, progress of education of Scheduled Castes and Scheduled Tribes from the years 1964-65 to 1977-78 has been analysed to bring out the trends of enrolment and brings into focus the disparities among the different states and between the Scheduled Castes and Non-Scheduled Castes.

## D. Reports of the Programmes (Mineographed)

The different Academic Units of the Institute also brought out a cyclostyled report on each Orientation Programme, Seminar and Workshop organised by them. During the period under review, the following reports were brought out:

National Programme in Planning and Management of Population Education for District Adult Education Officers, May 3-6, 1982.

Orientation Programme in Educational Planning and Administration for College Principals of Haryana, June 14-23, 1982.

Workshop in School Management for Heads of Schools (Margao), June 18-25, 1982.

Workshop in Indian History and Culture for Social Studies Supervisors and Curriculum Consultants from the United States of America, July 1-16, 1982, and August 5-7, 1982.

Seminar-cum-Workshop for Liaison Officers and D.E.O.'s, July, 19-21, 1982.

Training Programme in Educational Planning and Administration for Officers from Papua New Guinea, August 1- October 30, 1982.

Seminar on Mobilisation of Additional Resources for Education, July 27-31, 1982.

Study Visit of Ethiopian Officers on Planning of Teacher Education, August 1-16, 1982.

Study Visit of Ethiopian Officers on Planning of Educational Facilities for Schools, August 9-21, 1982.

National Orientation Seminar on Management and Monitoring of Population Education for Directors of SCERTs/SIEs, August 30-September 2, 1982.

Workshop on Application of Input-Output Techniques in Educational Planning, September 22-24, 1982.

Workshop on Optimum Teacher Pupil Ratio for Schools, September 29, 1982.

Workshop on Exposure of Scheduled Castes/Tribes to ITI facilities and Indepth Study of Ashram Schools, May 10-18, 1982.

Study visit of Asian Trainees of IIEP, May 31 - June 6, 1982.

Fourth Correspondence Course in Educational Planning and Management, May 24-29, 1982.

Workshop on National Merit Examination Scheme, October 7, 1982.

Seminar on College Principals on Problems of College Administration, October 15, 1982.

Orientation Programme for Principals of Colleges of Bombay University at Lonavala, November 1-10, 1982.

Workshop on Operational Problems of Implementation of Institutional Plans held at Jaipur for School Principals and Officers of Jaipur District, November 2-6, 1982.

Workshop on Operational Problems of Implementation of Institutional Plans held at Ajmer for School Principals and Officers of Ajmer District, November 8-10, 1982.

Orientation Programme for College Principals, November 8-27, 1982.

National Workshop on Identification of Problems of Planning and Management of Education of the Blind, November 16-18, 1982.

Workshop for Case Studies in Educational Management, November 22-26, 1982.

Training Programme in Educational Management for Sri Lanka Education Personnel, November 29 1982 - February 6, 1983.

Study visit of Dr. Sang Jin Rhee, Assistant Professor, Department of Public Administration, Republic of Korea in collaboration with University Grants Commission - ten months, from 1st November, 1982.

Orientation Programme in Educational Planning and Administration for College Principals, December 2-22, 1982.

Workshop on Perspective Planning in Education for Education Officers of Municipal Corporation of Metropolitan Towns of India at Bombay, December 13-17, 1982.

Training Programme for Teacher Training College Administrators of Thailand in Bangkok on Education Management and Systematic Utilisation of Resources, December 13-24, 1982.

Orientation Programme for Senior School Administrators, December 6-24, 1982.

Regional Seminar on Educational Future and Problems of Educational Planning and Administration in 1980s, December 27-31, 1982.

First Six-month Pre-induction Programme for District Education Officers, July 1-December 31, 1982.

Orientation Programme in Financial Administration for Education Officers, January 4-14, 1983.

Training Programme for Headmasters of Middle Schools in Pondicherry, January 17-22, 1983.

Orientation Programme in Educational Planning and Administration for Senior School Administrators, February 7-25, 1983.

National Seminar on Vocationalisation of Education at +2 stage, February 12-15, 1983.

National Orientation Programme in Planning and Administration for Senior Level Adult Education Functionaries, February 14-18, 1983.

Orientation Programme in Educational Planning and Administration for College Principals, March 2-23, 1983.

National Seminar-Workshop on the Problems of Planning and Management of Population Education in Higher Education (under UNESCO/UNFPA Project), March 14-17, 1983.

Orientation Programme for College Principals and Educational Administrators proceeding to U.S.A., March 24-25, 1983.

Study Visit for Mr. G. Kumsa, Head, Planning Department, Ministry of Education, Ethiopia, (March 10-16, 1983)

## PART VII

### ADMINISTRATION AND FINANCE

The Institute is fully financed by the Government of India. It is headed by the President who is nominated by the Government of India. The Director who is the Academic and Executive Head of the Institute is assisted by Executive Director in Administration and Finance. The Administration Division and Accounts Section are headed by Registrar and Finance Officer respectively under the overall charge of the Executive Director.

### ORGANS OF POLICY FRAME

#### Council

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

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

All members of the Executive Committee

One member of the NIEPA Faculty

Registrar of the Institute acts as Secretary of the Council.

The Council was reconstituted with effect from 1st July, 1982 consequent upon the expiry of its three years term on 30th June, 1982. Professor S. Nurul Hasan, Vice-Chairman, Council for Scientific and Industrial Research, New Delhi took over as President, NIEPA Council on relinquishment of this Office by Prof. D.T. Lakdawala, former Deputy Chairman, Planning Commission. A list of the members of the reconstituted Council is given at Appendix I.

### **Executive Committee**

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

During the year, the Executive Committee met six times on 6th April, 11th June, 13th September and 19th October, 1982 and 8th January and 18th February, 1983.

### **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 six times on 6th April, 11th June, 13th September and 19th October, 1982 and 8th January and 18th February, 1983.

### **Programme Advisory Committee**

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

During the year, the Programme Advisory Committee met four times on 6th April, 28th June and 10th September, 1982 and 18th February, 1983.

### **Publication Advisory Committee**

The Executive Committee at its tenth meeting held on 6th April, 1982 constituted a Publication Advisory Committee to make recommendations on all matters pertaining to the Publications to be brought out by the Institute and to coordinate all plans and programmes connected therewith. A list of members of the Publication Advisory Committee is given at Appendix V.

### **U.G.C. Scale of Pay**

One of the important landmarks in the development of the Institute during the year was the approval of the Government of India to the introduction of University Grants Commission Scales of Pay to the Faculty of the Institute with retrospective effect from 1st April, 1982 on the recommendations of the Adisheshiah Committee made in its

report in December, 1980. With the fulfilment of this long outstanding demand of the Faculty, it is hoped that the Institute would be able to attract and retain persons with high calibre in its fold.

With the introduction of the University Grants Commission Scales of Pay, it was also decided to redesignate the posts of Fellow, Associate Fellow and Research/Training Associate as Senior Fellow, Fellow and Associate Fellow respectively. The qualifications prescribed for these positions will conform to the qualifications prescribed for the corresponding faculty posts in the University System or equivalent qualifications obtaining in the Indian Institute of Public Administration for personnel drawn from administrative cadres. The existing incumbents to the faculty positions were suitably assessed by a Screening Committee before the University Grants Commission Scales were made applicable to them.

#### **DELEGATION OF POWERS**

Under the regulations of the Institute, the Director and Registrar shall exercise generally the powers of Head of Department and Head of Office respectively under the Government of India. Most of the administrative and financial matters had to be put up to the Director as the Executive Director did not have any powers and the powers vested in the Registrar were too inadequate. With a view to streamline the functioning of the Institute and to relieve the Director of administrative and financial matters, it was decided with the approval of the Executive Committee in June, 1982 to redelegate adequate financial and administrative powers to the Executive Director, enhance the powers of the Registrar and redelegate some powers to the Administrative Officer so that most of the administrative and financial matters could be decided at these levels to enable the Director to concentrate more on important policy and academic matters.

Towards a wider ranging re delegation of powers on more functional and decentralised basis in the emerging system of Institute's organisation, it was decided with the approval of the Executive Committee in February, 1983 to delegate adequate financial and administrative powers to Dean, Training, Heads of Academic Units and Publication Officer. The delegation of powers to various levels of administrative and academic staff has greatly smoothened the functioning, removed bottlenecks and resulted in quick decision making.

#### **IMPELEMENTATION OF THE OFFICIAL LANGUAGE POLICY**

The Sub-Committee of Parliament on Official Language visited the Institute under the Chairmanship of Shri Chiranjit Lal Sharma, M.P. on 9th December, 1982 and gave suggestions for implementing effectively the official Language Policy in the work of the Institute. Following members of the Sub-Committee visited the Institute:

1. Shri Chiranjit Lal Sharma, M.P.
2. Shri A.N. Nadar, M.P.
3. Prof. K.K. Tewary, M.P.
4. Shri Shiva Chandra Jha, M.P.
5. Prof. Santosh Kumar Mitra, M.P.

A Hindi Cell consisting of one post each of Hindi Editor, Hindi Translator and Hindi Typist was created during the year for promoting the use of Hindi in the Institute in its academic activities, day to day work and correspondence with the States and the Union Territories. Efforts were also made to purchase more Hindi books for the Library.

An Official Language Implementation Committee was set up in the Institute under the Chairmanship of the Executive Director.

### **STRENGTHENING OF FACULTY**

To provide in-depth educational management inputs in the long-term training programmes started during the year, namely, 6 month Course for District Education Officers, 3 month Course for officers from Papua New Guinea and 10 - Week Training Programme in Educational Management for Educational Personnel from Sri Lanka etc., it became essential to strengthen the Educational Administration Unit. A need was also felt to strengthen the International Systems Unit in view of the increased demands for a number of long term and short term training programmes from South and South East Asian countries. Further, noting that Rural Development was another area in which the Institute's activities were in great demand and work had already started in Gurgaon and Alwar Districts with the cooperation of Haryana and Rajasthan Governments and that other State Governments had also shown interest in this area, the work of education in rural development had to be given emphasis by the Institute.

A major thrust was made during the year in research and other academic activities of the Institute and on linking research with the training. This required a close coordination at Director's level.

The following posts were accordingly created during the year to strengthen the faculty in the aforesaid areas of the Institute's activities.

<b>Name of post</b>	<b>No.</b>	<b>Scale</b>	<b>Remarks</b>
Senior Fellow	2	Rs.1500-2500	One post each for Educational Administration and Rural Development and Education
Fellow	1	Rs.1200-1900	For International Unit
STA(Coordination)	1	Rs. 550-900	

### STRENGTHENING AND RENOVATION OF LIBRARY

With a view to improve the library and documentation services and provide library facilities to the researchers, readers and participants in the Institute's training programmes on all holidays except national holidays, the library staff was strengthened during the year by creating one post each of Semi Professional Assistant, Library Attendant and Janitor-cum-Attendant.

The library was also remodelled and renovated during the year by providing study carols, reading tables and other functional furniture at a cost of about Rs. 51,000/-.

### INSERVICE TRAINING

In pursuance of the policy of human resources development, the faculty and other staff in the Institute were deputed to a number of inservice training programmes in the country and abroad as detailed below for their professional growth and development:

Shri R.P. Saxena, Registrar, attended Management Development Programme from March 29 to April 24, 1982 at the Institute of Secretarial Training and Management, Department of Personnel and Administrative Reforms, Ministry of Home Affairs, New Delhi.

Dr. Y.P. Aggarwal, Associate Fellow, attended a Study Session on Computers and Education from May 5 to 28, 1982 in France (Paris).

Shri C. Mehta, Associate Fellow attended the Training Programme on Manpower Forecasting from May 19 to 26, 1982 at the Institute of Applied Manpower Research.

Shri Meharban Singh, Library Attendant, participated in a 5 - week training programme for Library Attendants from July 7 to September 2, 1982 organised by Shramik Vidyapeeth, Delhi (Polyvalent Adult Education Centre), Ministry of Education & Culture, New Delhi.

Shri Hardas, Junior Gestetner Operator attended a 12 - day training programme on Maintenance and Operation of Duplicating Machine and Electronic Scanner from August 2-13, 1982, organised by Shramik Vidyapeeth Delhi (Polyvalent Adult Education Centre), Ministry of Education & Culture, New Delhi.

Dr.(Ms.) Sushma Bhagia, Associate Fellow, NIEPA on her selection by the US International Communication Agency and the Board of Foreign Scholarships, Washington completed her post-doctoral research work from 14th September 1982 - 12th March, 1983 at University of Pittsburgh, Pittsburgh.

Fifteen Stenographers of the Institute attended a 12 - day special In-service Training Programme on Office Management and Procedure organised in the Institute from October 14 to 25, 1982 in collaboration with the Institute of Secretarial Training and



Management, Department of Personnel and Administrative Reforms, Ministry of Home Affairs, New Delhi.

Miss Nirmal Malhotra, Librarian, NIEPA attended Internship Programme in Documentation from November 30 to December 14, 1982 at the UNESCO Regional Office for Education in Asia and the Pacific, Bangkok (Thailand).

Shri K.G. Virmani, Fellow, NIEPA participated in the Programme for Senior Administrators from January 3 to February 18, 1983 at the Management and Organisation Institute at the GDR Academy of Pedagogical Sciences at Dresden (German Democratic Republic) under Cultural Exchange Programme of Ministry of Education & Culture, Government of India.



### STAFF

Upto 1980-81 there was no separate project staff and the research activity on a limited scale was undertaken by the cadre faculty staff along with their training responsibilities. From 1981-82, with a thrust in research activity, separate project staff on consolidated salary has been appointed for the duration of various time-bound research studies. Total sanctioned strength of cadre and project staff as on 31st March, 1983 was 148 and 66 respectively against cadre and project strength of 139 and 28 respectively as on 31st March, 1982. List of Faculty and Administrative staff is given in Appendix VI.

#### Cadre Staff Changes

Dr. (Ms.) Radha Rani Sharma Associate Fellow, NIEPA was appointed as Fellow on 23.6.1982.

Shri C.P. Tewari, Reader, North Eastern Hill University, Shillong joined as Fellow on 28.6.1982.

Dr. Brahm Prakash, Reader, Tata Institute of Social Sciences, Bombay joined as Senior Fellow on 1.7.1982.

Shri V.A. Kalpande, Deputy Director of Education, Government of Maharashtra joined as Fellow on 7.7.1982.

Dr. G.D. Sharma, Reader, Bombay University joined as Senior Fellow on 17.8.1982.

On his appointment as Adviser (Education) in the Planning Commission, Shri J. Veeraraghavan, Executive Director, NIEPA was relieved of his duties from the Institute on 21st January, 1983 (FN). He, however, continued to look after the work of the Executive Director, NIEPA.

Dr. (Ms.) Shakti R. Ahmed, Reader in Chemistry, Engineering College, Aligarh Muslim University, joined as Senior Fellow on 30.3.1983.

### **Project Staff Changes**

Shri S.C. Noona joined as Project Associate Fellow for the Project-Study on Regional Disparities in Education in India and Atlas of Indian Education on 12.4.1982.

Shri D.H. Srikant joined as Project Associate Fellow for the Study Unit on Educational Development of Scheduled Castes on 26.6.1982.

Shri S.N. Mathur, former Director, Department of Expenditure, Ministry of Finance, joined as Project Senior Fellow for the Study on Codification and Revision of Education Rules on 17.7.1982.

Shri M.L. Sobti, former Finance Officer, Jawaharlal Nehru University and Financial Adviser, Employees State Insurance Corporation joined as Project Senior Fellow for the project Study for Developing a Model Financial Code for the University System on 4.8.1982.

Shri G. Khurana, Senior Research Officer, Ministry of Home Affairs, joined as Project Fellow for the Study Unit on Educational Development of Scheduled Castes on 2.11.1982.

Shri T.K.D. Nair, Associate Fellow, NIEPA joined as Project Fellow for the Study Unit for Educational Development of Scheduled Castes on 26.11.1982.

Shri J.A. Kalyanakrishnan, formerly Financial Adviser, Ministry of Education & Culture, joined as Honorary Visiting Fellow on 6.12.1982 during and until conclusion of his Study Leave.

Prof. S.M. Dubey, Head, Department of Sociology and the Centre for the Study of Frontier Region, Dibrugarh University, Dibrugarh, (Assam) joined as Project Senior Fellow for the Study Unit on Educational Development for Scheduled Castes on 10.12.1982.

### **NIEPA CAMPUS**

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

### **Residential Units**

In fulfilment of the long felt need of NIEPA faculty staff for housing, first 2 residential units consisting of 16 Type A quarters and 8 type E quarters came up in August, 1982 and were simultaneously occupied. Servant quarters attached with Type E quarters were converted into single Habitation Units to meet the requirements of housing mainly of the Project Staff.

Construction of second sump well of 12,000 litres capacity was also completed simultaneously for meeting the water supply requirements of the residential units.

Horticulture and site development of the residential area was also taken up by plantation of trees and flower plants and construction of internal roads etc.

### **Hostel**

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

During the year under review eight rooms in the first floor of the hostel were upgraded with facilities like air-conditioning, geysers and convector heaters in every room to accommodate the international participants of our training programmes. An amount of Rupees one lakh was also deposited with the CPWD for enlarging and providing further facilities in the kitchen and dining hall. A colour TV was also installed in the lounge.

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

The occupancy in the upgraded rooms was high and also increased substantially for other rooms during 1982-83. The receipts from hostel during the year under review aggregated to Rs.2.56 lakhs as against a receipt of Rs.0.66 lakhs during the preceding year.

### **Office Accommodation**

Due to expansion of the activities of the Institute and shortage of office accommodation, it was decided to convert four garrages constructed for Type V quarters into office accommodation. One of the Type V quarters has also been converted temporarily into office accommodation for accommodating Project Staff.

### **Construction Programme**

Sanction had been issued for construction of Director's residence and 8 quarters each of Type II & III at an estimated cost of Rs. 14.61 lakhs. The construction of these units was held up due to delay in DDA's approval to the revised lay out plan of the Institute which became necessary consequent upon the actual demarcation of area of the Institute and restoration of the cuts by the government in the plinth area entitlement of Types II and III quarters. The revised lay out plan of the Institute has since been approved by Delhi Development Authority. The design of the Director's residence and the above residential units have already been submitted to Delhi Development Authority for approval and the construction is likely to start immediately on receipt of its approval.

Boring of 2 tube wells was taken up. Water in one of the tube wells has been found potable. Although the water in the other tube well has not been found potable, the same will be used for horticulture at NIEPA campus. Action is at hand to commission these tube wells. It is hoped that with the commissioning of the above tube wells water supply in the Institute, hostel and residential units will considerably improve and there would also be adequate water supply to meet the horticulture requirements of the NIEPA Campus.

It was decided to renovate and extend the lecture hall on second floor for a seating capacity of about 80 persons against the existing seating arrangement for about 35 to 40 persons. It is proposed to furnish the hall with fixed auditorium chairs (upholstered and foldable), dais, central air conditioning, public address system, slide and overhead projectors etc. The renovation and extension of lecture hall on second floor was sanctioned on the basis of a design prepared by CPWD architects and a sum of Rupees four lakhs was deposited with the CPWD for undertaking this work.

#### **FINANCE**

During the year 1982-83 the Institute received an amount of Rs. 55.47 lakhs (Rs. 25.99 lakhs under Non-Plan and Rs. 29.48 lakhs under Plan). Against the total receipts of Rs. 61.96 lakhs which included an opening balance of Rs. 2.53 lakhs and hostel and other receipts of Rs. 3.96 lakhs, the total expenditure during the period was 58.94 lakhs. The accounts for the year 1982-83 were audited in August-September, 1983. In addition, the Institute received specific grants for conduct of research studies from the Ministry of Home Affairs, ICSSR and UNESCO etc. A copy of the annual accounts alongwith the audited report is attached at Appendix - VII.

## EPILOGUE

The Institute occupies an important place in the national system of academic institutions. During nearly two decades of its existence as the national apex institution in the spheres of educational planning and administration it has developed a wide spectrum of training programmes of substantial utility. During the year under report, the Institute restructured and further strengthened and restructured its programmes in the light of the directions provided by the Perspective Plan. The launching of the first 6-month Pre-induction Training Programme for District Education Officers was a major step in the direction of developing a national cadre of educational planners and administrators.

The Institute has made a major thrust in the area of research in the educational planning and administration. It has, for example, established a Research Study Unit to study the educational problems of the Scheduled Castes with a view to build the requisite data base and design a monitoring system for the effective implementation of various schemes.

The Institute has organised a programme of Inter-State Study Visits for wider dissemination of information relating to innovative experiences of and new advances in the area of educational planning and administration and conducted two such visits - one each during 1981-82 and 1982-83. A series of informed discussions were also initiated and encouraged on educational issues of national significance.

The Institute has strengthened its faculty and academic infrastructure to support its growing multifaceted activities. It has been able to build a Documentation Centre and a Publication Unit, Electronic Data Processing and Reprographic Unit as well as a Hindi Cell; and has further strengthened its library, data and cartographic cell. The Documentation Centre working in close collaboration with the Sub-national Systems Unit, enables the Institute to perform its function as a clearing house of information and experience. The main thrust of the centre is on collection, storage and dissemination of information at the district level which is the hub of educational activities.

With the introduction of U.G.C. Scales of pay and coming up of residential Units in NIEPA Campus, it is hoped that the Institute will be able to retain its talented faculty and recruit new entrants of ability.

The Perspective Plan calls for programmes to build up and enhance regional and state capabilities in the field of educational planning and administration. Although some such programmes were organised, the Institute has yet to go a long way in developing more of such programmes in a planned way to make a dent in this important area. Some of the states have shown interest in the Institute's scheme for the development of Regional Units in the states on cost sharing basis and negotiations with a number of them are in progress.

The Institute continues to face acute shortage of accommodation due to expansion of its activities and even after moving the staff into smaller rooms, partitioning of the existing rooms, occupying garrages, the Institute is finding it extremely difficult to provide suitable accommodation for its staff.

The Institute looks forward to the coming year as a period of further strengthening its capabilities as the national apex organisation of educational planning and administration in the country.

## **A N N E X U R E S**

### **ANNEXURE I**

#### **TRAINING PROGRAMMES**

##### **EDUCATIONAL PLANNING**

#### **1. Input Output Techniques in the Context of Educational Planning (September 22-24, 1982)**

The Institute organised a three-day Workshop on Input Output Techniques in the Context of Educational Planning. The Workshop had 26 participants.

##### **Objectives**

to introduce the participants to Input-Output techniques in economic analysis;

to broaden the research base making use of this methodology; and

to familiarise the participants with the application of Input-Output Techniques to educational field.

On the first day of Workshop, the participants were exposed to the static Input-Output framework. On the second day of the Workshop the Speakers concentrated mainly on the dynamic Input-Output framework and its application to education. On the last day of the Workshop the discussions were mainly on the application of Input-Output techniques to the educational sector.

In the concluding session the Director explained the necessity and reliability of Input-Output techniques in the educational field. He also pointed to the direction of the follow-up action.

##### **Management of the Workshop**

The Workshop was organised partly with the financial assistance given by ICSSR. The Input-Output Research Association provided personnel help in this regard.

Dr. Brahm Prakash acted as the Programme Coordinator and Shri N.V. Verghese as the Associate Programme Coordinator.

#### **2. Workshop on Long Term Educational Planning in Metropolitan Cities (Bombay: December 13-17, 1982)**

At the initiative of the Education Department of Bombay Municipal Corporation, a Workshop on 'Long Term Educational Planning in Metropolitan Cities' was jointly organised by the National Institute of Educational Planning and Administration and the Municipal Corporation of Greater Bombay.

## Objectives

The main objectives of the Workshop were:

To provide an overview of the special features of metropolitan education systems;

To familiarize the participants with the role and functions of the Educational Officers in Metropolitan cities; and

To expose the participants to the application of planning techniques for metropolitan education system.

## Contents

Recognising the fact that the quantitative methods can play a vital role in scenario building and forecasting purposes, special emphasis was given to the quantitative methods and techniques of long term educational planning. This was particularly useful as it helped in identifying the data gaps in the existing framework. The role of computers in model building and forecasting was also highlighted.

The Workshop was inaugurated by Prof. Ram Joshi, Vice-Chancellor, Bombay University and was presided by Dr. P.S. Pai, Mayor of Bombay. The valedictory address was delivered by Prof. M.S. Gore, Ex-Director of Tata Institute of Social Sciences, Bombay, and Shri Baroi, Deputy Municipal Commissioner presided.

## EDUCATIONAL MANAGEMENT

### 3. Workshop for Case Development in Educational Management (November 22-26, 1982)

The Institute organised a five-day Workshop for Case Development in Educational Management from November 22-26, 1982. The Workshop was attended by 19 participants from different educational institutions of Delhi.

## Objectives

The main objectives of the Workshop were:

to develop conceptual understanding in practitioners about experimental learning methods in general, and case methods in particular;

to develop skills of writing a case in educational management;

to prepare short cases or caselets in educational management which can be used by trainers in this field; and

to assess the use of experimental learning methods in training educational planners and administrators.



## Contents

The following themes were discussed in the Workshop:

- Experimental Learning Methods
- Cases in Educational Management
- The Art of Case Writing
- Presentation of a Case : College Principal
- Case Discussion Leading : Process and Method

### Management of the Workshop

The management team consisted of Shri K.G. Virmani, Fellow and Shri T.K.D. Nair, Associate Fellow and Dr. Pretty Gandhi, Senior Technical Assistant.

## PLANNING AND ADMINISTRATION OF SCHOOL EDUCATION

### 4. Contact Programme of Fourth Correspondence Course in Educational Planning and Management

The National Institute of Educational Planning and Administration has been organising correspondence courses for senior educational planners and administrators in the States/Union Territories and at the Centre since 1978-79. The contact programme for fourth correspondence course was conducted by NIEPA from May 24-29, 1982.

### Objectives

The major objectives of the correspondence course were to:

- acquaint the participants with the developments in the field of education in India in the post-independence period;

- familiarise them with the latest trends in the field of education in general, and educational planning and management in particular;

- develop among the participants requisite attitudes, skills and knowledge to improve their technical competence and effectiveness as educational planners and administrators; and

- introduce them to a process of self-learning aimed at their continuing professional growth.

### Course Design

The course consisted of two components

- (a) Lesson Units; and
- (b) Practical Work.

The practical work consisted of the following three components:

- (i) Assignments based on Lesson Units;
- (ii) Term Paper; and
- (iii) Book Review.

### **Contact Programme**

The main objectives of the contact programme were to enable the participants to:

seek clarifications, elaboration or elucidation of the ideas in the various lesson units; and

to interact with the faculty about their assignments, term papers, etc.

### **Management of the Programme:**

Dr. C.L. Sapra was the Programme Coordinator. Shri S.S. Dudani, Fellow and Ms. Sushma Bhagia, Associate Fellow acted as Associate Programme Coordinators.

### **5. First Six-Month Pre-induction Programme for District Education Officers (July 1-December 31, 1982)**

In pursuance of the recommendations of the State Education Minister's Conference held in June 1981 for organisation of long-term pre-induction courses for newly appointed District Education Officers, the Institute decided to conduct Pre-induction Training Programmes of Six-months' duration for DEOs. The first course in the series was organised from July 1 - December 31, 1982. 29 participants from Andaman and Nicobar Island, Andhra Pradesh, Assam, Delhi, Goa, Daman & Diu, Jammu and Kashmir, Karnataka, Madhya Pradesh, Maharashtra, Manipur, Nagaland, Rajasthan and Arunachal Pradesh attended the Programme.

### **Objectives**

The following were the major objectives of the Programme:

to acquaint the participants with concepts fundamental to educational planning, administration and management;

to give them a grounding in basic skills and techniques essential to their functioning as educational planners and administrators;

to develop their decision-making ability and to stimulate their critical and innovative thinking; and

to help them foster proper attitudes conducive to development

## Contents

The Course had the following two components:

- i) Three months of intensive curricular work at the Institute; and
- ii) Three months of on-the-job project work in the districts of appointment of the participants.

The curriculum for 3 month intensive training at the Institute consisted of:

Educational Developments in India - Issues and Trends  
 Educational Planning - Concepts and Techniques  
 Educational Management - Administration and Management of Institutions, Men, Money, Time and Material.

The following themes were covered

The Social Context of Education  
 Educational Development Since Independence  
 Current Problems in School Education  
 Concepts, Foundations and Approaches to Educational Planning  
 Quantitative Methods in Educational Planning - (Part I)  
 Quantitative Methods in Educational Planning - (Part II)  
 Educational Planning at the District Level  
 Organisational Aspects of Management  
 Behavioural Aspects of Management: Leadership and Human Relations  
 Inspection and Supervision  
 Financial Management  
 Educational Management at Sub-national Levels.

## Management of the Course

Dr. C.L. Sapra was the Programme Coordinator, Dr. (Ms) K.Sudha Rao, was the Associate Programme Coordinator and Shri S.L. Meena and Ms. Meena Srivastava acted as Programme Associates.

## 6. Orientation Programmes in Educational Planning and Administration for Senior School Administrators (December 6-24,1982)

As a part of the third series, the NIEPA organised two orientation programmes in Educational Planning and Administration for Senior School Administrators from December 6-24, 1982 and February 7-25, 1983). Thirty participants from different States/Union Territories participated in these programmes

## Objectives

The main objectives of the programmes were:

To acquaint the participants with some of the important concepts and techniques of educational planning and administration;

To familiarise them with the current issues and problems of planning and administration of school education; and

To enable them to acquire professional competence and effectiveness as educational administrators and supervisors.

## **Contents**

The following themes were covered in the programmes:

### **Introductory**

Educational Policy and Reform in India: Process, Problems and Perspectives  
 Multi-level System of Educational Planning and Administration in India  
 Equity, Equality and Quality in Education  
 Education of Children from Weaker Sections of Society  
 Implications of Education in Concurrent List  
 Non-monetary Inputs for Educational Development  
 Public and Private Sectors of Education

### **CURRENT ISSUES IN SCHOOL EDUCATION**

Universalisation of Elementary Education: Problems and Perspectives  
 Non-formal Education for Out of School Children  
 Vocationalisation of Higher Secondary Education  
 Education for Integrated Rural Development  
 Educational Technology  
 School Complexes  
 New Trends in Curriculum Planning (Environmental Education, Population Education, Moral Education, Education for National Integration)

### **CONCEPTS AND TECHNIQUES OF EDUCATIONAL PLANNING**

Basic Concepts and Approaches to Educational Planning  
 Diagnosis of Educational System: Statistical Indicators  
 Projection Techniques in Educational Planning: Enrolments, Teachers, Buildings, Costs  
 Process of Planning and Plan Formulation  
 Plan Elaboration Project Management Approach  
 School Mapping  
 Application of Sample Survey Techniques in Educational Planning  
 Financial Management of Education in India: An Overview  
 Cost Analysis for Educational Planning  
 Mobilisation of Additional Resources for Educational Development  
 Institutional Planning

### **CONCEPTS AND TECHNIQUES OF EDUCATIONAL ADMINISTRATION**

Trends in Educational Administration: An Overview  
 Monitoring and Evaluation  
 Coordination and Linkages

Communication  
 Organisational Aspects of Educational Administration  
 Management of Innovation and Change  
 Office Management  
 Leadership Behaviour  
 Motivation  
 Inspection and Supervision  
 Departmental Enquiries  
 Gradation of Schools  
 Management Information System: Concept & Approach  
 Information System in India

#### **Management of the Programme**

Shri C.P. Tiwari acted as Rapporteur General, Dr. R.S. Sharma as Associate Programme Coordinator and Shri M.M. Kapoor as Programme Coordinator.

#### **7. Second Phase of the First Pre-induction Training Programme for District Education Officers (January 24-28, 1983)**

The second phase of the pre-induction training programme for District Education Officers was held from January 24-28, 1983. All the 29 participants from 9 States and 4 Union Territories attended. During this phase, each one of them presented himself/herself for viva-voce examination based on the project report prepared by him/her. On January 28, 1983, 28 participants were awarded diploma certificates on the basis of sessional and final evaluation in the course work as well as in viva-voce. One of the participants was asked to revise his project report on the basis of some additional work to be done by him. He was advised to submit his revised project report in April, 1983 to NIEPA and also present himself for viva-voce examination in May, 1983. Based on the grade secured by him on the project report and viva-voce examination, he will be awarded diploma certificate.

#### **Management of the Programme**

Dr. C.L. Sapra, was the Programme Coordinator, Dr.(Mrs) K.Sudha Rao, Associate Fellow, Shri S.L. Meena and Miss Meena Srivastava, acted as Programme Associates.

#### **8. Orientation Programmes in Educational Planning and Administration for Senior School Administrators (February 7-25, 1983).**

Please see under serial No.6

### **INSTITUTIONAL MANAGEMENT**

#### **9. Workshop in School Management for Heads of Schools (Margao, Goa: June 18-26, 1982)**

The Institute, at the request of and in collaboration with the State Institute of Education, Government of Goa, Daman and Diu organised Workshop in School Management for Heads of Schools from June 18-26

1982, at Margao, Goa. 37 Heads of Schools of Goa, Daman & Diu participated in the Workshop.

### **Objectives**

The main objectives of the Workshops were

to familiarise the participants with key concepts in educational management including personnel and financial management;

to conceptualise appropriate roles, skills and knowledge required of a Principal/Head Master as effective institutional leader; and

to formulate action plan for improved school management.

### **Contents**

The following themes were covered in these Workshops

Educational Management and the Role of the Head of the School  
 Effective Educational Leadership: A Caselet  
 Concepts and Techniques of Educational Planning  
 Concepts of Educational Planning at the Institutional Level  
 Decision Making: A Caselet  
 Effective Communication Skills: A Role Play  
 Management of Co-curricular Activities: A Panel Discussion  
 Conflict Management  
 Management of Innovations  
 Personnel Management  
 Human Relations in Groups: An Exercise for Team Building  
 School and Community Relations  
 Staff Development  
 Financial Management  
 Diagnosis of One's own School  
 Motivation  
 Action Plan

The Workshop was inaugurated by Shri Herish Zentye, Minister of Education, Government of Goa, Daman & Diu.

### **Management of the Workshop**

Shri K.G. Virmani, acted as Programme Coordinator and Dr. R.S.Sharma, Associate Fellow, and Shri Parnekar, Subject Inspector, SIE, Goa as Associate Programme Coordinators. Shri B. da Cruz, Director, SIE, acted as Adviser to the Workshop.

### **10&11. Workshop on Institutional Planning**

The NIEPA conducted two workshops on Institutional Planning in November, 1982. One of the workshops was held at Jaipur from November, 2-6, 1982 and the other at Ajmer from November 8-10, 1982. In both these workshops, the principals of higher secondary schools and education officers of the above two districts of Rajasthan had participated. 51 participants attended these workshops.

## Objectives

The objectives of the workshops were as follows:

to identify the operational problems of implementation of institutional planning being faced by the principals and the teachers of schools; and

to make suggestions to improve implementation of institutional plans.

## Management of the Workshop

Dr. C.L. Sapra, Senior Fellow acted as the Workshop Coordinator and Dr. T.B. Mathur, Reader, Regional Collge of Education, Ajmer acted as Associate Workshop Coordinator.

## 12. Orientation Programme in School Management for Heads of Middle Schools of the Union Territory of Pondicherry (January 17-22, 1983)

The programme was organised at Karaikal for six days from 17th January, 1983. The programme in which 35 Headmasters of Pondicherry and Karaikal regions of the Union Territory participated had the following objectives: (a) to enable the participating headmasters to appreciate departmental rules, regulations and directions with special reference to universalisation of elementary education, mid-day meal scheme etc; (b) to enrich the capacity of headmaster in administrative and financial management; (c) to help the participants to become better academic leaders; (d) to encourage participating headmasters to form closer school community relationship; and (e) to impress upon the participants the need for value education.

The programme covered the following themes: Place of the Middle School in the Educational System; Universalisation of Elementary Education : Problems and Strategies; Organisation and Management of Mid-day Meal Programmes; Service Rules, Conduct Rules, CCA Rules, etc; Conduct of Common Examinations; Maintenance of Records, Registers, etc; Role of Headmasters as Drawing and Disbursing Authorities - Maintenance of Account Concerning Government and Non-Government Funds; Mobilisation and Utilisation of Resources in School Complexes; Motivation of Teachers and Students; Behavioural Aspect of School Management - (Communication, Human Relation, Decision Making, Group Dynamics); Supervision; Co-curricular Activities; Teaching of Arts and Crafts; Internal Assessment of Pupils; Management and Use of School Libraries; School, Home and Community; Value Education - The Need and Approach; Inter-departmental Cordination; Fundamental Rights and Duties - Constitutional Provisions concerning Education; and Institutional Planning, Monitoring and Evaluation. Apart from lecture/panel discussions centering on the themes the Programme included certain practical exercises, the more important among them being the preparation of a design for starting of school complexes in Karaikal Region.

## **Management of the Programme**

The programme was inaugurated by the Home Minister, Dr. S. Savarirajan. Thiru M. Chandirakasu, MLA presided. The valedictory address was delivered by Smt. Renuka Appadurai, Minister for Education, Pondicherry and Shri Shanmugham, Member Lok Sabha from Pondicherry presided.

Shri T.K.D.Nair, Project Fellow, NIEPA coordinated the programme. Thiru John Louis, Chief Education Officer, Karaikal was the Associate Programme Coordinator while Thiru P. Sumbananm acted as Rapporteur General.

## **PLANNING AND ADMINISTRATION OF HIGHER EDUCATION**

### **13. Orientation Programme in Educational Planning and Administration for College Principals of Haryana (June 14-23, 1982).**

The Institute organised in collaboration with the Haryana Education Department a ten day Orientation Programme in Educational Planning and Administration for Principals of Non-Govt. Colleges of Haryana from June 14-23, 1982. Eighteen Principals of non-Government Colleges of Haryana participated in the programme.

#### **Objectives**

The main objectives of the programme were

to provide to the participants an overview of the perspectives and problems of collegiate education in India, with particular reference to Haryana;

to familiarise them with alternative approaches to the improvement in teaching, learning and examination process;

to enable them to acquire skills for appraising persons and institutions;

to promote effective college-community interaction; and

to expose the participants to the application of planning and modern management techniques to collegiate administration.

#### **Contents**

The following themes were covered in the present programme:

##### **(i) BACKGROUND**

Problems and Perspectives of Higher Education in India;  
Development of Higher Education in Haryana;  
Problems of College Administration;  
Management of College Finances;  
The UGC and Improvement of Standards in Higher Education;



Management of Incentives for SC/ST Students at College Level;  
Changing Role of Women in Higher Education;

**(ii) INSTITUTIONAL PLANNING AND MANAGEMENT**

**A. Institution**

Institutional Planning;  
Restructuring of Under-graduate Courses;  
Institutional Evaluation;

**B. Teachers**

Faculty Development;  
Performance Evaluation of the Faculty;

**C. Students**

Management of Student Services;  
Functioning of Student Unions in Higher Education  
Institutions;

**D. Teaching, Learning and Examination**

Improved Techniques of Teaching in Colleges;  
Improving Student Evaluation Procedures;  
Remedial Teaching;

**E. College and the Community**

The College and its Community; National Service Scheme;

**F. Modern Management : Concepts & Techniques**

Management of Innovations and Change in Higher Education;  
Personnel Management in a College;  
Styles of Educational Leadership;  
Role of Principal as Change Agent;

**(iii) GENERAL : ASSIGNMENTS**

Action Plan (Institutional Plans).

**Management of the Programme**

The programme was conducted under the expert guidance of Dr. R.P.Singhal and Dr. J.N. Kaul. Dr.(Mrs.) Sushma Bhagia coordinated the programme and Ms. Ranjana Srivastava acted as Programme Associate.

**14. One-day Seminar of College Principals (15th October, 1982)**

NIEPA organised One-day Seminar for College Principals for identifying the problems of educational planning and management in the colleges on 15th October, 1982. The Seminar was attended by 12 participants from different States/UTs.

The Seminar discussed the problems of College Planning, Administration and Finances, Problems of Standards in Higher Education - Faculty Improvement Programme, Restructuring of Courses, Teachers-Students Interaction, Student Problems, and Inter-institutional Linkages, Community College Linkages and General Issues like Autonomy VS. Accountability, Quantity, Quality and Equality.

**15. Orientation Programme for Principals of Colleges of Bombay University at Lonavala in Educational Planning and Administration (November 1-10, 1982)**

The College Development Council (C.D.C.) of the University of Bombay organised Winter Institute for orienting Principals of Colleges in educational planning and administration. It was held at K.C. College Holiday Home at Lonavala for ten days from 1st November 1982 to 10th November, 1982 (both days inclusive). The National Institute of Educational Planning and Administration (NIEPA), New Delhi, collaborated with the CDC in the conduct of the orientation programme by nominating Dr. J.N. Kaul, Senior Fellow of the Indian Council of Social Science Research (ICSSR) and Dr. (Mrs.) Radha Rani Sharma, Associate Fellow, NIEPA.

The objectives of the Orientation Programme were

- to provide to the participants an overview of the perspectives and problems of collegiate education in India, with particular reference to the State of Maharashtra;

- to familiarise the participants with alternative approaches to the improvement in teaching, learning and examination processes;

- to enable the participants to acquire skills for appraising persons and institutions;

- to enable the participants to promote effective college-community interaction; and

- to expose the participants to the application of planning and modern management techniques to collegiate administration and thereby bring about harmonious relationships between the Principal Administrator, the Teacher and the Student.

**16, 17 & 18 Orientation Programme in Educational Planning and Administration for College Principals (November 8-27, and December 2-22, 1982, and March 2-23, 1983)**

The National Institute of Educational Planning and Administration organised 3 three-weeks Orientation Programmes in Educational Planning and Administration for Principals of Colleges from November 8-27, December 2-22, 1982 and from March 2-23, 1983). The last programme was for Principals of Women's Colleges. 70 participants from different States/Union Territories attended these programmes.

## **Objectives**

The main objectives of these Programmes were

To give the participants an overview of developments and perspective of higher education in changing socio-economic context;

To equip participants with various techniques/methods of

- a) institutional planning;
- b) college administration;
- c) improvement in standards;
- d) college and community interaction; and
- e) evaluation

To provide an opportunity to participants:

- a) to benefit from each others experience in college planning and administration;
- b) for interaction among the College Principals belonging to various parts of the country as well as faculty members of NIEPA and experts.

## **Contents**

The following themes were covered in the Programmes:

### **BACKGROUND**

Higher Education in Changing Socio-Economic Scene  
 Perspectives of Higher Education  
 Growth and Development of Higher Education  
 Quantity, Quality and Equality in Higher Education - Some Facts and Issues

### **POLICY**

Higher Educational Policy  
 Role of Incentives for Deprived Sections of the Society

### **INSTITUTIONAL PLANNING**

Significance of Institutional Planning Exercises  
 Institutional Linkages

### **FINANCE**

New Perspectives in Financial Management  
 Problems of Financing in Government and Private Colleges  
 Techniques of Budgeting - PPBS  
 Unit Cost Analysis  
 Development Finances

**WOMEN'S EDUCATION**

Development of Women's Higher Education - A Historical Perspective  
 Role of Women's Colleges in Women's Development  
 Growth and Development of Higher Education for Women

**ADMINISTRATION AND MANAGEMENT PROCESS**

College Administration: Problems and Issues  
 Inter-Personal Effectiveness in Administration  
 College Organisation - Diagnosis and Remedies  
 Admission Policies and Procedures  
 Decision-Making  
 Conflict Management  
 Management of Library, Hostel, Recreation Centres and Science Laboratories

**TEACHER LEARNING PROCESS**

Role of UGC in Faculty Improvement Programme  
 Problems of Maintenance and Improvement of Standards in Higher Education  
 Remedial Courses  
 Problems and Difficulties of Student Counselling and Guidance.  
 Improvement in Instructional Methods

**MANAGEMENT OF STUDENT SERVICES**

College - Community Relations - NSS  
 Adult and Continuing Education - NAEP

**EVALUATION**

Self-Evaluation of an Institution  
 Teacher/Student Evaluation

**GENERAL**

Restructuring the Under-Graduate Courses  
 How to Increase Working Days  
 Role of Research in Colleges  
 Autonomy and Autonomous Colleges.

**Management of the Programme**

Dr. G.D. Sharma, acted as Programme Coordinator, Dr. Miss K.Sujatha and S.P. Srivastava, acted as Asstt. Programme Coordinators. Miss Promila Yadav and Mr. M. Rehman acted as Programme Assistants.

**19. Orientation Programme for College Principals and Educational Administrators Proceeding to U.S.A. Under the USEFI's University Administrators' Project, 1983. (March 24-25, 1983)**

The National Institute of Educational Planning and Administration, at

the request of the United States Educational Foundation in India, organised a two-day Orientation Programme for a group of 6 College Principals and 2 University Registrars proceeding to USA under USEFI's University Administrators' Project, 1983. 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.

The Orientation Programme was designed in consultation with the United States Educational Foundation in India. The Programme covered the following themes:

Key Issues in Higher Education;  
 American Society;  
 Faculty Development;  
 American Higher Education;  
 Management of Student Services;  
 Planning and Financing Higher Education; and  
 Problems of Administration in Higher Education.

The training programme had been planned on an inter-disciplinary basis. Apart from the faculty of the National Institute, resource persons for the programme were drawn from University Grants Commission, and other experts with an established standing in their special fields.

#### **Management of the Programme**

The management team of the programme consisted of Dr. G.D. Sharma, Senior Fellow, Shri C.P. Tewari, Fellow, Ms. Y. Josephine and Mr. M. Rehman, STAs.

### **MANAGEMENT OF EDUCATIONAL FINANCE**

#### **20. Seminar on Mobilisation of Additional Resources for Education in India (New Delhi: July 27-31, 1982)**

The Institute organised a five-day Seminar on Mobilisation of Additional Resources for Education to look at the various aspects of mobilisation of additional resources for education, from July 27-31, 1982. Twelve participants from 7 States and Union Territories participated in the Seminar.

## Objectives

The main objectives of the Seminar were

to take stock of the present situation regarding mobilisation of resources for education in various States and Union Territories as well as in the country as a whole;

to explore the possibilities for mobilising additional resources for school level education and in particular to examine the role of local bodies in financing of education;

to consider the methodologies and norms adopted in connection with Finance Commissions of India with forecasts of expenditures on education;

to consider the norms relating to plan allocations/utilisations; and

to assess the scope for immediate as well as longer term action for better use of existing resources.

## Contents

The following themes were covered in the present seminar:

Educational Finance in a Federal Framework;  
Problems of Non-Plan Expenditure and Finance Commission of India;  
Problems of Mobilising Additional Resources in Local Bodies; and  
Projected Marketable Surplus and Financing Rural Primary Education.

## Management of the Seminar

Dr. C.B. Padmanabhan, Sr.Fellow acted as Programme Coordinator and Dr. J.B.G. Tilak, Fellow was the Associate Programme Coordinator of the Seminar. They were assisted by Miss Y. Josephine, Mrs. Safia and Miss Kalpana Pant.

## 21. Orientation Programme in Financial Administration for Senior Officers of Directorates of Education (New Delhi: January 4-14, 1983)

The Institute organised a ten-day Orientation Programme in Financial Administration for officers working in the Finance Departments in Education in the States from January 4 to 14, 1983, and it was attended by 12 participants from 9 states and union territories of India.

## Objectives

to develop in the officers better understanding of the present system of financial administration in education and to facilitate systematic review particularly in the context of the change in Indian educational system.

to enable the participants to appreciate the role of education in Indian economic development and the economic aspects of educational activities.

to assist in identification and understanding of the newer role and responsibilities of the finance officers in Indian education and assess their role in academic programmes.

to promote an awareness of the techniques of modern management in general and of modern management techniques in particular from the point of view of their application to budgeting, accounting etc.

### **Contents**

The following themes were covered in the present programme:

A review of Educational Expenditure in India  
 Financing of Education in India by sources  
 Financing School Education  
 Financing University Education  
 Mobilisation of Additional Resources for Education and Role of local bodies in Financing Education.  
 Role of Non-monetary Inputs in Education  
 Investment Approach to Education and Theories of Allocation of Resources to Education with Emphasis on Cost Benefit Analysis and Manpower Planning.  
 Role of Finance/Planning Commissions in Finance Education  
 Budgeting for Education and planning & Allocation of Resources  
 Procedure for Budgeting Approval & Financial Sanction  
 Performance Budgeting  
 Scholarship Programme in Higher Education  
 Grants-in-aid and Other Rules in Education  
 Cost Analysis in Educational Planning  
 Managerial Approach to Financial Administration in Education  
 Accounting, Book-Keeping & Auditing  
 Project Formulation and Appraisal in Education.

### **Management of the Programme**

Dr. C.B. Padmanabhan Senior Fellow and Head of the Unit on Educational Finance, NIEPA was the Coordinator of the Programme. Dr. J.B.G. Tilak Fellow acted as the Asstt. Programme Coordinator, Mrs. Safia Raza Project Assistant and Ms. Y. Josephine, STA looked after the day-to-day Reports.

### **22. Workshop for the Research Study on Mobilisation of Additional Resources for Education - A Pilot Project for Delhi (February 9, 1983)**

The National Institute of Educational Planning and Administration had organised a one day workshop on "Mobilisation of Additional Resources for Education in India" on 9.2.1983. The workshop was held at NIEPA, New Delhi and it was attended by 33 participants.

## **Objectives**

The objectives of the workshop were

to discuss the outcome of the report on Mobilisation of Additional Resources for Education, A Pilot Project for Delhi.

to find the possibility of raising resources for education from Local Board as well as from local community.

to achieve the objective of the workshop, institute had circulated the summary of the report to the participants so that the participants are able to give their valuable suggestions of the workshop.

## **Management of the Workshop**

The workshop was conducted under the guidance of Shri J. Veeraraghavan, Executive Director of NIEPA and Dr. C.B. Padmanabhan, Project Director with the assistance of Ms. Kalpana Pant and Ms. Safia Raza.

## **EDUCATIONAL POLICY**

### **23. Workshop on Exposure of Scheduled Castes/Tribes to ITI Facilities and Working of Ashram Schools (May 10-18, 1982)**

The Institute organised a Workshop on Exposure of Scheduled Castes/Tribes to ITI Facilities and In-depth Study of Ashram Schools from May 10-18, 1982. Six Project Directors from Andhra Pradesh, Gujarat, Madhya Pradesh and Maharashtra participated in the Workshop.

## **Objectives**

The main objective of the Workshop was

to discuss the preliminary findings and the format for the reports of the above two studies which were conducted by the Institute in the above four States.

## **Management of the Workshop**

Dr. G.D. Sharma, Senior Fellow was specially invited for the Workshop from Bombay. Dr. Kusum Premi, Fellow acted as Workshop Coordinator and Ms. K. Sujatha, Associate Fellow as Associate Workshop Coordinator. Ms. Meena Srivastava and Shri K. Mohan Rao, assisted in the programme.

## **MANAGEMENT OF EDUCATION FOR THE DEPRIVED/HANDICAPPED**

### **24. National Workshop on Planning and Management Concerning the Education of the Blind (November 16-18 1982)**



The Institute organised a 3-day National Workshop on Identification of Problems of Planning and Management Concerning Education for the Blind. At the time when the idea to conduct the workshop was mooted, it was considered that the participants of the workshop may attempt to identify the problems of planning and management of educating the Blind at the level of central and state governments and as well as the institutional level. But later on, the scope of the workshop was delineated to identify the training needs of heads of schools for the blind in the area of institutional planning and management.

### **Objectives**

The specific objectives of the workshop were:

to assess the training needs of heads of schools for the blind in relation to their job specifications;

to structure a training programme for them based on the assessed needs;

to identify themes on which reading material should be prepared; and

to prepare guidelines for the authors of reading material.

### **Contents**

The workshop discussed the following themes:

Building and Material Management

Financial Management

Staff Development

Hostel Management

Utilisation of Available Resources from outside the Institute

Psycho-social Aspects of Management

Organisation of Curricular and Co-curricular Activities

Office Management

Inter-personal Relations and Conflict Management

Academic Supervision

New Techniques of Teaching of Blind

Institutional Planning

### **Management of the Programme**

The workshop was planned and organised by the School and Non-formal Education Unit. Dr. C.L. Sapra, Senior Fellow acted as Workshop Coordinator and Dr. (Ms.) K. Sudha Rao, Associate Fellow was the Associate Workshop Coordinator.

### **PLANNING AND ADMINISTRATION OF ADULT AND NON-FORMAL EDUCATION**

#### **25. National Orientation Programme in Planning and Administration for Senior Level Adult Education Functionaries (February 14-18, 1983)**

The Institute organised a five-day National Programme for Orientation

of Senior Level Adult Education Functionaries in Planning and Management from February 14-18, 1983. This programme was designed in the light of 20 Point Programme of the Prime Minister, under which point number 16 especially includes elementary and adult education. Thirty participants from 18 States & Union Territories participated in the Programme.

### **Objectives**

The main objectives of the Programme were

To develop understanding of the present policy and programme of Adult Education;

To identify problems of management in implementing adult education programme; and

To prepare operational plan for the district/institution for realisation of adult education targets.

### **Contents**

The following themes were covered:

Adult Education in the Sixth Five Year Plan  
 Planning the Adult Education Programme  
 Management Issues of Adult Education  
 Financing and Budgeting for Adult Education  
 Adult Education for Development  
 Training in Adult Education for Staff Development  
 Monitoring and Evaluation for Effective Management of Adult Education Programme  
 Criterion for Job Performance  
 Implications of Education in Concurrent List  
 Non-monetary Inputs for Educational Development  
 Public and Private Sectors of Education.

### **CURRENT ISSUES IN SCHOOL EDUCATION**

Universalisation of Elementary Education: Problems and Perspectives  
 Non-formal Education for Out of School Children  
 Vocationalisation of Higher Secondary Education  
 Education for Integrated Rural Development  
 Educational Technology  
 School Complexes  
 New Trends in Curriculum Planning (Environmental Education, Population Education, Moral Education, Education for National Integration)

### **CONCEPTS AND TECHNIQUES OF EDUCATIONAL PLANNING**

Basic Concepts and Approaches to Educational Planning  
 Diagnosis of Educational System: Statistical Indicators

Projection Techniques in Educational Planning: Enrolments, Teachers, Buildings, Costs  
 Process of Planning and Plan Formulation  
 Plan Elaboration Project Management Approach  
 School Mapping  
 Application of Sample Survey Techniques in Educational Planning  
 Financial Management of Education in India: An Overview  
 Cost Analysis for Educational Planning  
 Mobilisation of Additional Resources for Educational Development  
 Institutional Planning

#### **CONCEPTS AND TECHNIQUES OF EDUCATIONAL ADMINISTRATION**

Trends in Educational Administration : An Overview  
 Monitoring and Evaluation  
 Coordination and Linkages  
 Communication  
 Organisational Aspects of Educational Administration  
 Management of Innovation and Change  
 Office Management  
 Leadership Behaviour  
 Motivation  
 Inspection and Supervision  
 Departmental Enquiries  
 Gradation of Schools  
 Management Information System : Concept & Approach  
 Information System in India

#### **SPECIAL PROGRAMMES**

#### **26. National Programme in Planning and Management of Population Education for District Adult Education Officers - a UNESCO/UNFPA co-sponsored Project (May 3-6, 1982).**

The National Institute of Educational Planning and Administration organised a National Programme in Planning and Management of Population Education for District Adult Education Officers from May 3-6, 1982. The programme was attended by 19 participants from 17 States/Union Territories.

#### **Objectives**

The main objectives of the programme were:

to sensitize DAEOs to various issues in regard to planning, administration and management of population education in the context of adult education;

to develop understanding of population education as an important development input in adult education in perspective of the Sixth Five Year Plan;

to develop skill in identifying the demographic parameters at the district levels indicators of the quality of life;

to identify the relationship between health and population growth as one of the significant factor of population dynamics;

to develop understanding of skill for micro-level planning of the district adult education programme integrating population education; and

to develop conceptual clarity about various intervening dimensions of population education in adult education.

## **Contents**

The following themes were covered in the programme:

### **Population Change and Development**

- Focal Points of Sixth Five Year Plan
- Implications of Population Change
- Economic Development
- Public Cooperation for Development
- Role of Non-formal Education in Development

### **Demographic Parameters in Development**

- Demographic Processes and Development
- Urbanization
- Rural/Urban Work Force

### **Implications of Census Report**

- Trends and Implications of Census 1981
- Women and Development
- Child Profile
- Literacy and Adult Education

### **Population Growth and Health**

- Family Welfare
- Community Health
- Child Health
- Mother's Health
- Family Life Education

### **Integration of Population Education in Adult Education**

- Administration and Infrastructures Facilities for Adult Education
- Education Perspective
- Development of Human Resource
- Linkage between Population Education and Adult Education

### **Role of Mass Media for Promotion of Population Education**

- Television for Education and Development

Planning of Educational Software for Mass Media Guidelines for  
 using of Mass Media for Population Education Programme  
 Local and Indigenous Media for Education of Masses  
 Evaluation of Impact of T.V. Programme

### **Management of the Programme**

Dr.(Mrs.) Sushma Merh, Project Coordinator, was the overall incharge of the programme. Mrs. R.S. Shafi, Associate Fellow acted as Associate Programme Coordinator. They were assisted by Dr. S.P. Srivastava and Shri S.L. Meena.

### **27. Seminar-cum-Workshop for Liaison Officers and District Education Officers under a Study of Inspection System and Practices and Proformae in Educationally Backward and Advanced States (July 19-21, 1982)**

The Institute organised a Seminar-cum-Workshop for Liaison Officers and District Education Officers from July 19-21, 1982. The Institute has undertaken 'A Study of Inspection Practices and Proformae prevailing in the Educationally Advanced and Backward States' under a project entrusted to NIEPA by the Ministry of Education and Culture under the scheme of 'Assistance for States in Educational Policy Planning Management and Evaluation'. The States selected for the purpose of the study were Andhra Pradesh, Haryana, Tamil Nadu and Uttar Pradesh. Five officers representing these four States participated in the programme.

### **Objectives**

The main objectives of the Seminar-cum-Workshop were:

to acquaint the participants with the objectives, scope and methodology of the research study on Inspection Practices and Proformae in the States of Haryana, Uttar Pradesh, Andhra Pradesh and Tamil Nadu;

to enable the participants to share the experiences of the 4 States in respect of practices and problems of inspection of schools and the innovations adopted by them; and

to critically examine the proformae of inspection obtained in the 4 states and prepare a draft model proforma of inspection.

### **Management of the Workshop**

Dr. R.P. Singhal, Consultant & Dean Training was the Associate Project Director of the Workshop. The management team consisted Dr. N.M. Bhagia, Senior Fellow, Dr.(Mrs.) R.R. Sharma, Fellow and Shri T.K.D. Nair, Associate Fellow.

**28. National Orientation Seminar on Management and Monitoring of Population Education (Under the UNESCO/UNFPA Project) for Directors of SCERTs/SIEs (August 30 - Sept. 2, 1982)**

The Institute organised a National Orientation Seminar on Management and Monitoring of Population Education for Directors of State Councils of Educational Research and Training and State Institutes of Education. The Institute had undertaken a Population Education Project in collaboration with the Ministry of Education and Culture, Government of India and UNESCO/UNFPA. Under it the Institute had been organising orientation programmes for the key personnels of educational planning and administration and the present seminar was for Directors of SCERTs/SIEs. 19 Directors of SCERTs/SIEs from different States/Union Territories participated in the Programme.

**Objectives**

The main objectives of the programme were to sensitise and expose the participants to the evolving dimensions, concepts and scope of Population Education in Indian context;

to familiarise the participants with the perspectives and problems of management of Population Education Programme at the State level;

to expose the participants to the application of management and monitoring techniques to the implementation of Population Education Programme at their level; and

to provide them with an opportunity to discuss and evolve a suitable organisational design for effective coordination of the Programme.

**Contents**

The following themes were covered in the programme

Conceptual frame of reference for Population Education through Academic lectures by experts on:

- (a) The Nature of Man-Nature Relationship
- (b) Population and Development
- (c) Environment: Future Considerations

State level Monitoring, Evaluation and Management Issues in Population Education;

Status Report through participants' seminar

Monitoring, Evaluation and Management Techniques with reference to Population Education Programme through technical lectures on:

Monitoring and Evaluation

**Management Issues**

**General Administration and Financial Management of the Programme : Panel Discussion**

**Administration and Management of Materials and Training Programme : Panel Discussion**

**Coordination at Different Levels with different Agencies**

**Management of the Programme**

Dr.(Mrs) Sushama Merh, Project Coordinator, was the overall incharge of the Programme. Dr. S.P. Srivastava, Assistant Project Coordinator was the organiser of the Programme.

### **29. Workshop for Evolving Tools for Research Project on Optimum Teacher Pupil Ratio for Schools (September 29, 1982)**

A one day workshop for finalising the basic tools for the research project on Optimum Teacher Pupil Ratio for schools was held on September 29, 1982. 23 heads of schools nominated by the Education Department, Delhi Administration, and Municipal Corporation of Delhi, District Education Officers from different states, and Head Masters/Head Mistresses of some Primary and Middle Schools from Gurgaon district (Haryana) participated in the workshop.

**Objectives**

The main objectives of the workshop were:

**To ascertain the norms of Teacher-Pupil Ratio as prescribed by the State Governments and Union Territories and as observed in the actual situation in the country.**

**To assess the workload of teachers in terms of :**

- a) time devoted to teaching activities;
- b) classes taught;
- c) subject areas covered; and
- d) time devoted to non-teaching activities.

**To investigate the effect of teacher-pupil ratio on:**

- a) enrolment;
- b) retention; and
- c) achievement of students (as measured by marks in annual examination).

**To determine optimum teacher-pupil ratio for different situations and contexts of schools keeping in view the feasibility aspect including the cost aspect of the same.**

**Contents**

**The following tools were devised for the purpose of collecting data:**

Statement of Basic Data for collecting the basic information about schools to be covered by the study for the last 3 years;

Questionnaires for:

- Single teacher school (Head/teachers)
- Primary School Teachers (other than single teacher schools)

### Management of the Workshop

Dr. R.P. Singhal, Consultant & Dean Training was the Associate Project Director and Dr. R.S. Sharma, Associate Fellow was the Project Coordinator. Shri B.K. Panda, Mrs. Rashmi Diwan and Shri C. Radha Krishna Murthy were the Project Assistants.

### 30. Consultative Meeting on National Merit Examination (October 7, 1982)

A consultative meeting to discuss the proposal of National Merit Examination was held on October 7, 1982 at the National Institute of Educational Planning and Administration. 31 scholars and administrators from the related sectors e.g. education, government, private employers and public service commissions participated in the meeting.

#### Objectives

A brief position paper on the subject was sent to the participants in advance to apprise them the range of issues involved in the proposal of the National Merit Examination and highlights thereof were presented in the Meeting.

The proceedings were chaired by Shri G. Parthasarathi, Chairman, Indian Council of Social Science Research, at whose instance the meeting was convened. The Chairman drew the attention of the participants particularly to the following questions:

Is the delinking of degrees from jobs desirable and, if so, to what extent?

What are the critical issues in the implementation of the NME?

Prof. A.R. Kidwai, Governor, Government of Bihar presented the keynote address. The programme was coordinated by Dr. Brahm Prakash, Senior Fellow.

### 31. Orientation of Research Assistance of Study on Teacher Pupil Ratio held in Pune and in Delhi (January 19-20, 1983)

A one day orientation programme was held at Indian Institute of Education, Pune and National Institute of Educational Planning and Administration, New Delhi on 19-20 of January, 1983. There were altogether 6 questionnaires developed by the research team.



An information brochure explaining the use and the right use of various questionnaires was prepared in advance and was distributed to the project assistants.

## Objectives

The objectives of the Orientation programme was mainly - to acquaint the assistants recruited for the purpose of data collection, the various field situations and the methods of administering the questionnaires evolved for the purpose of the research project.

The orientation programme at NIEPA, New Delhi, was conducted by Dr. R.P. Singhal, Associate Project Director and Dr. R.S. Sharma, Project Coordinator and were assisted by Shri B.K. Panda, Shri C.R.K. Murthy and Ms. Rashmi Diwan.

At IIE, Pune, Prof. S.B. Gogate, Joint Director conducted the Orientation Course for the project assistants appointed at Pune. The National Seminar on Vocationalisation of Education at +2 Stage (February 12-15, 1983)

The National Seminar on vocationalisation of Education at the +2 Stage was organised by the Department of Education, Science and Technology, Government of Tamil Nadu in collaboration with the National Institute of Educational Planning and Administration (NIEPA) New Delhi from February 12-15, 1983 at the PSG, College of Technology, Coimbatore. The Seminar was organised based on a decision of the Government of India taken on the occasion of Education Secretaries' Conference held at New Delhi on 4th and 5th January, 1983, wherein it was felt that the experience in Tamil Nadu in the field of vocationalisation at +2 Stage of education was exemplary and therefore was worth sharing with other States and Union Territories of the country.

## Objectives

The main objectives of the Seminar were:

- to reflect on the experiences of Tamil Nadu in the field of vocationalised education so that all the States should get the benefit by this experience;
- to discuss possible means to overcome the problems faced while implementing this programme;
- to evolve suitable methodologies for introducing the vocationalisation scheme at +2 state in the states where these have not been introduced; and
- to develop strategies for forging linkages with various production units to get gainful employment.

The Seminar was attended by Secretaries and other Officials of Education Departments of different States and Union Territories in India. The Seminar had been extremely participative and generated a high wave of enthusiasm for vocationalised education.

#### Management of the Seminar

Dr. C.L. Sapra, Senior Fellow acted as the programme Coordinator and Dr.(Ms) K. Sudha Rao, Associate Fellow as Associate Programme Coordinator.

### 33. National Seminar - Workshop on the Problems of Planning and Management of Population Education in Higher Education (Under the UNESCO/UNFPA Project, New Delhi : March 14-17, 1983)

The Seminar - Workshop on the Problems of Planning and Management of Population Education in Higher Education was one of the major activities of the NIEPA Population Education project. 21 participants from Institutions of Higher Education, particularly teaching education personnel, and Heads of the Departments of Education participated in the programme. Keeping in line with the objectives of the programme which focussed on the difficult areas of linkages, the 4 day Seminar included lecture discussions on conceptual themes, Panel discussions on various aspects of linkages within a theoretical framework and group work exercises. It is with utmost satisfaction that the sessions were concluded with intense, intellectual and participatory activity, during the group work, which resulted in proposals and schemes for organising and coordinating Population Education Programmes in Higher Education at different levels and directions.

#### Objectives

The main objectives of the programme were:

to evolve a conceptual frame of reference for incorporating Population Education in Higher Education;

to examine organisational and structural issues and to define and discuss planning and management strategies related to Population Education Programmes in Higher Education;

to prepare guidelines for a comprehensive design for coordinating and integrating Population Education in Higher Education focussing on intra and inter-system linkages; and

to evolve a plan of action for institutions such as NIEPA, UGC and FPAL.

The main themes covered were:

conceptual frame of reference for introducing Population Education in Higher Education;

Planning, Organisation and structure of Population Education at the Higher Education level in the context of horizontal and

vertical system of linkages including Disciplinary Inputs and Multi-level Planning, Management, Monitoring and Evaluation of the programme with a focus on Teacher Education in light of above;

Present status of the Population Education Programmes in various Institutions of Higher Education and role of various governmental and voluntary agencies in the Programme;

Role of University Departments of Education vis-a-vis other programmes; and

Identification and Designing of guidelines for future plan of action in this area.

#### **Management of the Workshop**

Dr. (Mrs.) Sushma Merh was the Project Coordinator and Dr. S.P. Srivastava, Assistant Project Coordinator.

#### **INTERNATIONAL PROGRAMMES**

#### **34. Study Visit of Asian Trainees of IIEP (May 31 - June 6, 1982)**

The National Institute of Educational Planning and Administration, at the request of International Institute of Educational Planning, Paris conducted a Study Visit of Seven IIEP Trainees from Asia to India from 31st May to 6th June, 1983.

#### **Objectives**

The main objectives of this Study Visit were:

to familiarise the trainees of the Asian Region with the pattern of educational planning and administration in India at the Central, State and Institutional level; and

to acquaint the participants with the recent educational developments including education reforms and innovations in India.

#### **Contents**

The following themes were covered during the Study Visit:

- Educational and National Development in India
- Educational Inequalities and measures for their reduction
- Educational Planning in India since 1947
- Educational Finance in India
- Educational Administration in India
- Education Nation Building and National Integration - The Indian Experience

## Problems of Indian Education at the School level:

Role of Private Schools  
 Universalisation of Elementary Education  
 Secondary Education  
 School Education  
 New Trends in Inspection and Supervision  
 Open School

### 35. Workshop in Indian History and Culture for Social Studies Supervisors and Curriculum Consultants from the United States of America (New Delhi : July 1-16; August 5-7, 1982)

The Institute organised a Workshop in Indian History and Culture for Social Studies Supervisors and Curriculum Consultants from the United States of America from July 1-16; and August 5-7, 1982. Fifteen Social Studies Supervisors and Curriculum Consultants from the United States of America participated in the workshop.

#### 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 US schools; and
- to further mutual understanding with the help of Indian scholars.

#### Contents

The following themes were covered in the Workshop:

India - The Land and the People  
 India Through the Ages - An Overview  
 Three Decades of Indian Planning  
 India's Struggle for Freedom  
 Problem of National Integration  
 Role of Religion in the Composite Culture of India  
 Indian Agriculture  
 Industrial Growth  
 The Demographic Scene  
 Teaching of Social Sciences in Indian Schools  
 India's Role in World Affairs  
 Democracy at Work in India  
 Indian Literature Through the Ages  
 Changing Role of Women in India  
 Problems of Depressed Classes  
 The Messages of Indian Art

Role of Science and Technology in Development  
 India : Distorted Image  
 India : A Synoptic View  
 New Trends in Indian Education  
 Tradition and Change in Rural India  
 Curriculum Development in Indian History  
 Understanding India

The Workshop was inaugurated by Shri A.J. Kidwai, Vice-Chancellor, Jamia Millia University and concluded with a valedictory address delivered by Prof. S.G. Dube, National Fellow, ICESR.

### 36. Training Programme in Educational Planning and Administration for Officers of Papua New Guinea (August 1-October 30, 1982)

Commonwealth Fund for Technical Cooperation (CFTC) on behalf of the PNG Government approached NIEPA in November 1981 to explore the possibility of arranging the first overseas training programme for five education officers. Three of the trainees came from provincial level while one belonged to the Central Ministry of Education, Port Moresby, and one represented the Church Agency - an important partner in the unified educational system of PNG.

The programme, consisting of 20 credits, was structured on the following lines:

Course work	12 credits
Field Visits (Outstation)	4 credits
Field Visits (Local)	1 credit
Participants' Seminar	1 credit
Project work	2 credits

Total duration of the programme was of three months which was split between study and field work in the proportion of two to one. In terms of details the Programme was split into four two-weeks teaching blocks and four one-week field blocks. These blocks were interspersed alternately beginning with teaching block.

The curriculum consisted of 12 courses which had the following weightage:

Courses	Credits	Total contact Hours
Sensitization Courses	2	20
Educational Planning: Concept and Techniques	4	40
Educational Planning: Implementation	3	30
Educational Management	2	20
Financial Management	1	10
<b>Total</b>	<b>12</b>	<b>120</b>

## Management of the Programme

The Programme was designed by Dr. Brahm Prakash, Senior Fellow and Shri Charanjiv Mehta, Associate Fellow was conducted (Programme Coordinator and Convenor respectively) under the overall guidance of the Task Force. Earlier Dr. C.L. Sapra, Senior Fellow undertook a trip to Papua new Guinea to assess the training needs of the participants. Ms. Jayashri Jalali, Project Assistant assisted in the conduct of the Programme.

## 37. Study Programme in Planning of Teacher Education Programme in India (August 1-16, 1982)

The Institute, at the request of UNESCO and with the approval of Ministry of Education and Culture, organised a study programme in Planning of Pre-service and In-service Teacher Education Programme in India from August 1-16, 1982 for Mr. Teye Demissew, Head, Supervision and Evaluation Division, Ministry of Education, Addis Ababa, Ethiopia.

### Objectives

The main objectives of the programme were:

to give an over-view of Teacher Education in India : Its Problems and Perspective;

to acquaint him with the process and machinery for planning of teacher education in India;

to enable him to have first hand experience of functioning of various pre-service and in-service organisations of teacher education in India;

to acquaint him with the development of teaching aids for effective teaching in India; and

to acquaint him with various sources of techniques of teacher education programme in India.

### Contents

The following themes were covered in the programme:

- Teacher Education in India
- Problems and Perspectives of Teacher Education in India
- Impact of Teacher Training on Secondary Schools
- Process and Machinery for Planning for Teacher Education in India
- In-service Education : Sources and Methods
- Curriculum Development and Evaluation in Pre-service Teacher Education
- Role of NCERT in Improving Teacher Education in India
- Various UNICEF aided Projects for Improving Quality of School Education
- Role of Teachers in a Developing Society
- Developing Teaching Aids for Effective Teaching

Micro Teaching Techniques in Teacher Education  
 In-service Training in Secondary and Higher Secondary Schools  
 In-service Education in Science and Mathematics  
 Innovations in Teacher Education

#### **Management of the Programme**

Professor Moonis Raza, Director, NIEPA acted as Programme Director. Dr. N.M. Bhagia, Fellow, acted as Programme Coordinator. Dr. (Ms.) Radha Rani Sharma, Associate Fellow, acted as Asstt. Programme Coordinator.

#### **38. Study Programme of Mr. Siyom Goshu, Expert for Second Level Schools Construction and Manager, EEC Projects, Ministry of Education, Ethiopia (August 9-21, 1982)**

The National Institute of Educational Planning and Administration at the request of UNESCO and with the approval of Ministry of Education and Culture, organised a Programme in 'Planning and Financing of Projects for Second Level Educational Facilities in India' from August 9 to 21, 1982 for Mr. Siyom Goshu, Expert for Second Level Schools Construction and Manager, EEC Projects, Ministry of Education, Addis Ababa, Ethiopia.

#### **Objectives**

The main objectives of the programme were:

- to give an overview of Educational Planning and Administration in India;
- to acquaint him with norms for Educational Facilities in India;
- to familiarise him with Planning and Financing of School Building Projects in India; and
- to enable him to enhance his professional competence in Project Preparation, Evaluation and Follow-up.

#### **Contents**

The following themes were covered in the Programme:

- Educational Planning in India
- Educational Administration in India
- School Education in India : An Overview
- Norms for Educational Facilities in India
- School Mapping
- Planning for School Buildings
- Financing of School Building Projects
- Management of Construction and Maintenance of School Buildings
- Project Preparation
- Preparation of Project Report
- Techniques for Project Evaluation and follow-up
- Techniques for Long Range Planning in Education

## Management of the Programme

Prof. Moonis Raza, Director, NIEPA, acted as Programme Director and Dr. R.P. Singhal, Consultant and Dean (Training) acted as Associate Programme Director. Shri T.K.D. Nair, Associate Fellow and Shri Arun Mehta, Sr. Technical Assistant acted as Programme Coordinator and Programme Assistant respectively.

### 39. Training Programme in Educational Management for Sri Lanka Education Personnel (New Delhi : November 29, 1982 - February 6, 1983)

At the request of the Ministry of Education, Sri Lanka and with the approval of the Ministry of Education and Culture, Government of India, NIEPA organised a ten week - Training Programme in Educational Management for sixteen Sri Lanka Education Personnel from Nov. 29, 1982 - Feb.6, 1983. The Programme was attended by 16 participants and one observer representing 8 States and 3 Union territories.

#### Objectives

The main objectives of the programme were:

- to further sensitise participants to the nature of the school - both as a sub-system of the larger national society having linkages with the polity, economy and environment and, as a social system in itself;

- to acquaint them with the theory and practice of School Organisation and Personnel Management

- to impart basic skills in Institutional Planning and Financial Management of Schools;

- to further understand the role of the Principal as an academic leader and an initiator of change and innovations in school supervision, curriculum management and evaluation;

- to help participants develop the necessary expertise in devising a Training System and employing Consultancy Methods and Techniques in School Management; and

- to critically observe some selected schools and supra-school levels of educational administration.

### 40. Study Visit of Dr. Sang Jin Rhee, Assistant Professor, Department of Public Administration, Republic of Korea in collaboration with University Grants Commission (November 1, 1982 to March 31, 1983)

In pursuance of the programme for the award of Associateship of NIEPA, Dr. Sang Jin Rhee, Ph.D., Department of Public Administration, College of Law and Business, Geeyong Sang, National University, JIN JU, South Korea, has submitted his post doctoral dissertation on "Policy Making in Indian Higher Education with Special Reference to the Selected



Universities in India" in fulfilment of the requirements for the award of associatehip of the Institute.

**Objectives**  
The main objectives of his study were:

- to analyse the methods of Policy Making, Implementation & Evaluation in Higher Education;
- to suggest measures for improvement in policy making in Higher Education particularly at the university level; and

to provide information and knowledge to Korean students about the methods and process of Policy Making in India.

#### 11. Training Programme for Teachers Training College Administrators of Thailand in Bangkok on Educational Management and Systematic Utilisation of Resources (Dec.13-24, 1982)

The National Institute of Educational Planning and Administration at the request of the Ministry of Education, Government of Thailand and with the approval of the Ministry of Education and Culture, Government of India organised a 10-day Training Programme for Teacher Training College Administrators of Thailand in Bangkok from December 13-24, 1982.

#### Objectives

At the end of the ten day programme, all college rectors should be able to demonstrate the following:

- Make a plan for resource utilisation
- Apply the effective management techniques/methods
- Apply the effective control and monitoring system
- Apply evaluation techniques for resource utilisation.

#### Contents

The broad areas of the course are indicated below:

- 1) Planning of Resource Utilisation with Problematic Approach
- 2) Resource Allocation Techniques
- 3) Control, Monitoring and Follow up of Resource Utilisation
- 4) Evaluation Methods/Techniques for Resource Utilisation

**Management of the Programme**  
Professor Moonis Raza, Director, NIPPA was the Principal Manager and Consultant of the Programme. He was assisted in India by Dr. R.P. Singhal, Dean (Training) in the India-based preparations for the Programme. Smt. B. Selvaraj, Publication Officer, helped in the publication of the relevant documents. Smt. Rashmi Bhanu, Project Assistant assisted in the preparation of the Hand Book.

**42. Regional Seminar on Educational Future and Problems of Educational Planning and Administration in 1980s (New Delhi: December 27-31, 1982)**

The Regional Seminar on Educational Future and Problems of Educational Planning and Administration was held in New Delhi from 27th December, 1982. The National Institute of Educational Planning and Administration, New Delhi, organized the Seminar with the help of United Nations Educational Scientific and Cultural Organization.

**Objectives of the Seminar**

The objectives of the Seminar were as follows:

- To identify problems and challenges facing education in the present decade
- To assess the current status of educational planning and administration in the region
- To indicate directions for further progress, reforms and renovations in educational planning and administration and the steps to be taken in this regard
- To make specific proposals for fostering regional cooperation in this area and developing a system of "Educational Cooperation among Developing Countries (EDC)

**Major Themes of the Seminar**

The themes discussed at the Seminar were:

**1) Educational Future**

- Policy perspective on expected major changes and directions in these countries in the next ten years. The issues focussed upon were:
- a) Changes from within, the emphasis being on human resource utilisation, equity, nation building/national integration and environment/ecological problems.
  - b) Changes from outside, focussing on socio-economic forces impinging from the rest of the world and technological linkages among the countries.

**2) Educational Planning**

- a) Long and medium-term planning implications
- b) Planning for weaker sections, groups that are socially and/or economically handicapped e.g. women, children or socially discriminated groups.
- c) Spatial aspects in educational planning: Infrastructurally different areas like hills, deserts and other sparsely populated areas.
- d) Coordination of multi-level planning.

### 3) Educational Administration

(United work) 1982 at present

- a) Plan implementation
- b) Operational efficiency of the systems
- c) Performance appraisal
- d) Staff development, motivation, coordination, communication and information
- e) Non-monetary inputs

### 4) Educational Finance

- a) Resource mobilisation
- b) Resource allocation
- c) Resource utilisation

### 5) Regional Cooperation in South Asia

- a) Areas of cooperation and modalities
- b) Seeking ways and means to make the educational sector more responsive to social changes and vice versa.

### Management of the Seminar

The Programme Convenor for the Seminar was Ms. Usha Nayar. Ms. Ela Dutt Luithui and Ms. Jayashree Jalali acted as Programme Associates.

Dr. Tun Lwin (UNESCO Regional Office for Education in Asia and the Pacific) was designated Rapporteur General for the Seminar.

### 43. Study Visit of Five UNESCO Fellows from Afghanistan (February 17-18, 1983)

The Institute, at the request of National Council of Educational Research & Training, New Delhi, conducted a two-day study visit for five UNESCO fellows from Afghanistan from February 15-16, 1983.

#### Objective

The main objective of their visit was to study the use of statistics in Educational Planning. This study was done with a view to build training systems for personnel dealing in Educational Statistics.

#### Contents

The following themes were covered during the Study Visit:

- An Overview of role of NIEPA in Educational Planning and Administration in India
- India - The Land and the People
- Historical Perspective on Development of Educational Planning and Administration in India
- A synoptic view of the Development of Educational Policy in India with reference to the factors involved in Policy-making

Educational Planning at the Macro Level  
 Micro Level Planning in India  
 Techniques in Educational Planning

**44. Study Visit of Mr. Gabayehu Kumsa, Head, Planning Department,  
 Ministry of Education, Ethiopia (March 10-16, 1983)**

The National Institute of Educational Planning and Administration, at the request of the permanent delegation of Ethiopia to UNESCO conducted the Study Visit of Mr. Gabayehu Kumsa, Head, Educational Planning Services of Ethiopia from March 10-16, 1983.

**Objectives**

The main objectives of the Study Visit were:

to familiarise him with the pattern of Educational Planning and Administration in India at the Central, State and Institutional levels;

to acquaint him with recent educational developments in India, including reforms in the field of Educational Policy, Planning and Administration; and

to introduce him to the nature and working of the NIEPA with special reference to its training capacities.

**Contents**

The following themes were covered during the Study Visit of Mr. Kumsa:

India: Its Land and People and the History of Indian Education  
 Issues in Educational Policy  
 Problems in School and Non-formal Education with special reference to Universalisation of Elementary Education  
 Issues in Higher Education  
 The Role of the Planning Commission in Indian Education  
 Educational Planning at the Macro Level with special reference to India's Five Year Plans  
 Multi-level Planning in India and Management of Information System  
 Educational Administration in India  
 Financing of Education  
 Education in 2001 A.D. - A Long Term Perspective  
 Consultancy Work in Training Programme  
 Education in Ethiopia

**Management of the Study Visit**

Mrs. Usha Nayar, Associate Fellow acted as Programme Coordinator and Ms. Jayashree Jalali as Programme Associate.

ANNEXURE II  
RESEARCH STUDIES

(In Progress and Sanctioned)  
R. Gadsyana Kumar, Head,  
-10 (March 1981)

ONGOING STUDIES

1. A Study of Organisational Set-up and System of Educational Planning, Monitoring and Statistics in States/UTs.

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

- to study the existing organisational set-up for educational planning, collection, compilation and dissemination of educational statistics and monitoring and evaluation;
- to suggest arrangements required for effective planning, statistics, monitoring and evaluation; and
- to formulate programmes to strengthen the machinery for planning, statistics, monitoring and evaluation.

Methodology, Data Base and Current Status

The information for this Study was collected through a questionnaire from all states/union territories of India. This questionnaire was designed in consultation with the representatives of Ministry of Education and Planning Commission. On the basis of information collected through this questionnaire, visits to selected states were organised by the representatives of NIEPA, Planning Commission and Ministry of Education. Information was received only from 24 states and field visits were organised in respect of States of J & K, Punjab, Haryana and Maharashtra for which the reports were also prepared. On the basis of these reports, the preliminary draft of the Report is under preparation.

2. Remaining Development

The study was sponsored by ICSSR and taken up in July 1980.

Methodology and Data Base

It is an inter-disciplinary study on poverty, drawing illustrations from South East Asia, South Asia, Africa and Latin America. The contemplated larger work will cover much the same field as Asian Drama but from the third world perspective and will also take into account independent bureaucracy, political processes and education.

Current Status

From November, 1982, the author of the study was a special consultant at the United Nations Asian and Pacific Centre, Kualalumpur, Malaysia.

A 275 page book has been completed on "Modernisation and Development : Search for Alternative Paradigms", which will be published by the United Nations University Press simultaneously in English, French and Spanish. A monograph has also been prepared on Development-Perspectives in the 1980's for the United Nations Asian and Pacific Development Centre. This is shortly to be published.

### **3. An Inept Study of Financing of Higher Education in Indian States.**

The study was sponsored by the ICSSR and taken up in April 1981. The main objectives of the study are:

to identify the distortion that have occurred in the schematic priorities laid down in the plans of the Central and the State Governments;

to analyse the national and social disparities that have occurred in the educational development;

to study the extent of effectiveness of the special measures taken, incentives given for accelerating the base educational development particularly among the disadvantaged sections of the society; and

based on this study to make suggestions for drawing up of educational development during the next 10-15 years at the elementary stage of education

#### **Methodology, Data Base and Current Status**

During the period under report, a set of data schedules and questionnaires listing certain policy issues relating to financing of higher education were sent to about 30% of colleges located in the states of Andhra Pradesh, Gujarat, Haryana and Orissa. Almost 50% of the responses from all the states except Orissa have been received. Response from Orissa is expected to be expediated soon. The questionnaire was also issued to the principals of colleges who attended the NIEPA programmes in the month of November and December, 1982. The data is being tabulated and is almost ready for analysis.

A meeting with the Director of Higher Education, Andhra Pradesh and Principals of some of the Colleges of Hyderabad was organised. Another meeting was held with the Registrar and Finance Officers of the Osmania University in Secunderabad.

The data has been processed and the report is under preparation.

### **4. Aspiration and Action for Better Quality of Life**

The study was undertaken by the Institute in January, 1982 at the sponsorship of UNESCO, Paris.

The main objective of the study is to ascertain perceptual variables rather than precise and comprehensive estimation of peoples perception on quality of life in India.

## **Methodology and Data Base**

This is a methodological enquiry regarding the quality of life in India.

This is the second study on quality of life. The first one was conducted in West Bengal.

The study adopted a special technique which is somewhat in-between that usually adopted for socio-economic and opinion-attitude surveys, on the one hand, and the specialized participant observation and biographic narrative surveys, on the other. A questionnaire schedule was designed which is fully structured.

## **Current Status**

The data has been collected from respondents from Delhi and rural areas of Haryana from three different ethnic groups, i.e., Gujars, Scheduled Castes and Meos. Age, education, occupation and social status were used as classificatory variables.

In the first phase the investigators were identified and given orientation for conducting the survey. In the second phase the field work was carried out from March to May, 1982.

## **5. Autonomy of the University Community**

The study was sponsored by ICSSR and undertaken in February 1982.

The main objectives of the study are:

to examine if 'autonomy' in its Anglo-American connotation existed in any form at any time in ancient and medieval institutions of higher learning in India;

to examine the extent of autonomy enjoyed by the Indian universities during the first 90 years of their existence (1857-1947);

to examine the extent to which autonomy of the universities in India (such as it has) increased, remained constant or decreased from 1947 to the present;

to examine whether conditions in India are propitious at present to foster and promote university communities and whether autonomy can be a practical mode of university governance if various groups (students, teachers and administrators) do not constitute a community separately or collectively;

to examine whether there is any ground for the belief that 'autonomy is a condition precedent if the universities are to discharge their duties and obligations effectively and efficiently...' (Gajendragadkar Committee Report on Governance of Universities); and

to examine if the 'university community' and the 'university autonomy' are non-functional concepts in the present context in India, and are there any other ideas with which universities might experiment with advantage.

### **Methodology and Data Base**

The project involves study of community and autonomy of the universities as they developed in the western democratic societies and later in the Indian universities during the British period. An attempt has been made to examine the state of the autonomy of the Indian universities after Independence in 1947. The hypothesis of the study is that the concept of university autonomy and academic community are alien implantations, that they were and are increasingly irrelevant to the Indian university system and that adherence to this romantic double-fiction is delaying a rational consideration of the problems of governance of Indian universities.

### **Current Status**

The library work involved in the project has been completed. Some of the data required for the study has been analysed. A questionnaire seeking the views of the university community on autonomy and other related issues was prepared and sent to about 400 academic people in India. Response is encouraging and is being processed. The instruments with which the "autonomy" of the university will be measured have also been devised.

Preliminary draft of Chapters I-VIII has been prepared and drafts of other chapters are under preparation.

## **NEW STUDIES**

### **1. Regional Disparities in Educational Development : An Atlas of Indian Education**

The study was undertaken by the Institute in April, 1982.

The main objective of the study is to identify and analyse the spatial dimension of educational development and its bi-directional links with the process of regional development.

### **Methodology and Data Base**

Mapping on the basis of bi-variate as well as multi-variate statistical techniques is being used. Fourth All India Educational Survey and Census of India 1981 are the main sources of data.

### **Current Status**

Mapping of the sections I to IV and section VI viz., covering 26 maps on accessibility; 12 on availability; 47 on quantity; 30 on quality and 22 on equity, have been completed. Draft chapters are ready for



the sections on accessibility and equity. A monograph on "Women's Education in India : The Regional Dimension" has been produced as a part of the study.

## **2. A study on Organisational History of the Ministry of Education**

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

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

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

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

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

### **Methodology, Data Base and Current Status**

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

- i. Evaluation of the Education Department during the British period.
- ii. Role of the Union Education Ministry in School Education.

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

## **3. Study of Matters Concerning Rules for Transfers and Disciplinary Proceedings, Applicable to School Teachers.**

The study was undertaken by the Institute in July, 1982. The main objectives of the study are:

to make a comparative study of the existing rules and procedures

pertaining to the two subjects, in three states viz., Haryana, Rajasthan and Uttar Pradesh.

to evolve norms that should govern matters relating to transfers and discipline with regard to the teaching personnel in the three states. (Transfers study will concern itself with government school teachers only).

to attempt a simplification of the rules and procedures for the states mentioned above, keeping in view the norms that may be evolved.

### **Methodology and Data Base**

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

### **Current Status**

During the first phase of the study, Education Secretaries/ Directors of School Education of the three states (Haryana, Rajasthan and Uttar Pradesh), to be covered by the studies were requested to supply basic material like rules and executive orders on the two subjects viz., the transfers and the disciplinary proceedings. Copy of the latest guidelines on transfers was received from Rajasthan Government. Similar information was called for from Kerala, a State suggested by the Executive Committee for comparative perspective.

In the second phase, material was collected on Disciplinary Rules applicable to private local bodies and government school teachers in the three States. This material is directly related to the actual part of the report. Some general literature on disciplinary procedures has also been studied.

In the next phase, the questionnaires were issued to the Directors of Education, District Education Officers and selected officers at sub-divisional/block level. A visit was made to Bikaner, Allahabad and Chandigarh to have personal discussions with Officers of the Directorate of Education regarding the study.

The preliminary draft of the study is under preparation.

### **4. A Study on Optimum Teacher-Pupil Ratio for Schools.**

The study was taken up by the Institute in July 1982, with the following objectives:

to ascertain the norms of teacher pupil ratio as prescribed by the state government and as observed in the actual situation.

to assess the workload of teachers in terms of time devoted to teaching and non-teaching activities.

to investigate the effect of teacher-pupil ratio on enrolment, retention and achievement of students in the annual examinations; and

to determine optimum teacher pupil ratios for different situation of schools, keeping in view the feasibility aspect including the cost of the same.

### **Methodology and Data Base**

Nearly 600 schools from 58 National Sample Survey Regions have been selected through stratified random sampling technique. The stratification has been done on the basis of rural/urban; primary/middle/secondary; tribal/non-tribal; single/multiple class schools; and boys/girls/co-education schools.

Normative survey method involving questionnaire and investigatory technique have been employed in the study. These have further been supplemented by the survey of available literature, education codes, acts, rules and government orders and examination of the various documents such as school records of enrolment, attendance etc. For assessing the qualitative aspect of education, the annual school results of the students have been taken into consideration (April 1979 to March 1982).

### **Current Status**

One day workshop for finalising the basic tools for the research project was held on 29th September, 1982. It was aimed at suggesting the relevancy of field situation and the practicability of tools in field situation. For the purpose of data collection six questionnaires were developed, namely on Basic Data; for Heads of Schools for Primary School Teachers; for Middle/high School Teachers; for Single School Teacher; and for District Education Officers.

After finalising the above tools the process of data collection started in all the 58 regions from 21 states and union territories selected as sample. While the data collection was in progress the procedure of analysing the data was discussed in a task force meeting held on 18th February 1983. The coding procedure was finalised and it was decided to computerise the data. Simultaneously with the data collection almost complete, the coding of the various questionnaires is being done. The data has been collected from 20 States covering 52 regions and 520 schools.

The coding of the tools of nearly 10 States comprising of 30 regions consisting of 300 schools has been completed.

### **5. The Secondary School Head in Comparative perspective in Educational Administration.**

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

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

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

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

### **Methodology, Data Base and Current Status**

A mailing questionnaire for the Heads of schools receiving information about their personal and professional characteristics was developed. This questionnaire was then mailed to a random sample of 300 secondary school heads. Another questionnaire was developed and responses obtained from five knowledgeable persons from India in order to utilise their background and observations about position of Secondary School Heads.

The responses obtained from the Heads of schools was then analysed. The information for Indian Secondary School Heads has been tabulated separately. Further the questionnaire for the knowledgeable persons was received and the responses have been mailed to the IOWA University.

The preliminary draft of the report is under preparation.

### **6. Study for Developing a Model Financial Code**

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

### **Methodology, Data Base and Current Status**

During the first phase, the Acts, Statutes, Ordinances and Regulations and financial rules of some of the State and Central Universities, which were readily available, were studied. The financial rules of the Government of India and few State Governments were also seen as a general reference.

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

of financial rules and that they followed by and large, the financial rules of the State Government.

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

The draft Chapters I-XXIV of the Financial Code were then circulated, in batches to the Members of the Project Advisory Committee and Finance Officers of 20 Universities. Certain Chapters, were also sent to Institutions/specialists having expertise on the subjects.

#### **7. Policy-Making in Indian Higher Education - with special reference to 13 Selected Universities in India**

The broad objectives of the study are as follows:

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

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

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

#### **Methodology and Data Base**

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

- i) Study of the structure of organizations involved in the task of educational policy making;
- ii) Policy science approach so as to find out the principles and methods of policy making;
- iii) Study policy making at the national and state levels from published materials and discussions with concerned persons;
- iv) Indepth analysis of policy formulation, implementation, evaluation and feed-back for 13 selected universities drawn

from various parts of the country as follows: Three central universities; three presidency universities; four state universities randomly drawn; and three professional universities;

Analysis of policy formulation, implementation, evaluation and feedback from various published sources such as statutes of universities, calendar, agenda and minutes of meetings of various decision making bodies and through questionnaire specially designed to obtain information from the persons concerned in policy making and implementation. It is also proposed to visit these universities and carry out interviews and discussions with concerned persons.

#### **Current Status**

Preliminary literature in the area has already been surveyed. Detailed design of the study and questionnaire are being prepared.

### **8. Legal Bases of General Education in India**

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

#### **Methodology and Data Base**

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

#### **Current Status**

The information from various sources is being reviewed and studied. This would further be analysed to bring out a monograph on the study.

### **9. Funding of Social Sciences Research in India**

The study was taken up in January, 1983 at the instance of ICSSR. The main objective of the study is to analyse the financial support provided by various government/semi-government or private bodies for social sciences research in India.

### **Methodology and Data Base**

The data base of the Project is a six volume study prepared at the ICSSR by Dr. J.L. Azad. These volume contain information on Research Institutions; Research Organisations; Central and State Government Agencies; Autonomous Research Sponsoring Bodies; Various Banking and Finance Institutions; and International Agencies.

### **Current Status**

This is a sequel to ICSSR's earlier study on the subject - "Funding of Social Sciences in India", which was earlier conducted by Dr. J.L. Azad. During the period under report the core data on Funding of Social Sciences was codified which was then put on tapes. The data is now ready for processing at the computer centre.

The proposed monograph will use descriptive statistics and multi-variate analysis for examining the substantive aspects of Research and Development in Social Sciences in India.

### **10. A Study on Educational Planning with special reference to Equality of Opportunity and Equalisation of Education Opportunity in India - A Case Study of School Education in Kerala and Uttar Pradesh.**

The study was undertaken in March 1983 at the instance of ICSSR. The main objectives of the study are:

to examine the changes in the sources of educational finance in the light of equality and equity goals;

to analyse the financing mechanisms for education including grants-in-aid system and its effect on distribution of educational opportunities; and

to find out the net beneficiaries of public expenditure on education-particularly on school education.

### **Methodology and Data Base**

The study is mainly empirical-cum-analytical in nature and is limited to school education in two states Kerala and Uttar Pradesh only. In a limited sense, it is, a comparative study of educational finance with special reference to equality of educational opportunity in educationally advanced and backward regions of India since Kerala ranks top as against low position occupied by Uttar Pradesh in most of the indicators of Educational Development. The main sources of data are published and unpublished material of Ministry of Education both of the Central and State Governments. Plan Documents, Budget Reports and Statistical Abstracts of the States concerned are also being used to elicit information. Publications of NCERT, such as All-India Educational Surveys and publications of NIEPA such as Reports on Educational Administration also provide information related to the project. To study the last objective a cross-section analysis will be carried out. At present there are two alternatives of getting data to

examine this issue. National Sample Survey Organisation (NSSO) has conducted a nation-wide survey on 'Social Consumption' including 'Education' in its 35th Round for the year 1980-81. In case the data from the above source is not made available in the required form, it is proposed to conduct a small field survey in selected districts of Kerala and Uttar Pradesh, to generate data on socio-economic background, private costs and subsidies available to different socio-economic groups.

The main indicators used to examine - to what extent the goal of equality of educational opportunity has been achieved in school education are: Growth Rates of Enrolment and Enrolment Ratios; Co-efficient of Equality; Disparity Index; etc. Equality of Educational Opportunity examined is mainly confined to the access to education and educational inputs of different socio-economic groups classified by sex, social-groups, location and districts etc. per capita and per pupil expenditure on education and teacher-pupil ratio etc. serve as proxy variable to indicate the quality of education.

During the period under report a rough draft paper on educational finance in Kerala and Uttar Pradesh is prepared. Also, a preliminary analysis of public expenditure on education in Kerala and Uttar Pradesh has been completed for the period 1956-57 and 1979-80.

#### **.STUDY UNIT ON EDUCATIONAL DEVELOPMENT OF SCHEDULED CASTES**

A Study Unit on Educational Development of Scheduled Castes was established in the Institute at the instance of the Ministry of Home Affairs and funded by that Ministry with the following main objectives:

to look into the working of various educational development programmes for Scheduled Castes through various research studies and by building a good data/information base;

to design a system of monitoring and evaluation of these schemes for Ministry of Home Affairs;

to carry out research studies evaluating working of various schemes/programmes both in terms of character of schemes as well as its implementation and effect on educational development of Scheduled Castes and Scheduled Tribe students;

to suggest types of basic data which need to be collected by Ministry of Home Affairs for the purpose of monitoring and evaluation of these schemes. For the purpose of research studies undertaken by the unit, data may be collected independently by NIEPA;

to suggest to Ministry of Education and Culture the introduction of Scheduled Castes and Scheduled Tribes aspects in their regular data collection process; and



to introduce aspects of educational development of SC and ST population, in the various training programmes organised by this Institute.

During the year, the Study Unit undertook the following studies:

**1. Trends of Enrolment of the Scheduled Castes Students in Higher Education (1964-1977) (completed)**

The main objectives of the study were:

to find out the overall trends of enrolment at the national level and the state level;

to analyse the overall inequality in the spheres of enrolment in higher education;

to trace out the inter-state disparities in terms of enrolment;

to find out the disparity between the enrolment of Scheduled Castes - male and female; and

to find out the level of equality achieved in different states.

**Methodology and Data Base**

The enrolment data available in the publications of the Ministry of Education, progress of Education of Scheduled Castes and Scheduled Tribes from the years 1964-65 to 1977-78 has been analysed to bring out the trends of enrolment.

A monograph has been brought out which brings into focus the disparities among the different states and between the Scheduled Castes and Non-scheduled Castes. It also includes an overview indicating the emerging trends by using the statistical techniques of interpreting the data with the help of regression, correlations, location coefficients, coefficients of equality, etc. alongwith some charts and cartographs.

**Findings**

The major findings of the study are:

In all the sectors of education, there has been a decline in the rate of growth in SC enrolment during 1972-76. The same trend is noticed in non-scheduled caste enrolment as well.

In the professional and other education (collegiate) there was a negative rate of growth in enrolment of SC as well as on non-SC during the period 1972-76.

There are great disparities in rates of growth in enrolment of SC and non-SC in the States and Union Territories. This disparity is more pronounced in the case of SC enrolment.

There is no close relationship between concentration of SC population in a particular region and its enrolment concentration

The SC are still lagging far behind other communities in every stage of education and the educational disparities between SCs, vis-a-vis, other communities become more and more acute from primary to secondary level and from secondary to higher levels of education.

As one goes up the educational ladder, the stagnation and drop-out rates increase and rate of stagnation and dropout among the SC are considerably higher than non-SCs.

The overall inequality between SCs and other communities with respect to enrolment position in higher education has reduced over the period of 13 years.

There are wide variations in time periods by which each state would achieve state of equality in terms of enrolment.

## **2. Post-matric Scholarship Scheme for Scheduled Castes and Scheduled Tribes: A pilot study**

The main objectives of the study are:

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

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

### **Methodology and Data Base**

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

### **Current Status**

The study unit designed two schedules, as a first step, namely, schedule I - Institutional Schedule, and Schedule II - Beneficiary Schedule. Schedule I was divided into two parts. Part I regarding the information about the institutions and Part II related to questions covering the views of the Head of Institutions on the scheme. The pilot study was conducted in the four institutions viz. Indian Institute of Technology, Delhi; All India Institute of Medical Sciences, Delhi; Jawaharlal Nehru University, Delhi; and Kendriya Vidyalaya, IIT, Delhi. The information obtained as per schedule I and schedule II has been analysed. The preliminary draft of the study is near completion.

### 3. Working of Book Bank Scheme : A Pilot Study

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

#### Methodology and Data Base

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

#### Current Status

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

### STUDIES SANCTIONED

The following studies were sanctioned during the period under report:-

#### 1. Study on History of Educational Development in Kerala

The main objectives of the study are :

to analyse the growth of Education in Kerala as it evolved under the erstwhile princely states of Travencore - Cochin and the Malabar Province;

to study the nature of educational expansion after the formation of the Kerala state since 1956;

to identify the various factors and forces which influence(d) the decision making process at different levels; and

to delineate the various bottlenecks which hinder the implementation of the decisions, whose identification may help other states to overcome them.

## **Methodology and Data Base**

The educational developments in Kerala will be analysed in two dimensions. The first part will highlight the history of educational development from 1820 under the erstwhile princely states of Travancore - Cochin and in Malabar. The second part would focus on the educational development since the reorganisation of the Kerala state in 1956. The study would be based on extensive research work.

The first part which deals with the history of education prior to the 1956 period will be based on historical records such as the Census of India Reports, Manuals, Administration Reports, Educational Records, Statistical Abstracts, Government Records and the Native States Council proceedings. The second part will be based on similar published material besides Government records open for consultation, as well as interview with senior officials and educationists.

### **2. A Study on Spatial Provision for Educational Activities Background.**

The main objectives of the study are:

- to undertake a comparative study of the existing policies and practices being followed by different town development authorities in making spatial provision for educational activities;

- to work out future requirements of various educational activities in different types of settlements/towns after taking into consideration various educational and demographic factors;

- to suggest building and space norms for educational activities of various types and levels of institutions in different types of settlements according to ecological regions of the country;

- to make an assessment of total space and building requirements in future on the basis of projected needs of educational activities and suggested space and building norms;

- to study the impact of new educational technologies on various levels and stage of educational activities in terms of space requirements; and

- to suggest methods and techniques of integrating educational facilities with the neighbourhood facilities of the local community.

## **Methodology and Data Base**

The study will involve extensive travel in the country for surveying the present status and collecting data as per the research design.

### 3. A Study on Role Performance by the Heads of Colleges

The main objectives of the study are:

to identify the role of Heads of Colleges;

to assess the performance for different types of roles by the Heads;

to identify various factors which effect their role performance; and

to study the relationship of various factors with the role-performance of the Heads.

#### Methodology and Data Base

The colleges in the region within the radius of 150 miles around Delhi would be taken as the population for the present study. At the periphery the cities are Dehradun, Bareilly, Agra, Jaipur, Sirsa and Ambala. Nearly 250-300 colleges are situated in this area. A statistical random sample of about 100 heads of colleges would be drawn from this area giving due representation to general/professional boys/girls, rural/urban and constituent affiliated types of colleges.

Interview schedules, questionnaires and rating scales would be used for the collection of data.

### 4. A study on Educational Policy and Planning in India - Role of Planning Commission - Current Status and Future Perspective.

The main objectives of the study are:

to examine various processes in regard to the formulation and evaluation of plans within the Planning Commission and bring out, in details the nature of the existing procedure, tools and instruments used;

to reflect critically on the usefulness or otherwise of methods and tools employed in the context of a country of the size of India;

to bring out the suitability of the quantitative reviews and qualitative studies and their impact on policy planning, programme formulation and project implementation;

to diagnose how educational plans were influenced by Finance Commissions awards political decisions, international trends and situation, and policies of various Union Ministers of Education, Members incharge of Education within the Planning Commission and the bodies and groups set up by them from time to time;

to indicate how non-governmental bodies, institutions, and organisations influenced formulation of educational plans;

to review the extent to which planners forecast developments and their operational implications were correct and to focus on the distortions, if any, which may have taken place and reasons there of; and

to formulate concrete proposals to strengthen Planning Commission's role as well as its capacity to formulate educational plans, carryout its evaluation and monitoring, within the overall national objectives, during the next two decades i.e. 1980-2001 especially in view of the fact that Education has lately been included in the concurrent list.

#### **Methodology and Data Base**

A Data in the form of published and unpublished, drafts of various chapters of Five Year Plan Reports, materials, statistical proforma, statements, tables, schedules, and reports of the various committees will be consulted and drawn upon.

### ANNEXURE III

#### ACADEMIC CONTRIBUTION OF FACULTY

##### 1. BOOKS

###### Prof. Moonis Raza

*Indian Economy : the Regional Dimension.* New Delhi, Spectrum, 1982. Jointly with A. Kundu.

*An Atlas of Indian Tribes.* New Delhi, Concept. (In the Press) Jointly with A. Ahmed.

###### Shri J. Veeraraghavan. ed.

*Education and the New International Order.* New Delhi Concept, 1983

###### Dr. R.P. Singhal

*Revitalising School Complexes in India.* New Delhi, Concept, 1983.

###### Dr. G.D. Sharma

*Economics of College Education A Study of Hindu College, New Delhi; Association of Indian Universities, 1982. Jointly with M. Saxena.*

##### 2. CHAPTER IN BOOKS

###### Prof. Moonis Raza

"Reflections on the Nature of Rural-Urban Interactions in Asian Context in *Humanizing Development*; Singapore, UNCRD, Maruzen Asia, 1982.

India : Urbanization and National Development in *Urbanization and Regional Development.* Singapore, UNCRD, Maruzen Asia, 1982. Jointly with A. Habib, A. Kundu and Y.P. Aggarwal.

"Industrial Base of the Regional Economy and Urbanization Process in India". in *Problems de Croissance Urbaine dans le Monde Tropical* CGET, Bordeaux, 1982.

"Man in the Eco-System", in *Contribution to Indian Geography: concept and Approaches.* ed. by R.P. Misra, New Delhi; Heritage, 1983.

### 3. RESEARCH PAPERS

#### Prof. Moonis Raza

The Indian Ocean Region: Its Minerals and Other Resources. *Peace and Solidarity*, April, 1982. Jointly with Prof. N.B.K. Reddy.

Regional Development Prospects and Retrospect. *Regional Development Dialogue* UNCRD, 1982

Agglomerated and Dispersed Patterns of Industrialisation in India. *Regional Development Dialogue*; UNCRD, Nagoya, 1982

Railways Freight Flows and the Regional Structure of the Indian Economy *The Geographer* 2(XXVIII), July 1981, Jointly with Y.P. Aggarwal.

Urbanisation and Redistribution of Population in Regional Space: A Case Study of India, UNCRD, Working Paper No.82-85 UNCRD, Nagoya. Jointly with Aslam Mahmood.

#### Dr. R.P. Singhal

"Principal as Change Agent". *Patrika*, May, 1982.

Building up Capabilities of Educational Administrators in India. *International Journal of Educational Development* 3(1) Oxford, 1983.

Horizontal and Vertical Linkages in Education. *Education Quarterly* Government of India, Ministry of Education and Culture, 1983.

#### Dr. C.B. Padmanabhan

Financing of Education in Sixth Plan. *Frontiers in Education Alternatives in Financing Indian Education*, *New Frontiers in Education* Vol.13(1) 1983, pp.42-48.

#### Dr. C.L. Sapra

A Study of the Role of the Central Advisory Board of Education in Relation to the Development of Primary Education in India - 1947-1974, *Indian Educational Review*, April, 1982.

#### Dr. Brahm Prakash

The Growth Roll Concept and the Regional Planning Experience of Developing Countries - 'A Comment' *Regional Development Dialogue*, UN Centre for Regional Development, 1982.

#### Prof. S.M. Dubey

Sociology of the Professions in India: Emerging Trends and Needed studies in P.K.B. Nayar (ed) *Sociology in India: Retrospect*



and Prospect, B.R. Publishing Corporation, New Delhi, 1982.

Ethnic Mobilisation, Tribal Movements and Reconciliation in North East India, in K. Suresh Singh (ed) *Tribal Movements in India*, Part-I, Manohar Publishing Co., New Delhi - 1982.

**Dr. J.B.G. Tilak**

Wastage in Education in India, *Indian Educational Review*, 2(17), April, 1982.

Educational Planning and International Economic Order *Comparative Education*, 2(18), June, 1982.

"Education and Rural Development", paper presented in Workshop on "Hospet and its Environs-2001 A.D." (Bangalore Institute for Social and Economic Change, July, 1982; appeared in *Man and Development* 4(4), December, 1982.

"Some Economic Aspects of Education in Delhi, Paper presented in a Panel Discussion on Schooling in Delhi (New Delhi, Conversational and the Thinking Group, India International Centre, August, 1982); published in *Financial Express* October 11, 1982, reprinted in *Education* Vol. 63 No. 2 Feb. 1983.

"Inequality in Education by Sex in India" *Indian Journal of Industrial Relations*, 3(18), Jan., 1983.

**Smt. Usha Nayar**

Educational Finance in the State of Haryana, in study of Educational Administration at the Block and the Institutional Level, Research Monograph of Unesco, 1982.

'Educational Facilities in Haryana Schools' in *The Study of Educational Administration at the Block and the Institutional Level*, a Research Monograph of Unesco, 1982.

**Dr. Sushma Bhagia**

"Some Thoughts on In-service Education of Educators" in *New Frontiers in Education*, (Quarterly Journal of Higher Education), June, 1982

"Innovative Practices in Teacher Education", *Educational Herald*, 4(13), Jan-March, 1983.

"Educational Technology in India: The Present and the Prospect", *Journal of Indian Education*, 5(13) January, 1983.

**Dr. Y.P. Aggarwal**

'Urbanisation in a Fragmented World: Some Aspects of International Inequities, *Urban India* (jointly with Prof. Moonis Raza and others)

India, Urbanisation and National Development, in UNCRD (ed) *Urbanisation and Regional Development* Maruzen Asia, Singapore, 1982 (jointly with Prof. Moonis Raza and others)

Railways Freight Flows and the Regional Structure of the Indian Economy, *The Geographer* 2(xxviii), July 1981, jointly with Prof. Moonis Raza.

#### 4. ADDRESSES/LECTURES DELIVERED TO LEARNED SOCIETIES

##### Prof. Moonis Raza

Delivered a lecture on "Government Reservation Policy in a Seminar" at Sanjivayya Institute of Socio-Economic Studies, New Delhi on 26th April, 1982.

Delivered the Annual Day Address of A.N. Sinha Institute of Social Sciences, "On Regional Disparities in Literacy Levels in India", at Patna on 30th April, 1982.

Delivered an extention lecture on "The Theory, Doctorine and Evolution of Communism at Defence Service Staff College, Willington, 14th May, 1982.

Delivered a lecture on "Role of Railways as a Prime Mover in Industrial Expansion in Backward and Hinter Land Areas", at the Institute of Applied Manpower Research, New Delhi on 17th May, 1982.

Delivered the Convocation Address entitled "Education and Development" on the Occassion of Graduation Ceremoney at the National Defence Academy, Khardakwasala on 18th May, 1982.

Delivered the Key note address entitled "Towards Improved Educational Planning" to the National Conference of Indian Association of Educational Planning and Administration, 12th June, 1982.

Delivered Presidential Address entitled "Inequities in Educational Development in India - The Regional Dimension" the Geography Section of the Seventh Indian Social Science Congress at New Delhi on 13th June, 1982.

Led a discussion on "Political Economy of National Integration" in the Seventh Indian Social Congress, New Delhi, 13th June, 1982.

Delivered a lecture on "India - The Land and the People" to the participants of an Orientation Programme for the New Officers of the American Embassy and ICA organised by USEFI, New Delhi, on August 18, 1982 and on September 20, 1982.

Delivered a lecture on "Management Challenges in Progressive Schools in National Progressive Schools Conference" New Delhi on August 28, 1982.

Delivered a lecture on "Regional Disparities in Levels of Literacy in India" organised by Delhi School of Economics, Delhi University, Delhi on September 17, 1982.

Presented a paper on "Environment and Development" in a seminar organised by the National Association of Geographers in India on November 11, 1982.

Delivered a Lecture on "The Third World Urbanisation Perspectives" in an International Seminar on "Small Cities and National Development" organised by UN centre for Regional Development, Nagoya held in New Delhi on January 27, 1983.

Delivered a lecture on "India : The Time and Space Continuum" in a Intensive Workshop to develop curriculum materials in social studies in India for use in schools of U.S.A. organised by U.S.E.F.I., New Delhi, March 29, 1983.

#### **Shri J. Veeraghavan**

Presented a paper entitled 'Mechanisms for the Allocation of Resources to Education from the Federation (Central Government) to the states(department/regions)' in the Seminar on Budget, Resource Allocation and Educational Policy, organised by the International Institute for Educational Planning, held in Paris in October, 1982.

#### **Dr. R.P. Singhal**

Addressed the teachers of Bhartiya Vidya Bhawan School and BHEL School, Hyderabad, on "Self-Motivation of Teachers" on 26th April, 1982.

Delivered valedictory address at the Training Workshop for "Teachers on Environmental Education" at Happy School, October 10, 1982.

Addressed the participants of the Training Course organised by Jamia Millia University for Officers of Delhi Department of Education on Management of Adult Education Programme, February 26, 1983.

Addressed the American Educators in USEFI on "Educational Spectrum: Formal Sector", on March 30, 1983.

#### **Dr. C.L. Sapra**

Delivered Key Note Address at Chandigarh on May 31, 1982 on "Educational Implications of the New 20-Point Programme" in the Conference of Educational Supervisors and Principals of Schools

at the invitation of Directorate of Education, Chandigarh Administration.

Delivered a lecture on "Educational Planning and Administration in India" at the University of Papua New Guinea (Faculty of Education) on July 21, 1982.

Participated in the Fifth International Intervisitation Programme (IIEP'82) from August 3-20, 1982 and presented a paper on 'Educational Planning and Administration at the Crossroads - The Indian Case' in the conference phase of the Programme at Nigeria.

Delivered a lecture on "Educational Planning in India-Problems and Prospects" in the Regional College of Education, Ajmer on November 9, 1982.

**Dr. N.M. Bhagia**

Addressed members of Dibrugarh Academic Council on 'Management of Resources', at Digboi on May 14-15, 1982.

Addressed the participants of the VI Asian Regional Seminar, 1982 on "World Peace through UNESCO Clubs and Environmental Education" in the Vishwa Yuvak Kendra, New Delhi on September 25 and 28, 1982.

Addressed the staff members and the Post Graduate students of the Department of Education, Jammu University on Developments in Educational Administration at Jammu on December 8, 1982.

Presented a paper on Futurology in M. Ed Programme in the National Seminar on Future Oriented Teacher Education in NCERT from March 21-23, 1983.

**Shri M.M. Kapoor**

Presented a paper on "Integrated Information System for Educational Management: A Suggested Model for India". For I.I.E.P., Paris as a Part of Advance Training Programme in Educational Planning, 1982.

**Shri K.G. Virmani**

Presented a paper entitled, "Principle of Democratic Centralism and Organisational Democracy in Educational Management" in the International Senior Educational Administrators Course of Institute of Management and Organisation of Education of the Academy of Pedagogical Sciences of the GDR held at Dresden, Wachwitz Bergstrasse 5, German Democratic Republic, Jan. 3-Feb. 14, 1983).

**Dr. Kusum K. Premi**

Presented a paper "Reservation in Education for the Scheduled Castes, Some Policy perspectives" in a seminar at Sanjivayya

Institute of Socio-Economic Studies, New Delhi, April 25, 1982.

Presented a paper on Education and equity: Scheduled caste and Tribes in the ITIs at Annual conference of Comparative Education, Society of India, Chandigarh, on March 1, 1983.

**Dr. J.B.G. Tilak**

Presented a paper titled "Economic Returns to Investment in Education at the Regional Level: Estimates for the State of Andhra Pradesh" in the Seminar on Productivity in Indian Economy (The Indian Economic Association and the School of Economics, Waltair, October 31-Nov. 1, 1982.

Presented a paper titled "Educational Planning and Unemployment in India" Seminar on Employment Prospects for Matriculates and Graduates. State Planning Institute, Lucknow, July, 1982. (in absentia)

"Some Economic Aspects of Education in Delhi", Paper presented in a Panel Discussion on Schooling in Delhi, New Delhi, Conversational and the Thinking group. India International Centre, New Delhi, August, 1982.

**Mrs. Usha Nayar**

Participated and presented a paper entitled "Competition Vs. Cooperation: How to bring harmony between the two for the development of the full human personality of the child" at the 10th National Parent Teacher Conference New Delhi, Feb. 19-20, 1983.

Delivered a lecture on Educational Planning and Administration in India, to Educational Supervision and Management Division (ESMD) of the Ministry of Education Sri Lanka, at Colombo in September, 1982.

Delivered a lecture to the staff and students of Muslim Ladies College, Colombo, Sri Lanka, September, 1982.

**Dr. V.A. Kalpande**

Presented a paper on "Development of a Tool for Measurement of Educational Progress of a Block/District in Maharashtra on December 10, 1982 in UNICEF sponsored seminar on Innovations in School Education at Pune (Maharashtra).

**Shri T.K.D. Nair**

Addressed the Lion's Club of Karaikal on the "Role of Community in Development of Schools" on January 18, 1983.

Gave a talk on 'Rural Development : Some Basic Issues' at the Seminar jointly organised by Bharat Nirman (Build India) and the All India Institute of Medical Sciences on March 21, 1983.

**Dr. Y.P. Aggarwal**

Presented a paper on "Implications of Rural Urban Disparities in Education" at the Annual Conference of the Indian Association for the Study of Population, held at New Delhi, December, 1982.

**Dr. N.V. Verghese**

Presented a paper entitled "Education - Technology - Development Relationship : A Synoptic View", at the Seminar on Technology Future for Rural Development in 2000 AD, Hyderabad 2-4 May, 1982.

Presented a paper entitled "Planning for Education and Training Under Conditions of Changing Technology", (co-authored with Dr. Brahm Prakash) at the International Seminar on Labour Issues in the Third World Development, New Delhi, 4-7 January 1983.

Presented a paper entitled "Vocationalisation and Job Market", at the National Seminar on Vocationalisation of Education at +2 Stage, Coimbatore, February 12-15, 1983.

Presented a paper entitled "Development Strategy in the Sixth Plan", (co-authored with S.S. Yadav) at the XIII Conference of the Rajasthan Economic Association, Jaipur, March, 10-12, 1983.

Presented a Seminar lecture on "Education and Earnings", at the Zakir Husain Centre for Educational Studies on 3.4.1982.

**Dr. K. Sudha Rao**

Delivered a lecture on "Needs of Children" for Child Development Project Officers of Integrated Child Development Services Scheme, at NIPCCD on June 29, 1982.

Delivered a lecture on "Stage of Child Development" for Child Development Project Officers of Integrated Child Development Service Scheme at NIPCCD in November 1982.

**Dr. K. Sujatha**

Presented a Paper on "Strategies of Non-formal Education for Tribal Children at the International Symposium on Problems of Development of Under-Privileged communities held at Vigyan Bhawan, New Delhi, October 2-8, 1982.

Presented a paper entitled "An Indepth Study of Ashram Schools in Andhra Pradesh at the Annual conference of Comparative Education Society of India, Chandigarh, Feb. 28 - March 1, 1983.

**Mrs. J. Jalali**

Participated and presented a paper entitled "A comparative study of the concept of Work Experience in Secondary Education in India and in the USSR" at the Second Annual Conference of Comparative

Education Society of India, February 28 - March 2, 1983 at Chandigarh.

## **5. PARTICIPATION IN SEMINARS, CONFERENCES, WORKSHOPS**

**Prof. Moonis Raza**

### **National**

Participated in the Seminar on 'Education of the Disadvantaged' organised by the Indian Institute of Education, Pune Sept., 5-7, 1982.

Participated in National Seminar on 'Education for Self Employment' organised by National Commission for Education for self-employment at New Delhi on October 11, 1982.

Chaired a Session on 'Language and Tribal Identity in India' at a Symposium on Language and Social and Regional identities in India organised by Centre for the Study of Regional Development, JNU, on November 9, 1982.

Participated in a National Seminar on 'Vocationalisation of Education at +2 Stage' organised by the Department of Education, Government of Tamil Nadu in Collaboration with the National Institute of Educational Planning and Administration, New Delhi, February 12-15, 1983.

### **International**

Participated in the Evaluation Workshop on 'Regional Technical Co-operation for Training Educational Personnel in Planning and Management using Distance Teaching and other Techniques' organised by UNESCO-ROEAP, Bangkok as a nominee of Government of India from March 16-18, 1983.

Participated in the Workshop for Collge Rectors in Planning and Management of Resources at UNESCO Regional office for Education in Asia and the Pacific, Bangkok, Thailand from December 5-24, 1982.

Participated in the Working Group Meeting and Consortium on Policy, Planning and Management in Higher Education and Special Studies and Research on Higher Education for Development held at UNESCO, Bangkok, from February 23-26, 1983.

Participated as a resource person in the Meeting of Regional Co-operative Programme in Higher Education for Development : Meeting of the Consortium on Policy, Planning and Management in Higher Education and the Consortium on Special Research Studies in Higher Education for Development held at UNESCO Bangkok, from 28th February to 5th March, 1983.

Participated as Coordinator of the Association of Asian Social Sciences Research Councils (AASSREC) in AASSREC Project Directors

meeting organised by National Research Council of Thailand, from February 28 to March 5, 1983.

Participated as a nominee of the Government of India in the Regional Steering Group meeting on 'Increasing Efficiency in Education through Improved Management and Planning' held at UNESCO Bangkok from March 9-15, 1983.

Participated in the Planning Group Meeting for Sub National Seminar on Further Training of National Officers and Specialists, ROEAP, Bangkok from 4-7 August, 1982.

### **Dr. R.P. Singhal**

#### **National**

Served as a Resource person at the 'National Workshop on Population Education' organised by the Directorate of Adult Education, Government of India on 5th April, 1982.

Attended the 'experts seminar of the Ministry of Social Welfare on Planning for Employment of Women' September 20, 1982.

Participated in the 'Seminar on Rural Development Centres' organised by DAV Collge Managing Committee in Delhi on January 25, 1983.

Attended meeting on 'Youth Welfare' in Ministry of Education on February 23, 1983.

Attended the meeting of the 'Examination Reforms and Implementation' Committee of the UGC on 16th April, 1982.

Attended the meeting of the 'Advisory Committee of the Open School of India' on 24th April, 1982.

Attended meeting of the Delhi Development Authority on 'Perspective Planning of School Building' on July 13, 1982.

Attended meeting of the 'National Council of Science Museum Advisory Committee' November 2, 1982.

Attended meeting of the 'Open School's Planning Committee' December 24, 1982.

Attended meeting of the 'Kendriya Vidyalaya Sangathan' on January 14, 1983.

Attended a meeting regarding 'CBSE examinations' in the Ministry of Education on February 16, 1983.

Served as member, 'Committee of Experts of CSIR to advise on the New All-India Examination to be conducted for Junior Research Fellowship'.



**International**

Attended a meeting with the 'Royal Education Commission' of Nepal on January 24, 1983.

**Dr. G.D. Sharma**

**International**

Attended International Seminar on "Labour Management Issues in Third World Development" from January 4-7, 1983.

**Dr. C.L. Sapra**

Participated in the National Seminar on Future Oriented Teacher Education organised by NCERT from March 21-23, 1983.

**Dr. N.M. Bhagia**

**National**

Participated in the First National Conference of NIEPA in New Delhi on June 12-13, 1982 and acted as a rapporteur for one of the groups on 'Leadership in Schools.

Presided over the meeting of the sub-committee of the standing Academic committee on Secondary and College Teacher Education of the National council for Teacher Education, NCERT, New Delhi on September 23, 1982.

Participated in the Workshop on case studies held in IIPA on April 22-24, 1982.

Participated in a meeting of the Working Group on Planning and Conference on Attitudinal Change in School Education at Bhartiya Vidya Bhawan on October 1, 1982.

Participated as an observer in the Unesco Regional Seminar for Asia and the Pacific on the Training of Teacher Educators in the Introduction of Productive Work into Education held from April 5-14, 1982 in NCERT, New Delhi.

**Dr. Brahm Prakash**

**National**

Attended the National Seminar on 'Education for self Employment' from 11-12 October, 1982.

Attended the UGC Workshop on 'the Role of Universities in Rural Development' from 11-13, November, 1982.

Attended the Rural Services Conference on "Improving the Geographical Accessibility of Rural Services" from 19-21 July, 1982, organised by the Institute of Management, Bangalore.

**Shri M.M. Kapoor****National**

Participated in the meeting of Task Force on 'Elementary Education of Orissa' held on July 22, 1982 in Bhubaneswar in Orissa.

Participated in the meeting of 'Task Force on Elementary Education of Madhya Pradesh' held at Bhopal on July 29, 1982.

Participated in the meeting of 'Task Force on Elementary Education of Uttar Pradesh' in Lucknow on October 12, 1982.

Participated in the Annual Plan discussions on 'Education Sector' at Planning Commission in respect of Delhi, Uttar Pradesh and Bihar in November and December, 1982.

Participated in meeting of 'Education Secretaries and Directors of Education' from various States and UTS organised by Ministry of Education in New Delhi on January 5, 1983.

Participated in a meeting in Planning Commission on March 9, 1983 to discuss 'system of monitoring of educational programmes with special reference to elementary education'.

**Dr. Kusum K. Premi**

Participated in the seminar on 'Reservation in U.S.A. by Nathan Glaxer at Sapru House on December 31, 1982.

**Dr. J.B.G. Tilak****National**

Participated in the UGC National Workshop on "Role of Universities in Rural Development" (Delhi School of Social Work and Council for Social Development, Delhi) November 11-13, 1982.

Participated in the Book Discussion on "Investing in People" by T.W. Schultz at the American Centre, New Delhi, December 22, 1982.

Participated in the discussion on "Educational Reform Efforts and Constraints of Social Structure : Germany and India" held under the auspices of the Silver Oak Society for Education and Research at Max Mueller Bhawan, New Delhi on January 24, 1983.

**Mrs. Usha Nayar****National**

Foreign Aid for Education paper presented in the Seminar on Foreign Aid : Help or Hinderance? Max Mueller Bhawan and the

Silva Oak Society for Education and Reseach Delhi, December 4-5, 1982.

**Dr. Sushma Bhagia**

**International**

Participated in the seminars on 'Management Styles'; and 'New Technology in Public Schools within next few years', organised by Try-state Area School Study Council (TSA SSC), University of Pittsburg on January 8 and February 11, 1983.

Participated in the Internal Workshop for Educational Planners, Policy Makers and Administrators, on Non-formal Education, 'Strategies for Policy Makers' from February 14 to March 4, 1983, organised by IDEP School of Education, University of Pittsburgh, USA.

**Shri C.P. Tewari**

**National**

Participated in the International Literacy Day programme on 8th September, 1982 organised by the Indian Adult Education Association.

Participated in the Conference of Himalaya Seva Sangh, New Delhi on Development of Hill Areas on February 25, 1983.

**Ka. Meena Srivastava**

Participated as rapporteur in the Conference of National Commission on Teacher Education at Viqyan Bhawan on March 25-26, 1983.

**Shri D.H. Shrikant**

Attended the second Annual Conference of the Comparative Education Society of India on 'Education Development, Equity and Social Change, Punjab University, Chandigarh, February 28, March 2, 1983.

**6. MEMBERSHIP OF ACADEMIC AND OFFICIAL COMMITTEES/ORGANISATIONS/DELEGATIONS**

**Prof. Moonis Raza**

President, National Association of Geographers, India.

Member of the Indian National Committee for International Geographical Union, Indian National Science Academy, New Delhi.

Member of the Advisory Committee, United Nations Centre for Regional Development, Nagoya, Japan.

Member of the Council of the Indian Council of Social Science Research, New Delhi.

Member of the Board of Trustees of Indian Institute of Education, Pune.

Chairman, Governing Body, Zakir Husain College, University of Delhi.

Convenor of the Programme Advisory Committee of the Dr. Zakir Husain Educational and Cultural Foundation, New Delhi.

Member of the Board of Governors/Trustees of the following Institutes:

- (a) Institute of Economic Growth, New Delhi;
- (b) Govind Ballabh Pant Social Science Institute, Allahabad;
- (c) Rajasthan Institute of Development Studies, Jaipur; and
- (d) Indian Institute of Education, Pune.

Member of the Executive Council of the Kanpur University, Kanpur.

Member of the Mewat Board of Development, Government of Haryana.

Member of Technical Advisory Committee for Western Ghats, 1981 Regional Development Programme, Planning Commission, New Delhi.

Chairman of the Steering Committee Constituted by the Central Board of Secondary Education for Evaluation of Language and History Books from the National integration point of view.

Member of the Expert Committee of the CSIR on Problems relating to Junior Research Fellowship, New Delhi.

Member, Board of Governors, Institute of Economic Growth, Delhi.

Member of the Central Advisory Board of Education of the Ministry of Education and Culture, New Delhi.

Member Indian National Commission for Co-operation with UNESCO, Ministry of Education and Culture, New Delhi.

Member of Education Committee of National Integration Council in the Ministry of Education, New Delhi.

Member of National Committee on Elementary Education in the Ministry of Education, New Delhi.

Member of the Advisory Board of the Scheme Administering Merit Scholarship, Ministry of Education and Culture, New Delhi.

Member, Joint UGC - ICSSR Advisory Committee for the Indo-French Cultural Exchange Programme, New Delhi.

Member of UGC's Committee to Review the Scheme of Planning Forums in the Universities, New Delhi.

Member of the UGC's Committee to examine the proposal for declaring Manipur University as an Institution fit to receive Central Assistance.

Member of the UGC's Standing Committee on the Establishment of New Universities and Universities Centres for Post-graduate Studies.

Member of UGC Working Group on Adult Education - Point No. 16 of the New 20 Point Programme, UGC, New Delhi.

Member of the Research Advisory Committee of the Planning Commission, New Delhi.

Member, Working Group for recommending steps which would help to achieve beneficial linkages among Education, Employment, Health and Development, Planning Commission, New Delhi.

Member, Environmental Research Committee, Council of Scientific and Industrial Research, New Delhi.

Member, UGC's Committee to evolve mechanics for introduction of Bussary Schemes for the students belonging to SC/ST Communities.

Member, Research Committee of the Indian Council of Social Science Research, New Delhi.

Member, ICSSR's Group to consider Future Agenda of Research, New Delhi.

Member, M.Phil. Course Committee in Geography, Punjabi University, Patiala.

Member, Committee of Courses and Studies in Geography, University of Jodhpur.

Member, Indian Association of Educational Planning and Administration.

### **Shri J. Veeraraghavan**

Chairman, Committee to examine problems of Literacy House, Lucknow.

Chairman, Committee on Grants-in-aid to Voluntary Organisations in Adult Education, Ministry of Education and Culture.

Chairman, Governing Body of Deshbandhu College.

Member of High Level Committee of the Ministry of Education on Statistics.

Member of Academic Advisory Committee, Kendriya Vidyalaya Sangathan.

Member of Governing Body of Ram Lal Anand Collge.

Member of Finance Committee of N.C.E.R.T.

Member of Enlarged Committee on Karamchari Union Matters of University of Delhi.

Member of Committee of the University Grants Commission on Rationalisation of Pay Scales.

**Dr. R.P. Singhal**

Member, Kendriya Vidyalaya Sangathan.

Member, U.P. Government's Committee to look into the falling standards of school education in the State.

Member, UGC's Committee in Introduction of 10+2 pattern in the Schools of Aligarh Muslim University.

Chairman, Governing Body, Kendriya Vidyalaya, Sadiq Nagar, New Delhi.

Member, Indian Association of Educational Planning and Administration, New Delhi.

Member, Indian Adult Education Association.

Member-Convenor, National Commission on Teacher Group on Objectives of Teaching Profession and Role of Teachers.

Member, Advisory Committee, Open School of India.

**Dr. C.B. Padmanabhan**

Member, Indian Association of Educational Planning and Administration.

Secretary, Madras Christian College Alumuni Association.

Member, Indian Economic Association.

**Dr. C.L. Sapara**

Member, Indian Association of Teacher Educators.

Member, Commonwealth Council for Educational Administration.

Secretary General, Indian Association of Educational Planning and Administration.

Member, Managing Committee of Sardar Patel Vidyalaya, New Delhi.

Member, Panel of Evaluators for NCERT's Seminar Reading Programme for Teacher Education for 1982-83.

**Dr. N.M. Bhagia**

Life Member and Treasurer, Indian Association of Educational Planning and Administration.

Life member, Indian Association of Teacher Educators.

Member, Board of Studies of Education and Educational Administration and Faculty of Education, M.S. University of Baroda.

Member, Board of Studies, Himachal Pradesh University, Simla.

**Prof. S.M. Dubey**

Member, Visiting team for the sixth five year plan to the University of Bhopal, University Grants Commission, New Delhi.

Member, UGC Committee on Rural Development (1978-83).

**Shri M.M. Kapoor**

Visited Jammu from January 14-19, 1983 as a member of Study Team to advise the State Govt. on matters pertaining to reorganisation of the State Department of Education at all levels and submitted report to the State Government in February, 1983.

**Dr. Kusum K. Premi**

Member, Comparative Education Society of India.

Member, Indian Association of Educational Planning and Administration.

**Mrs. Usha Nayar**

Member of Comparative Education Society of India.

Indian Association of Womens Studies.

Indian Association of Educational Planning and Administration.

**Dr. J.B.G. Tilak**

Member, Comparative Education Society of India.

Member, Society for the Study of Regional Disparities.

**Shri T.K.D. Nair**

Member of Kerala Education Society, New Delhi.

**Shri V.A. Kalpande**

Member Indian Association of Educational Planning and Administration.

**Dr. Sushma Bhagia**

Life Member, Indian Association of Educational Planning and Administration.

Life Member, Indian Association of Teacher Educators.

**Dr. K.Sujatha**

Member, Indian Anthropological Society.

Member, Comparative Education Society of India.

Member, Indian Association of Educational Planning and Administration.

**Km. Meena Srivastava**

Member, National Alliance of Young entrepreneurs.

Member, Women's Association of Small and Medium Enterprises.

Member, Comparative Education Society of India.

**Mrs. J. Jalali**

Member of Comparative Education society of India.

L'a Alliance Francis de Delhi.

**7. POPULAR WRITINGS****Shri T.K.D. Nair**

"No takers for Plus Two Seats in Kerala"  
The Hindu, Madras, 22nd June, 1982.

"Grading of Schools Maharashtra System"  
The Hindu, Madras, 28 September, 1982.

"Universalisation of Elementary Education - How to go About the Job".  
The Hindu 24th March, 1983.

**8. FACULTY IMPROVEMENT****Susham Bhagia**

Participated in Fulbright Fellowship Programme of the Council of



International Exchange of Scholas and International Communication Agency, Washington, for post-doctoral research and lecturing at the Pittsburgh University, USA, March 1983.

**Dr. Y.P. Aggarwal**

Was awarded Ph.D. degree on the Thesis entitled 'Railway Freight Flow, Transport Costs and the Regional Structure of the Indian Economy', of the Jawaharlal Nehru University.

**Dr. N.V. Verghese**

Submitted the Ph.D. Thesis titled 'Manpower Planning in a Developing Economy'. A Study in Education-Employment Linkages" to the Jawaharlal Nehru University, New Delhi, July 1982.

**Dr. Pritty Gandhi**

Was awarded Ph.D. Degree in Education on Thesis entitled "Academic Achievement in Relation of Achievement, Affiliation and Power Motives' from Banaras Hindu University, Varanasi, January, 1983.

## ANNEXURE IV

### VISITORS

During the period under review the Institute received the following Delegates/Distinguished Visitors:

#### From Abroad

Prof. J.H.A. Wallin, British Columbia University, Vancouver, Canada.

Dr. Sinclair, University of Sussex, U.K.

Mr. M.D. Batrai, Under Secretary, Nepal High Commission for Unesco, Nepal.

Prof. R.P. Misra, Deputy Director, United Nations Centre for Regional Development, Japan.

Prof. H.M. Gunasekara, Institute of Social and Administration Studies, The University of South Pacific, Fiji.

Mrs. Houston, British Council, London.

Mr. Hidehiko Sazanami, Director, United Nations Centre for Regional Development, Nagoya.

Mrs. Scripoun Chantanout, Programme Officer for Education, Thailand.

Dr. Franklin C. Southrezth, Professor of South Asian Linguistics, Department of South Asian Studies, University of Pennsylvania.

Dr. Yogesh Atal, Regional Adviser for Social Sciences in Asia & the Pacific, UNESCO, Bangkok.

Dr. Bardly Hertal, Assistant Professor of Sociology, Virginia State University, USA.

Dr. Tun Lwin, Programme Specialist, Unesco Regional Office, Bangkok.

Mr. L.D.P. Jayasinghe, Principal, Staff College of Education and Administration, Sri Lanka.

Prof. Ram Pannu, University of Alberta, Canada.

Mr. Hellen Friedman and Ms. Harald Friedman, School of Education, University of Massachusetts, Amhurst, USA.

Mr. A.K. Sajjad, International Institute of Educational Planning, Paris.

Professor M.L. Handa, University of Toronto, Canada.

MR. G. Kumsa, Head, Educational Planning, Ministry of Education, Ethiopia.

**British Council, New Delhi**

Dr. Garth Mowell, Deputy Representative, British Council, New Delhi.

Mr. June Rollinson, British Council, New Delhi.

**Union Ministry of Education and Culture**

- Mrs. Shiela Kaul, Union Minister of State for Education, Government of India.
- Mr. P.K. Thungon, Union Deputy Minister for Education and Culture and Social Welfare, Government of India.
- Mr. Kireet Joshi, Educational Adviser, Ministry of Education and Culture.

Mr. S.C. Biswas, Director of Central Secretariat Library, New Delhi.

**Union Ministry of Home Affairs**

Mr. T.N. Chaturvedi, Secretary, Union Ministry of Home Affairs, Government of India, New Delhi.

Mr. B.K. Sarkar, Joint Secretary, Ministry of Home Affairs, Government of India, New Delhi.

Mr. S.N. Kaul, Deputy Commissioner, Office of the Commissioner of the Scheduled Castes and Scheduled Tribes, New Delhi.

**Council for Scientific and Industrial Research**

- Prof. S. Nurul Hasan, Former Union Minister of Education, Vice-President CSIR and President, NIEPA Council, New Delhi.

**Indian Council of Social Science Research**

Mr. G. Parthasarathi, Chairman, Indian Council of Social Science Research.

**State Governments**

Dr. A.R. Kidwai, Governor of Bihar.

Prof. Satya Bhushan, Education Commissioner and Chief Educational Adviser, State Government of Jammu and Kashmir.

Dr. Atam Prakash, Additional Director of Education, State Government of Uttar Pradesh.

Mr. Gopala Krishnan, Agriculture Production Commissioner and Principal Secretary to the State Government of Andhra Pradesh.

#### State Department of Education, Baroda

Twelve Members of the Primary School Board of Baroda Municipal Corporation visited NIEPA. They were acquainted with the objectives, training programmes and research activities of the Institute.

#### United States Educational Foundation in India

Mrs. Sharda Nayak, USEFI, New Delhi.

#### Universities

Prof. K.M. Bahauddin, Pro-Vice Chancellor, Aligarh Muslim University, Aligarh.

Prof. A.J. Kidwai, Vice-Chancellor, Jamia Millia Islamia University, New Delhi.

Mr. R.N. Joshi, University of Bombay, Bombay.

Prof. Bipin Chandra, Centre for Historical Studies, Jawaharlal Nehru University, New Delhi.

Prof. Sri Prakash, Punjab University, Patiala.

Prof. M. Anas, Department of Geography, Aligarh Muslim University, Aligarh.

Dr. R.K. Poddar, Vice-Chancellor, Calcutta University, Calcutta.

Dr. N. Abraham, Director, College Development Council, Kanpur University, Kanpur.

Dr. R.G. Takwale, Vice-Chancellor, University of Poona, Poona.

Prof. Ram Reddy, Vice-Chancellor, Andhra Pradesh Open University.

Prof. D. Sunderam, Professor and Head, Department of Sociology, Madras University, Madras.

Prof. Ziyaudeen Ahmed, Prof. and Head, Department of Sociology, Patna University, Patna.

Prof. S.L. Sharma, Head, Department of Sociology, University of Panjab, Chandigarh.

Dr. N. Vedamuni Manual, Professor and Head of the Department, University of Kerala, Trivandrum.

Dr. A. Sukumaran Nair, Professor and Head of the Department of the Faculty of Education, Calicut University, Calicut.

Dr. S.L. Srivastava, Reader in Sociology and Anthropology, University of Sambalpur, Sambalpur.

Dr. K.L. Sharma, Associate Professor, Centre for the Study of Social System, Jawaharlal Nehru University, New Delhi.

Dr. Nirmal Singh, Centre for the Study of Social System, Jawaharlal Nehru University, New Delhi.

#### **University Grants Commission**

Prof. Rais Ahmed, Vice-Chairman, University Grants Commission, New Delhi.

#### **Others**

Prof. Y.K. Alagh, Sardar Patel Institute of Economic and Social Science Change, Ahmedabad.

Prof. P.N. Bhargava, Director, Centre for Cellular & Molecular Biology, Hyderabad.

Dr. M.P. Chhaya, Principal, Bhartiya Vidya Bhawan, New Delhi.

Dr. Prem Kirpal, Chairman, International Educational Consortium, New Delhi.

Mr. Bangt Ekman, Swedish Embassy, New Delhi.

Dr. T.V. Rao, Indian Institute of Management, Ahmedabad.

Dr. B.K. Shukla, Secretary, Delhi Sociologic Society, Reader in National Institute of Criminology, New Delhi.

# A P P E N D I C E S

## APPENDIX I

### MEMBERS OF COUNCIL (As on 31.3.1983)

#### President

Prof. S. Nurul Hasan  
Vice-Chairman  
Council for Scientific and Industrial Research  
New Delhi

#### Vice President

Professor Moonis Raza  
Director  
NIEPA

#### Ex-Officio Members

Dr.(Ms.) Madhuri Shah	Chairman, University Grants Commission Bahadurshah Zafar Marg, New Delhi
Ms. Serla Grewal	Secretary to the Govt. of India, Ministry of Education & Culture New Delhi
Shri Man Mohan Singh	Financial Adviser, Ministry of Education and Culture, New Delhi
Shri K.V. Seshadri	Additional Secretary, Department of Personnel & Administrative Reforms, New Delhi
Shri J. Veeraraghavan	Adviser (Education), Planning Commission New Delhi
Dr. T.N. Dhar	Acting Director, National Council of Educational Research & Training, New Delhi

#### Education Secretaries

Shri Hari Das Mukherjee	Education Secretary, Govt. of Tripura, Agartala
Shri S.K. Mohapatra	Commissioner & Secretary, Education and Youth Department, Govt. of Orissa, Bhubaneswar
Ms. Kiran Aggarwal	Commissioner & Secretary, Education Department, Govt. of Haryana, Chandigarh

Shri Ashok Bajpayee	Education Secretary, Govt. of Madhya Pradesh, Bhopal
Shri M. Mohankumar IAS	Education Commissioner, Special Secretary (General Education Department), Govt. of Kerala, Trivandrum
Ms. Adarsh Mishra	Secretary, Education Department, Delhi Administration, Delhi

#### **Directors of Education/DPIs**

Shri T. Dudkhmah	Director of Public Instructions and Director of Technial Education, Govt. of Meghalaya, Shillong
Shri Madhusudan Singh	Director of Education, Govt. of Sikkim, New Secretariat, Gangtok-737101
Shri P.R. Chauhan	Director of Education, Govt. of Uttar Pradesh, Lucknow
Shri V.V. Chiplunker	Director of Education, (Primary & Secondary Education), Government of Maharashtra, Pune.
Shri Philipose Matthai	Commissioner for Public Instruction, Government of Karnataka, Bangalore.
Shri Rakesh Mohan	Director of Education, Government of Goa, Daman & Diu, Panaji (Goa) 403001.

#### **Eminent Educationists**

Dr. Malcolm S. Adiseshiah	Chairman, Madras Institute of Development Studies, 79, Second Main Road, Adyar, Madras-600006.
Shri V.G. Kulkarni	Tata Institute of Fundamental Research Homi Babha Road, Bombay.
Ms. Jyoti Trivedi	Vice-Chancellor, SNDT University, Bombay.
Prof. Syed Anwarul Haqqi	Professor of Political Science, Aligarh Muslim University, Aligarh.
Dr. Y.Nayudamma	Distinguished Scientist, Central Leather Research Institute, Adyar, Madras-600020
Dr. (Ms) Vinla Aggarwal	Head, Department of Psychology, Lucknow University, Lucknow.

**Members of Executive Committee (As on 31.3.1983)**

Shri S. Ramanoorathi                      Joint Secretary (Planning), Ministry of  
Education & Culture, New Delhi.

Shri J. Veeraraghavan                      Executive Director, NIEPA, New Delhi.

**Faculty Member**

Dr. R.P. Singhal                              Consultant & Dean, Training NIEPA, New  
Delhi.

**Secretary**

Shri R.P. Saxena  
Registrar  
NIEPA



APPENDIX IV

**Members of the Programme Advisory Committee (As on 31.3.1983)**

**Chairman**

Professor Moonis Raza  
Director  
NIEPA

**Members**

Shri S. Ramamoorthi	Joint Secretary (Planning), Ministry of Education & Culture, New Delhi
Shri S. Sathyam	Joint Secretary (School Education), Ministry of Education & Culture, New Delhi
Dr. Amrik Singh	2/26 Sarva Priya Vihar, New Delhi
Shri J. Veeraraghavan	Adviser (Education), Planning Commission, New Delhi
Shri R.K. Chhabra	C-102 Greater Kailash, New Delhi
Shri Ashok Bajpayi	Secretary, Education Department, Govt. of Madhya Pradesh, Bhopal
Shri V.V. Chiplunkar	Director of Education, Govt. of Maharashtra, Central Building, Pune
Professor Rais Ahmed	Vice-Chairman, University Grants Commission, Bahadurshah Zafar Marg, New Delhi
Professor Nitish De	Director, Punjab State Institute of Public Administration, 36, Sector 5A, Chandigarh
Dr. D.D. Narula	Member-Secretary, National Council of Social Science Research, New Delhi
Shri J. Veeraraghaan	Executive Director, NIEPA
Dr. R.P. Singhal	Consultant & Dean, Training NIEPA
Dr. C.B. Padmanabhan	Senior Fellow, NIEPA

**Secretary**

Shri R.P. Saxena  
Registrar  
NIEPA

APPENDIX III

**Members of Finance Committee (As on 31.3.1983)**

**Chairman**

Prof. Moonis Raza  
Director  
NIEPA

**Members**

Shri Man Mohan Singh	Financial Adviser, Ministry of Education & Culture, New Delhi
Shri S. Ramamoorthi	Joint Secretary (Planning), Ministry of Education & Culture, New Delhi.
Ms. Kiran Aggarwal	Commissioner & Secretary, Education Department, Government of Haryana, Chandigarh.
Shri J. Veeraraghavan	Executive Director, NIEPA, New Delhi.
	Shri R.P. Saxena Registrar NIEPA

APPENDIX IV

**Members of the Programme Advisory Committee (As on 31.3.1983)**

**Chairman**

Professor Moonis Raza  
Director  
NIEPA

**Members**

Shri S. Ramamoorthi	Joint Secretary (Planning), Ministry of Education & Culture, New Delhi
Shri S. Sathyam	Joint Secretary (School Education), Ministry of Education & Culture, New Delhi
Dr. Amrik Singh	2/26 Sarva Priya Vihar, New Delhi
Shri J. Veeraraghavan	Adviser (Education), Planning Commission, New Delhi
Shri R.K. Chhabra	C-102 Greater Kailash, New Delhi
Shri Ashok Bajpayi	Secretary, Education Department, Govt. of Madhya Pradesh, Bhopal
Shri V.V. Chiplunkar	Director of Education, Govt. of Maharashtra, Central Building, Pune
Professor Rais Ahmed	Vice-Chairman, University Grants Commission, Bahadurshah Zafar Marg, New Delhi
Professor Nitish De	Director, Punjab State Institute of Public Administration, 36, Sector 5A, Chandigarh
Dr. D.D. Narula	Member-Secretary, National Council of Social Science Research, New Delhi
Shri J. Veeraraghavan	Executive Director, NIEPA
Dr. R.P. Singhal	Consultant & Dean, Training NIEPA
Dr. C.B. Padmanabhan	Senior Fellow, NIEPA

**Secretary**

Shri R.P. Saxena  
Registrar  
NIEPA

APPENDIX V

**Members of Publication Advisory Committee (As on 31.3.1983)**

**Chairman**

Prof. Moonis Raza  
Director  
NIEPA

**Members**

Shri Manmohan Singh	Financial Adviser, Ministry of Education & Culture, New Delhi
Shri Samuel Israel	Publishing Consultant, C/o Narosa Publishing House, Ansari Road, New Delhi
Dr.(Ms.) S. Saraswati	Deputy Director (Pub.), ICSSR, New Delhi
Shri J. Veeraraghavan	Executive Director, NIEPA, New Delhi
Dr. C.L. Sapra	Senior Fellow, NIEPA, New Delhi
Dr. N.M. Bhagia	Senior Fellow, NIEPA, New Delhi
Dr. Brahm Prakash	Senior Fellow, NIEPA, New Delhi

**Co-opted Members**

Ms. D.R. Unnithan	Education Officer, Directorate of Education, Defence Colony, New Delhi
Dr. Baqer Mehdi	Professor in Education, Curriculum Unit, NCERT, New Delhi

**Member-Secretary**

Shri B. Selvaraj	Publication Officer, NIEPA, New Delhi
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APPENDIX VI

**Faculty and Administrative Staff (As on 31.3.1983)**

Moonis Raza, Director  
R.P. Singhal, Consultant & Dean, Training  
M.V. Mathur, Professor Emeritus  
Meena Srivastava, Senior Technical Assistant

**EDUCATIONAL ADMINISTRATION UNIT**

N.M. Bhagia, Senior Fellow & Head  
Pritty Gandhi, Project Assistant  
K.G. Virmani, Fellow

**EDUCATIONAL FINANCE UNIT**

J.L. Azad, Senior Fellow, ICSSR  
Y. Josephine, Senior Technical Assistant  
J.A. Kalyanakrishnan, Hony. Visiting Fellow  
C.B. Padmanabhan, Senior Fellow & Head  
J.B.G. Tilak, Fellow

**EDUCATIONAL PLANNING UNIT**

Y.P. Aggarwal, Associate Fellow  
Charanjiv Mehta, Associate Fellow  
Brahm Prakash, Senior Fellow & Head  
P.N. Tygai, Senior Technical Assistant  
N.V. Varghese, Associate Fellow

**EDUCATIONAL POLICY UNIT**

S.C. Dube, National Fellow, ICSSR  
Kusum Premi, Fellow  
K. Sujatha, Associate Fellow  
Ijlal Anis Zaidi, Senior Technical Assistant

**HIGHER EDUCATION UNIT**

S. Ahmed, Senior Fellow  
Sushma Bhagia, Associate Fellow  
J.N. Kaul, Senior Fellow, ICSSR  
M.M. Rehman, Senior Technical Assistant  
G.D. Sharma, Senior Fellow & Head

**INTERNATIONAL UNIT**

J. Jalali, Senior Technical Assistant  
Usha Nayar, Associate Fellow

**SCHOOL & NON-FORMAL EDUCATION UNIT**

S.S. Dudani, Fellow  
 Z. Habib, Senior Technical Assistant  
 S.L. Meena, Senior Technical Assistant  
 K. Sudha Rao, Associate Fellow  
 C.L. Sapra, Senior Fellow & Head  
 R.S. Shafi, Fellow

**SUB-NATIONAL SYSTEMS AND DOCUMENTATION UNIT**

V.A. Kalpande, Fellow  
 N.D. Kandpal, Documentation Officer  
 M.M. Kapoor, Fellow & Head  
 Arun C. Mehta, Senior Technical Assistant  
 R.S. Sharma, Associate Fellow  
 C.P. Tewari, Fellow

**RESEARCH PROJECT STAFF**

Rita Basu, Project Associate Fellow  
 G.K. Bhatt, Project Associate Fellow  
 S.M. Dube, Senior Project Fellow  
 Aftab Hadi, Project Assistant  
 Rashmi Diwan, Project Assistant  
 Jagannath, Project Assistant  
 G. Khurana, Project Fellow  
 A.K. Mathew, Project Associate Fellow  
 S.N. Mathur, Senior Project Fellow  
 Sushma Merh, Project Fellow  
 C.R.K. Murthy, Project Assistant  
 Anita Noona, Project Assistant  
 S.C. Noona, Project Associate Fellow  
 T.K.D. Nair, Project Fellow  
 Bijoy Panda, Project Assistant  
 Kalpana Pant, Project Assistant  
 Safia Raza, Project Assistant  
 B. Shiva Reddy, Project Associate Fellow  
 Bipul Sharma, Project Assistant  
 Manju Narula, Project Assistant  
 R.K. Sharma, Project Assistant  
 D.H. Shrikant, Project Associate Fellow  
 M.L. Sobti, Senior Project Fellow  
 O.D. Tyagi, Project Assistant  
 Arunima Vats, Project Assistant  
 Promila Yadav, Project Assistant

**LIBRARY**

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

**PUBLICATION UNIT**

B. Selvaraj, Publication Officer  
M.M. Ajwani, Senior Publication Assistant

**OFFICE ADMINISTRATION**

R.P. Saxena, Registrar  
S. Sundararajan, Finance Officer  
K.L. Dua, Administrative Officer  
T.R. Dhyani, Office Superintendent  
M.L. Sharma, Office Superintendent  
Cherian Thomas, Accountant

**ANNUAL ACCOUNTS AND AUDIT REPORT**



## ANNUAL ACCOUNTS AND

## Receipt and Payment Account for the

RECEIPT		
Opening Balance		
Cash in Hand	168.60	
Imprest	1,000.00	
UNESCO Coupons	1,143.75	
Cash in Bank	4,17,363.98	
		4,19,676.33
Grants-in-Aid received from Government of India		
Non-Plan	25,99,000.00	
Plan	29,48,000.00	
		55,47,000.00
Hostel Rent		2,55,505.00
Licence Fee		19,695.55
C.G.H.S. Recoveries		465.00
Water and Electricity Charges		8,255.30
Miscellaneous Office Receipts		13,546.05
Interest:		
Interest on Investment	28,180.70	
Interest on Savings Bank A/c	2,896.37	
Interest on Interest bearing advances	24.90	
		31,101.97
Sale Proceeds of Unservice- able Items		
Disposal of Vehicle		28,973.00
Refund		
Employer's Share of C.P.F. Contribution		464.00
Deposits		
Earnest Money Deposit		2,500.00
Adhoc Relief		892.00
Input Output Techniques in the context of Educational Planning received from ICSSR		2,850.00
Refund of Grants by State Govt./Institutions of J&K		114.70
Recoverable Advances		
Cycle Advance	960.00	
Festival Advance	11,500.00	

## AUDIT REPORT

period from 1.4.1982 to 31.3.1983

## PAYMENT

## Non-Plan

Pay of Officers	3,66,251.50	
Pay of Establishment	2,82,898.45	
Allowances & Honoraria	7,39,177.10	
Leave Travel Concession	18,511.05	
Over-time Allowance	54,057.00	
Medical Re-imburement	36,834.35	
C.G.H.S. Contribution	963.00	
Provident Fund (Employer's Share of CPF and Int. on GPF/CPF) and incentive Bonus	62,314.26	
Interest on DA/HRA/CCA deposits in (PF)	4,877.80	
Leave salary and pension Contribution	31,290.05	
Pension and Gratuity	43,994.07	
		16,41,168.63
Travelling Allowance		31,511.35
Research & Training (Programme Expenses)		
Non-Plan	2,20,000.00	
Plan	2,18,358.06	
		4,38,358.06
Office Expenses (Other Charges)		
Water & Electricity	1,82,417.30	
Insurance	2,362.00	
Telephone & Trunk Call Charges	71,610.23	
Postage and Telegram Charges	36,006.40	
Printing & Stationery	70,000.00	
Maintenance of Vehicles	32,490.79	
Liveries	16,527.74	
Misc. Contingencies	63,020.08	
Audit Fee	12,150.00	
Rent, Rates & Taxes	69,624.43	
Maintenance of Land and Building	1,56,639.65	
Entertainment & Hospitality	8,665.20	
Maintenance of Equipments	36,174.94	
Maintenance of Furniture & Fixtures	1,665.75	
Petrol, oil & lubricants	56,566.69	
Cooliage, cartage & customs	25,916.10	
Hot and cold weather charges	1,885.50	
Newspaper & Periodicals	39,002.65	
Maintenance of Horticulture	9,557.40	
Maintenance of Staff quarters	375.38	
		8,92,658.23

Scooter Advance	600.00	
Miscellaneous Advance	350.00	
House Building Advance	18,000.00	
		31,410.00
Sundry Debtors		278.63
Suspense Account		3,668.05
Research Project entitled (i) Indepth Study of Ashram Schools and (ii) Exposure of SC/ST to Techncial Education & Industrial Training Grants received from Government of India		15,000.00
Study Unit on Educational Development of Scheduled Castes		
C.G.H.S. Recoveries		20.00
A Sample Study : Inspection System and Practices in the Educationally Backward and Advanced States (Ministry of Education, Govt. of India)		20,000.00
Indian Council of Social Science Research		
- National Fellowship - Prof, S.C. Dube		30,542.00
- Senior Fellowship - Dr. J.L. Azad		20,900.00
- Senior Fellowship - Dr. J.N. Kaul		20,900.00
- Preparation of an Analytical Monograph based on the data collected under the Research Project financing of Social Science Reseach in India		15,000.00
Training Programme in Educational Planning & Administration for five Officers from Papua New Guinea Grants		1,18,765.58
Training Programme for Sri Lanka Education Personnel - Grants		1,92,570.00
UNESCO		
- Translation of APEID Publication		1,081.84
- Inter Country Exchange of Experiences in the field of Educational Facilities		5,632.18
- Regional Workshop in Long-term Educational Planning & Administration		15,370.71
- Study on Educational Financing and Equity in two States		11,253.59
- Study on Problems and Methods of Educational Administration at the block and Institutional level		9,770.39
- Study on Alternative Futures and Education		2,869.40
- Study on Trends in Educational Expenditure		19,772.60

Hostel		
Recurring Expenditure	62,262.81	
Capital Expenditure		
Furniture & Fixtures	95,637.24	
Deposit with C.P.W.D.	1,00,000.00	
		2,57,900.05
Recoverable Advances		
Cycle Advance	1,650.00	
Festival Advance	12,440.00	
House Building Advance	1,23,413.05	
Misc. Advances	2,300.00	
Transfer of TA Advance	4,420.00	
		1,44,223.05
Sundry Debtors		3,150.00
Suspense Account		168.60
Plan		
Pay of Officers	1,22,548.25	
Pay of Establishment	1,15,153.70	
Allowances & Honoraria	2,42,525.65	
Over-time Allowance	7,357.55	
Leave Travel Concession	5,522.85	
Medical Reimbursement	4,644.00	
		4,97,752.00
Cultural Exchange Programmes		30,423.00
Fellowship and Awards		2,322.85
DATA Bank		4,485.35
Inter-State Visits		8,559.10
Consultancy		12,376.10
Publication Expenses		55,478.93
Deposits		
Security Deposite	3,850.00	
Deposit with CPWD for		
Construction of Building etc.	10,37,596.00	
		10,41,446.00
Capital Expenditure		
Staff Car	12,898.80	
Furniture & Fixtures	1,52,736.79	
Typewriters	71,216.64	
Other Office Equipments	2,26,748.04	
Library Books	1,24,918.32	
		5,88,518.59

-	Study on Experiments in the component and relationship of Education for rural Development		11,863.55
-	Seminar on Educational Future and Problems of Educational Planning and Administration		93,370.68
<b>Remittances</b>			
	Additional Dearness Allowance	5,921.10	
	Water & Electricity	3,791.15	
	HRA/CCA	53,934.55	
			63,646.80
	Purchase of UNESCO Coupons		6,370.00

Study on Cost of Education in Gurgaon District			
Pay of Officers		7,040.00	
Allowances & Honoraria		16,002.85	
Pay of Establishment		36,453.60	
Medical Reimbursement		37.05	
Travelling Allowances		1,168.60	
Contingency		118.50	
			60,820.60
Study on Mobilisation of Resources for Education in India			
Pay & Allowances		25,523.55	
Overtime Allowances		84.05	
Travelling Allowances		1,874.00	
Contingency		769.60	
			28,251.20
Study on Regional Disparities in Educational Development in India and Atlas of Indian Education			
Pay & Allowances		34,811.60	
Stationery & Publication of Report		1,076.10	
Travelling Allowance		251.40	
Contingencies		6,930.63	
			43,069.73
Study on Organizational History of Ministry of Education			
Pay & Allowances		15,700.00	
Medical Reimbursement/Contingency		555.65	
			16,255.65
Study on Optimum Teacher Pupil Ratio for Schools			
Pay and Allowances		33,652.10	
Contingency		7,628.05	
Travelling Allowance		9,058.00	
			50,338.15
Study on Codification and Revision of Education Rules			
Pay and Allowances		17,414.20	
Contingency		98.80	
Travelling Allowances		800.00	
			18,313.00
Study in Model Financial Code			
Pay and Allowances		17,550.30	
Overtime Allowance		15.50	
Contingency		380.55	
Travelling Allowance		548.10	
			18,494.45



Study on Personality Characteristics Expenditure		150.00
Grants-in-Aid to Administrative Staff College, Hyderabad		7,500.00
Assigned Programmes/Studies		
Research Project entitled Indepth Study of Asharam Schools and Exposure of SC/ST to Technical Education and Industrial Training:		
Pay & Allowances	9,934.45	
Travelling Allowance	4,535.75	
Contingencies	40.00	
Field Costs	560.00	
		15,070.20
Study Unit on Educational Development of Scheduled Castes (Ministry of Home Affairs, Governement of India)		
Pay & Allowances	1,08,737.00	
Publication/Stationery	10,000.00	
Contingency	23,406.60	
Travelling Allowance	4,846.80	
Computerisation	7,605.96	
Purchase of Equipment	40,945.99	
Leave Travel Concession	135.50	
		1,95,677.85
A Sample Study: Inspection System and Practices in the Educationally Backward and advanced states (Ministry of Education, Government of India)		
Pay & allowances	24,556.75	
Printing & Stationery	4,939.25	
Travelling Allowance	3,290.55	
Contingency	1,877.90	
		34,664.45
Population Education Project (NCERT)		
Pay & Allowances	47,627.90	
Contingencies	10,509.30	
Travelling Allowances	53,682.70	
		1,11,819.90
Indian Council of Social Science Research National Fellowship Prof. S.C. Dube:		
Fellowship	36,984.85	
Contingency	6,480.50	
		43,465.35





Senior Fellowship Dr. J.L. Azad: Fellowship	11,000.00	
Contingency	7,234.05	18,234.05
Senior Fellowship Dr. J.N. Kaul: Fellowship	12,892.85	
Contingency	3,578.70	16,471.55
Preparation of an Analytical Monograph based on the Data collected under the Research Project financing of Social Science Research in India: Research Assistance		1,258.05
Training Programme in Educational Planning & Administration for Officers from Papua-New Guinea Expenditure		1,18,765.58
Training Programme for Sri Lanka Education Personnel Expenditure		1,77,259.70
Study on Problems and Methods of Educational Administration at the block level & Institutional level Expenditure		9,770.39
Study on Alternative Futures and Education Expenditure		1,124.95
Study on Trends in Educational Expenditure Expenditure		19,772.60
Study on Experiments in the component and Relationship of Education for rural development Expenditure		99.05
UNESCO sponsored Regional Workshop in long-term Educational Planning and Administration Expenditure		5,173.00
Seminar on Educational Future and Problems of Educational Planning and Administration Expenditure		93,370.68

TOTAL

70,41,094.90

Certified that the Grants-in-Aid released by  
purpose for which it was sanctioned and the

sd/-

(S. Sundararajan)

Finance Officer

National Institute of Educational  
Planning and Administration

Study on Aspiration of Action for  
better quality of life

Expenditure

13,759.45

Remittances

Additional Dearness Allowance

4,774.10

Water & Electricity Charges

3,068.50

HRA/CCA

47,971.60

55,814.20

Purchase of UNESCO Coupons

6,370.00

Closing Balance

Cash in Hand

3,668.05

Imprest

1,000.00

UNESCO Coupons

316.75

Cash in Bank

2,04,476.43

2,09,461.23

70,41,094.90

the Government of India has been utilised for  
conditions attached to it have been duly fulfilled.

sd/-

(J. Veeraraghavan)

Executive Director

National Institute of Educational  
Planning and Administration

sd/-

(Moonis Raza)

Director

National Institute of Educational  
Planning and Administration

## Details of Closing Balance

S.No.	Name of Head	Opening Balance	Received during the year
1.	Non-Plan Office Receipt	2,00,821.33	25,99,000.00 1,40,152.87
2.	Plan Office Receipt Hostel	51,855.33 —	29,48,000.00 393.33 2,55,505.00
3.	Management of local support to Education	4,549.90	—
	National Training Seminar on Methods for Projecting School Enrolment	12,107.51	—
	Translation APIED Publications (-)	1,081.84	1,081.84
	Inter Country exchange of experiences in the field of Educational facilities (-)	5,632.18	5,632.18
	Regional Workshop in Long-term Educational Planning (-)	10,197.71	15,370.71
	Aspiration of action for better quality of life (AABQOL)	17,528.00	—
	Study on Educational Financing and Equity in two States	—	11,253.59
	Study on Problems and Methods of Educational Administration at the Block and Institutional level	—	9,770.39
	Study on Alternative Futures and Education	—	2,869.40
	Study on Trends in Educational Expenditure	—	19,772.60

as on 31st March, 1983

Total Receipts	Total Payments	Balance
29,39,974.20	26,88,553.03	2,51,421.17
30,00,248.66	29,47,070.99	53,177.67
2,55,505.00	2,57,900.05	(-) 2,395.05
4,549.90	--	4,549.90
12,107.51	--	12,107.51
--	--	--
--	--	--
5,173.00	5,173.00	--
17,528.00	13,759.45	3,768.55
11,253.59	--	11,253.59
9,770.39	9,770.39	--
2,869.40	1,124.95	1,744.45
19,772.60	19,772.60	--

	Study on Experiments in the component and relationship of Education for rural development	--	11,863.55
	Seminar on Educational Future and Problems of Educational Planning & Administration	--	93,370.68
4.	Training Programme in Educational Planning & Admn. for five officers from Papua-New Guinea	--	1,18,765.58
5.	Training Programme for Sri Lanka Education Personnel	--	1,92,570.00
6.	Research Project : Entitled Indepth study of Asharam Schools and Exposure of SC/ST to Technical Education and Indus. Training (Govt. of India, Ministry of Home Affairs)(-)	21,799.25	15,000.00
7.	Study on Educational Development of Scheduled Castes	1,20,000.00	20.00
8.	A Sample Study : Inspection System & Practices in the Educationally backward & Advanced States (Ministry of Education, Govt. of India)	25,000.00	20,000.00
9.	Population Education Project (NCERT)	15,766.05	--
10.	ICSSR		
	National Fellowship - Prof. S.C. Dube	4,485.39	30,542.00
	Senior Fellowship - Dr. J.L. Azad	2,033.45	20,900.00
	Senior Fellowship - Dr. J.N. Kaul	--	20,900.00
	Preparation of an Analytical Monograph based on the Data collected under the Research Project Financing of Social Science Research in India	--	15,000.00

11,863.55	99.05	11,764.50
93,370.68	93,370.68	--
1,18,765.58	1,18,765.58	--
1,92,570.00	1,77,259.70	15,310.30
(-) 6,799.25	15,070.20	(-) 21,869.45
1,20,020.00	1,95,677.85	(-) 75,657.85
45,000.00	34,664.45	10,335.55
15,766.05	1,11,819.90	(-) 96,053.85
35,027.39	43,465.35	(-) 8,437.96
22,933.45	18,234.45	4,699.40
20,900.00	16,471.55	4,428.45
15,000.00	1,258.05	13,741.95



11.	Remittances	(-)	894,15	63,646.80
12.	Suspense Account		5,134.50	3,668.05

Details:-

Cash in Hand  
Imprest  
UNESCO Coupons  
Cashin Bank

sd/-  
(S. SUNDARARAJAN)  
Finance Officer  
National Institute of Educational  
Planning and Administration

62,752.65	55,814.20	6,938.45
8,802.55	168.60	8,633.95
	Closing Balance	<u>2,09,461.23</u> =====

3,668.05  
1,000,00  
316.75  
2,04,476.43  


---

2,09,461.23  
=====

sd/-  
(J.VEERARAGHAVAN)  
Executive Director  
National Institute of Educational  
Planning and Administration

sd/-  
(MOONIS RAZA)  
Director  
National Institute of Educational  
Planning and Administration

## Income and Expenditure Account

## EXPENDITURE

## Non-Plan

Pay of Officers	3,66,251.50	
Pay of Establishment	2,82,898.45	
Allowances & Honoraria	7,39,177.10	
Leave Travel Concession	18,511.05	
Over Time Allowance	54,057.00	
Medical Reimbursement	36,834.35	
C.G.H.S. Contribution	963.00	
Provident Fund Contribution (Employer's share of CPF and interest on GPF/CPF and Incentive Bonus)	62,314.26	
Interest on DA/HRA/CCA	4,877.80	
Deposite in P.F.		
Leave Salary & Pension Contribution	31,290.05	
Pension & Gratuity	43,994.07	
		16,41,168.63
Travelling Allowance		31,511.35

## Resesarch and Training Programme Expenses

Non-Plan	2,20,000.00	
Plan	2,18,358.06	
		4,38,358.06
Office Expenses (Other charges)		
Non-Plan	6,50,000.00	
Plan	2,42,658.23	
		8,92,658.23
Hostel		62,262.81
Plan		
Pay of Officers	1,22,548.25	
Pay of Establishment	1,15,153.70	
Allowances & Honoraria	2,42,525.65	
Over Time allowance	7,357.55	
Leave Travel Concession	5,522.85	
Medical Reimbursement	4,644.00	
		4,97,752.00
Cultural Exchange Programme		30,423.00
Fellowship & Awards		2,322.85
DATA Bank		4,485.35
Inter-State Visits		8,559.10
Consultancy		12,376.10
Publication Expenses		55,478.93

for the year 1982-83

## I N C O M E

Grants-in-Aid from Government of India		
Non-Plan	25,99,000.00	
Plan	29,48,000.00	
		55,47,000.00
Less: Grants		
Capitalised		
Library Books	1,24,918.32	
Furniture & fixtures	1,52,736.79	
Typewriter	71,216.64	
Office Equipment	2,26,748.04	
Staff Car	12,898.80	
		5,88,518.59
		49,58,481.41
Hostel Receipts	2,55,505.00	
Less: Receipts Capitalised	95,637.24	
		1,59,867.76
Adhoc Relief	892.00	
Licence Fee	19,695.55	
C.G.H.S. Recoveries	465.00	
Water & Electricity charges	8,255.30	
Misc. Receipts	13,546.05	
		42,853.90
Interest		
Interest on Investment	28,180.70	
Interest on Saving Bank A/c	2,896.37	
Interest on Interest bearing Advances	24.90	
		31,101.97
Sale Proceeds of unserviceable items		
Disposal of Vehicle		28,973.00
Refund		
Employer's share of CPF Contribution forfeited		
	464.00	
Refund of unspent balance of grants		
by J&K State	114.70	578.70
Programme Receipts:		
Input Output Techniques in the context of Educational Planning(ICSSR)		2,850.00

## Plan

## Research Studies

Study on Cost of Education in Gurgaon District	60,820.60	
Study on Mobilisation of Resource..	28,251.20	
Study on Regional Disparities of...	43,069.73	
Study on Organisational History...	16,255.65	
Study on Optimum Teacher Pupil...	50,338.15	
Study on Codification of Educational Rules...	18,313.00	
Study on Model Financial Code...	18,494.45	
Study on Personality Characteristics...	150.00	2,35,692.78
Grants-in-Aid to State Govts./ Institutions:		
Administrative Staff College, Hyderabad		7,500.00
Excess of Income over Expenditure		13,04,157.55
Total		<u>52,24,706.74</u> =====

sd/-

(S. SUNDARARAJAN)

Finance Officer

National Institute of Educational  
Planning and Administration

Total

52,24,706.74  
=====

sd/-

(J. VEERARAGHAVAN)

Executive Director

National Institute of Educational  
Planning and Administration

sd/-

(MOONIS RAZA)

Director

National Institute of Educational  
Planning and Administration

## Balance Sheet as at the

**LIABILITIES**

## Grants Capitalised

Balance as per last Balance Sheet	48,10,232.29	
Additions during the year	5,88,518.59	
Additions by adjustment	35,86,796.42	
		89,85,547.30
Hostel Receipts capitalised		95,637.24

## Excess of Income over Expenditure

Balance as per last Balance Sheet	50,55,437.49	
Less: By Adjustment	38,58,065.28	
Additions during the year	13,04,157.55	
		25,01,529.76

## Assigned Programme

Ministry of Education	10,335.55	
AABQOL Study	3,768.55	
I.C.S.S.R.	14,431.84	
UNESCO	41,419.95	
Sri Lanka Programme	15,310.30	
		85,266.19

## Provident Fund

Balance as per last Balance Sheet	4,04,045.00	
Additions during the year	3,90,539.90	
Less: Withdrawal during the year	1,54,900.90	
		6,39,684.00

## Suspense Account

Balance as per last Balance sheet	5,134.50	
Additions during the year	3,668.05	
Less: Clearance during the year	168.60	
		8,633.95

## Gifts and Donations

Balance as per last Balance Sheet	910.52	
Additions during the year	--	
		910.52

## Capital Investment written off

57,655.09

## Deposits

Earnest Money		2,500.00
---------------	--	----------

## Remittances

Additional Dearness Allowance	1,147.00	
HRA/CCA (P.F.)	5,962.95	
		7,109.95

## close of 31st March, 1983

## ASSETS

## Land and Building

Balance as per last Balance Sheet	20,01,586.09	
Additions by Adjustment	35,86,796.42	
		55,88,382.51

## Equipment and Machinery, Furniture &amp; Fixtures, Vehicles including Staff car, Typewriters etc.:

Balance as per last Balance Sheet	19,50,426.28	
Additions during the year	5,59,237.51	
		25,09,663.79
Value of Assets disposed off		57,655.09

## Library Books

Balance as per last Balance Sheet	8,52,385.61	
Additions during the year	1,24,918.32	
		9,77,303.93

## Investment out of Provident Fund

Balance as per last Balance sheet	2,98,357.50	
Additions during the year	1,00,127.50	
		3,98,485.00

## Amount Recoverable on Assigned Programmes

Ministry of Home Affairs (Government of India)	97,527.30	
N.C.E.R.T.	96,053.85	
		1,93,581.15

## Deposits

Security Deposits		
Balance as per last Balance sheet	5,140.00	
Additions during the year	3,850.00	
		8,990.00

## C.P.W.D.

Balance as per last Balance sheet	46,96,602.03	
Less by Adjustment	38,58,065.28	
Additions during the year	11,37,596.00	
		19,76,132.75

## Recoverable Advances

Festival Advance	7,720.00	
Cycle Advance	1,265.00	
Motor cycle/Scooter Advance	1,100.00	
House Building Advance	2,03,493.05	
Miscellaneous Advance	2,300.00	
Transfer TA Advance	4,420.00	
		2,20,298.05
Sundry Debtors		3,150.00



TOTAL

1,23,84,474.00  
=====

- Note 1): An amount of Rs. 38,58,065.28 deposited with CPWD in previous years has been adjusted in 1982-83 on the basis of the details of expenditure intimated by CPWD.
- Note 2): The value of old vehicles gifted by UNESCO and disposed off during 1981-82 and 1982-83 have not been written off and this will be done on receipt of their value in Indian Rupees from the Ministry of Education.
- Note 3): The amount of Rs.5,24,120.40 capitalised in 1982-83 under Equipment and machinery, etc. includes an amount of Rs.2,00,000/- paid in advance to M/s. Hindustan Computers Ltd. for a Micro processor. This was received and commissioned in April 1983.

sd/-

(S. SUNDARARAJAN)

Finance Officer

National Institute of Educational  
Planning and Administration  
New Delhi

Remittances		
Water & Electricity charges recoverable		171.50
Cash Balance:		
in Hand	3,668.05	
Imprest	1,000.00	
UNESCO Coupons	316.75	
In Bank:Current Account	2,04,476.43	
Saving Bank A/c	2,41,199.00	
		4,50,660.23
		<u>1,23,84,474.00</u>
		=====

sd/-

(J.VEERARAGHAVAN)

Executive Director

National Institute of Educaional  
 Planning and Administration  
 New Delhi

sd/-

(MOONIS RAZA)

Director

National Institute of Educaional  
 Planning and Administration  
 New Delhi

**Proforma Account for the Grants received  
during the**

**Receipts**

1. Ministry of Home Affairs(Government of India)		
- Research Project:		
i) Indepth Study of Asharam Schools, and		
ii) Exposure of SC/ST to technical Edu- cation and Industrial Training.		
Opening Balance	(-) 21,799.25	
Received during the year	15,000.00	
		(-) 6,799.25
Total		(-) <u>6,799.25</u> =====
- Study on Educational Development of Scheduled Caste:		
Opening Balance :	1,20,000.00	
Received during the year	Nil	
Miscellaneous receipt	20.00	
		1,20,020.00
Total		<u>1,20,020.00</u> =====
2. Ministry of Education (Government of India)		
A Sample Study : Inspection System and Practice and Proforma in the Educationally backward States and Advanced States:		
Opening Balance	25,000.00	
Received during the year	20,000.00	
		45,000.00
Total		<u>45,000.00</u> =====
3. Population Education Project (NCERT)		
Opening Balance:	15,766.05	
Received during the year	Nil	
		15,766.05
Total		<u>15,766.05</u> =====
4. Indian Council of Social Science Research:		
- National Fellowship - Prof. S.C. Dube:		
Opening Balance	4,485.39	
Received during the year	30,542.00	
		35,027.39

for Assigned Programmes/Studies/Fellowships  
year 1982-83

Payments

Expenditure 15,070.20

Closing Balance (-) 21,869.45

Total (-) 6,799.25  
=====

Expenditure 1,95,677.85

Closing Balance (-) 75,657.85

Total 1,20,020.00  
=====

Expenditure 34,664.45

Closing Balance 10,335.55

Total 45,000.00  
=====

Expenditure 1,11,819.90

Closing Balance (-) 96,053.85

Total 15,766.05  
=====

Expenditure :

- National Fellowship -  
Prof. S.C. Dube 43,465.35

- Senior Fellowship -  
Dr.J.L. Azad 18,234.05

- Senior Fellowship - Dr. J.L. Aazad:			
Opening Balance		2,033.45	
Received during the year		20,900.00	
			22,933.45
- Senior Fellowship - Dr. J.N. Kaul:			
Opening Balance		Nil	
Received during the year		20,900.00	
			20,900.00
- Preparation of an analytical Monograph based on the data collected under the Research Project Financing of Social Research in India:			
Opening Balance		Nil	
Received during the year		15,000.00	
			15,000.00
	Total		<u>93,860.84</u>
			=====

## 5. UNESCO

- Management of local support to Education:			
Opening Balance		4,549.90	
Received during the year		Nil	
			4,549.90
- National Training Seminar on Methods for Projecting School Enrolment:			
Opening Balance		12,107.51	
Received during the year		Nil	
- APEID Publication			
Opening Balance	(-)	1,081.84	
Adjusted during the year		1,081.84	
			Nil
- Inter Country Exchange of Experiences in the field of Educational facilities:			
Opening Balance	(-)	5,632.18	
Adjusted during the year		5,632.18	
			Nil
- Workshop on Long-term Educational Planning:			
Opening Balance	(-)	10,197.71	
Received during the year		15,370.71	
			5,173.00
- Study on Educational Finances and Equity in two States:			
Opening Balance		Nil	
Received during the year		11,253.59	
			11,253.59
- Study on Problems and Methods of Educational Administration at the block and Institutional level:			

- Senior Fellowship - Dr. J.N. Kaul	16,471.55	
- Preparation of Analytical Monograph ...	1,258.05	79,429.00
Closing Balance:		
- National Fellowship - Prof. S.C. Dube (-)	8,437.96	
- Senior Fellowship - Dr. J.L. Azad	4,699.40	
- Senior Fellowship - Dr. J.N. Kaul	4,428.45	
- Preparation of Analytical Monograph ...	13,741.95	14,431.84
		<u>93,860.84</u>
	Total	=====

## Expenditure :

- Regional Workshop in Long-term Educational Planning & Admn.	5,173.00	
- Study on Problems and Methods of Educational Administration at the Block level & Institu- tional level	9,770.39	
- Study on Alternative Future and Education	1,124.95	
- Study on Trends in Educational Expenditure	19,772.60	
- Study on Experiements in Component and relationship of Education for Rural Develop- ment	99.05	
- Seminar on Educational Future and Problems of Educaional Planning & Administration	93,370.68	1,29,310.67

Opening Balance	Nil	
Received during the year	9,770.39	9,770.39
- Study on Alternative Future of Education:		
Opening Balance	Nil	
Received during the year	2,869.40	2,869.40
- Study on Trends in Educational Expenditure:		
Opening Balance	Nil	
Received during the year	19,772.60	19,772.60
- Study on Experiments in the Component and relationship of Education for Rural Development:		
Opening Balance	Nil	
Received during the year	11,863.55	11,863.55
- Seminar on Educational Future and Problems of Educational Planning and Administration:		
Opening Balance	Nil	
Received during the year	93,370.68	93,370.68
Total		<u>1,70,730.62</u> =====

## Closing Balance :

- Management of Local Support to Education	4,549.90	
- National Training Seminar on Methods...	12,107.51	
- Study on Educational Financing ....	11,253.59	
- Study on Alternative Futures of Education	1,744.45	
- Study on Experiments in the Component and Relationship of Education for Rural Development..	11,764.50	
		41,419.95

Total

1,70,730.62

=====



6. - Aspiration of Action for Better Quality Of Life : (AABQOL)		
Opening Balance	17,528.00	
Received during the year	Nil	17,528.00
	Total	<u>17,528.00</u>
		=====
7. - Training Project : Training Programme in Educational Planning & Administration for Officers of Papua-New Guinea		
Opening Balance	Nil	
Received during the year	1,18,765.58	1,18,765.58
	Total	<u>1,18,765.58</u>
		=====
8. - Training Programme for Sri Lanka Educational Personnel:		
Opening Balance	Nil	
Received during the year	1,92,570.00	1,92,570.00
	Total	<u>1,92,570.00</u>
		=====

sd/-  
(S. SUNDARARAJAN)  
Finance Officer  
National Institute of Educational  
Planning and Administration

Expenditure	13,759.45
Closing Balance	3,768.55

Total	<u>17,528.00</u> =====
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Expenditure	1,18,765.58
Closing Balance	Nil

Total	<u>1,18,765.58</u> =====
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Expenditure	1,77,259.70
Closing Balance	15,310.30

Total	<u>1,92,570.00</u> =====
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sd/-  
(J. VEERARAGHAVAN)  
Executive Director  
National Institute of Educational  
Planning and Administration

sd/-  
(MOONIS RAZA)  
Director  
National Institute of Educational  
Planning and Administration

**Proforma Account for GPF/  
1982-83****Receipt**

Opening Balance	96,289.50	
Receipt during the year	3,90,539.90	
Received from Ministry on transfer	9,398.00	4,96,227.40
		<u>4,96,227.40</u>
		=====
Total		

sd/-  
(S. SUNDARARAJAN)  
Finance Officer  
National Institute of Educational  
Planning and Administration

**CPF Accounts for the year**

	<b>Payment</b>	
Paid during the year	1,54,900.90	
Investments	1,00,127.50	2,55,028.40
Closing Balance		2,41,199.00
Total		<u>4,96,227.40</u> =====

sd/-

(J. VEERARAGHAVAN)

Executive Director

National Institute of Educational  
Planning and Administration

sd/-

(MOONIS RAZA)

Director

National Institute of Educational  
Planning and Administration

## AUDIT CERTIFICATE

I have examined the accounts and the balance sheet of the National Institute of Educational Planning and Administration, New Delhi (previously National Staff College for Educational Planners and Administrators, New Delhi) for the period ending 31st March, 1983. I have obtained all the information and explanations that I have required, and subject to the observations in the appended Audit Report, I certify as a result of my audit that in my opinion these accounts and the balance sheet are properly drawn up so as to exhibit a true and fair view of state of affairs of the Institute according to the best of my information and explanations given to me and as shown in the books of the Institute.

New Delhi  
Dated : 9 December, 1983.

Sd/-  
DIRECTOR OF AUDIT

### AUDIT REPORT (for the year 1982-83)

1. General : The Institute is financed mainly by Government grant. It received grants amounting to Rs.55.47 lakhs (Rs. 25.99 lakhs non-plan and Rs. 29.48 lakhs plan) during 1982-83
2. Deposits made without proper estimates:
  - 2.1 On the basis of rough estimates provided by the CPWD on 21st march 1983 for expenditure of Rs. 1.62 lakhs on the upgradation of the dining hall, kitchen, recreation hall and some other facilities, the Institute advanced a sum of Rs. 1 lakh to the CPWD on 31st March 1983. Detailed designs with firm estimates of expenditure on the proposed work of construction/improvement were neither received at the time the deposit was made under nor had they been received till the audit of the Institute was concluded (August 1983). The Institute stated (November 1983) that the payment was approved by the Financial Adviser and Joint Secretary (Planning) Ministry of Education. Further, delay in execution was due to non-availability of the data about the structural feasibility proposed changes and since the matter had been discussed with the architects and engineers, the execution of work could be taken up soon.
  - 2.2 The Institute considered it necessary to expand and furnish the existing lecture hall within its premises for holding international conferences, seminars and workshops in future. No provision was made in the budget estimates for undertaking this work during 1982-83. A sum of Rs. 10 lakhs was, however, provided for in the revised estimates for 1982-83 for the construction of staff quarters etc. In respect of which a sum of

Rs. 2.75 lakhs was deposited by the Institute with the CPWD in March 1983. The Institute stated (November 1983) that the budget provision under Land and Building for 1982-83 also envisaged this work alongwith the construction of staff quarters. Delay in execution of work was due to redesigning of hall to meet the changed requirements.

Further, on the basis of rough drawings and rough estimates for Rs. 5.05 lakhs submitted by the CPWD (February 1983 which included provision for certain items of work to be done in the lecture hall for panelling of walls, false ceiling, fixed auditorium chairs and tables, wall to wall carpets, curtains etc.) a sum of Rs. 4.00 lakhs was also deposited with the CPWD on 14th March, 1983, however, item-wise rates and total quantity required were not given in the estimates.

Tentative estimates for the electrical installations (i.e. air conditioning and provision of PA system) were also not received from the CPWD. Till August 1983, technical details and other structural problems were not sorted out nor was the work taken up by the CPWD. The Institute stated (November, 1983) that the matter was discussed in a meeting held in October 1983 in which all the technical and other problems had been sorted out and the work would be taken up during 1983-84 on receipt of revised/final estimates.

The payment of advance of Rs. 6.75 lakhs to CPWD at the end of the year without proper planning/technical details/firm estimates of expenditure was not justified.

### 3. Entertainment :

#### 3.1 Unauthorised expenditure on free lunches/dinners etc.

Instructions were issued (June 1982) by the Government of India, Ministry of Finance to the effect that no free lunch/dinner, breakfast etc. would be served to the participants in any seminar/training programme organised by an autonomous body unless prior approval of the Government was obtained for such entertainment. However, the Institute incurred an expenditure of Rs. 30,041 during 1982-83 on the entertainment of participants/trainees in various seminars/training programmes organised by the Institute without obtaining prior approval of the Government. The Institute stated (November 1983) that the question of applying Government orders of June 1982 to the Institute did not arise as the practice of providing entertainment to the participants had been in vogue since the inception of the Institute.

### 4. Providing service connections to the staff quarters :

With a view to providing electricity connections to 204 staff quarters (102 each belonging to the Institute and the NCERT) located in the Institute's campus, estimates amounting to Rs. 8.12 lakhs were received in March 1982 from the Delhi Electric

Supply Undertaking through CPWD, as per the details given below :

Work	DESU's Share (Rs.)	Party's Share (Rs.)	Total
Sub-station	1,49,518	1,58,476	3,07,994
LT/UG	1,14,950	1,20,175	2,35,125
Service Connections	--	1,80,550	1,80,550
Street lighting	--	88,550	88,550
<b>TOTAL</b>	<b>2,64,468</b>	<b>5,47,751</b>	<b>8,12,219</b>

The CPWD, while forwarding the estimates (March 1982) requested for immediate deposits of the money with DESU.

Out of Rs. 5.48 lakhs the Institute's share of the expenditure was Rs. 2.74 lakhs as the expenditure was required to be shared by the Institute and NCERT on 50:50 basis. The Institute took unnecessary long time in according the administrative approval to the work and did not deposit its share with the DESU till June 1982 after the DESU furnished (May 1982) revised estimates amounting to Rs. 8.17 lakhs out of which party's share (to be shared equally by the NCERT and the NIEPA) was fixed at Rs. 6.68 lakhs.

In the original estimates, the expenditure on LT/UG mains was quoted Rs. 2,32,125 out of which expenditure to the extent of Rs. 1,14,950 was to be borne by the DESU itself. But in the revised estimates, the expenditure on this item was increased to Rs. 2,40,350 and the whole of it was shown as chargeable to the party. The revised demand was, however, accepted by the Institute and its share of Rs. 3.34 lakhs was deposited with DESU on 4th March, 1983.

The Institute had not ascertained, the reasons for changing the entire expenditure of Rs. 2,40,350 on account of LT/UG mains to the party as against Rs. 1,20,175 (part of the total expenditure) originally shown as chargeable to the party.

New Delhi  
Dated : 9th December, 1983.

Sd/-  
DIRECTOR OF AUDIT