

# **ANNUAL REPORT**

**2000-2001**



**National Institute of Educational  
Planning and Administration**

17-B, Sri Aurobindo Marg, New Delhi

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## Mission and Objectives

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



## Chapter 1

### An Overview

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

With a view to achieve its objectives, the Institute has organised academic programmes under four thematic Units, namely, (i) Planning; (ii) Administration; (iii) Finance and (iv) Policy; under two educational level Units, namely, (i) School and Non- Formal Education and; (ii) Higher Education; and under two area level Units, namely, (i) Sub-National Systems; and (ii) International Unit. The newly created unit in 1995, i.e. Operations Research & Systems Management, deals with various system level management issues. The academic work is supported by Library and Documentation Centre, Publication Unit, Hindi Cell, Electronic Data Processing Unit, Reprography and Cartography Cells as well as by the General Administration and Finance. The present report covers the main activities of the Institute for the year 2000-2001.

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



and action research; and (iii) dissemination of knowledge, consultancy, professional support and publications.

### **Training**

#### *Programme Thrust*

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

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

#### *Coverage*

During the year, 52 programmes were conducted by the Institute. These programmes provided opportunities to 1740 participants drawn from various parts of India which include 71 from as many as 35 countries of the world and seven international bodies.

#### *Training Material*

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

#### *Training Methodology*

All the training programmes are inter-disciplinary in nature. The programmes include practical and syndicate work, case studies and seminars. Training aids like computers, films, videos and over-head projectors are used to enrich the presentations. The participants are taken for field visits wherever found necessary.

#### *Evaluation*

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

### **Research**

Research and action research are important activities of the Institute. Before any new programme is launched, it is preceded by a pilot or in-depth study. Often action research



is undertaken on aspects which are discussed in training programmes. Research activities are undertaken focussing on aspects which have a bearing on planning, administration and policy in education. The Institute also promotes research by funding research projects for scholars interested in conducting research in the important areas of educational planning and administration.

During the year, 13 research studies were completed, while as many as 13 research studies were in progress/sanctioned.

### **Consultancy and Professional Support**

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

### **Dissemination of Information**

#### *Publications*

The Institute regularly publishes reports of the research studies and brings out two Journals—One in English entitled, “*Journal of Educational Planning and Administration*” and the other in Hindi entitled, “*Pariprekshya*” and a bi-annual ANTRIEP (Asian Network of Training and Research Institutions in Educational Planning) Newsletter. The Institute has also started bringing out a series on “Best Practices in Higher Education” from last year. One issue on “Integral Education – A Mission to Integrate Values in Education” was brought out during the year.

During the period under review nine books, four issues of Journals – three of English Journal and one of Hindi Pariprekshya, and two issues of ANTRIEP Newsletter were brought out. Besides the above, a set of 26 papers on different themes (including country report) on Education For All: 2000 Assessment were also brought out by the Institute. Hindi version of the Country Report was also brought out during the year.

During the period under review the Institute also brought out Training Calendar, Announcements of IDEPA and DEPA Programmes, etc. Besides these, several mimeographed and research papers were also brought out.

### **Academic and Supporting Units**

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

#### *Academic Units*

*Educational Planning Unit:* The emphasis has now shifted from centralised to decentralised Planning. The focus on research, training and consultancy in the Planning Unit has also





undergone changes. Presently, the main effort is on integration of inputs, processes and products of planning at the institution, district, state and the national levels. With the onset of liberalization of the economy the focus has also shifted to strategic, indicative rather than comprehensive planning in conventional sense. Besides, Universalization of Elementary Education (UEE), Social Safety Network has emerged as a new approach to the theory and practice of planning. The Unit undertakes research, training and consultancy programmes.

*Educational Administration Unit:* The Unit, through its various programmes of training, research and other activities, attempts to strengthen the capabilities of educational administrators both at institutional and supra-institutional levels. As the Country has over 80,000 schools, the Unit has been concentrating on training of trainers through effective networking to reach out to a larger number of schools. The Unit also caters to the needs of special categories of institutions like Railway Schools, Navodaya Vidyalayas, Kendriya Vidyalayas, Ashram Schools, etc. To modernise educational administrative machinery, the Unit helps to develop in the educational administrators the required managerial skills so that they are able to cope with the newer demands and challenges of educational development.

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

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

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

During the current year, the major focus of the activities of the Unit has been in the areas of planning and management of education in remote areas, educational development of minorities, decentralised planning and community participation.

*School and Non-Formal Education Unit:* The Unit focusses on developing the competencies of District Education Officers, officers working in the field of adult and



non-formal education and other concerned officers in the area of planning and administration of schools and non-formal education. It addresses various problems and issues involved in the management of schools and non-formal education and attempts to find out alternative strategies to solve them. By organising training programmes for key officers, it attempts to improve their professional ability/skills. By undertaking research projects, it tries to develop their knowledge in efficient planning and management of school system. The Unit lays emphasis on the priority areas and schemes in school education.

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

*Higher Education Unit:* The Unit provides forum for futuristic planning and management in Higher Education System's development requiring training, research and consultancy inputs and by bringing together the policy makers, planners, administrators and supplementors at institution, state and centre levels from such fields as may be necessary. The main thrust of this unit has been to promote quality, equity, excellence, relevance, autonomy, accountability and accreditation. Emphasis is on evaluation—self and institutional and staff development through training, research, consultancy in planning and management of higher education. Efforts of the unit have been to build planning and management capabilities by organising programmes of 'training of trainers' as well as in addition to the programmes for building the capabilities of academic and non-academic faculty at the centre, state, university and college levels, by orienting them through the training programmes; by familiarising them with the recent developments in the policy programmes and plan of action and equip them with the modern techniques of planning and management of Higher Education Institutions in India.

Keeping these parameters in view, the Unit engages itself in research and consultancy activities in addition to strengthening of capabilities of planners and administrators functioning at all levels.

*Sub-National Systems Unit:* The main focus of the Unit is on: Decentralised and micro-planning in the context of Education For All; Institutional planning and evaluation; Monitoring and evaluation of educational programmes; and Development of indicators of education at sub-national levels. The major national level studies of this Unit pertain to 'National Sample Survey for Monitoring of UEE', 'Second All India Survey of Educational Administration' and 'School Mapping'. The Unit also brought out a comprehensive report on 'Non-Formal Education in India: An Evaluation' based on evaluation research in nine educationally backward states of the country in respect of centrally sponsored schemes of non-formal education. This Unit also organised several field-based training programmes in DIETs in collaboration with state governments.

*International Unit:* The International Unit endeavours to promote a spirit of international cooperation and understanding, especially among the countries of the Developing World,



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

*Operations Research and Systems Management Unit:* On the recommendations of the NIEPA Review Committee, Operations Research and Systems Management Unit was created in October, 1995. The Unit deals with various system level management issues. These include the logistics management, information systems, control systems, computer applications, operations research in education, project formulation and monitoring and implementation, decision support system and the like. The Unit specifically focusses on the building of capacity in computer applications among state/district level users and training of the computer professional staff in the design, development and implementation of information systems. Presently the Unit is providing technical and professional support for the design and implementation of EMIS for the District Primary Education Project. The Unit also undertakes research in emerging areas through research projects, pilot projects, field base studies, key studies and action research.

#### *Academic Support Units*

*Library and Documentation Centre:* The library acquires latest and up-to-date materials on educational planning and administration and provides facilities for their use. Dissemination of information is done through documentation and information service. The Library has a collection of over 54266 volumes and subscribes to as many as 380 periodicals and has a computerised catalogue of books and articles. The Library and Documentation Centre has also organised training programmes in planning and management of libraries of DIETs.

Being a member of Delhi Library Networking (DELNET), the library has on-line access to 246 libraries in Delhi. E-mail service is also provided to the faculty which facilitate them to send and receive their mail in India and other parts of the world.

*Publication Unit:* Dissemination of research findings is as important as the conduct of research itself. The research is also brought out through working and occasional papers. Monographs and mimeographed manuscripts offer another mode of dissemination. The Unit publishes working and occasional papers, *Journal of Educational Planning and Administration* in English and *Pariprekshya* in Hindi, ANTRIEP Newsletter, series on Best Practices in Higher Education and books/research reports in the area of educational planning and administration.



*Computer Centre:* The Computer Centre is equipped with P-II machines and various application software packages that are available for data analysis and word processing. Most of the computers in the Institute are connected to the Main Server through LAN. It provides support for training and research activities to various academic units. Other support units are also supported by way of providing access to computers to carry out day-to-day work. It also has e-mail and Internet facility. Besides this, the Computer Centre also prepares various inhouse publications of the Institute in prepress format.

*Hindi Cell:* As a response to the National Policy on Promotion of translating training materials into Hindi, Hindi Cell gives support to the administration and the faculty for implementation of the Official Language Policy.

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

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

## Administration and Finance

### *Administration*

The administrative set up includes general, academic and personnel administration. As on 31.3.2001, the Institute had a total sanctioned strength of 181 staff members, both academic and administrative, besides 38 project staff appointed for the duration of the respective projects.

### *Finance*

During the year the Institute received a grant of Rs. 526.00 lakhs (Rs. 201.00 lakhs under Non-Plan and Rs. 325.00 lakhs under Plan). The Institute had an opening balance of Rs. 79.03 lakhs both under Plan and Non-Plan. The internal office and hostel receipts amounted to Rs. 76.62 lakhs during the year. The expenditure during the year under Non-Plan and Plan amounted to Rs. 681.56 lakhs.

The Institute had a balance of Rs. 171.35 lakhs and received additional funds amounting to Rs. 163.30 lakhs during the year for the sponsored programmes/studies from other agencies. The expenditure during the year on sponsored programmes/studies amounted to Rs. 190.28 lakhs.

### *Campus Facilities*

The Institute has a four-storey office building, seven-storey hostel comprising 60 rooms fully furnished with attached baths and a residential complex having 16 Type I quarters, 8 quarters each of Type II to V and the Director's residence. Hostel receipts amounted to Rs. 13.79 lakhs during the year.



## Chapter 2

### Training

Training is one of the important functions of the Institute. During the year under review the Institute organised National Diploma, Orientation and Training programmes, Workshops, Seminars and Conferences, etc. for officers of Education Departments of States/UTs as well as for university and college administrators engaged in the task of educational planning and administration. The Institute also conducted International Diploma programme for educational planners and administrators of developing countries.

### Approach and Thrust

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

Apart from above, the priority areas such as planning and management training for school heads, planning and management of secondary education, methodology and techniques of district planning in education under SSA, planning and management of SCERTs/DIETs, quantitative research methods in education, planning and management of universalisation of elementary education (UEE), role of computer in education, etc. are also kept in view while planning the training calendar of the Institute. Programmes were also conducted for the educational personnel working in DPEP districts.

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



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

### **Training Material**

NIEPA faculty remained actively involved in the preparation of research/training materials for training programmes. This training material serves as background papers given to the participants during the programmes. These materials are supplemented by published literature on the subjects concerned.

### **Evaluation**

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

### **Participation**

During the year 2000-2001 the Institute organised 52 Diploma Courses, Orientation/ Training Programmes, Workshops, Seminars, Conferences and Meetings, etc. at national and international level. A total 1740 participants participated in these programmes. Out of which 1669 are national participants and 71 from abroad. The list of programmes organised during the period is given in Annexure I.

Programmes organised during the year fall in two categories (a) Diploma Programmes and (b) Thematic and General Programmes in Educational Planning and Management and theme based short term programmes at national level. The category-wise programmes are given in Table 1.

**TABLE I**

### **Category-wise Programmes Organised by the Institute during 2000-2001**

<i>Classification of Programmes</i>	<i>No. of Programmes</i>	<i>Duration (days)</i>	<i>No. of Participants</i>
<b>Diploma Programmes</b>			
(a) National Diploma Programmes*	2	183	45
(b) International Diploma Programmes*	2	180	60
<b>Thematic &amp; General Programmes in Educational Planning and Management</b>			
Planning and Management of Training of Schools Heads	3	12	63
Planning and Management of Secondary Education	8	13	233

Cont.....



Planning and Management of Higher Education	9	13	284
Methodology and Techniques of District Planning in Education under Sarva Shiksha Abhiyan (SSA)	6	25	275
School Mapping and Micro Planning	2	8	89
Planning and Management of District Institutes of Education & Training (DIETs)/ State Councils of Educational Research and Training (SCERT)	5	23	199
Quantitative Research Methods in Educational Planning	1	12	21
Planning & Management of Education of Disaster Areas	1	2	87
Total Quality Management in Education	2	6	20
Universalization of Elementary Education (UEE)	2	9	96
EMIS Programmes	4	13	81
Other Programmes	5	27	187
<b>Grand Total</b>	<b>52</b>	<b>526</b>	<b>1740</b>

\* This list includes two on-going programmes (one each national and international)

Almost all the States and Union Territories in the country (except Dadra & Nagar Haveli and Lakshadweep) participated in programmes organised by the Institute. The state-wise participation may be seen from Table II below.

**TABLE II**  
**State-wise List of Participants**

State/UTs	No. of Participants
1. Andhra Pradesh*	91
2. Arunachal Pradesh*	76
3. Assam*	28
4. Bihar*	12
5. Chhattisgarh*	2



6.	Goa	2
7.	Gujarat	29
8.	Haryana	27
9.	Himachal Pradesh	24
10.	Jammu & Kashmir*	31
11.	Jharkhand*	3
12.	Karnataka	36
13.	Kerala	41
14.	Madhya Pradesh*	35
15.	Maharashtra	43
16.	Manipur	15
17.	Meghalaya	26
18.	Mizoram	13
19.	Nagaland	13
20.	Orissa*	105
21.	Punjab	88
22.	Rajasthan*	73
23.	Sikkim	7
24.	Tamil Nadu	132
25.	Tripura	3
26.	Uttaranchal*	7
27.	Uttar Pradesh*	85
28.	West Bengal*	29
29.	Andman & Nicobar Islands	49
30.	Chandigarh	5
31.	Dadra & Nagar Haveli	-
32.	Daman & Diu	1
33.	Delhi	143
34.	Lakshadweep	-
35.	Pondicherry	6
36.	Government of India & Other Organisations	389
<b>Total</b>		<b>1669</b>

\* Ten educationally backward states.

About 34.58 per cent of the participants belonged to the ten educationally backward states, namely Andhra Pradesh (91), Arunachal Pradesh (76), Assam (28), Bihar (15 including Jharkhand), Jammu and Kashmir (31), Madhya Pradesh (37 including Chhattisgarh), Orissa (105), Rajasthan (73), Uttar Pradesh (92 including Uttaranchal) and West Bengal (29).





### Type and Level of Participation

The participants of various programmes constituted a mixed group in terms of their levels. These include senior level functionaries from Directorates of Education, SCERTs, DIETs/SIEMATs regional and district level functionaries, DPEP states as well as Institutional heads like school principals, school/district level librarians from the states and union territories, Similarly, College Principals and Senior Administrators from universities also took part in the area of higher education. Details of the participants in terms of types and levels may be seen from Table III.

TABLE III

### Level-wise Participation in the Orientation and Training Programmes/ Workshops/Seminars/Conferences, etc. Organised during 2000-2001

<i>Level</i>	<i>No. of Participants</i>
School Principals	35
District Education Officers	22
DIETs/SCERTs/SIEMATs Personnel	427
DPEP Personnel	56
School and District level Librarians	60
Senior Education Administrators	355
College Principals	76
University Administrators/ Senior Academicians	127
Others	511
<b>Total</b>	<b>1669</b>

### International Level

During the year the Institute organised two Diploma programmes including one on-going. In these two programmes 60 Educational Planners and Administrators had participated from developing countries. In addition to above, 11 experts from International Agencies and one officer from Australian High Commission also participated in the National Programmes organised by the Institute. The country-wise list of participants may be seen from Table IV.



**TABLE IV**  
**Country-wise Participation in Various Programmes during 2000-2001**

	<i>Name of the Country</i>	<i>No. of Participants</i>
1.	Australian High Commission	1
2.	Bangladesh	1
3.	Bhutan	2
4.	Botswana	1
5.	Cambodia	2
6.	Comros Islands	1
7.	Commonwealth of Dominica	1
8.	El Salvador	1
9.	Eritrea	10
10.	Estonia	1
11.	Ghana	1
12.	Guyana	2
13.	Iran	1
14.	Iraq	1
15.	Ivory Coast	1
16.	Jamaica	1
17.	Jordan	1
18.	Kyrgyzstan	1
19.	Lao PDR	1
20.	Malaysia	1
21.	Maldives	2
22.	Mauritius	5
23.	Mangolia	1
24.	Morocco	1
25.	Myanmar	4
26.	Niger	3
27.	Oman	1
28.	Panama	1
29.	Philippines	1
30.	Sudan	1
31.	Tanzania	1
32.	Uzbekistan	1
33.	Vietnam (Republic of)	3
34.	Zambia (Republic of)	3
35.	Zimbabwe	1
<b>International Agencies</b>		
1.	Aga Khan Foundation	2
2.	Asian Development Research Institute	1



3.	Asia Pacific Bureau of Adult Education	1
4.	Society for Participating Research in Education	1
5.	UNESCO	1
6.	UNICEF	3
7.	World Bank	1
<b>Total</b>		<b>71</b>

### **Programmes by Areas and Themes**

During the year, the Institute organised 4 diploma programmes – 2 each national and international (which includes 2 on going – national and international 1 each), 15 Training/Orientation programmes, 23 Workshops, 2 Seminars, 2 Conferences and 6 Meetings.

#### *National Diploma Programme in Educational Planning and Administration (DEPA)*

The Institute completed the Second and Third Phases of Twentieth diploma programme during the year 1999-2000, the first phase of which had commenced from November 1, 1999 and the Second and Third phases of the same programme were conducted between February to April 30, 2000 and July 17-21, 2000, respectively.

The twenty first diploma commenced during November, 2000. The programme had three components (i) three months intensive curricular work at NIEPA from November 1, 2000 to January 31, 2001, (ii) three months of project work undertaken by the trainees usually in the districts of their postings from February 1 – April 30, 2001 and (iii) Five days Workshop based on the project work reports held at NIEPA from July 23-27, 2001. The programme was based on lecture discussion, panel discussions, case studies, syndicate method, simulation exercise, role plays in basket method and group discussion on identified themes. Also sufficient time was devoted to practical exercises, library based assignments and visits to some important educational institutions, in and around Delhi and outside Delhi. Beside this, each participant was given on the job training which included supervised project work at the place of work of the officer for a period of three months. They were also required to submit a summary based on their project report.

As a part of the curricular work, NIEPA organised a study visit to Andhra Pradesh for the participants to familiarize them with the educational innovations and activities being carried out in the State. During their visit to Andhra Pradesh the participants had visited many educational institutions such as Osmania University, SCERT, A.P. Aga Khan Education Services (India) Schools, Balu Joyti Schools, Dr. Reddy's Foundation, M.V. Foundation, DIET, Vekarabad and A.P. Residential Education Institutions (Nalgoda and Guntur Districts, etc.) The state visit to Andhra Pradesh served as a rich experience for the DEPA team. The participants were exposed to meaningful and innovative educational activities that could be replicated in their respective states as well. Both the programmes were attended by 45 participants. State-wise participation is given in table V below.



**TABLE V**  
**Statewise Participation in the Twentieth and Twenty first National Diploma Programmes**

<i>Name of the State</i>	<i>Twentieth Diploma</i>	<i>Twenty First Diploma</i>	<i>Total</i>
Andhra Pradesh	-	1	1
Arunachal Pradesh	-	2	2
Asaam	2	5	7
Goa	1	-	1
Gujarat	5	1	6
Himachal Pradesh	-	2	2
Jammu & Kashmir	3	2	5
Karnataka	5	2	7
Kerala	1	-	1
Madhya Pradesh	-	1	1
Maharashtra	2	-	2
Manipur	-	1	1
Orissa	-	1	1
Sikkim	1	-	1
Uttar Pradesh	3	2	5
Delhi	1	1	2
<b>Total</b>	<b>24</b>	<b>21</b>	<b>45</b>

*International Diploma Programme in Educational Planning and Administration (IDEPA)*

NIEPA has been organising six months International Diploma Programme in Educational Planning and Administration (IDEPA) for educational planners of developing countries every year since 1985. Sixteenth IDEPA programme had commenced in February 1, 2000 and was completed on July 31, 2000 and Seventeenth Diploma Programme had commenced on February 1, 2001. Both Phase I (NIEPA, New Delhi) and Phase – II (Home Study) of the programme had concluded in April and July, 2001, respectively.

The course structure consisted of two major components (i) Phase I, three months intensive curricular work at NIEPA and (ii) three months field research project in the home country, through his/her own efforts. The methodology of the programme seeks to strike a balance between theory and practice. Broadly, it includes lecture discussions, simulation and practical exercises, role plays, case discussions, management games, search conferences, demonstrations and group discussions. Further, panel discussions and participants seminars for encouraging participants were special features of the course methodology.



The programme also lays emphasis on academic exercises at micro-level, educational/cultural field visits, field educational attachments and enrichment lectures. Educational field attachments constitute a major component of exercise of the IDEPA participants at the micro level in addition to other major areas which encompass the whole programme. This year the educational field attachments involved visits to and attachments with supra level institution in and around Delhi and outside Delhi. This year educational field attachments involved visits and attachments with institutions in the states of Andhra Pradesh and Uttar Pradesh. For each such visits a nominated trainee/field advisor gave a report on the educational visit to a particular institute. Both these programmes were attended by 60 educational planners from 34 developing countries. The country-wise participation in the sixteenth and seventeenth IDEPA Programmes may be seen in Table VI.

**TABLE VI**  
**Country-wise Participation in the Sixteenth and**  
**Seventeenth International Diploma Programmes**

S.No.	Name of the Country	Sixteenth IDEPA	Seventeenth IDEPA	Total
1.	Bangladesh	-	1	1
2.	Bhutan	2	-	2
3.	Botswana	-	1	1
4.	Cambodia	1	1	2
5.	Comoros Islands	1	-	1
6.	Commonwealth of Dominica	1	-	1
7.	El Salvador	-	1	1
8.	Eritrea	4	6	10
9.	Estonia	-	1	1
10.	Ghana	-	1	1
11.	Guyana	1	1	2
12.	Iran	-	1	1
13.	Iraq	-	1	1
14.	Ivory Coast	-	1	1
15.	Jamaica	1	-	1
16.	Jordan	-	1	1
17.	Kyrgyzstan	1	-	1
18.	Lao PDR	1	-	1
19.	Malaysia	-	1	1
20.	Maldives	2	-	2
21.	Mauritius	3	2	5
22.	Mongolia	1	-	1
23.	Morocco	1	-	1



24.	Myanmar	-	4	4
25.	Niger	2	1	3
26.	Oman	1	-	1
27.	Panama	-	1	1
28.	Philippines	-	1	1
29.	Sudan	1	-	1
30.	Tanzania	1	-	1
31.	Uzbekistan	1	-	1
32.	Vietnam (Republic of)	3	-	3
33.	Zambia (Republic of)	3	-	3
34.	Zimbabwe	-	1	1
<b>TOTAL</b>		<b>32</b>	<b>28</b>	<b>60</b>

#### *Planning and Management of Training for School Heads*

In the area of Planning and Management of Training for school heads, NIEPA organised one training programme for heads of Ashram Schools at Andhra Pradesh, two Workshops on Administrative Reforms for Improving School Efficiency and on School Improvement Planning. These programmes were attended by 63 School Heads and other state level officers.

#### *Planning and Management of Secondary Education*

NIEPA organised three Workshops, one Conference and four Meetings in the field of Planning and Management of Secondary Education. All these Programmes were attended by 233 officers from various Central and State level educational institutions.

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

In the area of Planning and Management of Higher Education, NIEPA organised five workshops and four meetings during the period. The programmes were attended by 284 Experts in the field of higher education, Academicians, Vice Chancellors and College Principals, etc.

#### *Methodology and Techniques at District Planning in Education under Sarva Shiksha Abhiyan (SSA)*

Four Orientation training programmes, one Workshop and one Seminar on Methodology and Techniques at District Planning in Education under Sarva Shiksha Abhiyan (SSA) were organised during the year. These programmes were attended by 275 state level officers from various states.

#### *School Mapping and Micro Planning*

NIEPA organised two training programmes in school mapping and micro planning during the period under review. The programmes were attended by 89 officers.



*Planning and Management of District Institutes of Education and Training (DIETs)/State Councils of Educational Research and Training (SCERTs).*

The Institute organised two orientation training programmes, one workshop, one conference and one review meeting on Planning and Management of District Institutes of Education and Training (DIETs) and State Councils of Educational Research and Training (SCERTs). The programmes were attended by 199 faculty of Planning and Management Branch of DIETs, Directors of SCERTs and Librarians of DIETs.

*Quantitative Research Methods in Education*

NIEPA organised one training programme on Quantitative Research Methods in Education which was attended by 21 officers.

*Planning and Management of Education of Disaster Areas*

NIEPA organised one workshop on Disaster Management in Education at Regional Institute of Education, Bhubaneswar. The programme was attended by 87 state level officers and representatives from NGOs of Orissa.

*Total Quality Management in Education*

Two workshops on Developing Research Proposals and Designing Research Projects on TQM in Education were organised during the year. The Workshops were attended by 20 participants.

*Universalization of Elementary Education (UEE)*

One seminar on Implementation Strategies for achieving Universalization of Elementary Education (UEE) in Metropolitan cities and one training programme on District Planning for UEE in Arunachal Pradesh were organised by the Institute during the year. These two programmes were attended by 96 participants.

*EMIS Programmes*

Two workshops and two training programmes were organised on EMIS which were attended by 81 participants.

*Other Programmes*

NIEPA also organised Orientation Programme in Planning and Management of School Libraries of Andaman and Nicobar Islands, Training programme on using Indicators in Planning of Primary Education, Training Workshop in Concepts and Methods in Economics and Financing of Education, Planning Meeting for Developing Teacher Training Package in Inclusive Education in collaboration with M/HRD and National Consultation Meet on Adult Education. These five programmes were attended by 187 participants.



## Chapter 3

### Research and Publications

#### Research

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

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

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

During the period under report, 13 research studies were completed while 13 studies are in progress/sanctioned.

#### Studies Completed

##### 1. *Second All India Survey of Educational Administration*

###### *Introduction*

The need for modernising and strengthening administration of education in India had been emphasised by a number of Committees and Commissions and National Policies on Education, 1968 and 1986. It was felt that to cope with the expanding needs of the education system and streamlining the machinery for educational administration at various





levels detailed data on the size, efficiency and performance of educational administration in a State or Union Territory were not readily available. It was, therefore, considered necessary by the Ministry of Education that a survey of Educational Administration of all the States and Union Territories of the country should be undertaken. Accordingly, Second All India Survey of Educational Administration was started in NIEPA in 1989-90 with the following objectives :

- (a) To undertake comprehensive survey of educational administration in all States/ Union Territories and the Centre with a view to diagnose the existing educational system, processes and structures and to make suitable recommendations for change over to the system of planning and management as envisaged under the National Policy on Education 1986.
- (b) To bring out a report for each State/Union Territory and also the Central Government;
- (c) To prepare thematic report at the National level on educational organisation and administration including institutional management; personnel administration; financial administration; legal foundations of education; and educational planning; and
- (d) To prepare case studies on selective innovations in educational planning and administration in various States/Union Territories.

#### *Scope and Coverage*

The Second All India Survey covered the organisational set-up, roles, functions, activities of the Education Departments of the State at the Secretariat, Directorate and Inspectorate levels; of educational institutions under different management, and of departments other than the Education Department. It addresses itself primarily to the administration of school education. Consequently, technical, professional and higher education have not been discussed at length although there are occasional references to these.

Apart from furnishing general information about the States and indicating the legal basis of education, the survey reports provide a brief description of educational policies and programmes, organisation and administration of education, the role of non-government agencies and local bodies, personnel management, financial management, information system, processes of educational planning, inspection and supervision, academic support system, etc. There is also a discussion on the current issues and problems faced in the management of education as well as an indication of the prospects for future development.

#### *Studies Finalised and Published*

NIEPA has so far brought out 22 States/Union Territory Survey Reports. These are Arunachal Pradesh, Punjab, Kerala, Goa, Haryana, Mizoram, Karnataka, Sikkim, Madhya Pradesh, Chandigarh, Lakshadweep, Andaman & Nicobar Islands, Rajasthan, Tripura,



Himachal Pradesh, Assam, Bihar, Uttar Pradesh, Orissa, Delhi, Meghalaya and Central Government Report. The reports relating to West Bengal, Tamil Nadu, Gujarat and Maharashtra are in press and the report relating to Andhra Pradesh has been finalised and is expected to be brought out in due course.

The survey in other six States and UTs including Manipur, Nagaland, Daman & Diu, Dadra & Nagar Haveli, Pondicherry and J & K was also completed. Out of these, the survey reports of Manipur, Daman & Diu, Dadra & Nagar Haveli and Pondicherry were finalised on the basis of latest information received from these States and UTs. These reports have been kept in unpublished form as decided by the Institute. The reports of Jammu and Kashmir and Nagaland have also been kept in unpublished draft form.

*National Level Study on Educational Administration (Governance of School Education in India)*

The above study based on the thematic synthesis on States/UTs survey reports has also been completed and is in the final stage of publication. The different thematic chapters have been prepared by educationists and experts in the field of educational planning and management.

*Seminars/Workshops/Book Release*

Based on the findings of the survey reports, the following seminars, workshops and book release were organised in the survey.

1. Book Release of Haryana Report in NIEPA, May, 1994
2. Seminar on Educational Administration at Madhya Pradesh Academy of Administration, Bhopal, February, 1995
3. Seminar on Educational Administration at IIM, Bangalore, May, 1995
4. Seminar on Educational Planning and Management at Jaipur, October, 1995
5. Workshop on Educational Planning and Management for UEE at Shillong for all the North Eastern States and Sikkim, October, 1996
6. Seminar on Educational Planning and Management at HIPA, Shimla, May, 1998
7. Book Release of U.P Report at Allahabad, May, 2000.

*Field Studies*

Two field studies were conducted in the survey.

- (a) Role and Functions of Village Education Committees in the Ranchi district of Bihar, 1997
- (b) Role of Principals in School Management in Pune District of Maharashtra, 1997.



## 2. Education of Urban Poor – A Case Study on Slum Dwellers of Delhi

A pilot study on “Education of Urban Poor – A Case Study on Slum Dwellers of Delhi” was undertaken by Dr. B.K. Panda at a cost of Rs. 49,800/- for a period of 10 months. The study has since been completed. The report of the study entitled “Education of Urban Poor – A Pilot Study of Slum Dwellers of Delhi” was brought out in October, 2000. The main objectives of the study were as under:

1. To study the various educational facilities in terms of schools, non-formal centres as well as various incentives, etc. available in the slums;
2. To examine the extent of participation by the slum children and the parents perceptions as well as expectations regarding obtaining education for their children; and
3. To understand the socio-economic and educational constraints of the slums dwellers in educating the children.

From the analysis of the data it is clearly evident that most of the people in the sample slums are in the same location for more than past fifteen to twenty years, as the slums have come into existence from 1980 onwards and the poor farmers as well as landless labourers from the State of Rajasthan and Uttar Pradesh migrated to the slums covered in the study and formed the nucleus of the slums with the migration of more people from the same areas.

From the responses collected from the sample of the study, it is encouraging to find that most of the heads of the households (around 35 to 40 percent possess the minimum levels of education as primary and also in many cases upto the 10th class. In spite of the mixed type of population, this particular slum has literate people in majority comparatively. The parental background of education has definitely some impact on the education of children. Similarly, it is found that majority of the children are enrolled in the primary schools. It is also observed that the people belonging to the state of Rajasthan are having comparatively low educational levels than the people from Uttar Pradesh, Bihar and West Bengal. As well as the female participation in economic pursuits was higher among the families belonging to the state of Rajasthan followed by Uttar Pradesh. The female members of the households from the states of Uttar Pradesh, Bihar and West Bengal preferred occupations such as domestic help in the rich households, whereas the female members belonging to the rural villages of Rajasthan took up daily wage labour occupations, etc. The education levels of the females is more among the migrants from the states of West Bengal, Uttar Pradesh and Bihar compared to the females from the state of Rajasthan. The low levels and no education of females in case of the migrants belonging to the state of Rajasthan may also be one of the reasons for taking up lower levels of occupations.



It is also found that the migrants from the state of Rajasthan took up labour occupations, even the male members are found to be working in the construction works and specialized in this particular area. While the migrants from West Bengal took up occupations like painters, artists and other trades like electricians, helpers and jobs in the offices. The migrants from Bihar are found to work as guards and peons in the offices.

During the household survey it was found that out of around 596 children in the entire slum, the school age going group was nearly 86.91% reported to have enrolled in the schools. The dropouts are around 7.5% and the children who never enrolled in any non-formal and formal schools are very few with only 5.33% of children. This may be due to the reason that the parents were either aware of the advantages of educating the children or may be due to the possibility of getting some kind of incentives for the children particularly at the primary stages as well as the non-formal and formal schooling facilities help them in keeping their children as day care during their absence at home. Because the number of children who are above 14 years of age and pursuing middle and high school levels of education are very few and the dropout from the schools started soon after 5th class of primary schooling.

It is found that 59.22% of the children are found enrolled in formal and non-formal schools. There are also dropouts who never attended children in some of the households. It is observed that 16.30% of the children covered in the sample households are school dropouts and assisted their parents. The never enrolled children are fully utilized for the household activities.

The parents in majority had good opinion about the schools and they were also found to have attended the parent teacher meetings. It is quite encouraging to note that the parents did not have any bias towards educating the girls and in sending them to the schools. And they have stated that they wanted to educate them equally. The views of the parents are significantly positive. But they did not want to disclose their feelings very openly but on persuasion stated that the girls are more useful at home and also assisted the parents in the household chores particularly the working mothers. They further stated that the girls are more responsible, sincere and dependable compared to the boys in taking care of the home in their absence. Another feeling which few of the parents expressed was that more education to the girls will be a problem in marriage as they will be facing problems in finding educated persons for the daughters. Fear of insecurity also prevailed in the minds of the parents in sending the girls to distant schools due to anti social elements in the city. Whereas, in case of the boys the parents are found to be more comfortable and knew that after certain time he could start earning and it will add to their own household.

It was also observed while collecting the data that the residents are worried about the demolitions and did not respond until they were ensured that the data collection is for the purpose of the study and it is in no way concerned with the municipality or such agencies.



The child labour although is not encouraged it is generally accepted inadvertently. The children from the age of about ten become an additional asset for the household, if it is a girl child, who helps the mother in assisting as domestic help in the rich households.

The planners and policy makers with coordinated effort of developing equally all the areas in the country comprising, tribal, rural, semi urban and urban areas, could have solved the problem of migration. The need for decongestion was essential for the development of the country. The lopsided development of the cities and under-development of rural areas had forced the rural people to migrate in search of some jobs. This has not only led to the mobility in the occupations, but also resulted in abandoning of the agricultural and farming activities as well as traditional occupations. The concentration of factories, industries, office establishments, good schools, colleges, vocational centres and hospitals, etc. in the cities and the lack of majority of such facilities has also resulted into migration.

The migrants had high aspirations of leading a better life once they reached the city, but the aspirations have shattered and the life, which they are leading, is of utmost insecurity and struggle. The urban authorities had intentionally or unintentionally a blind eye on the mushrooming growth of slums. The slum dwellers are fortunate on one hand because they are getting free land for residence, free water for drinking and free electricity, on the other hand, they are getting assurances of permanent settlement and other benefits during the elections from time to time. These facilities have definitely helped more migrants to flow into the urban areas. Needless to say that they are also aware of the advantages of education, as revealed in the findings, and they had also demand for schools within the slums, but they are not utilizing the existing schools in the vicinity to the maximum.

### 3. *Patterns and Determinants of Household Expenditure on Education*

The above study was conducted by Dr. J.B.G. Tilak, Senior Fellow and Head, Educational Finance Unit at an estimated cost of Rs. 51,242/-. The study has since been completed and the report entitled "Household Expenditure on Education in India – A Preliminary Examination of the 52nd Round of the National Sample Survey" was brought out. The objectives of the study were :

- \* to examine the extent of household expenditure on education;
- \* to examine the pattern of household expenditure on education;
- \* to estimate the elasticity of household expenditures to changes in government expenditure on education; and
- \* to estimate the determinants of family expenditures on education.

Some of the major implications emerged from the study were as follows :

- \* The household expenditure on any level of education are sizeable. Households



spend a lot to acquire not only secondary and higher education, but also elementary education.

- \* The coefficients of elasticity clearly show that government expenditures and household expenditures do not substitute each other; on the other hand, they do complement each other. So if the government wishes to mobilise household finances for education, it is important that the government increases its own allocation to education considerably. Conversely, and clearly, if government budgets on education are reduced, household expenditures may also decline resulting in severe under investment in education.
- \* Second, provision of free primary and upper primary education is important; this reduces household expenditures considerably and hence the demand for education might increase. Apart from free tuition fee, government may abolish all kinds of fees in primary and upper primary schools. Further, it may be valuable if noon meals, textbooks, uniforms, etc., are provided to most of the children in elementary education, as they would further reduce the need for household expenditures considerably. Efforts may be made to provide truly 'free' education.

#### 4. *University Finances in India*

The above study was undertaken by Dr. J.B.G. Tilak, Senior Fellow and Head, Educational Finance Unit. The study has since been completed and the report entitled "University Finances in India – A Profile" was brought out.

Primarily based on the information collected from our participants of an orientation programme on Management of University Finances conducted every year by NIEPA and the budget documents available with it, and secondly based on other documents and literature available with Association of Indian Universities and the University Grants Commission, the study analysed the changing pattern of financing universities – focusing on various sources of income of the universities and their relative shares; and the pattern of expenditure of the universities – expenditure on various items.

There is a marginal decline in the relative contribution of the government in the form of grants to universities during the 1990s. The reliance of the central universities on government grants is the highest. But, in case of a majority of the state universities, the share of government grants in total income of the universities has declined from the early 1990 to the later 1990s.

A similar pattern is observed in the case of fee income as well. In several state universities the hike in fee income is more pronounced than in central universities. Fee income forms more than 20 per cent share in recurring income in many state universities.

The contribution of other internal sources, and other sources is not significant either in the central or in the state universities. The universities thus tend to finance their budgets



mainly with the help of government grants and student fees. No third source or fourth source seems to exist in any noticeable form. The fiscal incentives provided in the union budgets in the 1990s are yet to attract any sizeable contributions from the corporate sector and other sources.

Given a deficit situation in the budgets of the universities and near maximum levels of hike in fees, the need to mobilise the resources through internal sources of income and other sources is being increasingly felt. It is also noted that the share of internal sources and other sources in recurring income in the universities remains either stagnant or has declined. Strengthening internal sources of income as well as other sources of the universities would be more desirable than further increasing the share of fee income. Income from internal sources can be mobilised through increased levels of consultancy and research activities, sale of university publications, etc. Other source of income will have to be boosted up by strengthening and establishing the industry-university linkages, encouraging private donations and endowments, strengthening community participation, etc.

On allocation of resources to various activities of the universities, the present pattern is found not necessarily satisfactory. Except in case of a couple of universities, salaries account for 50-80 per cent of the total recurring expenditure in many universities. Non salary academic expenditure and expenditure on other items account for the rest. Expenditure on student welfare is very small. Expenditure on administration is also sizeable.

The allocation of expenditure to non-salary academic activities and the academic support is relatively higher in the central universities, than in state universities. This higher share in the central universities may get reflected in the higher levels of quality and competence of central universities. In case of expenditure to student welfare, there is a decline from the earlier to the later period. This indicates that on both sides the students get affected that their fee is hiked on the demand side and on the supply side their welfare activities are compressed. This will have a long-term implication on the student enrolment as well as the university system.

5. *Consultancy Contract between NIEPA and DPEP Bureau of the Department of Education, M/HRD to Undertake Programmes and Activities on DPEP during 2000-2001*

NIEPA has entered into a Consultancy Contract between NIEPA and DPEP Bureau of the Department of Education, M/HRD to undertake programmes and activities on DPEP for the period 21.1.2000 to 19.1.2001 for an amount of Rs. 41,80,000/-. The period of the contract was extended till the end of June, 2001. The following were the academic activities under this contract.



## 1. Training Programmes

### (a) One Week Training Programme on 'School Mapping and Micro-Planning'.

#### Objectives

- (i) to introduce the participants to the concept of School Mapping and Micro-Planning;
- (ii) to train the participants in the methodology of School Mapping and Micro-Planning;
- (iii) to equip them to organise School Mapping exercise.

### (b) Two days Meeting on SIEMATs and their activities.

#### Objectives

- (i) to share experiences of developing and organising research and training programmes in SIEMATs;
- (ii) to discuss about future activities of SIEMATs;
- (iii) to discuss capacity building requirements of SIEMATs faculty.

### (c) Two Weeks Training Programme on Quantitative Educational Research Methods for Planning the Quality of Education (in collaboration with IIP, Paris).

#### Objectives

To discuss issues for educational research, to provide skills in sampling and research methodology, use of educational data for policy and decision making.

## 2. Research Studies

### (a) Modernization of Library/Documentation Centre and Information Services.

Keeping in view the increasing activities of the DPEP and the resultant responsibility of NIEPA Library/ Documentation Centre to cater to various needs of the users by way of providing documentation and information support services and to share information with the national and state level institutions under the DPEP, modernization of Library/ Documentation Centre and information services has become urgent need.

NIEPA Library/ Documentation Centre is actively involved in providing documentation and information services to the Planning and Management activities of DPEP. Computerized database of DPEP documents/reports are developed to provide timely information services wherever required.





The Library is planning to develop DPEP database to make it available on DELNET. This facility will provide on-line access to 102- Member libraries in Delhi and other parts of the country.

(b) Identification and Development of Indicators of School Improvement.

Indicators will be developed on areas of school facilities, teachers and teaching learning process, grade and stage transition, learning levels, school management, community participation, etc.

*Objectives*

- (i) to collect information so that indicators of school improvement can be developed;
- (ii) to analyse and identify a small set of indicators of school improvement;
- (iii) to develop, if possible, a composite indicator of school improvement that helps to monitor and improve the functioning of schools.

*Methodology*

Two DPEP-I states will be identified and from these states, one district each will be selected. Two blocks, each one educationally developed and backward will be selected on the basis of female literacy. From the selected blocks, a representative sample of primary schools/sections will be selected to collect information on factors that relate to school improvement. In other words, a sub-sample of schools selected for the Mid-term Baseline Learner's Assessment Study conducted by the NCERT will be selected. The sub sample is selected for the purposes of establishing the relationships between the indicators developed and the levels of learner's achievement as revealed by the NCERT.

The study on indicators will be undertaken in three phases: first, a pilot study on the suggested indicators will be conducted; second, based on the results of the pilot study, a workshop will be organised to finalise the framework of the study; and third, the research study will be initiated by taking into account the suggestions of the workshop.

(c) Impact of DPEP Interventions on Demand for Education : A Study of Households below Poverty Line in Orissa

*Objectives*

- (i) to make a comparative study of the level of the demand for education of the households below the poverty line in a DPEP and non-DPEP district; and
- (ii) to isolate the contributions, if any, of DPEP interventions in raising the level of demand for education, particularly on primary education, of the households below poverty line.



### *Methodology*

The study intends to analyze the factors affecting the demand for education at primary and upper primary levels in two selected districts, i.e. one district covered under DPEP Phase-I having lowest female literacy rate and lowest level of enrolment at the elementary level and another non-DPEP district of the same level in Orissa. The study will attempt to make a comparative analysis of factors affecting the demand for education of the households below poverty line in the two districts. Besides, the study will make an attempt to examine the impact of DPEP interventions on the level of demand of sample households for primary and upper primary education.

### *Data Collection and Analysis*

Data on population, literacy, enrolment at state, district and block level will be collected from different issues of Statistical Surveys, District Gazettes and publications of the Directorate of School Education, office of DEO, Office of BEO and Village Education Registers. The primary data on all relevant and necessary aspects will be collected from the sample households through field survey using the structured household schedules. Besides, relevant qualitative data will be collected through meetings with the teachers and concerned education officers at block and village levels.

The household questionnaire will seek information on socio-economic status of the households particularly the annual income of the households and the schooling status of the children in 6-14 age-group, educational status of the heads of the households and parents of relevant age-group children. The relevant data and information relating to interventions made at the household level to raise household demand for schooling, if any, will be collected through field survey.

Data, thus collected through survey of households will be subjected to analysis. Analysis of data will be done using computer softwares such as EXCEL and Statistical packages for Social Sciences (SPSS).

Before starting the above project a concept paper was prepared focusing the following :

- (i) to analyse the concept of poverty and the relation between poverty and demand for education;
- (ii) to develop the methodology for measuring the household demand for education.

For discussion of the Concept Paper, 10-15 experts in the areas of Economics of Education and Educational Planning would be invited for a day to NIEPA.

- (d) Impact of ECCE Scheme on Girls Enrolment and Retention in Primary Schools: A Comparative Study of two States



### *Objectives*

- (i) to analyse the functions and activities of ECCE in tribal districts of two states;
- (ii) to compare and analyse the cost effectiveness of the programme in Tribal districts of two states;
- (iii) to assess the relative effectiveness of various DPEP interventions to improve the enrolment and retention of girls in primary schools.

### *Methodology*

Two districts will be identified on the basis of under investment in ECCE. From the selected districts one non-ICDS block and one ICDS block each will be selected. In each block 5 villages will be selected where ECCE programme has been implemented and 5 villages where ECCE has not been implemented. All the primary schools in the selected villages will be considered for assessing retention. All those children attending ECCE centres will be traced to see how many of them are enrolled and retained in primary schools. The functioning of ECCE will be studied through personal interviews, and structured questionnaires. The expenditure analysis and cost analysis will be done to assess the cost effectiveness of the programme.

### *3. Modules*

Content Analysis of Training Modules for Village Education Committees: A Study of seven DPEP Phase I States.

### *Objectives*

- (i) to study the guidelines prepared and issued by the State Governments for the formation of Village Education Committee;
- (ii) to understand the procedures adopted by each of the states for development of training modules;
- (iii) to critically examine the design and content of training modules.

The study will be carried out in the States of Assam, Haryana, Madhya Pradesh, Maharashtra, Karnataka, Kerala and Tamil Nadu.

### *Methodology*

In each of the States, an attempt will first be made to understand the state level intervention with regard to the formation of VEC and in particular the roles and responsibilities entrusted to the VEC. State Government guidelines with respect to these dimensions will be further examined. In consultation with the State Project Directors further attempts will be made to understand the procedures adopted by each study for designing the training modules.



The concerned agencies/institutions responsible for the development of training modules will also be contacted. Attempts will further be made to understand how the modules are transacted, and the perception of trainees regarding the usefulness of these modules. The modules will then be analyzed with respect to their relevance, design and also in terms of being able to prepare Village Education Committee members for their roles and functions.

#### 6. *Primary Education for All in the City of Mumbai, India*

The above study which was sponsored by UNESCO at an estimated cost of US\$ 2000/- was undertaken by Dr. Nalini Juneja. A monograph titled "Primary Education for All in the City of Mumbai, India – The Challenge Set by Local Actors" has been brought out. A brief of the executive summary of the study is given below.

This monograph, on the challenge set by local actors to the primary education of the poor in the city of Mumbai, takes a look first of all, at the two leading actors on this primary education scene – the city of Mumbai itself and at the poor who live in it. What makes Mumbai the way it is today? What does it mean to be poor in Mumbai? How does the poverty of the poor in Mumbai affect their chances of receiving even a basic education? How does all this affect the primary education scene in the city today? After focussing on the interplay between the city, the poverty and the scene of primary education in the first and second sections, this monograph goes on to review, in the subsequent sections, the roles of two major supporting actors – the governmental organisations (the Municipal Corporation) and the Non-governmental organisations (the NGOs) in terms of the part they play in trying to make universal primary education a reality in this city.

The contexts of the lives of the poor and the conditions in which their children live and study, make the achievement of primary education an uphill task indeed. The conditions of life in the slums, and the lack of adequate support whether from home or from school indicate that the cards are already stacked against the probability of the children of the poor, sustaining in school even till the end of class four, let alone completing their higher levels of schooling.

The Brihan Mumbai Mahanagarpalika (Municipal Corporation of Greater Mumbai) and its Education Department controls a huge administrative machinery to provide free primary schooling to the children of Mumbai, in eight media of instruction. Yet, it acknowledges that there is still much to be done before it can say it has achieved its motto of 'Every School Beautiful, Every Child in School and Every Child Learning'. The Northward drifting population of the city dares the Municipal schools to keep up pace with them. The teachers in Municipal schools have a harder task than most in view of the fact that the home environments of the children are unable to provide educational support. As everywhere else, money is also a problem because 96 per cent of the budget goes towards teachers salaries.

The Brihan Mumbai Education Department (BMED) acknowledges that on its own it has its limitations in being able to reach each and every child. Therefore it is trying to



build partnerships with voluntary organisations to meet the challenges faced in achieving universal elementary education in Mumbai. Therefore in Mumbai, Governmental and Non-Governmental Organisations are seen working together for the education of the poor. With the advent of NGO - government - donor collaborations on the scene, it also appears genuine to assume that we shall be witness to a new era of role relationships in providing primary education to the poor.

The happy coexistence of a multitude of organisations all working for the poor, cannot but force the question – what does this mean in terms of the role of government departments both in terms of their relationship with the NGOs and in terms of their own role in providing primary education? This question is also explored in this monograph.

Despite the valiant efforts being made, both by the NGOs as well as by the Municipal Corporation, illiteracy, non enrolment, drop out and stagnation continue to plague the system. Such a situation raises a number of questions related to what is it that needs to be done. Does the answer lie in doing more of the same or does the lack of success point to the need to do things differently? Unfortunately no one really knows the answer. But, on the other hand, there are some things that observers on the scene would suggest could be done differently, and they could point out to some other areas where more intensified effort is needed. This monograph tries to highlight some of the areas where a change is needed and attempts to discuss the question that emerges – i.e. to what extent may one be justified in the hope that the needed change is forthcoming?

#### 7. Building National Capacities for Quality Improvement of Primary Schools

At the instance of the Indian National Commission for Cooperation with UNESCO, Ministry of Human Resource Development, Department of Secondary Education and Higher Education, Dr.(Mrs.) Sudesh Mukhopadhyay, Fellow, SNF Unit has undertaken a study on “Building National Capacities for Quality Improvements of Primary Schools”. The budget for the study was US \$ 700/-. The study has since been completed. The gist of the Executive Summary of the study is as follows :

- (a) Need Assessment Survey (NAS) is one of the initial steps in the UNESCO sponsored project on Building National Capacities for Quality Improvement of Schools. The general purpose of the project is to prepare training modules on some selected themes for strengthening planning and management skills and capacities of primary school heads and teachers. NAS in a way would provide inputs to this project in the form of country specific experiences and trends leading to development of a conceptual framework. Emphasis would be on decentralized planning upto school level with the participation of heads, teachers and community. The project is to be executed in six countries – Bangladesh, China, India, Papua New Guinea, and Samoa.
- (b) Need Assessment Survey for India was undertaken with the specific objectives of understanding the functioning of primary schools in the country, state and local



specific contexts, studying the perception of pupils, head teachers and parents on some select indicators of quality primary schools and make recommendations for capacity building for quality improvement of primary schools.

- (c) The survey was conducted in ten primary schools of Haryana state in district Gurgaon. This district is emerging as an industrial development zone and also provided for rural and urban blocks. Select schools also represented girls, boys, co-educational primary schools both as independent units upto grade V as well as attached to middle schools. The tools used were as provided by UNESCO with minor adaptations and translation in Hindi.
- (d) Analysis of secondary data for India, Haryana and district Gurgaon provided a context to the present status of Primary education. While accessibility as such is no more an issue, the study revealed in definite terms the need for looking at the quality issues.
- (e) The foremost requirement is the image building of 'government primary school'. It has been established by this NAS as well as other studies (e.g. Aggarwal, 2000) that if schools are made accessible and have a positive image, parents would like to avail the facility of a government school rather than pay heavily in a private school. This image building would be directed more towards the processes in primary schools rather than in the form of provisions only.
- (f) Infrastructure though important is perceived differently by pupils, heads and parents. This has implications for capacity building interventions to be directed towards the ownership of and belongingness to schools and optimum creative utilization of what exists.
- (g) The school functionaries also need to be sensitized to the concept of 'school functioning' viz-a-viz 'learning time'. However this also would need increasing the availability of tools and techniques facilitating large group management and self learning by pupils.
- (h) Continuous monitoring of learning achievement in simplified but effective manner would be required. The school head and teachers need to be equipped with adequate strategies and tools to monitor learning at all levels and not wait till terminal grade. One wonders about the absence of sharing progress on monthly, term or annual basis with parents and children. Simple formats and process of achievement monitoring can be devised and shared with heads and teachers. Parents do expect all children to succeed and continue beyond primary grades. The pupils and teachers both reported some sort of assistance to remove difficulties and regular homework. However with more children likely to be in school with inadequate education support at home the school's role need to be better defined and executed in enhancing 'self learning' practices of such pupils.



- (i) The primary school heads are in a unique position – they are teachers and also shoulder the responsibility for ‘heading’ the school. Seeing to the processes involved in a primary school, at times one gets a feeling of utter confusion as to what do the heads plan, implement and monitor for many things are given in a government primary school. For example, in their present role they cannot plan or make choices either in respect of physical infrastructure, or syllabus, or schedule of examination, etc. There are hardly any funds available at the school level which may give them a space for initiative. However, in rural areas, their strength lies in being the ‘few’ educated persons and their links with community and Panchayati Raj Institutions. Secondly, while one expects them to be good leaders and managers, there is also an equally important expectation of being a good teacher. In most cases they are also responsible for a class/subject just like other teachers. Hence it is a unique position that a primary school head occupies and for improving the position of primary school, the capacity building exercise needs to focus on school heads.
- (j) India has generated some experiences of decentralized capacity building strategies for primary schools. These can be used as a spring board to generate many such approaches for the Region. All participating countries can learn from each other and enrich one’s on going efforts.

#### 8. *Planning and Management of Secondary Education – An Exploratory Project on Need Assessment*

A minor research study on “Planning and Management of Secondary Education – An Exploratory Project on Need Assessment” was undertaken by Dr. (Mrs.) Sudesh Mukhopadhyay, Fellow, SNF Unit at a cost of Rs. 48,200/- for a period of 4 months. The main purpose of undertaking this exploratory project was to initiate a plan of action to study Secondary Education in India from the angle of equity and access. It was presumed that the outcome of this exploratory project would help to formulate a comprehensive research project to strengthen NIEPA’s capacity to make comprehensive policy interventions in this area.

The outcome has been a paper on Secondary Education: Conceptualization for Future. The paper has been circulated in a meeting of the Secretaries of Education. It has highlighted the need for concerted efforts in secondary education for increasing the access as well as rethinking about the financing of education. The paper has also thrown up points for increasing the quality and relevance of secondary education. The paper proposes that 65% NER can be considered as a long term perspective with a target of 35% NER by the end of 10th Plan for quantitative expansion and quality secondary education.

The study has since been completed and generated a concept paper on secondary education.



9. *Try out of a Handbook on "Building National Capacities for Quality Improvement of Primary Schools"*

NIEPA has entered into a contract with UNESCO to try out the Handbook on Building National Capacities for Quality Improvement of Primary Education. This field testing involved identifying the site as suggested by the Indian team in the Yogyakarta meeting, translation and adaptation of the Pack/Handbook in regional language, testing of the Pack/Handbook by organising workshops, visits to primary schools and discussions with primary school management, collection of one or two case studies under each module, and, synthesis of the field test outcomes in form of a Report. The above task was assigned to Dr.(Mrs) Sudesh Mukhopadhyay, Fellow. The total fee to be received from UNESCO for the above assignment is US\$ 2000/-.

The work has since been completed and presented in the Regional Workshop held at Hiroshima (Japan) in February 2001.

Two sites were identified for the trial of the handbook – District Allahabad in Uttar Pradesh in collaboration with SIEMAT and District Pune at the initiative of parents and a group of schools. While SIEMAT was funded for the try-out out of UNESCO fund, Pune site was totally at the initiative of local people.

The try-out revealed that handbook in translated version as well as English version (used in Pune) is quite appropriate for Indian conditions. A few case studies could be used as exemplars from Indian contexts also. A set of 20 case studies was developed separately for sharing in the Regional Workshop.

It may also be noted that though this handbook has been developed across the six countries, and has been used in field sites, the feedback received at Hiroshima reflected the suitability of the content and appropriateness to the quality improvement programmes in the Region of Primary Education.

10. *Promotion and Regulation of Internationalization of Higher Education in India*

A minor study on "Operation of Foreign Universities in India and Internationalization of Higher Education" was undertaken by Dr. G.D. Sharma, Senior Fellow to bring out a monograph for the perspective seminar on "Internationalization of Higher Education and Operation of Foreign Universities held during November 26-27, 1999. Based on this material and report a workshop was conducted on Internationalization of Higher Education. Followed by this, a report was prepared and recommendations were sent to Government of India. The policy guidelines, as suggested, by the experts are as follows :

1. The accredited Indian Universities or Institutes of higher education will have 15-20% full payment seats for foreign students in every subject/programme as a supernumery position not cutting into the available seats of Indian students.





2. The infrastructure facilities of universities and institutions enrolling international students on their campuses should be of international standard not only for theoretical instruction but also in the form of well-equipped laboratories, library resources, special hostel facilities and environment for social and cultural life.
3. To increase the desirability of exchange of educational contents it would be necessary for universities to have an international context in education and teaching particularly at the post-graduate level. The students from abroad identify more with respective countries context, the contents should therefore focus on requirements of job market and should have provision for some innovative and flexible programmes.
4. Accredited Indian universities will be allowed to open campuses in other countries with the help or even without going through the nodal agency with the approval of government of respective country. However, information of the same need to be sent to the nodal agency.
5. The programme offered by Indian university should be equivalent to the one as offered in India, additionally it should be recognised by the universities of both countries, i.e. provider as well as recipient countries.
6. The Indian universities will be allowed to offer programmes through training, franchise as well as distance mode. Degree awarded through these modes will have equivalence with formal degree in terms of credit hours. The evaluation of students would be on the same standard as that of any similar formal degree programmes.
7. Foreign exchange regulations may be suitably modified to allow educational institutions to bring foreign exchange in India, and to spend foreign exchange for development of campus facilities abroad. This should be incorporated in export/import policy.

#### *Policy for Regulation of Foreign Universities in India*

In order to allow free exchange of ideas and knowledge of relevant nature, Government of India would allow foreign universities to promote their programmes in India and offer programme through inviting students abroad, training programmes, setting up campuses in India and through distance as well as internet mode. The following guiding principles would be adhered for the operation of foreign universities in India :

- (i) Only those institutions which are accredited in their respective countries would be allowed to apply for offering their accredited programmes in India through enrolment of students abroad, training, franchise or distance modes;
- (ii) Application of such universities be screened by the nodal agency set up for promotion of higher education;



- (iii) Degree or sub-degree programmes offered by foreign universities in India will be based on relevance and felt needs of the Indian students as per decision of the nodal agency;
- (iv) It will be generally expected that Indian as well as foreign universities are not engaged in commercialization of Higher Education. As education is considered more of a tool for social mobility and social service, the commercialization should not spoil this noble profession; and
- (v) Operation of foreign universities will be allowed within the above stated guiding framework.

#### 11. *Implementation and Impact of the Operation Blackboard Scheme : A National Evaluation*

At the instance of the M/HRD, Department of Education, NIEPA has undertaken a National Evaluation Study on "Implementation and Impact of the Operation Blackboard Scheme". This study was entrusted to Dr. R. Govinda, Senior Fellow and Head, SNF Unit of NIEPA. The specific objectives of the study were :

- (a) To make a critical assessment of the progress made with respect to the broad dimensions of the Operation Blackboard Scheme in the light of goals and objectives specified by the National Policy on Education - 1986 and subsequent guidelines of the Eighth Plan.
- (b) To study the qualitative impact of two-teacher schools, three-teacher schools and appointment of women teachers on the functioning of primary schools and to specifically examine the overall impact of the scheme on enrolment and retention of children.
- (c) To study the achievement level of specific targets under each of the three objectives of the Scheme viz., two-teacher schools, two classrooms and minimum teaching learning equipment (TLE) and their impact on primary school system in different States.
- (d) To examine the school building construction carried out as part of the Scheme in terms of its quality and suitability from the point of view of local conditions.
- (e) To study the availability and utilization of TLE by the teachers trained for this purpose with particular focus on the linkage between teacher training and use of Operation Blackboard materials.
- (f) To examine the current practices adopted at the State level for monitoring the implementation of the Scheme.
- (g) To examine the extent of involvement of Village Education Community (VEC)/



local community and teachers in the procurement of TLE materials and the impact of TLE in Upper Primary Schools.

- (h) To analyse utilization of grants under the scheme by each State keeping in view their needs and demands.

The budgeted cost of the study was Rs. 3,98,20,000/-.

A draft report on the above study has already been submitted to the M/HRD, Department of Elementary Education.

The study examined issues related to planning and implementation of the Operation Blackboard (OB) Scheme in rural primary schools in the country. A representative sample of 7719 schools in 28 states and union territories was observed to understand the ground realities. Basic components of the scheme looked into included provision of (a) all weather two classrooms with a covered verandah and separate toilets for boys and girls, (ii) two teachers, (iii) essential teaching-learning- materials. (TLMs) and (iv) Special Orientation Programme for Primary Teachers. (SOPT). The physical infrastructure study was conducted by the Central Building Research Institute (CBRI), Roorkee in five states representing varied geo-climatic zones in the country in 520 primary schools out of the 7719 schools surveyed in the NSS study randomly drawn from the population of schools wherein construction component was provided. Financial management under the scheme was investigated by the Centre for Management and Development Research, Dharwar, in seven states selected on the basis of development and utilisation level of funds received under the scheme. Other thematic studies on policy related issues, teacher training inputs and the kits supplied as a part of TLMs were conducted by experienced professionals utilising mainly secondary data and interactions with concerned state officials. Case studies of village level behavioural dynamics within and between school and community were conducted by scholars who were initiated in the ethnographic approach to study such issues.

Findings emerged from the evaluation suggest that:

- \* Different components of the OB scheme have been provided in schools under various other programmes launched in the nineties and such duplications may be avoided.
- \* The OB scheme may be suitably integrated with other ongoing school improvement programmes.
- \* Community involvement in the management and supervision of schooling activities needs serious consideration and follow-up action.
- \* Relevance of curriculum to learners' environment and cultural ethos and its transaction in the "home language" of learners in at least the first two years of



primary schooling may contribute towards quality improvement in primary education.

- \* Implantation and mass applications of half-baked pedagogical practices in primary schools needs to be disciplined.
- \* The educational process at primary stage should include optimal nurturing of learners' potentialities and over-emphasis on scholastic learning achievements should be suitably moderated.

The following observations deserve special mention:

- \* About one-fourth of rural primary schools in the country, with 1993 as the base, have not been covered under the OB scheme.
- \* Implementation of different components of the scheme by different state departments, at different points of time, lacking systematic co-ordination within and between departments, has contributed to diffused and sporadic expected outcomes which vary considerably from state to state, and within a state from region to region, making the otherwise possible achievements almost invisible.
- \* A standardized one-time provision of OB package for all the primary schools in the country is another major factor for its very limited contribution to improve essential schooling facilities in real terms.
- \* Over emphasis on covering larger numbers of primary schools under the scheme diluted the quality of inputs provided for school improvement.
- \* Absence of regular, planned and concurrent monitoring of implementation of the scheme by the central and the state governments caused serious distortions in the application of laid down norms and procedures.
- \* Indiscriminate provision of additional classrooms and teachers under pressure from local groups has caused continuance of single-teacher and single-classroom schools in the country to the tune of almost ten to thirteen per cent.
- \* Lack of genuine involvement of local community in seeking support to provide necessary funds for maintaining and owning the school plant has promoted indifference of the community towards school improvement.
- \* Irregular school inspections and indifference of the local community have promoted lack of seriousness on the part of teachers towards their expected duties and responsibilities.
- \* Teaching practices of teachers have contributed to rote learning.



- \* The time spent on teaching tasks by teachers who prefer to commute long distances to attend school has declined.
- \* Absence of relevance of the school curriculum to local socio-economic geoclimatic conditions has deprived the local communities of the possible benefits of primary education in their development.
- \* Duplication of OB related inputs under a variety of internationally funded programmes or internally floated “new programmes” by modifying existing schemes and change in the priorities of concerned authorities from time to time to suit the expectations of frequently changing higher authorities and local pressures, have made most of the school functionaries and beneficiaries oblivious of the OB scheme inputs and their intended objectives.
- \* Over emphasis on in-service teacher training in a wide variety of pedagogical concepts and practices, successfully applied in other countries with relatively smaller groups of students and technology based support services, without adequately experienced trainers who have first hand exposure to prevailing ground realities in rural primary schools in India, has promoted indifference in primary school teachers towards the new training curriculum.
- \* Growing suspiciousness of professional groups towards education related agendas of different political groups have resulted in ambivalent perceptions of teachers regarding the new initiatives being taken in different parts of the country under the patronage of different educational advisors.
- \* OB scheme related achievements, in terms of statistical averages, of availability of teachers, classrooms, teaching learning materials and teacher training inputs, hide much more than what they reveal. All-India averages of availability of 3.3 classrooms per school in 1999 (compared to 2.3 in 1993). 85.6% schools with two or more number of teachers in 1999 (compared to 59.5% in 1986) and reported provision of basic TLMs in practically every school once upon a time, indeed remarkable in terms of figures, do not reflect the prevailing state of affairs in the primary schools. A single teacher continues to take care of more than 100 students under the shade of a tree in summer or under the sky on a sunny winter day, or at best in the covered verandah as the inside of constructed or earlier available physical infrastructure is not usable.
- \* The findings reported in about five dozen investigations probing into the outcomes of the OB scheme, reflected in this report, if taken seriously, have the potential to carry out the much needed remedial measures to correct the distortions in the formulation and implementation of the scheme.



## 12. *Education For All - 2000*

The above study was sponsored by UNESCO and was undertaken at the instance of M/HRD, Department of Education by Dr.R. Govinda, Senior Fellow and Head SNF Unit.

The study was divided into two parts. Part I consisted of the preparation of three main studies, viz. :

1. Core 18 - EFA Indicators
2. State-of-the-art Review on Learner Achievement; and
3. State-of-the-art Review on Learner Conditions.

Part II of the study consisted of preparation of 21 thematic reviews and 4 case studies. They were :

1. Role and Contribution of NGO's Basic Education.
2. Education and the Status of Women.
3. Education of Girls in India : An Assessment.
4. Children : Work and Education Rethinking on Out-of-School Children.
5. Status of Elementary Teachers of India.
6. Education of the Urban Disadvantaged.
7. Changing Concepts and Shifting Goals: Post Literacy and Continuing Education in India.
8. Education of Children with Special Needs.
9. Role of Media in EFA.
10. Learner Achievement in Primary Schools.
11. Education Among Tribals.
12. Indian Engagement with Adult Education and Literacy.
13. Participatory Micro-Planning for Universal Primary Education.
14. Learning Conditions for Primary Education.
15. Social Mobilization and Total Literacy Campaigns.
16. Early Childhood Care and Education.



17. Decentralisation of Education.
18. Texts in Context : An EFA 2000 Review.
19. Financing of Elementary Education in India.
20. Role of Private Schools in Basic Education.
21. Primary Education in Himachal Pradesh.
22. Primary Teacher Training in the EFA Decade.
23. EFA in Mizoram.
24. Progress Towards EFA : The Case of Tamil Nadu.
25. UEE in Rajasthan : A Study with Focus on Innovative Strategies.

In addition, NIEPA has brought out the EFA - 2000 Report - India which is an All India Report. A brief of the main Policy Directions emerged from the study are as follows:

#### Provision of Elementary Education for All - Continuing the Unfinished Task

Approaches to achieve the goal of universal elementary education in the years to come have to measure upto the magnitude and complexity of the task which has so far remained incomplete.

Efforts to pursue this goal will be guided by three broad concerns:

- \* The national resolve, as stipulated in the National Policy on Education, to provide free and compulsory education of satisfactory quality to all children upto the age of fourteen years.
- \* The political commitment to make the right to elementary education a Fundamental Right and enforcing it through necessary statutory measures.
- \* Enactment of 73rd and 74th Constitutional amendments which have set the stage for greater decentralization and a significantly enhanced role for local bodies, community organisations as well as voluntary agencies in the efforts towards UEE.

#### *Meeting the Concerns for Equity*

Broad-based efforts made during the last fifty years have resulted in a massive expansion of the education system in the country, raising the overall status of educational provisions in terms of accessibility and participation. The efforts were guided by concerns of equity. Yet, a closer analysis of basic statistics reveal glaring disparities in the progress made. Certain sections of population and certain geographical pockets in the country have



failed to fully benefit from the investments made in education. Keeping this in view, the approach during the years to come will be to specifically deal with the question of equity with focus on the educational needs of the following categories.

- \* Women and Girls
- \* Scheduled Castes and Scheduled Tribe Groups
- \* Working Children
- \* Children with Disabilities
- \* Children from Minority Groups
- \* Urban Disadvantaged Children
- \* Educationally Backward Pockets in Different States.

#### *Decentralized Planning and Management*

The National Policy on Education 1986 had proposed decentralization as a fundamental requirement for improving the efficiency of the educational planning and management system and creating a meaningful framework for accountability. Several State Governments have already initiated the process of decentralization of the primary education management framework. New legislation has been adopted to provide for the changed framework to operate effectively. Some States have also gone for much closer collaboration and involvement of the community in decentralizing the system of education management. On the whole, this has not been an easy task with deeply entrenched centralized mechanisms. The country will continue to work towards the goal of decentralization by initiating processes of community involvement and gradually shifting the focus of decision making from State to district level and downwards through Panchayati Raj bodies.

The shift in planning and management strategy will also require a vast effort to train and continually give support to educational bodies constituted under the urban local Governments and Panchayati Raj institutions. Efforts will be made to reorient the programmes of various resource institutions at National and State levels to meet this requirement. Towards this end, the local level institutions in the education and allied sectors will be strengthened adequately. Besides, it is envisaged that distance education mechanisms will play a significant role in the task of building capacities among personnel working at local levels. The distance education programmes already launched for in-service education of teachers will be strengthened to play this enhanced role.

Pursuing the goal of decentralization along with the principle of partnership between the Centre and the States demands careful orchestration of the policies and programmes particularly in the area of elementary education. As envisaged by the National Policy on





Education and reiterated by several bodies subsequently, the National Government will continue to play a major role both for coordination and capacity building. It will continue to monitor the progress of reaching national goals in the field of elementary education.

#### *Early Childhood Care and Education (ECCE)*

It is now globally recognized that systematic provision of ECCE helps in the development of children in a variety of ways such as group socialization, inculcation of health habits, stimulation of creative learning process and enhanced scope for overall personality development. In the poorer sections of the society, ECCE is essential for countering the physical, intellectual, and emotional deprivation of the child. ECCE is also a support for universalisation of elementary education and it also indirectly influences enrolment and retention of girls in primary schools by providing substitute care facilities for younger siblings.

At present, Integrated Child Development Services (ICDS) is the most widespread ECCE provision. Besides, there are preschools, balwadies and so on under the Central Social Welfare Board, in addition to some State Government schemes and private efforts. Efforts have to be made to achieve greater convergence of ECCE programmes implemented by various Government Departments as well as voluntary agencies by involving urban local bodies and gram panchayats. Further ECCE will be promoted as holistic input for fostering health psycho-social, nutritional and education development of the child.

#### *Partnership between Public and Private Sectors*

The task of implementing educational programmes in the country is so stupendous that it is difficult to expect the public sector to meet the burgeoning needs of the society effectively. Even though private initiative has always been a part of the school education endeavour, it is often felt that the country has not been able to fully exploit the potential of the private sector. Possibilities in this regard will have to be actively explored. It should be noted that private sector can contribute not only in monetary terms but also in the forms of expertise for quality improvement through effective management of the system and development of locally relevant teaching-learning material. As mentioned earlier in the analysis of progress, some efforts in this direction have already been taken. More collaborative efforts at institutional level as well as programme implementation level will be designed in order to expand the profile of private initiative in the elementary education.

#### *Launching a National Campaign for Education for All : Sarva Shiksha Abhiyan*

The last decade has witnessed a number of new initiatives to improve the access to and participation of children in elementary education as well as for improving the quality of education provided in the primary schools. The proposed Sarva Shiksha Abhiyan will be implemented by Government of India in partnership with the State Governments with a long term perspective on cost sharing and through district level decentralized management framework involving local bodies. It is envisaged that the Campaign, to be launched in a



mission mode, will move towards achieving the following four goals:

- \* Providing access to all children in the age group 6-14 years through formal primary schools or through other equivalent alternative delivery means by 2003.
- \* Completion of five years of primary education by all children by 2007.
- \* Completion of eight years of elementary education by all children by 2010 ; and
- \* Provision of elementary education of satisfactory quality for all by 2010.

The programme will be implemented in a manner that will provide adequate opportunities for NGOs and private sectors to contribute towards the achievement of these goals and lead towards a community owned initiative for universalizing elementary education. Keeping in view past experiences, efforts under the Sarva Shiksha Abhiyan will be underscored by effective decentralization, sustainable financing, cost effective strategies for universalization, interesting curriculum, community owned planning and implementation and focus on girls, marginalised caste groups and ethnic minorities.

### 13. *Assessment of Technical and Infrastructural Capacities of District Institutes of Education and Training – A National Evaluation Study*

In order to assess the technical and infrastructural capacity of DIETs, a National Evaluation was conducted by NIEPA. The study has been completed and Statewise reports have been sent to respective State Governments for their comments. The National Report is under preparation. Following is a summary of the main observation emerging at the national level.

The specific objectives of the study were :

- \* To make a critical evaluation of the performance of DIETs in terms of original job description and the changing scenario of elementary education.
- \* To recommend immediate and long term actions for strengthening the capacity of DIETs.
- \* To prepare a Directory of DIETs.

Information collection was done in two parts. The first part dealt with collecting comprehensive information from all DIETs with regard to physical infrastructure and other details of programmes and activities available through records and reports. The second part included qualitative and process aspects of the functioning of DIETs.

Sampling design was decided separately for each state. Actual number of DIETs to be studied were decided on the basis of the total number of DIETs in the state.

General information was collected for the DIETs for preparing a Directory of DIETs. An in-depth information was collected for about 20 per cent of DIETs in all states.



Some of the major observations arising from the above studies have been summarized as follows :

1. It is known that the DIETs have not been established across States in a uniform time frame. Some States like West Bengal have begun very recently. Carving of new districts in many States also poses new questions. The already existing elementary teacher training institutions also need to be carefully reconciled.
2. Hostel facilities for trainees were not available in three states – Delhi, Pondicherry and Meghalaya. In the remaining States, 39 per cent of the DIETs did not have hostels. In almost all the states, girls' hostels were not fully utilized.
3. Equipment available in the DIETs were found to be either not in working condition or not used in U.P., Tripura, Orissa, Manipur and Nagaland. While the condition and use of equipment was found to be reasonably good in Kerala, Tamil Nadu and Karnataka, the same was found to be better in Pondicherry where faculty made a good use of IT.
4. The recruitment policy for the DIETs is not uniform. Appointments are made either directly or through transfer and promotion. In what could be a case of over-specialization, appointments are made to different branches, with some exceptions.
5. In all the States, standard programmes developed by the State are implemented with very little innovation on the part of the DIETs. In some NE States, PSTE has been suspended, especially in Manipur where 3 out of 5 DIETs don't organise PSTE. In some of the DIETs in Kerala too, PSTE is suspended. This has implications for staff structure.
6. In-service programmes of DIETs are not coordinated with BRC and CRC activities in many DPEP districts, some states like Gujarat are beginning to tackle this issue. Most of the in-service programmes are conducted without a long term plan. Orientation programmes for other functionaries lack perspective and are organised irregularly.
7. Independent District specific programme planning is not a regular practice in most of the DIETs. Programme planning is generally centralized in nature and is done in collaboration with SCERT. Linkage with sub-district level structures is very limited because of which most DIETs are unable to come to terms with the emergence of BRCs and CRCs. No thought is given to this subject even at the state level.
8. Holistic review of PSTE in the State is needed to determine the place and role of DIETs.



9. Appointment of Staff to a specific DIET instead of the system (as in case of private institutions) needs a closer examination.
10. Scope for restructuring DIETs in terms of staff positions and branch specifications in a State/District specific manner.
11. Alternate Fund Flow Mechanism to DIETs has to be explored – can be directly through Autonomous SCERTs as in Gujarat.
12. Feasibility of setting up a state level professional resource group for DIETs who could oversee implementation of a change package in a time bound manner and also give professional support.

### Studies in Progress/Sanctioned

#### 1. *Use of Information Technology in Planning and Management of Universities*

A workshop on “Use of Information Technology in Planning and Management of Universities” was being planned in the calendar of Training Programmes of NIEPA during the year 2000-2001. The field being new many of the Universities might be in the process of acquiring hardware and software. There may therefore be no Case Studies readily available. It was therefore proposed to undertake a Project for preparation of Case Studies of at least three different types of Universities like central, state and deemed universities, for discussion and analysis during the workshop.

The data of 53 universities has been collected and processed. Case studies of two universities has been prepared. Case study of Jawaharlal Nehru University is in progress. The report based on the analysis of data is under preparation. It is proposed to finalise the report in the next month and the workshop will be held sometime in the month of August, 2001.

For the above purpose an amount of Rs. 59,900/- was earmarked. The study is being conducted by Dr. G.D. Sharma.

The case studies are in progress.

#### 2. *District and Sub-District Management Structures under DPEP*

A research study titled District and Sub-District Management Structures under DPEP has been initiated by Dr. S.M.I.A. Zaidi, Fellow, SNS Unit. The study has four fold objectives viz. (i) To study the role and functions of district and sub-district management structures as perceived in DPEP, (ii) To study and analyse the functioning of DPOs, BRCs, CRCs, vis-a-vis their perceived role and functions, (iii) To analyse the vertical and horizontal linkages of district and sub-district management structures with other academic and administrative institutions, and (iv) To suggest the future role of sub-district structures like BRCs and CRCs and the mechanism for their capacity building.



The study is in progress and library work to study the document/material, etc. have already been completed. However, the study will be based on indepth field work. For this purpose one district each from Bihar (an educationally backward state) and Kerala (an educationally advanced state) has been selected for the study. Preliminary field visits have already been conducted in the two districts, namely Muzaffarpur (Bihar) and Malappuram (Kerala). However, final field work in these two districts will be undertaken soon after on which report of the study will be prepared.

### 3. *Functioning of Shift Schools in Delhi*

The main objective of the study is as follows :

To study the effectiveness in the functioning of Corporation Schools in shifts keeping in view the location; facilities both infrastructural and physical; mobilisation and utilisation of resources; teachers strength; pupil strength, time tabling, class size; organisation of activities – both curricular and co- curricular, enrolment, dropout, retention, etc.

#### *Methodology*

The study would purely be field based investigation depending mainly on primary sources. The secondary data on number of schools, teachers, students, buildings, etc. has already been collected from the Head Quarters of Municipal Corporation School. This data will be used for identifying schools for study. The study will cover MCD Schools (Classes I-V). The major strategies for collection of data from selected schools would be through relevant tools developed for studying the effectiveness in the functioning of shift schools in Delhi. A number of dimensions will be taken into consideration that include school surroundings, facilities, teaching-learning materials, incentive programmes, class size, class organisation, time tabling, teacher training, teaching practices, students background, achievement, performance, competitions within the school and outside, management and utilisation of resources, managing teacher absenteeism or vacancies, supervision, principal-teacher relationships, decentralisation, motivation, etc. These dimensions are illustrative. These will further be analysed and made relevant. Three sets of questionnaires will be developed. One set will pertain to the collection of basic data about the school. Second set of questionnaires will pertain to the school management including academic and administrative aspects for the school heads. The third set will pertain to the classroom organisation, teaching practices, teacher-pupil ratio, etc. In addition to the administration of tools, interview will also be conducted for eliciting more information. The collected data from primary sources will further be analysed to study the effectiveness in the functioning of shift schools at the primary stage of education in Delhi.

### 4. *Implementation Strategies for Achieving UEE in the Metropolitan Cities of Nagpur and Indore*

The main objectives of the study are as follows :

1. To examine the context of educational provision and administration in these cities.



2. To examine the status of UEE in these cities and the problems faced in achieving the same; and
3. To study the perceptions of educational functionaries in respect of what they perceive needs to be done in order to achieve UEE in the context of the 74th Constitutional Amendment and the proposed 83rd Constitutional Amendment.

#### *Methodology*

The study proposed shall mainly be based on the collection of city specific secondary data regarding the provision of, and infrastructural facilities for elementary education. Primary data shall also be collected in the two cities for the attainment of objectives number 'two' and 'three'. Questions regarding the problems faced by the city educational administrators, and their proposed plans if any for decentralised administration of education shall be addressed through structured questionnaires.

#### *Tools*

Questionnaires and structured interview schedules shall be prepared for this study.

#### *Anticipated Contribution of this Study*

A deeper look at city level management of education, within the states shall add to the body of available knowledge on the subject. Moreover since the larger plan is to place this study in the context of studies about other cities, it is hoped that this might enable the emergence of a comparative perspective of management of education in cities.

5. *Case Studies in Educational Administration in Metropolitan Cities in the Context of UEE – Pune, Kanpur, Lucknow, Jaipur, Surat, Kochi, Vadodara and Coimbatore*

Dr.(Mrs.) Nalini Juneja, Fellow, SNF Unit is undertaking case study on “Educational Administration in Metropolitan Cities in the context of UEE – Pune, Kanpur, Lucknow, Jaipur, Surat, Kochi, Vadodara and Coimbatore

The main objectives of the study are as follows :

1. To examine the context of educational provision and administration in these cities;
2. To examine the status of UEE in these cities and the problems faced in achieving the same; and
3. To study the perceptions of educational functionaries in respect of what they perceive needs to be done in order to achieve UEE in the context of the 74th Constitutional Amendment and the proposed 83rd Constitutional amendment.

#### *Methodology*

- \* NIEPA shall prepare a detailed outline for the collection of primary and city level data. The actual data collection at the city level shall be carried out by an



appropriate research collaborator, in that city, from an academic faculty or from an NGO or some one from the field level but having good research and writing skills.

- \* City Specific data shall be collected by city based collaborators, and presented first in the form of a draft report and then in the form of a final report at a seminar being organised at NIEPA.
- \* The Project Director shall also be continuously involved in the development of the case studies at all stages and in most of the cities. Continuous interaction through correspondence and facilitation visits shall be used in order to ensure that the data being gathered at the city level is comparable to that from other cities.

The case studies are at the last stage of completion.

#### 6. *Impact of DPEP Interventions on Household Demand for Education : A Study of Households Below Poverty Line in Orissa*

The above study is being undertaken by Dr. N.K. Mohanty, RTA. The main objectives of the study are : (a) to make a comparative study of the level of demand for education of households below the poverty line in a DPEP and non-DPEP district, and (b) to isolate the contributions, if any, of DPEP interventions in raising the level of demand for education, particularly on primary education of the households below poverty line.

The study is in progress.

#### 7. *Partnership of Private Sector in Financing and Management of Indian Higher Education*

The Planning Commission, Government of India has sanctioned an in-depth study on "Partnership of Private Sector in Financing and Management of Indian Higher Education" to Dr. J.L. Azad, former Chief of Education Division, Planning Commission at a cost of Rs.3.14 lakhs for a period of one year. Dr. Azad has requested NIEPA to help him in the conduct of the study by providing space and his request was acceded to. No additional expenditure will be borne by NIEPA.

The main objectives of the study are as follows :

1. To examine the contribution made by the private sector including industrial and commercial houses in establishing, financing and management of institutions of higher education.
2. To suggest measures for promoting larger partnership of the private bodies in higher education without diluting the autonomy of the universities as also ensuring equity and excellence in the system.



Based on the above study, suggestions will be made about the future policies of financing of higher education with particular reference to the following.

- (a) Relative Roles of the :
  - (i) Government – Central and State in India and other research funding bodies like the Indian Council of Social Sciences Research, etc.
  - (ii) Student Fees: the extent of public subsidy: its socio- economic and academic implications.
  - (iii) Participation of industrial and commercial houses in funding and management of university institutions.
- b) The Future Policies about :
  - (i) The expansion and financing of higher education. In this context, to consider the extent of which role of private bodies in funding/managing institutions of higher education could be enhanced.
  - (ii) Introducing a system of public accountability of institutions of higher education.
  - (iii) Ensuring equity without compromising excellence.
  - (iv) Enhancing internal and external efficiency of the university institutions.

#### *Methodology*

1. The data will be collected primary through secondary sources like the reports of the Departments of Education, the University Grants Commission and relevant statistical documents published by the Central and State Governments/UGC and Universities from time to time.
2. The budgets of 9 universities in India will be critically examined.
3. While selecting the universities, care will be taken to give due representation to the various regions of the country, the year of establishment and type of universities.
4. The views of the following types of experts connected with the funding of university institutions will be ascertained through questions/interview schedules, etc. The facilities of internet teleconferencing will also be utilized.
  - (a) Vice Chancellors/Finance Officers/Academies/Experts.
  - (b) The representatives of the industrial and commercial organisations like FICCI, CII and regional industrial/ commercial organisations.





### *Delimitations*

1. It is largely a macro-level and primarily library based study. The financial position of 9 universities will however, be examined in depth.
2. Time series data about higher education finance for the last 5 years will be subjected to a critical review.
3. The study will relate mainly to general education.

The study is in progress.

### 8. *Constitutional Provisions on Management of Secondary Education in India*

The study is being undertaken through the Project "Constitutional Provisions on Management of Secondary Education in India" at an estimated cost of Rs. 98,000/- for a period of 8 months. The study is being conducted by Prof. B.P. Khandelwal, Director, NIEPA.

The social side of education is always included in the process of education. After independence education is treated as a basic input in the country's over all development and it is in this context that Indian Educational System and programmes are directed to establish dynamic and beneficial links between education, employment and development with due regard to the economic and social aims of the community.

To implement the above, different State Governments have enacted various laws and codes. These laws and codes are not available in a nut shell form. So the educational planners, administrators and other policy makers in India are finding it very difficult in putting those acts and codes in one place. Further, different High Courts in India have interpreted legal provisions on Secondary Education acts in different way depending upon context, language of constitution and other legal considerations of individual State. An attempt has been made through this proposed study to analyse and bring out a detailed report on the present constitutional provisions, and Acts and Codes as well as different interpretations on the subject in one place so that educational planners, administrators and other policy makers will be able to look into these in one place. It is also expected to examine if there is any need to amend the existing provisions in the constitution due to changing social and economic scenario of the country.

The main objectives of the study are as follows:

- (a) How the whole growth of legislative system has taken place in India;
- (b) A comparative study of the legislative provisions through acts, regulation, bye-laws and study the legislative interpretations from the implementation of the legislation by the judiciary in the field of Secondary Education.
- (c) To review the existing constitutional provisions regarding secondary education:



- (d) To analyse and apprise the existing constitutional provisions as contained in various Educational Acts and Codes in India;
- (e) To study how legalisation of secondary education has put up various legal doctrines in other democratic countries;
- (f) To suggest measures for improving educational systems to adjust to the process of legalisation.
- (g) To suggest whether any Constitutional provisions are to be amended so that Secondary Education in the Country can further be improved keeping in view the changing social and economic scenario of the country.

### *Methodology*

The following methodologies will be made applicable for ascertaining the present status of the constitutionality of administration of Secondary Education.

- To study in depth the available Codes and Acts on Secondary Education and come out with concrete suggestions and to highlight how far these Acts and Codes are instrumental in overall development of education as a whole with particular reference to Secondary Education.

The work on the project has been progressing satisfactorily. First draft of all the chapters except the last two has been completed. The matter will be completed after the remaining chapters will be revised and references, appendices, etc. completed. It will still take further few weeks for the revision and part of rewriting (if necessary). The report will then be printed in the final form soon thereafter. The project is expected to be completed by the end of July, 2001.

### *9. Total Quality Management of School Education*

The main objectives of the study are as follows :

1. To develop a package on TQM in education that can be applied to selected institutions like DIETs.
2. To provide training in implementation of TQM to principals of DIETs.
3. To carry out institutional assessment and develop plan of implementation.
4. To study the impact of TQM intervention on Organisational Development.

### *Methodology*

This will be an experimental project. The experiment will be carried out on ten DIETs. The actual selection will be purposeful – depending upon those who are willing to accept and experiment with the TQM for continuous quality improvement.



A five-day Training Programme on Total Quality Management in Education will be held for the principals of DIETs. This programme will be offered to all the DIETs (about 480) in all the states. The programme will be delivered through multichannel distance education mode comprising:

- \* Print material,
- \* Face to face workshops, and
- \* Interactive sessions through interactive television.

Following the programme, ten DIETs will be selected on the basis of their voluntary offer to experiment with TQM. Each of the selected DIETs will carry out an institutional assessment. An instrument will be developed for self-assessment of institutions. The results of the assessment will lead them to develop an organisational profile indicating the strengths and weaknesses of the institution.

The study which has been undertaken by Prof. M. Mukhopadhyay, is in the last stage of completion.

#### *10. Planning and Management of Women Study Centres (WSC) in India*

The objectives of the study are to understand the efforts made and initiatives taken by centre, state, university and college levels for development of women study centres in India and in turn the initiatives taken by the WSC for the development of women; explore the underlying assumption and actual implementation of activities of the centres concerning women development in terms of actual teaching, research and extension; analyse the repetition and duplication of efforts made by the women activist groups, NGOs, adult education departments and extension departments; identify the gaps in the policy, planning and management which requires attention of WSCs and finally based on the above suggest planning and management strategies for effective utilization of resources of women study centres in the universities and colleges for the cause of women development.

Review of literature has been completed, Questionnaires have been developed and administered to women's study centres, teachers from the universities and colleges and NGOs working in the area of women development. Data collection work from WSCs and teachers has been completed. The project is at the stage of data analysis and report writing. The study is being conducted by Dr. Sudha Rao and Dr. Kausar Wizarat.

#### *11. Human Rights in Higher Education System*

The M/HRD, Department of Secondary and Higher Education, Government of India has sanctioned a study on "Human Rights in Higher Education System" at a cost of Rs. 4,26,600/-. The study is being undertaken by Dr.(Mrs.) K. Sudha Rao, Education Policy Unit.



The objectives of the study are to:

- (a) study the existing provision made to protect human rights in the Acts, Statutes and Ordinances of the State and University.
- (b) analyse the actual policies and programmes envisaged by Centre, UGC, State and University to protect the disadvantaged strata and incorporation of Human Rights in Indian Higher Education sector.
- (c) study the actual provisions made and protection ensured through policy, programmes and other legal and other documents at the centre, state, and institutional levels;
- (d) analyse the contradictions, if any between the slated programme and its implemented provisions and practice; intended and unintended outcomes; contradictory rules and regulations; negations: one without the other, and
- (e) based on the above to make suggestions for alternatives to ensure non-violation of Human Rights.

#### 12. *Secondary Education : Access, Equity, Quality and Effective Management Practices*

In view of the emerging importance and lack of adequate research in the area of equity and access and quality in respect of secondary education, Dr. K. Sujatha, has undertaken the study "Secondary Education : Access, Equity, Quality and Effective Management Practices" at an estimated cost of Rs. 89,800/-.

The main objectives of the study are as under:

- (a) To study policies, programmes, supervision and inspection pattern of secondary education in different States;
- (b) To examine the extent of access, linkage with upper primary education and quality provisions among different management type schools across the States;
- (c) To examine the growth of secondary schools and progress of participation;
- (d) To examine equity in terms of special programmes, participation of disadvantaged and girls in secondary education in different States;
- (e) To study the student's performance particularly in public examinations; and
- (f) To identify and prepare the case studies of effective management practices and innovative practices by different management type schools.

The study will consist of two parts. The first part will be covering aspects related policies, programmes, access and quality provisions, etc. in secondary education in different states. The second part includes case studies of selected sample schools of different management type having effective management practices and adopted innovative strategies.



The study will be based both on qualitative and quantitative data collected from secondary and primary sources. The first part of the study will largely be based on secondary data available in state and central government official documents and also through questionnaire sending to different state governments. This part will cover all the states and union territories in the country.

Indepth study of schools adopting ethnographic methods will be followed for preparing the case studies of effective schools. The sample schools will be drawn from one or two states. Besides structured schedules and questionnaires, focus group discussions, participant observation, interviews and informal discussions will be adopted as a means for data collection for case studies.

### 13. *Learners Achievement of Primary School of Slums and Non Slum Areas*

The above study is being conducted by Dr. Y.P. Aggarwal, Senior Fellow and Head, ORSM Unit and Mrs. Sunita Chugh, RTA, ORSM Unit at an estimated cost of Rs. 92,000/- The main objectives of the proposed study are :

- \* To assess the levels of achievement attained by the slum students in language, mathematics and environmental studies and based on grade I & IV competencies;
- \* To examine gender-wise and caste-wise differences in achievement level; and
- \* To examine the correlates of achievement in terms of socio-economic and school factors.

The study will be primarily based on the empirical evidences collected from various schools. Secondary sources such as books, articles and research studies will be reviewed for better understanding and knowledge on the subject. These sources will be useful in the formulation of theoretical framework for the study.

To fulfill the objectives of the study, a questionnaire will be developed in accordance with the achievement tests prepared by NCERT in language, mathematics and environmental studies. Separate questionnaire will also be developed to make an assessment of the infrastructure and physical facilities available within the school. It would also try to collect information on the academic aspects like the teacher-pupil ratio, availability of teaching aids and how effectively they are used in the curriculum transaction. The same questionnaire will be administered to the teachers of Vth standard to ascertain their proficiency on the subject.

The study is in progress.

#### **Publications**

NIEPA has a modest publishing programme for dissemination of research and developments in education in the form of occasional papers, journals, newsletters, books



and reports. Some of the important periodical publications are Journal of Educational Planning and Administration in English, Pariprekshya in Hindi and ANTRIEP Newsletter. The Institute has published several research and seminar/conference reports in the form of books. It has started to bring out from last year a series on **Best Practices in Higher Education**. It is also bringing out a series of reports of survey on educational administration in various States and Union Territories.

During the period under review, following publications were brought out by the Institute.

#### **Priced**

*Books relating to Second All India Survey of Educational Administration*

After a gap of two decades, NIEPA has undertaken the gigantic task of conducting the Second All-India Survey of Educational Administration, covering all the States and Union Territories. During this period, the following books were brought out in the series.

1. *Educational Administration in Central Government : Structures, Processes and Future Prospects* by Baldev Mahajan and K.K. Khullar.
2. *Educational Administration in Delhi: Structures, Processes and Future Prospects* by R.S. Tyagi, I.P. Aggarwal and N.K. Dhawan.
3. *Educational Administration in Meghalaya: Structures, Processes and Future Prospects* by Srilekha Majumdar and Torist Mark.
4. *Educational Administration in Orissa: Structures, Processes and Future Prospects* by R.S. Tyagi and P.C. Mahapatra.

Each book in the series is based on an analysis of not only information collected from primary sources in the state/union territory but also the latest data from secondary sources. It gives the present status of educational administration, right from the institution to the state/union territory level with focus primarily on administration of school education.

The books brought out under the series provide a critical analysis of various functions of educational planning and administration with suggestions for future development of the administrative system, outlining the tasks ahead for educational planners and administrators.

These books provide useful reference material for researchers, educationists, educational planners and administrators as well as all those interested in the development of education.

5. *Total Quality Management in Education* by Marmar Mukhopadhyay

#### **Unpriced**

6. *Primary Education in Delhi: How Much Do the Children Learn?* by Y.P. Aggarwal



7. *Quality Education in Global Era: A National Report of India for XIVth Conference of Commonwealth of Education Ministers at Halifax, Canada (Published by NIEPA on behalf of MHRD)*
8. *Sarva Shiksha Abhiyan: Report of the Conference (July 19-20, 2000)*
9. *Best Practices in Higher Education: Integral Education – A Mission to Integrate Values in Education*
10. EFA: 2000 Assessment edited by R. Govinda (India-Country Report and a set of 25 papers on different themes):
  - (a) Indian Engagement with Adult Education and Literacy
  - (b) Social Mobilization and Total Literacy Campaigns
  - (c) Changing Concepts and Shifting Goals: Post-Literacy and Continuing Education in India
  - (d) Early Childhood Care and Education
  - (e) Education of Girls in India: An Assessment
  - (f) Education of the Urban Disadvantaged
  - (g) Children, Work and Education: Rethinking on Out-of-School Needs
  - (h) Education of Children with Special Needs
  - (i) Education among Tribals
  - (j) Participatory Micro-Planning for Universal Primary Education
  - (k) Learning Conditions for Primary Schools
  - (l) Learner Achievement in Primary Schools
  - (m) Texts in Context: An EFA 2000 Review–Development of Curricula, Textbooks, and Teaching Learning Materials
  - (n) Primary Teacher Training in EFA Decade
  - (o) Status of Elementary Teachers in India
  - (p) Education and the Status of Women
  - (q) Decentralization of Education
  - (r) Role of Private Schools in Basic Education
  - (s) Role and Contribution of NGOs to Basic Education
  - (t) Role of Media in Education for ALL
  - (u) Financing of Elementary Education in India
  - (v) EFA in Mizoram: The Dynamics of Success



- (w) Primary Education in Himachal Pradesh: Examining a Success Story
- (x) Universal Elementary Education in Rajasthan: A Study with Focus on Innovative Strategies
- (y) Progress towards Education For All: The Case of Tamil Nadu
- 11. Sabke Liye Shiksha: Aaklan Varsh 2000 (Hindi version of EFA: 2000 Assessment-India Country Report – edited by R. Govinda)

#### *NIEPA Journals*

The Institute regularly publishes two Journals – one in English *Journal of Educational Planning and Administration* and the other in Hindi *Pariprekshya*. During the period the following four issues of these two Journals were brought out:

- 1-3 Journal of Educational Planning and Administration (Priced): Volume XIV No.1, January, 2000; Volume XIV No.2, April, 2000 and Volume XIV No.3, July, 2000
- 4. Pariprekshya (Hindi Journal): Vol.VI No.3, December 1999

#### *ANTRIEP Newsletter*

Two issues of ANTRIEP (Asian Network of Training and Research Institutions in Educational Planning) Newsletter were brought out during the year, i.e. January-June, 2000 and July-December, 2000 issues.

#### *In Press*

- 1-4 Educational Administration Survey Reports relating to West Bengal, Tamil Nadu, Gujarat and Maharashtra (Priced)
- 5. Investment Priorities and Cost Analysis by N.V. Varghese and Arun C. Mehta (Priced)
- 6. School Mapping: An Analysis of Education Facilities in Dhenkenal, Distt. Orissa by N.V. Varghese and K. Biswal (Priced)
- 7. Governance of School Education in India edited by Marmar Mukhopadhyay and R.S. Tyagi (Priced)
- 8. Educational Policies in India : A Review and Analysis of Promise and Performance edited by K. Sudha Rao (Priced)
- 9. Total Quality Management in Education by Marmar Mukhopadhyay (Priced) (Hindi Edition)
- 10. Best Practices in Higher Education – Admission Policy and Practice: for Equity Access & Quality
- 11. Focus Secondary Education: Report of the National Conference (14-16 February, 2001)





12. Journal of Educational Planning and Administration Volume XIV, No.4 October, 2000 (Priced)
13. Pariprekshya (Hindi Journal) Vol.VII No.1 & 2, April-August, 2000

### **Mimeographed Publications**

Besides these, the Institute also brought out series of mimeographed/zeroxed publications in respect of various research studies, occasional papers, reports/reading materials of various training programmes/seminars conducted by the Institute during the period under review.



## Chapter 4

### Library/Documentation Centre and Academic Support System

#### Library/Documentation Centre

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

During the period under review, 1931 books and documents were added to the Library/Documentation Centre. 285 Documents were weeded out during the period under review. The Library/Documentation Centre presently has a collection of 54,266 books besides a rich collection of reports of International Seminars and Conferences organised by International Agencies like UNO, UNESCO, OECD, ILO, UNICEF, World Bank, etc.

#### *Journals*

The Library/Documentation Centre receives 380 Journals in educational planning, administration, management and other allied fields. All important articles appearing in these journals are indexed. 2001 articles were indexed from these journals during the period under review.

#### *Newspaper Clippings*

Apart from books and journals, the Library/Documentation Centre also maintains a special collection of Newspaper Clippings related to educational planning and administration for 25 newspapers.

#### *Current Awareness Service*

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



#### *Library/Documentation Centre Acquisitions*

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

#### *Selective Dissemination of Information*

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

#### *Bibliography*

The library prepared 170 bibliographies for the various activities undertaken by the Institute during this period.

#### *Periodicals Holdings*

During the period under review, Library prepared holding of the bound Journal for the reference of information of users.

#### *Non-Print Material*

The Library is a multi-media resource centre. It has video cassettes, audio-cassettes, films, micro films and microfiches. The present stock consists of 6 films, 76 video cassettes, 84 audio cassettes, 54 micro films and 110 microfiches.

#### *CD-ROM databases*

1. ERIC 1985- June 2001.
2. UNESCO : World Data On Education 1998 2nd ed.
3. Fifty Years of Indian Education by Ministry of HRD
4. Innov Data
5. Education at a Glance 1999
6. Global Development Finance 2000
7. Census of India 1991
8. World Development Indicators 2000
9. United Nations Statistical Yearbook (Thirty ninth issue)
10. Women Indicators and Statistics Database Version 3
11. World Development Report 1978-1999/2000
12. Chinese Universities and Colleges
13. City & Guilds Protect CD
14. For the Love of Learning
15. PC Quest CD's
16. Chip CD's
17. Data Quest CD's

#### *Library Website*

<http://niepalib.freeyellow.com>. It has updated information about:

1. NIEPA
2. Library/Documentation Centre
3. Indian Education : Classified information of Books and Documents on Indian Education.
4. NIEPA Research Studies



5. Education File : News on Indian Education from 25 Newspapers
6. Search of Month : Information on different Topics of Indian Education.
7. Journal of Educational Planning and Administration : Abstracts of Articles (NIEPA Journal).
8. District Primary Education Programme (DPEP) : Information about the Documents Generated at Centre and State Level.
9. New Additions : Books and Articles indexed from the journals received in the library.

#### *Library Networking*

In 1995, NIEPA Library/Documentation Centre has joined Delhi Library Networking (DELNET). This has given a facility of:

##### *(a) On-line Access*

To union catalogue of 246 libraries and these 246 libraries also have on-line access to NIEPA library holdings.

##### *(b) E-mail Service*

- Connectivity with 246 Institutions in Delhi
- Connectivity through RENNIC to other parts of our country
- Connectivity through VSNL to INTERNET

With this facility NIEPA faculty can meet the information needs of users in less time.

#### *Local Area Network (LAN)*

Faculty is provided online access to new additions in library, Education File and Information of National and International Conferenes.

#### *Training Programmes*

Orientation Programme in Planning and Management of DIET Libraries of Himachal Pradesh and Punjab from June 19-24, 2000. Thirteen participants attended the programme.

Orientation Programme in Planning and Management of School Libraries of Andaman and Nicobar from 8-20 January, 2001. Forty seven participants attended the programme.

#### *Documentation Centre*

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

During the year, 551 documents were added to the Centre. 285 documents were weeded out during the peiod under review. Presently, the Centre has 21028 documents consisting of state gazetteers, state census handbooks, educational surveys, state educational plans, five year plans, budgets, state university handbooks, basic source books and bibliographies, press clippings, state educational codes, acts, rules and regulations, techno-economic and sample surveys,



district gazetteers, district census handbooks, annual plans, educational plans, district credit plans, district sample surveys, district educational surveys, district statistical handbooks, village and block level plans and studies, research and projects reports, resource inventory studies, techno-economic surveys, District Primary Education Programme (DPEP) plans.

The Documentation Centre is also updated the following six collections which are NIEPA's own contribution.

1. NIEPA Training Programme Reports: 1962 to March 2001
2. Subjectwise Dissertations: Diploma in Educational Planning and Administration 1982 - 2000.
3. Subjectwise list of NIEPA Research Studies: 2001.
4. Subject wise list of Dissertations: International Diploma in Educational Planning and Administration 1980 - 2000.
5. District Primary Education Project (DPEP), March 2001 : A Bibliography

The Centre subscribes to 25 national and regional news papers for the use of readers and a monthly Education News, India and the State from National and Regional Newspapers is compiled and kept in the Documentation Centre for use.

The Documentation Centre can be said to be a unique one for reference only, and it is not only effectively used by NIEPA faculty, research staff and trainees but widely used by the research scholars from national and international educational institutions. During this year, 2593 scholars have used the services of the Centre.

#### Computer Centre

NIEPA uses information technology in day to day activities – academic and non-academic. The Institute has a well-equipped Computer Centre with various types of computers (Wipro Super Genius, Pentium-III, Compaq Deskpro, Pentium-II), printers (HP LaserJet 4000N, HP LaserJet 4MP, HP LaserJet 5MP, HP LaserJet 6L Gold,) and scanners (UMAX Power Look-II, HP Office Jet 65). The Computer Centre backs up the information technology needs of the Institute. The Centre provides computer facilities to all the academic units as well as to Library, Administration and Finance Sections. Academic units are provided support for Training, Research, Quantitative Data Analysis, System Level Management Issues and other activities. It also caters to various in-house publishing jobs by preparing them in pre-press format. Some of the important publications are: Journal of Educational Planning and Administration, ANTRIEP Newsletter, Annual Report, etc. The Computer Centre also has E-mail and Internet facilities.

The Local Intranet Setup supports 50 nodes but connectivity has been provided to almost all the rooms of the Institute thus increasing the points of accessibility to print server and utilise the various application softwares from different locations.

Besides above hardware, the Computer Centre is also equipped with a variety of software packages. Some of the Softwares are Microsoft Windows 95/98, MS-Office 2000, and SPSS Release.10 for Windows, ADOBE Photo Deluxe, Fine Reader. Also there are number of user-



friendly softwares which are being used for quantitative analysis of data related to education and allied fields.

### **Cartography Cell**

The Cartography Cell provides new methods of presentation of data in training and research activities of the institute. The Cell provides computer graphic facilities for different type of projects and programmes.

The Cell also contributed various illustrations in publications on JEPA, Pariprekshya, Annual Report, Educational Administration publications of West Bengal, Tamil Nadu and publication of National Educational Policy: Analysis and Review and Country Paper.

### **Hindi Cell**

The Hindi Cell provides translation facilities and academic support in research, training and administration. The Cell not only helps in bringing out the various publications in Hindi but also helps in implementing the Official Language Policy.

The Hindi Cell of the Institute has dealt with several major works apart from the routine work during the year under review :

- (a) Meetings of the Official Language Implementation Committee of the Institute were organised to review the activities of Hindi Implementation.
- (b) One issue of Hindi Journal *Pariprekshya* was brought out i.e. Vol. VI No. 3, December 1999 and the manuscripts of next three issues were prepared.
- (c) The following titles were translated into Hindi and prepared for publications:
  - (i) Annual Report :1999-2000
  - (ii) Training Calendar : 2000-2001
- (d) Hindi Day Celebration : To commemorate Rajbhasha Swarn Jayanti celebration, various programmes were organised:
  - (i) A five-day Hindi Workshop was organised during September 14-20, 2000 in which 26 officers and employees of the Institute were trained.
  - (ii) Hindi competitions such as essay writing, noting and drafting, translations and typing were organised. For the first time in the Institute a Hindi Sulekh competition was also organised for group IV employees.
  - (iii) A Kavi Goshti was also organised during prize distribution function on 24 November 2000. Wellknown Hindi poets—Balkavi Bairagi, Sarojini Pritam, Bal Swarup Rahi, Dr. Hiralal Bachotia and Sunil Jogi read their verses.
- (e) EFA: Education For All - Year 2000, Assessment Report was translated and published in Hindi.
- (f) A book on Total Quality Management, a NIEPA publication, was translated into Hindi.
- (g) Five chapters of Governance of School Education report were translated into Hindi.



## Chapter 5

### Organization, Administration and Finance

#### Organizational Setup

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

#### The Council

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

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

A list of the members of the Council as on 31st March 2001 is given at Appendix I.

#### The Executive Committee

The Director of the Institute is its ex-officio Chairman. It comprises nominees of the Secretaries, Ministry of Human Resource Development (Department of Education),



Finance and Planning Commission; one Education Secretary of a State; one eminent educationist; one Director of State Government and one Director of State Institute of Education engaged actively in educational planning and management; the Joint Director, NIEPA and two of the three members of the faculty on the NIEPA Council as members of the Executive Committee. Registrar, NIEPA acts as Secretary of the Executive Committee.

The Executive Committee is responsible for the management of affairs and funds of the Institute and has the authority to exercise all powers of the Council. A list of the members of the Executive Committee as on 31st March 2001 is given at Appendix II.

### **The Finance Committee**

The Finance Committee is constituted by the President. It consists of five members under the ex-officio Chairmanship of the Director of the Institute. It includes Financial Adviser and such other members of the Council as may be nominated by the President. Registrar, NIEPA acts as Secretary of the Finance Committee.

The Finance Committee scrutinises the accounts and budget estimates and makes recommendations on proposals for new expenditure and other financial matters. A list of the members of the Finance Committee as on 31st March 2001 is given at Appendix III.

### **The Planning and Programme Committee**

The Planning and Programme Committee (PPC) consists of the Director as ex-officio Chairman, Joint Director, Heads of Academic Units, NIEPA; one representative each of the Ministry of Human Resource Development (Department of Education), Planning Commission, University Grants Commission; one Vice-Chancellor of a University (to be nominated by the President); two Education Secretaries and two Directors of Education of State Governments (to be nominated by the Government of India); six educationists/social scientists/management experts (of whom two are involved in Women's/Girls' education; one in Education of SC/ST and one in Education of Minorities) to be nominated by the President. A list of the Members of the PPC as on 31st March 2001 is given at Appendix IV.

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

### **The Faculty Council**

Consequent upon the recommendations of the Review Committee and thereupon the decision of the Empowered Committee on NIEPA, the Faculty Council of NIEPA was constituted with the Director as its Chairman, Joint Director as Vice Chairman, and all Senior Fellows, Fellows, Associate Fellows and Librarian as its members. Registrar will





act as Member Secretary. The main functions of this Council would be that the Director would brief the faculty about his transactions with various client groups, their thinking, feedback, expectations, change in the environment, etc.; to discuss Faculty work load and norms; to review programmes, projects, experiences and suggestions and learning for future; to recapitulate major events in the Institute and information of future events: to make presentations by faculty on their project experiences, trips abroad, research, etc.; to discuss mechanism of improving ability, relevance, material development, etc.; to present annual work plans by various groups; to identify support needs, difficulties and decisions to overcome problems; to appoint sub-committee/task force, etc. to look into the specific management aspects of the Institute; to suggest for undertaking major activities/programmes by the faculty of the Institute; and, to give feedback to NIEPA Council, Executive Committee and Academic Committee.

### **Academic Units**

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

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

The academic units are headed by Senior Fellows except the Educational Planning and Sub-National Systems Units.

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

### **Task Forces and Committees**

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

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

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

### **Administration and Finance**

The administrative set-up comprises three Sections and two Cells, namely, Academic Administration, Personnel Administration, General Administration, Training Cell and Coordination Cell. The Academic Administration and Coordination Cell report directly



to the Registrar. Personnel and General Administration Sections and Training Cell are supervised by Administrative Officer under the overall charge of the Registrar.

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

The total staff strength of the Institute as on 31.3.2001 was 181. The category-wise sanctioned cadre strength of the Institute is given below :

<i>Cadre Posts</i>	<i>Number</i>
Faculty	50
Academic Support	14
Administration, Finance, Secretarial and other Technical Staff	73
Group D	44
<b>Total</b>	<b>181</b>

#### **Staff Changes**

1. Dr. Kamalakantha Biswal joined as Associate Fellow on 6.2.2001.
2. Dr. R.S. Tyagi joined as Associate Fellow on 6.2.2001.
3. Dr.(Mrs.) Neeru Snehi joined as Associate Fellow on 7.2.2001.
4. Dr.(Mrs.) Madhumita Bandyopadhyay joined as Associate Fellow on 12.2.2001.
5. Dr.(Mrs.) Geetha Rani joined as Associate Fellow on 14.2.2001.

#### **Visits Abroad**

**Prof. B.P. Khandelwal**, Director, NIEPA attended ANTRIEP Annual Meeting and Seminar in Shanghai, China from 19-22 September, 2000

Attended the Sixth UNESCO-ACEID International Conference on "Information Technologies in Educational Innovation for Development : Interfacing Global and Indigenous Knowledge" from December 12-15, 2000 at Bangkok, Thailand

Attended meeting on Joint South Asian Initiative on Improving Learning Achievements of Primary School Children from 20-21 March, 2001 in Islamabad, Pakistan

**Dr. R. Govinda**, Senior Fellow & Head, SNF Unit presented a Paper at the NASEDEC Conference on Education at Oslo, Norway and visited IIEP, Paris from June 13-18, 2000.

Participated in a Technical Workshop on "Effective Implementation of Continuing Education at the Grassroots Level" at Darwin, Australia from July 3-12, 2000.



Took part in ANTRIEP Seminar at Shanghai, China from September 18-23, 2000.

Participated in the "Consultative Meeting on Development of Community Data Base on Learning and Development Activities" from January 23-25, 2001 at Bangkok, Thailand.

**Dr. J.B.G. Tilak**, Senior Fellow & Head, Educational Finance Unit Participated in International Seminar on "Knowledge Based Aid" at Tokyo and also visited Hiroshima University from September 3-10, 2000.

Participated in the UNESCO – PROAP Expert Group Meeting on "Developing a Regional EFA Database" in Beijing, China from 6.3.2001 to 10.3.2001.

**Dr.(Mrs.) K. Sudha Rao**, Senior Fellow and Head, Educational Policy Unit Delivered a Lecture at the 13th Annual Conference for "Principals of CBSE Schools" at Muskat from 31.1.2001 to 4.2.2001 sponsored by CBSE.

**Dr.(Mrs.) Sudesh Mukhopadhyay**, Fellow, SNF Unit attended a workshop on "Building National Capacities for Quality Improvement of Schools" at Indonesia from August 21-30, 2000.

Attended Regional Workshop on "Building National Capacities for Quality Improvement of Primary School" from February 26 to March 4, 2001 at Hiroshima, Japan.

#### **Campus Facilities**

The Institute has a four-storeyed office building, seven-storeyed hostel comprising 60 rooms fully furnished with attached baths, Warden's Residence, guest faculty accommodation and a residential complex having 16 type I quarters and 8 quarters each of type II to V and the Director's residence.

#### **Finance**

During the year the Institute received a grant of Rs. 526.00 lakhs (Rs. 201.00 lakhs under Non-Plan and Rs. 325.00 lakhs under Plan) against Rs. 478.00 lakhs (Rs. 178.00 lakhs under Non-Plan and Rs. 300.00 lakhs under Plan) received during 1999-2000. The Institute had a balance of Rs. 79.03 lakhs (Rs. 0.09 lakhs under Non-Plan and Rs. 78.94 lakhs under Plan) at the beginning of the year. Office and hostel receipts amounted to Rs. 76.62 lakhs during the year.

The Institute had a balance of Rs. 171.35 lakhs and received additional funds amounting to Rs. 163.30 lakhs during the year for the sponsored programmes/studies from other agencies. The expenditure on sponsored programmes and studies during the year amounted to Rs. 190.28 lakhs.

The details of Annual Account and Audit Report is placed at Appendix VI.



## Annexure I

### Training Programmes/Workshops/Seminars/Conferences

SL. No.	Unit Code	Title of the Programme	Dates & Duration	No. of Participants
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#### DIPLOMA PROGRAMMES

##### National Diploma Programmes

1.	*05.0	Twentieth Diploma in Educational Planning and Administration Phase II (Home Study) Phase III	Jan. 30-April 28, 2000 (28 days) July 17-21, 2000 (5 days)	24
2.	05.4	21st National Diploma in Educational Planning and Administration (Phase-I & II)	Nov.1, 2000-Jan. 31, 2001 (92 days)	21

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**183**


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**45**

##### International Diploma Programmes

3.	*08.0	International Diploma in Educational Planning and Administration - IDEPA XVI (Phase-I & II)	Feb. 1- April 30, 2000 (30 days) May 1 - July 30 (91 days)	32
4.	08.2	17th International Diploma in Educational Planning and Administration - (Phase - I)	Feb.1-April 30, 2001 (59 days)	28

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**180**


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**60**

#### THEMATIC PROGRAMMES IN EDUCATIONAL PLANNING AND MANAGEMENT

##### Planning and Management of Training of School Heads

05.	08.1	Training Programme of Heads of Ashram School of Andhra Pradesh	May 22-27, 2000 (6 days)	33
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06.	02.9	Administrative Reforms for Improving School Efficiency Goa-Field-based - Panji	Nov. 30, 2000 (1 days)	7
07.	05.7	Workshop on School Improvement Planning	March 12-16, 2001 (5 days)	23
<b>3</b>			<b>12</b>	<b>63</b>

### **Planning and Management of Secondary Education**

08.	05.1	Sharing Workshop on Quality Profiles of Secondary Schools of Rajasthan - Field-based at IASE, Udaipur)	April 6-7 (2 days)	13
09.	05.3	Sharing Workshop and Training of Edn. Officers to the Quality of Secondary Schools in collaboration with SCERT (Field-based - Udaipur)	August 7-9 (3 days)	37
10.	02.5	Capacity Building: Educational Management	Nov. 23 (1 day)	12
11.	02.6	School-based Management	Nov. 24 (1 day)	10
12.	02.7	Financing of Secondary Education	Nov. 28 (1 day)	7
13.	02.8	Management of Quality in Secondary Education	Nov. 29 (1 day)	8
14.	02.10	Workshop on Development of Perspective in Secondary Education	Dec. 4 (1 day)	9
15.	02.14	National Conference: Focus Secondary Education	Feb. 14-16 (3 days)	137
<b>8</b>			<b>13</b>	<b>233</b>

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

16.	06.1	A Consultative Committee Meeting - Policy Recommendations on Financing of Higher Education	April 10 (1 day)	28
17.	04.1	National Meet on Autonomous Colleges: Facts and Impacts	June 29-30 (2 days)	70
18.	06.2	Workshop on National Qualification Framework in International Context	July 25-26 (2 days)	38
19.	06.3	Meeting on Linkages between the Vocational Education Programme at School and Higher Education Level	August 10 (1 day)	12



20.	06.4	A Discussion Meeting on Legislative Measures for Improving University Management	August 22 (1 day)	12
21.	06.5	Workshop on Women in Higher Education Management	Oct. 18-20 (3 days)	24
22.	04.2	Re-employment of Teachers in Universities and Colleges	Jan. 23 (1 day)	39
23.	04.3	Rotational Headship and Quality in Universities and Colleges	Jan. 24 (1 day)	39
24.	06.6	Brain Storming Development of Higher Education during the 10th Plan	March 14 (1 day)	22
			<b>9</b>	<b>13</b>
				<b>284</b>

#### **Methodology and Techniques of District Planning in Education under Sarva Shiksha Abhiyan (SSA)**

25.	07.1	Training Programme on Methodology and Techniques of District Planning in Education under SSA (Field-based - Shillong)	May 1-6 (6 days)	37
26.	07.2	Training Programme on Methodology and Techniques of District Planning in Education under SSA (Field-based - Aizawl)	May 29-June 3, (6 days)	24
27.	07.3	Training Programme on Methodology and Techniques of District Planning in Educational SSA (Field-based - Massourie)	June 12-17 (6 days)	54
28.	02.4	National Seminar on Sarva Shiksha Abhiyan	July 19-20, 2 days	117
29.	07.5	Workshop on Planning for Upper Primary for DPEP Phase - I States	Nov. 29-Dec.1 (3 days)	18
30.	07.10	Orientation Programme for Research and Resource Institutions on SSA	March 7-8 (2 days)	25
			<b>6</b>	<b>25</b>
				<b>275</b>

#### **School Mapping and Micro Planning**

31.	07.4	Training Programme in School Mapping and Micro Planning	Nov. 20-24 5 days	36
32.	07.9	Training Programme on School Mapping and Micro Planning (Field-based - Chennai)	Feb. 28-March 2 (3 days)	53
			<b>2</b>	<b>89</b>



**Planning and Management of District Institutes of Education & Training (DIETs)/SCERTs**

33.	02.3	SCERT Directors' Review and Planning Meeting	June 14 (1 day)	19
34.	10.1	Orientation Programme in Planning and Management of DIET Libraries: Himachal Pradesh & Punjab	June 19-24 (6 days)	13
35.	07.6	Training Programme in Educational Planning and Management for the Faculty of District Institutes of Education and Training	Dec. 11-22 (12 days)	30
36.	02.12	Workshop on Institution Building in DIETs	Feb. 6-8 (3 days)	17
37.	02.13	Virtual Conference on Institution Building in DIETs - Allahabad, Hyderabad, Delhi, Chennai, and Kerala	Feb. 7 (1 day)	120
			<b>23</b>	<b>199</b>

**Quantitative Research Methods in Education**

38.	09.1	Training Programme on Quantitative Research Methods in Education	April 10-21 (12 days)	21
			<b>12</b>	<b>21</b>

**Planning and Management of Education of Disaster Areas**

39.	02.1	Workshop on Disaster Management in Education at RIE (Field-based – Bhubaneswar)	April 24-25 (2 days)	87
			<b>2</b>	<b>87</b>

**Total Quality Management in Education**

40.	02.2	Workshop on Total Quality Management - Designing Experimental Projects	May 24-26 (3 days)	9
41.	02.11	Workshop on Designing Research Project on TQM in Education	Jan. 10-12 (3 days)	11
			<b>6</b>	<b>20</b>

**Universalization of Elementary Education**

42.	05.6	Seminar on Implementation Strategies for Achieving Universalization of Elementary Education in Metropolitan Cities	Jan. 4-6 (3 days)	49
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43.	07.7	Training Programme on District Planning for Universalization of Elementary Education in Arunachal Pradesh (Field-based - Naharlagun)	Jan. 15-20 (6 days)	47
		<b>2</b>	<b>9</b>	<b>96</b>

#### EMIS Programmes

44.	09.2	Review Workshop for EMIS under DPEP	July 26-27 (2 days)	40
45.	09.3	Training Programme on Computer based Project Planning and Monitoring Systems	August 7-11 (5 days)	21
46.	09.4	EMIS Workshop for Validation of DISE Software	Feb. 22-27 (6 days)	4
47.	09.5	Orientation Workshop for Sample Validation of DISE Data (Northern Region)	March 28 (1 day)	16
		<b>4</b>	<b>13</b>	<b>81</b>

#### Other Programmes

48.	05.2	Planning Meeting for Developing Teacher Training Package in Inclusive Education in collaboration with M/HRD	May 30-31 (2 days)	36
49.	05.5	National Consultation Meet on Adult Education	Jan. 3 (1 day)	28
50.	10.2	Orientation Programme in Planning and Management of School Libraries of Andaman and Nicobar Islands (Field-based - Port Blair)	Jan. 8-20 (13 days)	47
51.	07.8	Training Programme on Using Indicators in Planning of Primary Education	Feb. 19-24 (6 days)	54
52.	03.1	Training Workshop in Concepts & Methods in Economics and Financing of Education	Feb. 26-March 2 (5 days)	22
		<b>5</b>	<b>27</b>	<b>187</b>
<b>Total</b>		<b>52</b>	<b>526</b>	<b>1740</b>

\*This list includes two on-going programmes (one each National & International Diploma)

#### Code Numbers

01. Educational Planning Unit	06. Higher Education Unit
02. Educational Administration Unit	07. Sub-National Systems Unit
03. Educational Finance Unit	08. International Unit
04. Educational Policy Unit	09. Operations Research and Systems Management Unit (ORSM)
05. School & Non-Formal Education Unit	10. Library & Documentation Centre





## Annexure II

### Academic Contribution of Faculty: 2000–2001

#### G.D. Sharma

##### *Reports*

Policy Recommendations on Financing of Higher Education – A Report of the Consultative Meeting on Funding of Higher Education and Fee Regulation held on 10th April, 2000.

National Qualifications Framework – A Report of the Workshop on National Qualifications Framework held on 25 – 26 July, 2000.

Women in Higher Education Management – A Report of the Workshop on Women in Higher Education Management held from 18th to 20th October, 2000.

##### *Meetings Organised*

A meeting on “Linkages between the Vocational Education Programme at School and Higher Education Level on 10th August, 2000.

A meeting on “Legislative Measures for Improvement of University Management” on 22nd August, 2000 at NIEPA.

A half-day Brain Storming Session on Thrust Areas for the Development of Higher Education during the 10th Five Year Plan.

##### *Convocation Addresses*

Hans Raj Mahila Mahavidhyalaya, Jalandhar on 8th May 2000 “Towards Future Development of Education, Democracy and the Society”.

##### *Papers & Research Articles*

The Concept and Practices of Benchmarking

Towards Future Development of Education, Democracy and the Society

Information Technology for Management of Higher Education



Education and Development in New Millennium – A Key note Address

Degenrating Body Polity and Frustrating Political Economy

De-generating Body Polity and Frustrating Political Economy – Globalization, Free Trade and WTO

Science of the People and the People; Development and Future Challenges – A Presidential Address to Indian Social Science Association

Staff Development Programmes in Higher Education

General Agreement on Tarrifs and Trade – WTO

Internationalization of Higher Education and Preparedness of Indian Universities – Quick Findings of a Survey

#### *Meetings/Seminars Attended*

Chaired the session and initiated discussions on Benchmarking in Higher Education at National Assessment and Accreditation Council, Bangalore 4 – 7 August, 2000.

Delievered lecture at Jaipur in a seminar on Higher Education organised by Association of Private Colleges on 16th September, 2000.

Visited M.P to act in the peer group for assessment of Dr. Harisingh Gour Vishwavidhyalaya, Sagar, Madhya Pradesh from 11 – 14 October, 2000.

Delievered lecture on 'Challenges of Governance of Colleges in 21st Century' organised by Lalit Chandra Bharali College, Maligaon, Guwahati and SEED-ICF, New Delhi from 25-26 November, 2000 and also delivered lecture in a conference on Quality in Higher Education organised by Bharali College and Nowagaon college on 27th and 28th November, 2000 respectively.

Delivered key note address in a seminar on Education for the New Millennium organised by S.V.K.P & Dr. K.S. Raju Arts & Science College, Pennugonda, W.G. Dist. A.P. on 9th December, 2000.

Inaugurated a National Seminar on Economic Reforms and Future Perspectives on 6th February 2001 organised by S.D. Signodia College of Arts & Commerce, Hyderabad.

Attended International Conference on Quality, Standards and Recognition from 19-22 March, 2001 at National Assessment and Accreditation Council, Bangalore.

Attended various Selection Committee Meetings.

Attended ICF International Conference on "Challenges Before Higher Education in 21st Century" from 21-23, February 2001 organised in collaboration with DAV College, Amritsar and ICF, New Delhi.

Delivered lectures to participants of Orientation and Refreshers programme in Jamia Millia Islamia. Delhi



## **M. Mukhopadhyay**

### *Important Committees*

Chairman, Governing Body of Rabindra Mukta Vidyalay (West Bengal State Open School), Calcutta.

Member, Executive Committee, State Council for Educational Research and Training, Calcutta

Member, Executive Committee, Gujarat Institute of Educational Technology, Ahmedabad

Member, Advisory Committee of UNESCO-IGNOU Chair on Teacher Education

Member, Advisory Committee of DEP-DPEP, IGNOU-NCERT-MHRD Project

Member, Executive Committee, TALEEM Research Foundation, Ahmedabad

### *Publications*

#### *Books*

*Total Quality Management in Education*, New Delhi: NIEPA, 2001.

*Governance of School Education in India*, New Delhi: NIEPA, 2001 (Edited with Tyagi, R.S.) (under print)

#### *Reports*

*Focus Secondary Education*, Report of the National Conference on Secondary Education, New Delhi: NIEPA, 2001.

*Education in Human Values and Life Skills in Higher Education*, Report of the Seminar-cum-Workshop, New Delhi: NIEPA, 2001.

#### *Chapters in Books*

Leadership in Institution Building: National Open School of India, in Latchem, C. and Hanna, D. E. (eds), *Leadership for 21<sup>st</sup> Century Learning*, London: Kogan Page, 2001.

Instructional Science in Indian Schools, in NCERT's Commemorative Volume, New Delhi: NCERT, 2001

Governance of Indian Education: in Retrospect, in Mukhopadhyay, Marmar and Tyagi, R. S. (eds), *Governance of School Education in India*, New Delhi: NIEPA, 2001.

Information Technology, in Mukhopadhyay, Marmar and Tyagi, R.S. (eds), *Governance of School Education in India*, New Delhi: NIEPA, 2001.

Educational Administration in India: Prospects, in Mukhopadhyay, Marmar and Tyagi, R. S.(eds), *Governance of School Education in India*, New Delhi: NIEPA, 2001.

#### *Papers and Addresses*

Value Education: The Premise, Paper presented at the Seminar-cum-Workshop on



Education in Human Values and Life Skills, New Delhi, NIEPA, 2001.

Quality Assurance in Teacher Education, Keynote Address to the Seminar on Quality Assurance in Teacher Education, Mumbai: University of Bombay, 2001.

Information Technology in Schools of 21<sup>st</sup> Century, An Invited Presentation in Seminar on Education in 21<sup>st</sup> Century, Lucknow: SCERT, 2001.

Educational Technology in Primary Education, Keynote Address at the International Conference on Professional Development of Primary Teachers, DEP-DPEP, IGNOU, New Delhi, 2001.

Higher Education: Augmenting Private Sector Participation, Invited Presentation in Seminar on Private Initiative in Indian Higher Education, New Delhi; FICCI, August, 2000.

Management of Quality in Higher Education, *University News*, 38(27), July 3, 2000.

### **R. Govinda**

3-5 May, 2000 World Bank Sectoral Study at Bangalore

26-27 May, 2000 Meeting and Task Force on Education at Bangalore

13-18 June, 2000 NASE DEC Conference on Education at Norway and visit to IIEP, Paris

3-12 July, 2000 Resource Person UNESCO P.NUAP Bangkok Technical Workshop on Effective Implementation of Country Education at Australia

19-20 July, 2000 attended Task Force on Education meeting at Bangalore

24-25 July, 2000 addressed participants of Lal Bahadur Shastri National Academic Admn., Mussoorie

18-19 August, 2000 School Development Planning Workshop at Bhubneswar Sponsored by UNICEF

18-23 September, 2000 took part in the ANTRIEP seminar at Shanghai, China

29-30 September, 2000 attended Task Force on Education Meeting at Bangalore

9-10 October, 2000 participated in a discussion meeting on Education Sector Study, Bangalore.

24-26 November, 2000 delivered lecture for Officers of Gujarat Educational Service Class I organised by Gujarat Council of Educational Research & Training, Ahmedabad at Junagadh.

### **J.B.G. Tilak**

*Research Publications*

*Books/Book-length Monographs*

*India's Socio-Economic Database: Surveys of Selected Areas* (edited jointly with C.P. Chandrasekhar) New Delhi: Tulika for the ICSSR, 2001

*Building Human Capital in East Asia: What Others Can Learn?* Working Paper.



Washington DC: World Bank Institute (January 2001)

'Economics and Financing of Indian Education' (Guest Editor) 17 (Special Issue) Dr M. B. Buch Commemorative Special Issue of *Perspectives in Education* (Vadodara) February 2001.

*Higher Education and Development in Kerala*, CSES Working Paper no. 5. Kochi: Centre for Socio-economic & Environmental Studies, February 2001.

*Household Expenditure on Education in India: A Preliminary Examination of the 52nd Round of the National Sample Survey*. New Delhi: National Institute of Educational Planning and Administration (July 2000)

*University Finances in India: A Profile*. New Delhi: National Institute of Educational Planning and Administration (jointly with Geetha Rani) November 2000.

*Education Poverty in India* NIEPA Occasional Paper No.29, New Delhi: NIEPA, May 2000.

*Private Schooling in Rural India*, New Delhi: National Council of Applied Economic Research (November 2000) (jointly with Ratna Sudarshan)

*Costs and Financing of Elementary Education in Tamil Nadu*. New Delhi: UNICEF (October 2000) [jointly with A.M. Nalla Gounden]

*Determinants of Household Expenditure on Education in Rural India*. New Delhi: National Council of Applied Economic Research (October 2000)

*Financing of Elementary Education in India*. (Year 2000 Assessment: Education for All) New Delhi: Ministry of Human Resource Development, Govt. of India and National Institute of Educational Planning and Administration, April, 2000

#### *Other Research Papers/Publications*

"Statistics on Education: Scope, Requirements, Gaps, and Status," in *India's Socio-Economic Database: Surveys of Selected Areas* (eds. C.P. Chandrasekhar and Jandhyala B. G. Tilak) New Delhi: Tulika for ICSSR, 2001, pp. 385-423. [jointly with P R. Pancharukhi]

Household Expenditure on Education in India: A Few Stylized Facts, in *Social and Economic Security in India* (eds. S. M. Dev, P. Antony, V. Gayathri and R.P. Mangain). New Delhi: Institute for Human Development 2001, pp. 191-218.

Education and Globalisation: The Changing Concerns in Economics of Indian Education (Editorial), 17 (Special Issue) Dr M. B. Buch Commemorative Special Issue of *Perspectives in Education* (Vadodara) (February 2001): 5-8.

"Education" In: *Alternative Economic Survey 1998-200: Two Years of Market Fundamentalism*. New Delhi: Rainbow Publishers/Lokayan 2000, pp.133-37.

"Elementary Education in India," *epd- Entwicklungspolitik* (Germany) (17/18/2000 September 2000): 37-38.

"Elementary Education in India: Ten Years After Jomtien," *NORRAG News* 26 (April 2000): 46-48.



“Why Do Some Children Never Go to School in Rural India?” *Kurukshetra* 49 (1) (October 2000: Annual Issue): 55-59.

“Financing Elementary Education in India,” in *Education in the Commonwealth*. London: Commonwealth Secretariat (2000), p.65-68.

#### *Book Reviews*

Education and Development (W.W. McMahon), *International Journal of Educational Development* 21 (2) (March 2001): 186-87

Education Matters (A.B. Krueger). *Journal of Educational Planning and Administration* 15 (1) (January 2001): 137-39

Cost Sharing in Education (P. Penrose), *International Journal of Educational Development* 21 (2) (March 2001): 185-86

Higher Education in Developing Countries: Peril or Promise (Task Force on Higher Education and Society) (Essay Review). *Minerva* (London) 38 (2) 2000: 233-40.

Schools for Sale (E. House) *Journal of Educational Planning and Administration* 14 (4) (October 2000): 483-84.

States Against Markets: The Limits of Globalization (R. Boyer and D. Drache, eds) [and] Moving to the Market: The World Bank in Transition (R.W. Richardson and J.H. Haralz) *Journal of Educational Planning and Administration* 14 (3) (July 2000): 337-39.

Education Policy (J. Marshall and M. Peters, eds.) *Journal of Educational Planning and Administration* 14 (2) (April 2000): 223-25.

Needs-Based Resource Allocation in Education (K.N. Ross and R. Levaèiæ, eds.) *Perspectives in Education* 16 (3) (July 2000): 191-93.

#### *Participation in Seminars/Conferences, etc.*

National Seminar on Economic Reforms and Employment in Indian Economy. New Delhi: Institute of Applied Manpower Research (22-23 March 2001) [served as a Discussant].

National Seminar on Educational Reforms. New Delhi: Deendayal Research Institute (14-15 March 2001) [chaired a technical session]

Expert Group Meeting on Developing a Regional EFA Database. Beijing: National Commission for UNESCO and UNESCO-PROAP (March 7-9, 2001).

Workshop on Economics and Financing of Education. New Delhi: National Institute of Educational Planning and Administration (February 26 – March 2 2001).

National Workshop on Human Development in Arunachal Pradesh. Itanagar: Arunachal University (19 February 2001)

National Conference: Focus Secondary Education. New Delhi: National Institute of Educational Planning and Administration (14-16 February 2001).

National Seminar on Education: Issues and Perspectives. Mumbai: Tata Institute of



Social Sciences and Indian Association of Social Science Institutions, New Delhi (12-13 February 2001)

State Convention on Education as a Fundamental Right. Mumbai: Shiksha Hakka Parishad (19-20 January 2001). [delivered a lecture]

Workshop on Vision 2020 in Social Sciences. New Delhi: Indian Council of Social Science Research (8-9 January 2001).

National Conference on Education in Kerala's Development: Towards a New Agenda. Institute of Social Sciences, New Delhi/Centre for Socio economic and Environmental Studies, Kochi (27-28 December 2000) Served as a Chairman for a seminar.

Conference to Honour Professor K.L. Krishna on 'Industrialization in a Reforming Economy'. Delhi: Delhi School of Economics 20-22 December 2000 [served as a discussant]

National Seminar on School Reform Strategies. New Delhi (18-20 December 2000)

Education Convention. Delhi: Delhi Bal Adhikar Manch (11-12 December 2000)

National Seminar on Child Labour: Relativities & Policy Dimensions. New Delhi: Institute for Human Development/V.V. Giri National Labour Institute/Indian Society of Labour Economics (5-7 December 2000) [served as a discussant].

International Seminar on Human Development in India. New Delhi: National Council of Applied Economic Research (27-29 November 2000)

National Core Group Meeting of the National Alliance for Fundamental Right to Education. Bangalore (9-10 November 2000) [delivered a lecture]

Workshop on Higher Education, Workshop Series on Education in Kerala's Development: Towards a New Agenda'. Kochi: Centre for Socio-Economic and Environmental Studies and Institute of Social Sciences, New Delhi (15 October 2000)

International Conference on Strengthening Values in Education. Prashanti Nilayam: Sri Sathya Sai Institute of Higher Learning and Bangkok: The Institute of Sathya Sai Education (25-29 September 2000)

International Seminar on Knowledge-Based Aid: The Experience of the World Bank, Japan and India. Tokyo: JICA and the Centre for International Cooperation in Education, Hiroshima University (5 September 2000) [delivered a lecture]

Education For All: A New Role for NGOs, Tokyo: International Institute of Education, Towa University and Centre for International Cooperation in Education, Hiroshima University (5 September 2000) [Delivered a lecture]

International Symposium on Development Policies for the New Millennium in Honour of Professor Kirit Parikh. Mumbai: Indira Gandhi Institute of Development Research (12-14 July 2000)

National Seminar on NGO-Academics Paper on Poverty in India. Ahmedabad:



Centre for Development Alternatives. Venue: New Delhi (4-5 May 2000)  
 Seminar on Value Education. Hyderabad: Government of Andhra Pradesh (28 April 2000) [presented a paper]  
 Millennium Youth Parliament. New Delhi: Government of India (26-27 April 2000) [gave an Address on Education Policies in India]  
 National Seminar on Financing of Higher Education. Sidhwan Khurd (Punjab): GHGH College of Education for Women (11-12 April 2000) [delivered a lecture]

#### *Visits Abroad*

Visited China to participate in the Expert Group Meeting on Developing a Regional EFA Database. Beijing: National Commission for UNESCO and (UNESCO-PROAP (March 7-9, 2001).  
 Visited Japan to deliver a lecture in the International Seminar on Knowledge-Based Aid: the Experience of the World Bank, Japan and India. Tokyo: JICA and the Centre for International Cooperation in Education, Hiroshima University (5 September 2000); and to deliver a lecture in the meeting on Education For All: A New Role for NGOs, Tokyo: International Institute of Education, Towa University and Centre for International Cooperation in Education, Hiroshima University (5 September 2000)

#### *Membership of Official and Other Committees*

##### *Membership in Editorial Board of Journals*

Member, Editorial Advisory Board, *Higher Education Policy* (Programme)  
 Editorial Adviser, *Studies in Education* (Nigeria)  
 Editorial Advisory Board of Reviewers, *Philippine Journal of Higher Education* (Manila)  
 Member, Editorial Board, *Manpower Journal* (New Delhi)  
 Editorial Adviser, *Journal of Educational Systems Research and Development* (Nigeria)  
 Member, International Editorial Board, *International Journal of Educational Policy Research and Practice* (Florida, USA)  
 Member, Editorial Board, *Perspectives in Education* (Vadodara, India)

##### *Consultancy (Advisory Service) for the Government and Other Bodies in India*

Member, (Academic Council of the) Faculty of Education, University of Delhi,  
 Expert Member, Committee on Zero Based Budgeting in the Education Department, Government of Andhra Pradesh  
 Member, Grants-in-Aid Committee to consider proposals for financial assistance, New Delhi: Department of Secondary and Higher Education, Ministry of Human Resource Development, Government of India  
 Member, Task Force to Review the Performance of Education For All. Department





of Elementary Education & Literacy, Ministry of Human Resource Development, Government of India

Member, National Organising Committee of the National Debate on Educational Reforms, Department of Culture, Government of India

Working Group on Elementary Education, Tenth Five Year Plan. New Delhi: Government of India, Planning Commission.

*Other Academic and Professional Activities*

Ph.D. Thesis Supervision

One in Economics of Education, Kurukshetra University

*Edited*

Journal of Educational Planning and Administration (NIEPA)

**Y.P. Aggarwal**

5-6 June, 2000 attended DPEP Resource Group Meeting at Trivandrum

13-14 June, 2000 DPEP Meeting at Bangalore

27 June, 2000 DPEP Research Study Meeting at Chandigarh

2 August, 2000 at Hyderabad DISE Project

8 August, 2000 at Jaipur DISE Project

23-24 August, 2000 Discussion on DPEP Findings at Chennai

21 August, 2000 attended EMIS related workshop at Bangalore

29 February - 1 March, 2000 DPEP (DISE) at Chennai

28 March, 2001 attended workshop on Sample Validation of DISE Data in Collaboration with DPEP Haryana and TSG Ed.Cil. at Chandigarh

30-31 March, 2001 Participated in a meeting to conduct a workshop on Cohort Study under DPEP at Mumbai

**K. Sudha Rao**

*Publications*

*Best Practices in Higher Education*

“Integral Education : A Mission to Integrate Values in Education” (ed) May, 2000.

“Admission Policy and Practice : For Equity, Access and Quality”. (ed) March, 2001

*Research Report*

“Re-employment of Teachers after Retirement : The State of the Art”; NIEPA; Mimeo, March 2001.

*Training*

National Level Discussion Meet on Autonomy to the Colleges, 29-30 June, 2000.

Discussion Meet on Re-employment of Teachers after Retirement at the age of 60/



62 years in the Universities and Colleges, 23 January, 2001.

Exploratory Workshop on Rotational Headship and Quality in the Institutions of Higher Learning. 24 January, 2001.

#### *Training Material Development*

Re-employment of Teachers in Institutions of Higher Learning: As it is in the Universities and Colleges (with Dr. Mithilesh Singh)

Rotational Headship in Universities : Policy and Practice. (with Mithilesh Singh)

Issues and Concerns Concerning the Autonomy to the Colleges.

#### *Important Consultancy and Advisory Services*

Member, Committee to Examine Structure, Role and other Requirements of New Inter-disciplinary Areas vis-a-vis the Existing Schools of the University, IGNOU

Member, Advisory Committee of Academic Staff College, Goa University, Goa

Member, Academic Council Banasthali Vidyapeeth, Banasthali, Rajasthan.

Member, Committee to Develop Guidelines for the Autonomy of Colleges, UGC.

Member Expert Committee on major research projects DEC, IGNOU, New Delhi.

Member Grant-in-Aid Committee for Strengthening of Boarding/Hostel facilities to girls students, Department of Education, MHRD, Shastri Bhawan, New Delhi.

Member, Grant-in-Aid Committee to Consider Proposals for Financial Assistance under the Scheme of Studies, Seminars, Evaluation etc. for Implementation of Education Policy, Department of Education, MHRD, Shastri Bhawan, New Delhi.

Member, Sexual Harassment Committee NCERT.

Member, Academic Advisory Committee Academic Staff College, Jamia Millia Islamia.

Member, Sub Committee to Develop Guidelines for the Re-employment of Teachers after Retirement UGC.

#### *Participation in National, International Seminars and Conferences*

##### *National*

Two days State Level Workshop of Women Cell Coordinators on Gender Issues organised by the Directorate of Higher Education, 4-5 May, 2000 at Gurgaon, Haryana. Paper presented on Planning and Management of Women Cells in Colleges.

Seminar on Corporatisation of Institutions of Learning : Towards Fundamental Reforms organised by FICCI, New Delhi, May 11, 2000.

National Seminar on Sarva Shiksha Abhiyan, July 19-20, 2000 at NIEPA, New Delhi.

Seminar on Future Challenges in Higher Education, organised by Rajasthan University, Jaipur, August 16-17, 2000..



Conference of State Education Secretaries on Higher Education, organised by the Ministry of Human Resource Development at Vidyan Bhawan, August 28, 2000. New Delhi.

National Conference on Capacity Building in Educational Management organised by NIEPA, October 11-13, 2000.

One day Expert Group Meeting on Orientation of Teacher Educators on Peace organised by NCERT, November 3, 2000, New Delhi.

Seminar on Women in Management Evolving Direction for Excellence in Emerging Scenario, organised by NAIMT, November 16, 2000 at India International Centre, New Delhi.

Three days National Debate on Educational Reforms, organised by the Department of Education, Ministry of Human Resource Development, November 30 – December 1, 2000 at Vigyan Bhawan, New Delhi. [presented paper].

Seminar on Academic Challenges for Women in the 21st Century, organised by Anna University and Science City, November 30 – December 2, 2000. Chennai. India. Presented a paper.

National Seminar on School Reforms Strategies, organised by Aga Khan Foundation. December 18-20, 2000, New Delhi. Presented a paper, Chaired a Session.

National Conference on Secondary Education, organised by the Educational Administration Unit, NIEPA, February 14-16. Presented paper.

First General Body meeting of the Indian Association of Social Science Institutions. March 8, 2001, India Habitat Centre, New Delhi.

National Seminar on Educational Reforms, organised jointly by the Department of Culture and Deendayal Research Institute during March 14-15, 2001, New Delhi. Chaired a session.

National Consultation on Community College System in India organised by Madras Centre for Research and Development of Community Education, Chennai March 27-29, 2001 at ISI, New Delhi.

Seminar-cum-Workshop on Designing Research Projects in Distance Education organised by STRIDE, March 27-29, 2001, IGNOU, New Delhi. Presented a paper.

National Workshop on "Curriculum Development for Cultural Heritage Studies for School Children", organised by IGNECA March 30-31, 2001 at New Delhi. Presented a paper.

#### *International*

"Strengthening Value Education : Innovative Approaches to Teacher Education for Peace and International Understanding" organised by ACEID and the Institute of Sathya Sai Education, September 25-29, 2000, Puttaparthi. Andhra Pradesh. India.

Sixth International Conference on Institutional Planning and Management. organised by Rajasthan Council of Education, BVM, November 25-26, 2000, Jaipur.



13th Annual Conference of Principals of CBSE Schools in Gulf Countries, January 2001, organised by Council of CBSE Schools, United Arab Emirates. Presented a paper

INQAAHE Conference 2001 on Quality, Standards and Recognition organised jointly by NAAC-INQAAHE during March 19-21, 2001, Bangalore, India.

#### *Visits Abroad*

Muscat, March 2001.

### **K. Sujatha**

#### *Research Studies*

Conducted a Study on Distance Education at Secondary Level in India

#### *Conference/Seminar Attended*

Attended an ANTRIEP Seminar on Better School Management: The Role of the Headteacher held at Shanghai, China (September 19-21, 2000)

#### *Publications*

##### *Books (Published)*

Education on Indian Scheduled Tribes: Study of Community Schools in Visakhapatnam District in Andhra Pradesh, Published by International Institute for Educational Planning, Paris

##### *ANTRIEP Newsletter*

Edited January-June, 2000 issue of ANTRIEP Newsletter focussed on the Challenges in Capacity Building of School Heads

Edited July-December, 2000 issue of ANTRIEP Newsletter focussed on the Fourth Annual ANTRIEP Meeting organised at Shanghai, China

### **Sudesh Mukhopadhyay**

#### *Publications*

Need Assessment Survey India: Building National Capacities for Quality Improvement of Primary Schools (UNESCO Sponsored), New Delhi: NIEPA, 2000.

Navyug Schools as Quality Schools for Masses (NIEPA Financed), New Delhi: NIEPA, 2000 (Shared with Navyug Society for Comments).

School Based Management, National Conference: Focus Secondary Education, Delhi, NIEPA, February 14-16, 2001 (Under process for publication).

#### *Consultancy*

Facilitated the development of Handbook for Headteachers and Teachers for Capacity Building for Quality Improvement of Primary Schools, to UNESCO, Bangkok.

Provided Resource Support to SCERT Delhi for its various activities for the Quality Improvement of Education in Delhi.



*Participation in National, International Seminars and Conferences*

Participated as resource person in the Regional Workshop on Building National Capacities for Quality Improvement of Primary Schools, August 20-30, 2000 at Jogjakarta, Indonesia.

Participated as Government of India nominee in the Third Regional Workshop on the Promotion of Basic Education for Children with Special Needs at Ahmedabad from December 11-16, 2000 (UNESCO sponsored).

**Pramila Menon**

*Training Material*

Training Material was generated for the programmes of DIET and SIEMAT. The material for SIEMAT was based on the existing data/information regarding the implementation of SIEMATs in different states.

*Important Consultancy and Advisory Services*

Extended consultancy and advisory services as a member of the Research Advisory Committee at SIEMAT, Allahabad from April 4-5, 2000.

Extended advisory services as a member of the Policy Research Advisory Committee held at the State Project Office, Lucknow on May 3, 2000.

Visited Jaipur as member of the Central Team regarding teacher Education scheme and signing of MOU with Government of Rajasthan, July 31 – August 1, 2000.

Visited Hyderabad as a member of the Central team regarding Teacher Education Scheme and signing of MOU with State Government of Andhra Pradesh (September 2000)

Visited Bangalore, as a member of the Central team regarding Teacher Education Scheme and signing of MOU with Government of Karnataka January 8-10, 2001.

Attended and participated in a meeting of Education Secretaries and Directors of Education regarding Education Guarantee Scheme and AIE organised by the Ministry of Human Resource Development.

Participated in a Workshop on Planning for Upper Primary Education for DPEP Phase-I States, organised by the Ministry of Human Resource Development, from November 29, December 1, 2000. Made a presentation on Community Mobilisation on Upper Primary Education.

Delivered a lecture on participatory research methods in adult education to a group of participants from universities organised by the Indian Adult Education Association in collaboration with Jawaharlal Nehru University.

*Participation in National and International Seminars/Conferences*

Attended and participated in a Workshop on Pre-primary Education and Primary Education organised by the Institute of Social Sciences, New Delhi, in association with UNICEF in Kannur from August 18-22, 2000. This workshop was organised as a part of a series of workshops under new agenda in Kerala's development.



Presented a paper entitled "Community Participation in Planning and Management of Education in Kerala."

### **Arun C. Mehta**

#### *Workshops/Seminars Attended*

IIEP sponsored Quantitative Educational Research Modules for Planning the Quality of Education, April 10-21, 2000.

Attended a workshop on Upper Primary Education to formulate guidelines and presented the findings NCERT, New Delhi, April 11, 2000.

Attended the following workshops organised in collaboration with respective State Governments in connection with SSA at –

Shillong : May 1-6, 2000

Aizwal : May 30 to June 2, 2000

Mussooire : June 12-17, 2000

Participated as Resource Person in the Orientation Workshop for Heads of Schools of the Directorate of GNST Delhi, May 23-24, 2000.

Participated in workshop on SSA at Directorate of Education, Chandigarh, 11 July 2000

Participated as Resource Person in Quality Inputs in Education in India for officers from Sri Lanka, at NCERT, New Delhi, (8 August 2000)

Participated as Resource Person in Training Programme for DSE of Bihar, Patna on SSA, Nov. 15-16, 2000.

Participated in UNESCO/UNICEF workshop on Dev-Info Users training workshop, Kaniska Hotel, March 27, 2001, New Delhi

Attended workshop on Planning Process in DPEP conducted by NSDART at NPCCD, New Delhi, December 1-2, 2000

Attended National Seminar on Focus : Secondary Education at PWD Hose, February 14-16, 2001.

Participated as Resource Person in Orientation Programme for SSA Team Appraisal & Supervision, March 12-16, 2001 NCERT, New Delhi

#### *International Workshop Attended*

Voices for Change: Providing EFA and presented a paper on Status of EFA in India, Homortan College, Cambridge (U.K.) September 15-17, 2000.

#### *Membership*

National Core Group on EFA: The Year 2000 Assessment

Member SCERT, Delhi Research and Programme Advisory Committee

#### *Publications:*

Need of Developing Local-Level Information System (LIS) to Monitor Factors of



Scheme Effectiveness in AMSTA - MANGAL, March - September, 2000. Imphal

*Reading Material*

Status of Secondary Education in India  
 Status Paper on UEE: Current Status and Future Perspective  
 Indicators of Educational Development  
 Role of Diagnosis with Focus on Upper Primary Education

*Consultancy*

Member, Appraisal Mission to Andhra Pradesh to appraise 4 districts under SSA, Hyderabad (19 March 2001 to 23 March 2001)

*Website*

Created and maintained a Website on Education For All in India  
 (<http://arunmehta.freeyellow.com>)

**S.M.I.A. Zaidi**

*Training Programmes/Workshops Organised*

Training Programme on 'Methodology and Techniques of District Planning in Education under Sarva Shiksha Abhiyan'. May 1-6, 2000 at Shillong. No. of participants 37 from 3 States namely Arunachal Pradesh, Meghalaya and Tripura.

Training Programme on 'Methodology and Techniques of District Planning in Education under Sarva Shiksha Abhiyan'. May 29-June 3, 2000 at Aizawl. No. of participants 24 from 4 states namely Manipur, Mizoram, Nagaland and Sikkim.

Training Programme on 'Methodology and Techniques of District Planning in Education under Sarva Shiksha Abhiyan' at NSDART, Lal Bahadur Shastri National Academy of Administration (LBSNAA) Mussoorie. June 12-17, 2000. No. of participants 54 from 2 states namely Jammu & Kashmir and Punjab.

Workshop on 'Planning for Upper Primary Education for DPEP Phase-1 States', November 29-December 1, 2000. No. of participants 18 from 7 DPEP-I States namely Assam, Haryana, Madhya Pradesh, Maharashtra, Karnataka, Kerala and Tamil Nadu.

Training Programme on 'School Mapping and Micro-Planning for Education Officials of Tamil Nadu' at Chennai. February 28-March 2, 2001. No. of participants 54 from all the districts of Tamil Nadu.

'Orientation Programme for Research and Resource Institutions on Sarva Shiksha Abhiyan'. March 7-8, 2001. No. of participants 25 from 18 Research and Resource Institutions from 15 States namely Punjab, Haryana, Gujarat, Kerala, Orissa, Tamil Nadu, Himachal Pradesh, Rajasthan, Bihar, Jharkhand, Andhra Pradesh, Arunachal Pradesh, Uttaranchal, Uttar Pradesh and Madhya Pradesh.



### *Book Reviews Published*

'Enrolment Management for 21st Century' by Garlene Penn in Journal of Educational Planning and Administration Vol. XIV No.1 January,2000.

'Plight of Minorities: Problems and Grievances in their Education' by R.N. Thakur in Journal of Educational Planning and Administration Vol. XIV No.2 April, 2000.

### *Papers Presented in Seminars/Workshops/Conferences*

Presented a paper 'Status of UEE: A Profile of North-Eastern States to be Covered under Sarva Shiksha Abhiyan' in North-Eastern States Education Secretaries' Meeting organised by Department of Elementary Education & Literacy, Ministry of HRD at Shastri Bhawan, New Delhi on April 3, 2001.

Presented a paper 'Concept and Process of District Planning in Education' in National Conference on Sarva Shiksha Abhiyan organised by NIEPA, New Delhi on July 19-20,2000.

### *Seminars/Workshops/Conferences Participated*

As a resource person participated in one day Workshop organised by Department of Education, Government of Punjab in connection with Sarva Shiksha Abhiyan on July 11, 2000 at Chandigarh.

Attended National Conference on Sarva Shiksha Abhiyan organised by NIEPA at New Delhi on July 19-20,2000.

As a resource person participated in state level workshop on 'Village Education Plan and School Improvement Plan' Conducted by SIEMAT, DPEP, Himachal Pradesh during August 7 -11, 2000 at Shimla.

As a resource person participated in 2- day 'Workshop on Sarva Shiksha Abhiyan' at Itanagar during December 19-20, 2000. The Workshop was conducted by Department of Education, Government of Arunachal Pradesh and Department of Elementary Education & Literacy, Ministry of HRD, Government of India for 4 North-Eastern states namely Arunachal Pradesh, Assam, Nagaland and Sikkim.

### *Consultancy and Outside Lectures*

Led State Appraisal Team for appraisal of A WP&B of DPEP districts of Bihar during April 17-24, 2000 at Patna. The team appraised the District A WP&Bs at State Project Office DPEP Bihar at Patna and submitted a report.

As a member participated in GOI Appraisal Mission to appraise 4 District Elementary Education Plans under Sarva Shiksha Abhiyan of Andhra Pradesh at Hyderabad during March 19-24,2001.

As a panelist made a presentation in Panel Discussion on 'Sarva Shiksha Abhiyan' conducted by All India Primary Teachers Federation at its headquarter in Janakpuri, New Delhi on March 18, 2001.

Delivered lectures in 'Training Programme on District Planning of Education under





SSA' organised by Directorate of Education (Kashmir region) Govt. of J&K at Shrinagar for Kashmir and Laddakh region during September 4-6, 2000.

Delivered lectures in 'Training Programme on District Planning of Education under SSA' organised by Directorate of Education (Jammu region), Govt. of J&K at Jammu during September 8-10, 2000.

Delivered lectures in the 'Training Programme of District Superintendents of Education of non DPEP districts of Bihar', conducted by SIEMAT Bihar at Patna during November 15-20, 2000.

Delivered lectures in 'Training Programmes on Methodology of Planning under Sarva Shiksha Abhiyan' conducted by SIEMA T Bihar at Patna for SSA districts of Bihar during January 4-6, 2001.

Delivered lecture in 'Orientation Programme for Sarva Shiksha Abhiyan districts of Uttar Pradesh' organised by SIEMAT, Uttar Pradesh at Allahabad on February 19, 2001.

Delivered lectures in 'Orientation Programme on Appraisal and Supervision for Sarva Shiksha Abhiyan', conducted by NCERT at New Delhi during March 12-16, 2001.

### **Neelam Sood**

#### *Research*

Study on "Basic Numeric and Literacy Skills of Children" at entry to primary school.

#### *Paper for International Conferences/Seminars, etc.*

Collaborative paper prepared on "Assessment in the Early Years: A Cross-Cultural Perspective" that was presented at the 6th European Conference on Educational Research held at Edinburgh on September 20-23, 2000.

Paper presented on "Decentralizing Professional Support Mechanisms for Primary Teachers" in the 2000 KEDI-UNESCO PROAP training programme on Educational Planning and Management held at Seoul, Korea on November 6-10, 2000.

#### *Participation in Seminars/Workshops, etc.*

"National Seminar on School Reform Strategies" held at New Delhi on December 18-20, 2000 - steered the discussion on 'Moving with the Formal System' and presented the summary of case studies.

Resource person for "Monitoring and Supervision of Child Development Programmes" in the International Course on Integrated Child Development held at New Delhi on March 12-30, 2001.

#### *Consultancy*

Participated in GOI Pre-Appraisal Mission as a Member to appraise State and District Plans of DPEP Phase - II Districts of Rajasthan, April 19-29, 2000

Led, GOI Pré-Appraisal Mission to Rajasthan, February 3-13, 2001.



### *Other Activities*

Served on the "Working Group on Child Development" and the Sub-group on "Girl Child" of the DWCD, MHRD for the Tenth Five-Year Plan.

Conducted an orientation of trainee officers, Education Branch, Air Force Academy, at NIEPA in April 2000.

Examiner for dissertations of M.Sc. (Human Development), University of Agra

Member, Board of Research Studies (Science), University of Jammu

### **Jayshree Roy Jalali**

#### *Training Programmes/Seminars and Workshops*

Training Programme on District Planning for Universalization of Elementary Education in Arunachal Pradesh, Naharlagun, January 15-20, 2001. Programme Coordinator, Selection of Reading Material, lecture on Universalization of Elementary Education in the North-East with special reference to problems of Arunachal Pradesh and progress of UEE in the State including the report.

Twenty-First Diploma Programme in Educational Planning and Administration. November 1, 2000 - January 31, 2001. Lecture on monitoring and evaluation of elementary school including practical exercise on monitoring school effectiveness and reading material on North-East and evaluation of primary education projects. Guiding of dissertation on primary schools on Nalbari district of Assam for Shri C. N. Barua.

DIET programme December 11-22, 2000. Lecture on Elementary Education on the North-East, monitoring and evaluation of Primary Education Projects in India. Practical exercise of primary school effectiveness for monitoring of schools progress.

Member of the Managing Team on Two Days Meet of Networking of Institutions on Sarva Shiksha Abhiyan in India conducted by Dr. S.M.I.A. Zaidi

#### *Articles in Print*

North-East's Education Mission in the New Newspaper Today in India Today Group  
Member of the Advisory Board on Education Future meeting held in March, 2001 at Press Club of India.

#### *Research Project*

Role of the Karbi Anglong Autonomous District Council of Assam in Planning and Management of Primary Schools.

### **Yazali Josephine**

#### *Programmes/Conferences Organised/Coordinated*

National Conference on Sarva Siksha Abhiyan July-20, 2000 (Coordinator)

National Conference on Secondary Education (Part of the Management Committee)

DEPA courses In charge



*Paper Published/Accepted*

Research paper on Poverty and Girls Education in Rural India—accepted in IDR Journal of Ethiopia

*Paper Presented in Academic Seminars*

Resource Requirement for Secondary Education, NIEPA February 14-16, 2001.

Grass-root level Efforts for Teacher Empowerment – An Innovation of DPEP Programme paper accepted (not participated) in Cambridge Conference on "Education for All" September 15-17, 2001, Cambridge.

*Research Projects Undertaken/Completed*

Impact of ECCE - Programme on Girls Retention and Enrolment at Primary level—comparative study of two states.

*Membership of Official Committees*

Executive Committee Member of the Institute

Member of the Government of India Committee on "Review of Scholarship Schemes"

Member of IFUW-Delhi Chapter (International Federation of University Women)

**B.K. Panda***Studies in Progress*

Managing the Teachers : Issues and Challenges – A Comparative Study of Karnataka and Madhya Pradesh (In Progress)

*Articles Published*

The Process of Planning and Organising Inservice Teacher Training Programmes in the District Institutes of Education and Training", published in the Pariprekshya, NIEPA, New Delhi (2001).

"Primary Education in the State of Manipur", has been accepted by the editor for publishing in a book.(2001).

*Conferences Attended*

Participated and acted as a Rapporteur in the *National Conference on Sarva Shiksha Abhiyan* held at PHD House and organised jointly by NIEPA and M/HRD, July 19-20, 2000

Participated in the *National Seminar on Reforming Secondary Education*, organised jointly by NIEPA and M/HRD in the PHD House, February 14-16, 2001

**Rashmi Diwan***Articles Published*

*Efficiency and Effectiveness in School-Based Management: Where Do Delhi Primary School Heads Stand?* New Frontiers in Education, Vol. XXX, No. 3, July-September 2000.



*Wear Your Attitude*, HT Careers, Thursday, November 2, 2000

*Leadership Behaviour and Value Patterns for Successful Public School Principals*, Journal of Education and Social Change, Vol. X, No. 4 & Vol. XI, No. 1, Jan-March, 1997, April-June, 1997.

*Self-development, Must for Transformational Leadership*, Indian Management, Vol. 39, No. 9, September 2000

*Transformational Leadership for Urban-Based Schools: Reflections on Experiences in India*, Staff and Educational Development International, Vol. 4, No. 2, September, 2000

#### Projects Undertaken

*Case Study on a Delhi based NGO "NIRANTAR"* as part of the project on "Contribution on NGOs to Basic Education" in UNESCO-Sponsored Project to NIEPA, New Delhi (Completed)

*A Study on Functioning of Shift Schools in Delhi: Problems and Prospects* (currently in progress)

#### Book Reviews

*Educational Administration: A Decade of Reform* by Joseph Murphy and Patrick B. Forsynth (ed) (1999), California: Corwin Press Inc., Sage, Published in the Journal of Educational Planning and Administration, Vol. XIV, No. 1, January 2000.

*Practitioner Research in Education* by David Middlewood, Marianne Coleman and John Lumby, Sage Publication, California. In the Journal of Educational Planning and Administration, Vol. XIV, No. 4, October 2000.

#### Papers Presentation

*Decentralized School-Based Management: Consequential Capacity Building of Educational Manager*, paper presented in a Conference on Focus Secondary Education at PHD House from 14-16 February 2001.

*Transformational Leadership for Urban-Based Schools: Reflections on Experiences in India*, paper presented at the Sixth BEMAS International Educational Management and Administration Research Conference, Leading Educational Management in Learning Societies: Research, Policy and Practice, 29th - 31st March 2000 at Cambridge, UK.

#### Participation in Training Programmes/Conferences

Participated in General Orientation Course for Teaching Faculty in Academic Staff College Jamia Millia Islamia from February 21- March 22, 2001.

Participated in the National Conference on Sarva Shiksha Abhiyan at PHD House on 19-20 July 2000.

Participated in the National Conference on Education Guarantee Scheme and Alternative Innovative Education organised by MHRD at CGO Complex from 28-29 August 2000.



Participated in the *National Seminar on Impact of Globalization on Indian Economy* organised by Jamia Millia Islamia on 1st March 2001.

*Involvement in Other Academic Tasks*

Invited as a Resource Person by DIETs to deliberate on the theme "Educational Leadership"

Invited as Resource Person at Teleconferencing at IGNOU studios for different clientele – Education Officers, Principals and Senior School Administrators to deliberate on the theme "Educational Leadership" at different intervals.

**Kamalakanta Biswal**

*Research Paper/Document Prepared*

Assisted in the preparation of the India Country Paper entitled "Quality Education in a Global Era" brought out by NIEPA for Fourteenth Conference of Commonwealth Education Ministers organised in Halifax, Nova Scotia, Canada from 27th – 30th November 2000.

*Consultancy and Advisory Services*

Assisted the State Institute of Management and Training (SIEMAT), Uttar Pradesh, Allahabad in conducting the District Base Sample Studies on "Trends in Enrolment, Repetition, Dropout and Transition Rates at Primary Level of Education" in three districts of Uttar Pradesh namely Sitapur, Etawah and Nainital.

*Participation in Workshops/Seminars/Meetings, etc.*

Participated in the *workshop on Disaster Management in Education* organised by NIEPA in Bhubaneswar, Orissa from 23th – 24th April, 2000.

Participated in the National Conference on "Focus Secondary Education" organised by NIEPA in New Delhi from 14th – 16th February, 2001.

Participated and acted as a Resource Person in the *7th National Level Meeting of Research and Evaluation Coordinators of DPEP States*, organised by TSG, Ed.CIL, New Delhi at SIEMAT, Allahabad, Uttar Pradesh from 12th – 14th February 2001.

**P.N. Tyagi**

*Participation in Conference*

Participated in the XX-INCA International Congress Conference (Cartographic Challenges at the Dawn of the New Millennium) held at Dehradun, (Uttanchal) from 28th February – 2nd March 2001.

*Additional Duties*

As OSD to Director w.e.f. 29th April, 2000

As Drawing and Disbursing Officer w.e.f. 9th May 2000.



## **Kausar Wizarat**

### *Participation in Seminar and Conferences*

A consultative Meeting on Funding of Higher Education and Fee Regulation 10th April 2000.

Workshop on National Qualification Framework July 25th - 26th 2000.

A Meeting on "Linkages between the Vocational Education Programme at School and Higher Education Level on 10th August, 2000.

Women in Higher Education Management - National Seminar October 18th - 20th 2000.

Focus Secondary Education: National Conference 14th - 16th February 2001.

A half - day Brain Storming Session on Development of Higher Education during 10th Five Plan March 14th 2001.

## **Manju Narula**

### *Publications*

#### *Book*

"Educational Administration in West Bengal: Structures, Processes and Future Prospects" 2001, National Institute of Educational Planning and Administration, Vikas Publishing House, New Delhi

#### *Conference*

Participated in a National Conference on: Focus Secondary Education, February 14-16, 2001 organised by NIEPA

Presented a paper on "Managing Capacity Building for School Principals" in a National Conference on: Focus Secondary Education, 14-16, 2001 organised by NIEPA.

## **N.K. Mohanty**

### *Research Paper/Documents Prepared*

Prepared a document on Education Under Five Year Plans: A Review

### *Training Materials*

Handbook on Projecting Manpower Demand and Supply (Revised Version)

### *Important Consultancy and Advisory Services*

Rendered advisory services to Ministry of Human Resource Development, Government of India on the new schemes of Upper Primary and Sarva Shiksha Abhiyan for Universalization of Elementary Education in India



*Participation in Training Programmes and Seminars*

Attended the advanced Training Programme in Educational Planning and Management (ATP), 2000-01 of International Institute for Educational Planning (IIEP), Paris as a Visiting Trainee from January 20, 2001 to March 22, 2001. Report of the visit to IIEP, Paris has been submitted.

Organised a Workshop on Disaster Management in Education in Bhubaneswar, Orissa, jointly with SCERT, Government of Orissa, from April 23-24, 2000.

**V.P.S. Raju**

*Participation in National/International Seminar & Conferences*

Participated in National Conference on "Sarva Shiksha Abhiyan", 19-20 July, 2000, NIEPA, New Delhi



## Appendix I

### Members of the NIEPA Council (As on March 31, 2001)

#### President

1. Shri Murl Manohar Joshi  
Minister for Human Resource  
Development  
Shastri Bhawan, New Delhi

#### Vice-President

2. Prof. B.P. Khandelwal  
Director  
National Institute of Educational  
Planning and Administration  
New Delhi

#### Ex-Officio Members

3. Professor Hari Gautam  
Chairman  
University Grants Commission  
Bahadurshah Zafar Marg  
New Delhi.
4. Shri M.K. Kaw  
Education Secretary  
Ministry of Human Resource  
Development  
Department of Secondary & Higher  
Education  
Shastri Bhawan, New Delhi
5. Secretary  
Ministry of Finance  
North Block  
New Delhi (or his representative)

6. Secretary  
Department of Personnel and  
Administrative  
Reforms  
North Block  
New Delhi (or his representative)
7. Shri N.C. Saxena  
Secretary  
Planning Commission  
Yojana Bhawan  
New Delhi (or his representative)
8. Prof. J.S. Rajput  
Director  
National Council of Educational  
Research & Training  
New Delhi

#### State Education Secretaries

9. Shri Denghnuna  
Education Secretary cum Commissioner  
Govt. of Mizoram  
Secretariat Complex  
Aizawal - 796001
10. Shri Nikhilesh Das  
Secretary  
School Education  
Govt. of West Bengal  
Bikash Bhawan, 6th Floor  
Salt lake,  
Kolkatta 700091





11. Shri Prem Prashant  
Education Secretary and Commissioner  
Govt. of Haryana  
New Secretariat, Room No. 129/2  
Chandigarh - 160001
12. Shri R.C. Kanade  
Principal Secretary  
School Education  
Govt. of Maharashtra  
Mantralaya  
Mumbai 400032
13. Smt. M. Chaya Ratan  
Education Secretary (School Education)  
Govt. of Andhra Pradesh  
J. Block, A.P. Secretariat  
Hyderabad 500022
14. Ms. Nutan Guha Biswas  
Education Commissioner & Secretary  
A & N Islands Administration  
Port Blair 744101
19. Shri R. Theivamani  
Director of School Education  
Govt. of Tamil Nadu  
DPI Compound, College Road  
Chennai-600006
20. Shri G. Pannerselvam  
Director of Education  
Govt. of Pondicherry  
Saram, PHB Building  
Pondicherry 605001

#### **Eminent Educationists**

#### **State Directors of Education**

15. Dr. G.N. Talukdar  
Director of Secondary Education  
Govt. of Assam  
Kahilipara  
Guwahati 781019
16. Shri Anil K. Srivastava  
Director of Secondary Education  
Govt. of Bihar  
New Sectt.  
Patna 800015
17. Shri S.C. Rai  
Director of Secondary &  
Hr. Secondary Education  
Govt. of Himachal Pradesh  
Shimla 171001
18. Shri B.L. Arya  
Director of Secondary Education  
Govt. of Rajasthan  
Bikaner 305001
21. Dr. S.V. Giri  
Vice Chancellor  
Satya Sai University  
Puttaparthi  
Prasanthinilayam 515134  
Anantapur Distt.  
Andhra Pradesh
22. Dr. Uma Tuli  
"Amarjyoti" Charitable Trust  
N-192, Greater Kailash-I  
New Delhi 110048
23. Prof. P.L. Chaturvedi  
V.C., Ajmer University  
Ajmer (Rajasthan)
24. Dr. M.I. Khan  
V.C. Agra University  
Agra
25. Dr. K.G. Rastogi  
Ex. Professor  
NCERT  
E-923  
Saraswati Vihar  
Delhi 110034
26. Dr. H.P. Dixshit  
Vice Chancellor  
Open University, Red Cross Bhawan  
Shivaji Nagar  
Bhopal 462016



**Members of the EC**

27. Shri C. Balakrishnan  
Joint Secretary (Planning)  
Ministry of Human Resource  
Development  
Department of Education  
Shastri Bhawan, New Delhi
28. Shri Sanjay Narayen  
Financial Adviser  
Ministry of Human Resource  
Development  
Department of Education  
Shastri Bhawan  
New Delhi
29. Shri Nikhilesh Das  
Education Secretary  
Govt. of West Bengal  
Kolkatta
30. Mrs. Najma Akhtar  
Director  
SIEMAT, Allenganj  
Allahabad 211002
31. Prof. C. Subba Rao  
Chairman  
Andhra Pradesh State Council of Hr.  
Education, Post Box No. 34  
Saifabad  
Hyderabad 500 004

**Faculty of NIEPA**

32. Dr. J.B.G. Tilak  
Senior Fellow & Head  
Educational Finance Unit  
NIEPA
33. Dr. (Mrs.) P. Menon  
Fellow  
SNS Unit  
NIEPA
34. Ms. Y. Josephine  
Associate Fellow  
Educational Administration Unit  
NIEPA
35. Shri. P.R.R. Nair  
Registrar  
NIEPA                      *Secretary*



## Appendix II

### Members of the Executive Committee (As on March 31, 2001)

- |  |                 |   |
|--|-----------------|---|
| 1. Prof. B.P Khandelwal<br>Director<br>National Institute of Educational<br>Planning and Administration<br>New Delhi                                       | <i>Chairman</i> | 7. Mrs. Najma Akhtar<br>Director<br>SIEMAT, Allenganj<br>Allahabad 211002   |
| 2. Joint Director<br>NIEPA<br>New Delhi  |                 | 8. Prof. C. Subba Rao<br>Chairman<br>Andhra Pradesh State Council of Hr.<br>Education, Post Box No. 34<br>Saifabad<br>Hyderabad 500 004   |
| 3. Shri C. Balakrishnan<br>Joint Secretary (Planning)<br>Ministry of Human Resource<br>Development<br>Department of Education<br>Shastri Bhawan, New Delhi |                 | 9. Dr. (Ms.) Uma Tuli<br>Managing Director<br>'Amar Jyoti'<br>Rehabilitation and Research Centre<br>Karkardooma, Vikas Marg,<br>New Delhi |
| 4. Shri Sanjay Narayen<br>Financial Adviser<br>Ministry of Human Resource<br>Development<br>Department of Education<br>Shastri Bhawan<br>New Delhi         |                 | 10. Dr. J.B.G. Tilak<br>Senior Fellow & Head<br>Educational Finance Unit<br>NIEPA   |
| 5. Smt. Kiran Aggarwal<br>Principal Adviser (Education)<br>Planning Commission<br>Yojana Bhawan<br>New Delhi   |                 | 11. Ms. Y. Josephine<br>Associate Fellow<br>Educational Administration Unit<br>NIEPA  |
| 6. Shri Nikhilesh Das<br>Education Secretary<br>Govt. of West Bengal<br>Kolkatta   |                 | 12. Shri. P.R.R. Nair<br>Registrar<br>NIEPA<br><i>Secretary</i>   |



## Appendix III

### Members of the Finance Committee (As on March 31, 2001)

- |   |  |
|---|--|
| <p>1. Prof. B.P. Khandelwal <i>Chairman</i><br/>Director<br/>National Institute of Educational<br/>Planning and Administration<br/>New Delhi</p>                          | <p>5. Shri R.C. Kanade<br/>Secretary (School Education)<br/>Govt. of Maharashtra<br/>Mantralaya<br/>Mumbai</p> |
| <p>2. Joint Director<br/>NIEPA<br/>New Delhi</p>  | <p>6. Dr. J.B.G. Tilak<br/>Senior Fellow &amp; Head<br/>Educational Finance Unit<br/>NIEPA<br/>New Delhi</p>   |
| <p>3. Shri C. Balakrishnan<br/>Joint Secretary (Planning)<br/>Ministry of Human Resource<br/>Development<br/>Department of Education<br/>Shastri Bhawan<br/>New Delhi</p> | <p>7. Shri. P.R.R. Nair<br/>Registrar<br/>NIEPA <i>Secretary</i></p>   |
| <p>4. Shri Sanjay Narayen<br/>Financial Adviser<br/>Ministry of Human Resource<br/>Development<br/>Department of Education<br/>Shastri Bhawan<br/>New Delhi</p>           |  |



## Appendix IV

### Members of the Planning and Programme Committee (As on March 31, 2001)

- |   |  |
|---|--|
| 1. Prof. B.P. Khandelwal <i>Chairman</i><br>Director<br>NIEPA<br>New Delhi  | 6. Additional Chief Secretary (Education)<br>Govt. of Gujarat<br>Sardar Patel Bhawan<br>Gandhi Nagar 382010  |
| 2. Shri C. Balakrishnan<br>Joint Secretary (Planning)<br>Ministry of Human Resource Development<br>(Department of Education)<br>Shastri Bhawan<br>New Delhi | 7. Education Secretary<br>Government of Himachal Pradesh<br>Shimla   |
| 3. Dr. R.P. Gangurde<br>Additional Secretary<br>University Grants Commission<br>Bahadurshah Zafar Marg<br>New Delhi   | 8. Shri Upender Tripathi<br>Commissioner of Public Instructions<br>Govt. of Karnataka<br>New Public Office<br>Nrupathunga Road<br>Bangalore 560001 |
| 4. Smt. Kiran Aggarwal<br>Principal Adviser (Education)<br>Planning Commission<br>New Delhi   | 9. Shri Amrit Prakash<br>Director of Education<br>Govt. of Uttar Pradesh<br>18 Park Road<br>Lucknow 226001   |
| 5. Vice-Chancellor<br>Indira Gandhi National Open University<br>Maidan Garhi<br>New Delhi   | 10. Prof. K.G. Mavani<br>Vice-Chancellor<br>Saurashtra University, University Road<br>Rajkot 360005  |



11. Prof. Sureshwar Sharma  
Vice Chancellor  
Jabalpur University  
Jabalpur
12. Prof. Kamal Narian Kabra  
Indian Institute of Public Administration  
I.P. Estate  
New Delhi 110002
13. Prof. Ram Singh  
Retired Dean  
Faculty of Law  
Allahabad University  
Allahabad
14. Prof. V.S. Gautam  
Department of Management Studies  
Indian Institute of Technology  
New Delhi 110016
15. Prof. Ravindra Nath Pal  
Head of Political Department  
Punjabi University  
Patiala 147001
16. Dr. G.D. Sharma  
Senior Fellow & Head  
Higher Education Unit  
NIEPA  
New Delhi 110016
17. Dr. M. Mukhopadhyay  
Senior Fellow & Head  
Educational Administration Unit  
NIEPA  
New Delhi 110016
18. Dr. R. Govinda  
Senior Fellow & Head  
School & Non-formal Education Unit  
NIEPA  
New Delhi 110016
19. Dr. J.B.G.Tilak  
Senior Fellow & Head  
Educational Finance Unit  
NIEPA  
New Delhi 110016
20. Dr. Y.P. Aggarwal  
Senior Fellow & Head  
Operations Research and Systems  
Management Unit  
NIEPA  
New Delhi 110016
21. Dr. (Mrs.) K. Sudha Rao  
Senior Fellow & Head  
Educational Policy Unit  
NIEPA  
New Delhi 110016
22. Dr. (Ms.) K. Sujatha  
Senior Fellow & Head  
International Unit  
NIEPA  
New Delhi 110016
23. Shri P.R.R. Nair                      *Secretary*  
Registrar  
NIEPA  
New Delhi 110016



## Appendix V

### Faculty and Administrative Staff (As on March 31, 2001)

#### Director

Khandelwal, B.P.

#### Educational Planning Unit

Biswal, K. Associate Fellow

Snehi, N. Associate Fellow

Mohanty, N.K., Research & Training Associate

#### Educational Administration Unit

Mukhopadhyay, M., Senior Fellow & Head

Josephine, Y., Associate Fellow

Narula, Manju, Research & Training Associate

#### Educational Finance Unit

Tilak, J.B.G., Senior Fellow & Head

Rani, Geeta, Associate Fellow

Reddy, A.N., Research & Training Associate

Malik, S.K., Research & Training Associate (*on study leave*)

#### Educational Policy Unit

Sudha Rao, K, Senior Fellow & Head

Bandhopadhyay, M., Associate Fellow

#### School & Non-Formal Education Unit

Govinda, R., Senior Fellow & Head

Mukhopadhyay, S., Fellow

Juneja, Nalini, Fellow

Sood, Neelam, Fellow

Diwan, Rashmi, Associate Fellow

Raju, V.P.S., Research & Training Associate



**Higher Education Unit**

Sharma, G.D., Senior Fellow & Head  
Wizarat, Kausar, Research & Training Associate

**Sub-National Systems Unit**

Menon, Pramila, Fellow  
Mehta, A.C., Fellow  
Zaidi, S.M.I.A., Fellow  
Jalali, J., Associate Fellow  
Tyagi, R.S., Associate Fellow

**International Unit**

Sujatha K., Senior Fellow & Head  
Panda, B.K., Associate Fellow

**Operations Research and Systems Management Unit**

Aggarwal, Y. P. , Senior Fellow & Head  
Chugh, Sunita, Research & Training Associate

*Computer Centre*

Srinivas, K., Systems Analyst  
Agarwal, Ekta, Computer Programmer (on EOL)

**Registrar**

Nair, P. R.R.

**Library & Documentation Centre**

Malhotra, Nirmal, Librarian  
Kandpal, N.D., Documentation Officer  
Makol, Deepak, Professional Assistant  
Joshi, B.D., Professional Assistant

**Publication Unit**

Ajwani, M.M., Deputy Publication Officer

**Hindi Cell**

Sharma, S.C., Hindi Editor

**Cartography Cell**

Tyagi, P. N., Cartographer (Computer Applications)

**Administration & Finance**

Bhardwaj, G.S., Administrative Officer  
Chaudhary, S.R., Section Officer  
Mani, P., Section Officer  
Sharma, R.C., Section Officer







**Appendix VI**  
**ANNUAL ACCOUNTS AND AUDIT REPORT**



## Appendix VI

### NATIONAL INSTITUTE OF EDUCATIONAL (Receipts and Payments Account)

1999-2000		Receipts		2000-2001
<b>Opening Balance</b>				
0.00		Cash in Hand		0.00
5000.00		Imprest		5,000.00
12,208,744.69	12,213,744.69	Cash at Bank		25,032,777.90
				25,037,777.90
<b>Grants in aid from Government of India</b>				
17,800,000.00		Non-Plan		20,100,000.00
30,000,000.00	47,800,000.00	Plan		32,500,000.00
				52,600,000.00
2,019,095.00	2,019,095.00	<b>Hostel Rent</b>		1,379,410.00
				1,379,410.00
<b>Interest Received on</b>				
102,395.00		Interest on Investment		54,349.00
103,110.00		Interest on PF Investment		3,261,238.57
57,371.00		Interest on Saving Bank Account		406,309.06
6,335.02		Interest on PF Account		12,112.39
211,279.19	480,490.21	Interest on Interest Bearing Advances		11,575.00
				3,745,584.02



## PLANNING AND ADMINISTRATION

for the Period from 1-4-2000 to 31-3-2001)

1999-2000	Payments	2000-2001
<b>Non Plan (Expenditure)</b>		
<b>Pay of Officers</b>		
568,317.00	Administration	458,187.00
147,489.00	Finance & Accounts	100,004.00
3,397,633.00	Research & Training	3,215,147.00
322,380.00	Library & Documentation	331,270.00
205,828.00	Publication	138,049.00
4,641,647.00		4,242,657.00
<b>Pay of Establishment</b>		
2,884,137.00	Administration	2,896,847.00
420,220.00	Finance & Accounts	408,520.00
2,007,998.00	Research & Training	2,641,406.00
452,605.00	Library & Documentation	442,676.00
205,445.00	Publication	265,055.00
245,425.00	Hostel	250,325.00
6,215,830.00		6,904,829.00
<b>Allowances &amp; Honoraria</b>		
2,044,498.00	Administration	2,127,535.00
378,283.00	Finance & Accounts	345,472.00
2,557,080.00	Research & Training	3,012,756.00
435,362.00	Library & Documentation	452,752.00
296,268.00	Publication	315,711.00
155,332.00	Hostel	169,803.00
273,450.00	Over Time Allowances	258,317.00
182,000.00	Medical Advance	274,000.00
620,324.00	Medical Reimbursement	777,560.00
138,045.00	Leave Travel Concession	293,357.00
227,591.00	Ad-hoc Bonus	243,102.00
2,005,733.00	Interest on PF Paid to Subscribers	2,384,418.00
	GPF Deposit linked Ins. Scheme	33,759.00
148,680.00	Leave Salary & Pension Contribution	112,494.00
3,290,336.00	Pension and Gratuity	1,785,609.00
		6,424,029.00
		258,317.00
		274,000.00
		777,560.00
		293,357.00
		243,102.00
		2,384,418.00
		33,759.00
		112,494.00
		1,785,609.00
<b>Academic Activities</b>		
276,173.00	Advertisement Charges	18,000.00
9,363.00	Entertainment Charges	280,372.00



Receipts
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		<b>Sale of Publications</b>		
30,039.50	30,039.50	Royalty	31,608.50	31,608.50
109,450.00	109,450.00	<b>Refund of Medical Advances</b>	428,514.00	428,514.00
		<b>Misc. Receipts</b>		
128,565.00		Sale of Condemned Items	70,870.00	
83,024.00		Licence Fee	89,306.00	
6,655.00		Water Charges	6,884.00	
2,839,997.00		Programme Receipts	600,946.00	
232,044.00	3,290,285.00	Misc. Receipts	322,798.00	1,090,804.00
2,659.00	2,659.00	<b>Pro-rata Pensionery Benefits</b>	71,879.00	71,879.00
162,110.00	162,110.00	<b>Leave Salary Pension Contribution</b>	49,416.00	49,416.00
		<b>Other Misc. Receipts</b>		
11,000.00	11,000.00	Security Receipts	0.00	0.00



<b>Payments</b>
-----------------

14,309.00		Misc. Contingencies	239,190.00	
1,912.00		Printing/Binding Charges	73,366.00	
70,283.00		Postage & Telegram Charges	23,825.00	
26,750.00		Petrol, Oil & Lubricant Charges	44,572.00	
50,386.00		Stationery/Store Items	134,210.00	
208,781.00		Telephone Charges	4,399.00	
17,000.00	674,957.00	Stipend/Book & Project Grant	83,873.00	901,797.00
		<b>Travelling Allowances</b>		
28,416.00	28,416.00	Faculty/Staff and Members	0.00	0.00
2,275.00	2,275.00	Honorarium to Resource Persons	38,222.00	38,222.00
		<b>Research Studies</b>		
19,729.00	19,729.00	Expenditure	12,659.00	12,659.00
		<b>Other Charges (Recurring)</b>		
95,680.00		Audit Fees	4,510.00	
1,800.00		Cooliage/Cartage/Customs, etc	1,500.00	
0.00		Horticulture Items	3,164.00	
84,633.00		Insurance	31,062.00	
61,749.00		Liveries	74,278.00	
193,150.00		Legal Expenses	204,661.00	
14,844.00		Maintenance of Vehicles	12,889.00	
62,795.00		Maintenance of Equipment	70,308.00	
1,318.00		Maint. of Furniture & Fixture	110,458.00	
0.00		Maint. of Building (Elec.)	16,895.00	
161,026.00		Misc. Payments	175,705.00	
7,112.00		News Papers Charges	5,477.00	
0.00		Rent, Rates & Taxes	5,129.00	
44,128.00	728,235.00	Water & Electricity Charges	994,152.00	1,710,188.00
		<b>Other Misc. Payments</b>		
5,000.00	5,000.00	Security Refund	1,000.00	1,000.00
		<b>Recoverable Advances</b>		
1,25,250.00		Festival Advance	120,000.00	
2,60,420.00		Car Advance	0.00	
90,000.00		Scooter Advance	30,000.00	
4,920.00		Cycle Advance	3,000.00	
2,000.00		Fan Advance	0.00	
306,000.00		H.B. Advance	1,213,743.00	
0.00		Computer Advance	0.00	
7,500.00	796,090.00	Cyclone Advance	0.00	1,366,743.00



Receipts
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		<b>Recoverable Advances</b>			
111,300.00		Festival Advances	127,500.00		
79,600.00		Car Advances	96,000.00		
60,620.00		Scooter Advances	75,732.00		
4,020.00		Cycle Advances	4,950.00		
900.00		Fan Advance	1,000.00		
122,300.00		H.B. Advances	270,800.00		
7,200.00		Computer Advances	7,200.00		
0.00	385,940.00	Cyclone Advance	3,600.00	586,782.00	
875.00	875.00	<b>Misc. Advances</b>	271,734.00	271,734.00	
<b><u>6,499,880.71</u></b>		<b>Total Receipts (Non-Plan)</b>	<b><u>7,661,731.52</u></b>		



Payments
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0.00	0.00	Miscellaneous Advances	0.00	0.00
<b>24,291,054.00</b>		<b>Total Expenditure (Non-Plan)</b>	<b>27,764,740.00</b>	
		<b>Plan (Expenditure)</b>		
		<b>Pay of Officers</b>		
185,790.00	185,790.00	Research & Training	222,518.00	222,518.00
		<b>Pay of Establishment</b>		
121,250.00		Administration	123,710.00	
82,800.00		Finance & Accounts	189,004.00	
681,292.00		Research & Training	653,707.00	
66,300.00	951,642.00	Publication	68,100.00	1,034,521.00
		<b>Allowances &amp; Honoraria</b>		
62,669.00		Administration	68,119.00	
34,400.00		Finance & Accounts	40,789.00	
446,073.00		Research & Training	515,549.00	
48,022.00	591,164.00	Publication	50,834.00	675,291.00
4,238.00	4,238.00	<b>Over Time Allowances</b>	2,063.00	2,063.00
4,418.00	4,418.00	<b>Medical Reimbursement</b>	37,073.00	37,073.00
26,609.00	26,609.00	<b>Ad-hoc Bonus</b>	27,137.00	27,137.00
0.00	0.00	<b>LTC</b>	1408.00	1408.00
		<b>Academic Activities</b>		
158,320.00		Advertisement Charges	72,572.00	
276,032.00		Entertainment Charges	297,088.00	
402,822.00		Misc. Contingencies	25,363.00	
310,845.50		Printing/Binding Charges	69,098.00	
330,339.00		Postage & Telegram Charges	328,564.00	
204,942.00		Petrol, Oil & Lubricant Charges	242,836.00	
1,049,978.00		Stationery/Store Items	1,186,104.00	
677,235.00		Telephone/Telegramme Charges	1,024,185.00	
225,857.00		Stipend, Book and Project Grants	131,465.00	
1,377,243.00	5,013,613.50	Periodicals	1,399,254.00	4,776,529.00
		<b>Travelling Allowances</b>		
609,982.00		A. TA to Faculty/Staff Members	832,333.00	
609,128.00	1,219,110.00	B. TA/DA to Participants	1,444,449.00	2,276,782.00
390,248.00	390,248.00	<b>Honorarium to Resource Persons</b>	220,102.00	220,102.00
259,543.00	259,543.00	<b>Publication (Brought out)</b>	441,222.00	441,222.00





Receipts
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<b>Sponsored Programmes/Studies</b>				
3,452,063.00	3,452,063.00	<b>IDEPA Programmes (Dr.(Ms. Sujatha)</b>		
		Grants	3,690,339.00	3,690,339.00
<b>Establishment &amp; Operationalization of DISE/EMIS (Dr. Aggarwal)</b>				
1,129,000.00	1,129,000.00	Grants	1,294,943.00	1,294,943.00
<b>Training Programme for DIET (Dr. Menon)</b>				
127,122.00	127,122.00	Grants	244,317.00	244,317.00
<b>Capacity Building in Planning and Management DPEP (Dr. N.V. Varghese)</b>				
3,867,000.00	3,867,000.00	Grants	1,500,000.00	1,500,000.00



**Payments**

		<b>Other Charges (a) Recurring</b>		
		Audit Fees	107,500.00	
10,473.00		Cooliage/Cartage/Customs, etc.	4,795.00	
23,750.00		Horticulture Charges	27,071.00	
159,161.00		Maintenance of Vehicle	88,268.00	
299,435.00		Maintenance of Equipment	463,118.00	
85,707.00		Maint. of Furniture & Fixture	191,308.00	
2,142,512.00		Maint. of Instt. Building (Civil)	1,496,171.00	
1,029,113.00		Maint. of Instt. Building (Elect)	1,323,359.00	
43,665.00		Newspapers Charges	28,387.00	
213,405.00		Rent, Rates/Taxes	219,892.00	
2,004,110.00		Water & Electricity Charges	407,986.00	
852,536.00	6,863,867.00	Misc. Payments	1,159,817.00	5,517,672.00
		<b>(b) Non-Recurring</b>		
1,045,350.00		Furniture & Fixture	465,067.00	
2,826,743.00		Other Office Equipment	509,641.00	
0.00	3,872,093.00	Staff Car	211,017.00	11,857,25.00
371,974.00	371,974.00	Library Books	420,631.00	420,631.00
		<b>(c) Advance Payments</b>		
1,709,100.00		Construction of Building (Civil)	2,138,244.00	
1,493,024.00		Construction of Building (Elect)	300,757.00	
0.00	3,202,124.00	Purchase of DDA Flats	20,153,919.00	22,592,920.00
<b>22,956,433.50</b>		<b>Total Expenditure (Plan)</b>	<b>39,431,594.00</b>	

**INSTITUTE'S RESEARCH STUDIES**

**2nd All India Survey on Educational Administration**

327,422.00		Salaries/Honorarium	268,463.00	
55,067.00		TA/DA To Participants	0.00	
1,978.00		TA/DA to Staff	14,433.00	
55,254.00	439,721.00	Contingencies	108,391.00	391,287.00

**National Seminar on Human Rights**

66,962.00	
3,845.00	70,807.00

**Planning and Management of Women Study Centres in India**

80,599.00	80,599.00
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## Receipts

**Training Programme for College Principals (UGC Prog.)**

602,894.00      602,894.00

**1 Day workshop on Rotational Headship and Quality in Univ. & Colleges (24.1.01)**

Grants

500,000.00

500,000.00

0.00      0.00

**Assessment of Technical and Infrastructural Capacity of DIET (Dr. R. Govinda)**

Grants

2,127,000.00

2,127,000.00

17,500,000.00      17,500,000.00

**National Evaluation of Operation Black Board Scheme (Dr. R. Govinda)**

Grants

2,500,000.00

2,500,000.00

**A Study: Upper Primary Schools in India (UEE) (Dr. N.V. Varghese)  
World Bank Funded**

Grants      100,000.00



Payments
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**School Education in Delhi**  
(Dr. Govinda & Dr. Rashmi)

8,773.00	8,773.00
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**Education of Urban Poor - A Case Study**  
by Dr. (Ms.) K. Sujatha

1,600.00	1,600.00
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**Pattern of Foreign Universities in India & Internationalization of Hr. Edn. (Dr. G.D. Sharma)**

40,866.00		Salaries	20,348.00	
57,489.00	98,355.00	Misc. Expenditure	0.00	20,348.00

**Pattern & Determinent of House Hold Experience on Education (Dr. Tilak)**

32,923.00		Salaries	15,770.00	
2,549.00	35,472.00	Misc. Expenditure	0.00	15,770.00

**A Minor Study on Navyug School (Dr. [Mrs.] Mukhopadhyay)**

19,431.00		Salaries	73,361.00	
2,936.00	22,367.00	Misc. Expenses	1,305.00	74,666.00

**Quality Assurance in Higher Education**

101,457.00	101,457.00	Expenditure	20,400.00	20,400.00
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**University Finance in India: A Profile (Dr. Tilak)**

		Expenditure	29,365.00	29,365.00
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**Education of Urban Poor-Study of Slum Dwellers in Delhi (Dr. Panda)**

		Expenditure	10,881.00	10,881.00
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**Total Quality Mag. in School Edn. (Dr. Mukhopadhyay)**

		Expenditure	76,807.00	76,807.00
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**Use of Information Technology in Ptg. & Mag. of Universities (Dr. Sharma)**

		Expenditure	31,045.00	31,045.00
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**Implementation Strategies for Achieving UEE in the Metropol. Cities of Nagpur & Indore (Dr. (Mrs.) Juneja)**

		Salary	67,391.00	
		TA/DA	32,718.00	
		Misc. Contingt.	3,300.00	103,409.00



**Receipts**

		<b>Role and Contribution of NGOs to Basic Education in India (C. No. 860.030.8) (Dr. Govinda)</b>			
	Grants		218,150.00		218,150.00
<b>Asian Regional Conference on Learning(C.No. 860.031.8)</b>					
	Grants	563,646.50			
<b>Field Survey of the Questionnaire on Strengthening the Role and Cont. Graduates for the Dev. Process(C.No. 840.858.8)</b>					
	Grants	000			
		<b>Education for All Assessment (P) (M/HRD) Dr. Govinda</b>			
1,726,450.00	1,726,450.00	Grants	1,329,190.00		1,329,190.00



Payments
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		<b>Assessment of Quality in Higher Edn. Parameters &amp; Indicators</b>		
		Expenditure	52,729.00	52,729.00
		<b>Alternative &amp; Innovative Form Higher Education</b>		
		Expenditure	4,700.00	4,700.00
		<b>Plg. &amp; Mag. of Secondary Edn. (Meal Assessment) (Dr. Mukhopadhyay)</b>		
		Expenditure	47,857.00	47,857.00
		<b>Legal Provisions of Management of Secondary Education (Prof. Khandelwal)</b>		
		Expenditure	12,000.00	12,000.00
		<b>Role of Boards of Secondary Edn. (Dr. [Mrs.] Mukhopadhyay)</b>		
		Expenditure	35,922.00	35,922.00
		<b>Learners' Achievement of Primary Schools of Slum &amp; Non-Slum Areas (Dr. Aggarwal)</b>		
		Expenditure	11,368.00	11,368.00
		<b>Recent Treands in Education Administration at State Level (Prof. Khandelwal)</b>		
		Expenditure	21,386.00	21,386.00
		<b>Scheme of Assistance</b>		
12,536.00	12,536.00	Expenditure	0.00	0.00
<b>871,687.00</b>		<b>(2) Total on Research Studies</b>	<b>959,940.00</b>	
<b>25,402,227.50</b>		<b>Gr. Total (Plan) Expenditure</b>	<b>40,391,534.00</b>	
		<b>Sponsored Programmes/Studies</b>		
		<b>IDEPA Programmes</b>		
327,783.00		Salaries	573,648.00	
1665,768.00		Programme Expenses	1,387,901.00	
446,461.00		Direct Payments to Participants	672,838.00	
1,979,461.00		Boarding/Lodging Charges	1,450,310.00	



Receipts
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**Development Indicator for UN Common  
Database (UNESCO)  
(Cont. No. 860.116.9)  
(Dr. A.C. Mehta)**

Grants	68,991.00
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**Covering of Prog. Expenses &  
Travel Expenses for High Level  
Educationists from Bangladesh  
(UNESCO - Dhaka)  
(Cont. No. 865.273.9)**

496,225.00	496,225.00	Grants	0.00	0.00
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**National Seminar on Community  
Participation & Empowerment in  
Primary Education (8-10/12/1999)  
(European Commission) [Dr. Govinda]**

Grants	118,630.00	118,630.00
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Payments
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79,092.00		Stationery	171,349.00	
309,119.00		Contingencies	478,048.00	
97,250.00	4,904,934.00	Capital Item	20,400.00	
		Advances to Staff	72,500.00	4,826,994.00
		<b>Establishment &amp; Operationalization of DISE/EMIS (Dr. Aggarwal)</b>		
360,281.00		Salaries	371,052.00	
70,200.00		TA/DA Payments	54,160.00	
58,885.00		Computer (Capital Item)	117,000.00	
63,115.00		Stationery	65,105.00	
94,514.00	646,995.00	Contingencies	69,215.00	676,532.00
		<b>Trg. Prog. for DIET (Dr. Menon)</b>		
176,195.00	176,195.00	Expenditure	227,303.00	227,303.00
		<b>Capacity Building in Planning &amp; Management DPEP(Dr. N.V. Varghese)</b>		
1,271,290.00		Salaries	922,097.00	
235,880.00		TA/DA to Staff	181,019.00	
165,805.00		TA/DA to Participants	0.00	
522,000.00		Programme Expenses	0.00	
20,000.00		Training Materials	0.00	
115,300.00		Stationery	0.00	
119,300.00	2,449,575.00	Contingencies	162,287.00	1,265,403.00
		<b>DIET Programme for Libraries(Ms. Malhotra)</b>		
9,414.00	9,414.00	Expenditure	43,486.00	43,486.00
		<b>1 Day workshop on Rotational Headship and Quality in Univ. &amp; Colleges (24.1.01)</b>		
<b>Training Programme for College Principals (U.G.C. Programme)</b>		Expenditure	240,197.00	240,197.00
Expenditure	399,986.00			
		<b>Learners Achievement Study (Delhi )(UNICEF)(Dr. Y.P. Aggarwal)</b>		
24,499.00		Salaries	0.00	
7,274.00	31,773.00	Misc. Contingent Expenses	0.00	
		Unspent refunded	270,000.00	270,000.00





Receipts
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		<b>Sarva Shiksha Abhiyan - Project</b>		
		Grants	693,971.00	693,971.00
		<b>Sarva Shiksha Abhiyan-Workshop</b>		
		Grants	1,000,000.00	1,000,000.00
		<b>Study on Human Rights in Higher Education (M/HRD Spons.) Dr. S. Rao</b>		
300,000.00	300,000.00	Grants	0.00	0.00
		<b>Workshop on UEE in the North East with Emphasis on Implementation Strategies-Aizawl (Mizoram) (15-11-1999 to 19-11-1999) Ms. Jalali</b>		
		Grants	146,000.00	
		<b>Workshop on Upper Primary Education (Dr. K. Sudha Rao)</b>		
		Grants	4,71,500.00	



Payments
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		<b>Assessment of Technical and Infrastructural Capacity of DIET(Dr. R. Govinda)</b>		
255,597.00		Salaries	178,503.00	
183,632.00		Hon. to R/Persons	50,000.00	
77,793.00		TA/DA to Staff	7,457.00	
300,000.00		Programme Expenses	0.00	
4,597.00		Contingencies	171,141.00	
0.00	821,619.00	Grant to States	300,000.00	707,101.00
<b>Concurrent Evaluation of the Quality Improvement of Schools in all Mandals of ITDA Paderu(UNICEF Sponsd.)Dr. Sujatha</b>				
		Salaries	32,370.00	
		TA/DA	1,166.00	
		Contingencies	2,500.00	
<b>Effectiveness of Incentives at School Education Level (Dr. K. Sujatha)</b>				
		Expenditure	28,867.00	
<b>National Evaluation of Operation Black Board Scheme (Dr. R. Govinda)</b>				
353,769.00		Salary	358,436.00	
615,604.00		TA/DA to Participants	68,928.00	
1,500,000.00		Hon. to Resource Person	0.00	
309,426.00		TA/DA to Staff	15,822.00	
8,168,132.00		Grants to Diff. State/Instt.	4,743,173.00	
81,874.00	11,028,805.00	Contingencies	439,921.00	5,626,280.00
<b>A Study - Upper Primary Schools in India (UEE) (Dr. N.V. Varghese) World Bank Funded</b>				
		Salaries	61,703.00	
		Contingencies	4,290.00	
<b>Role and Contribution of NGO's Basic Education in India(C.No. 860.030.8)</b>				
46,008.00		Salaries	69,750.00	
3,337.00		TA/DA	0.00	
34,427.00	83,772.00	Contingencies	33,658.00	103,408.00



Receipts
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<b>Intensive Training Workshop on Quantitative Res. Methods for Plg. the Quality of Edn. (IIEP) (C.No.00.30.23) (Dr. Aggarwal)</b>		
Grants	108,945.00	108,945.00
<b>ANTRIEP Meeting Collaboration for Capacity Enhancement in E.E. Through Research, Networking and Exchange (19.4.2000 - European Comm.) (Dr. Sujatha)</b>		
Grants	140,930.00	140,930.00
<b>Orientation Trg. Prg. for Heads of Ashram Schools of A.P. (22-27.5.2000) (Dr. Sujatha)</b>		
Grants	58,200.00	58,200.00
<b>ALA93/14 EC Sector Prog. of Support for Primary Edn. in India (European Comm.) Dr. Govinda</b>		
Grants	300,000.00	300,000.00
<b>Workshop on Promotion of Basic Edn. for Children with Special Needs (30-31/5/2000) (C. No. 860.010.0) (Dr. [Mrs.] Mukhopadhyay</b>		
Grants	86,839.00	86,839.00



Payments
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**Asian Regional Conference on Learning**  
(C.No. 860.031.8)

Expenditure 3,884.50

**Field Survey of the Questionnaire on Strengthening  
the Role and Cont. Graduates for the Dev. Process**  
(Cont. No. 840.858.8)

Expenditure 42,160.00

**Education for All: Assessment (P)(MHRD)**  
(Dr. Govinda)

273,193.00		Salaries	173,355.00	
550,405.00	823,598.00	Contingencies	1,868,419.00	2,041,774.00

**Development Indicator for UN  
Common Database (UNESCO)**  
(Cont. No. 860.116.9)  
(Dr. A.C. Mehta)

Expenditure 68,991.00

**Covering of Prog. Expenses &  
Travel Expenses for High Level  
Educationists from Bangladesh**  
(UNESCO - Dhaka)  
(Cont. No. 865.273.9)

220,194.00		Programme Expenses	189,265.00	
55,136.00		Cultural Expenses	0.00	
28,500.00	303,830.00	Misc. Contingencies	3,130.00	192,395.00

**National Seminar on Community  
Participation & Empowerment in Primary  
Education (8-10/12/1999)**  
(European Commission) (Dr. Govinda)

118,630.00	118,630.00	Expenditure	0.00	0.00
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**Sarva Shiksha Abhiyan - Project**

138,784.00	138,784.00	Expenditure	572,024.00	572,024.00
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**Sarva Shiksha Abhiyan-Workshop**

		Expenditure	759,782.00	759,782.00
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Receipts
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**Autonomy to the Colleges & Its  
Implementation (29-30/6/2000)  
(Dr. [Mrs.] Sudha Rao)**

Grants	0.00	0.00
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**Capacity Bldg. for Quality  
Improvement of Primary Schools (UNESCO)  
(Dr. [Mrs.] Mukhopadhyay)**

Grants	31,154.00	31,154.00
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**Research Study on Partnership of Pvt. Sector  
in Finance & Mag. of Indian Hr. Education  
(Planning Commission) (Dr. Azad)**

Grants	125,600.00	125,600.00
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**Financing of Hr. Edn. in India with  
Special Ref. to the System of Financial  
Management ( I.C.S.S.R.)**

Grants	44,200.00	44,200.00
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**National W/S for Dev. Training Modules for  
the Inclusive Schooling on Promotion of  
Basic Education for Children with Special Needs.  
(Cont. NO. 860.086.0) UNESCO Spons.**

Grants	55,704.00	55,704.00
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Payments
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		<b>Study on Human Rights in Higher Education (M/HRD Spons.) (Dr. [Mrs.] Sudha Rao)</b>		
0.00		Salary	269,968.00	
0.00		TA/DA to Staff	40,000.00	
2576.00		Hon/TA-DA to R/Persons	425.00	
1,200.00	3,776.00	Stationery Charges	77,121.00	387,514.00
<b>Workshop on UEE in the North East with Emphasis on Implementation Strategies-Aizawl (Mizoram) (15-11-1999 to 19-11-1999) Ms. Jalali</b>				
Expenditure	146,000.00			
		<b>Intensive Training Workshop on Quantitative Res. Methods for Plg. the Quality of Edn. (IIEP) (C.No.00.30.23) (Dr. Aggarwal)</b>		
		Prog. Expenses	10,000.00	
		Computer Hiring	48,000.00	
		Entertainment/Hostel Charges	42,832.00	
		Misc. Expenditure	35,469.00	136,301.00
		<b>ANTRIEP Meeting Collaboration for Capacity Enhancement in E.E. Through Research, Networking and Exchange (19.4.2000 - European Comm.) (Dr. Sujatha)</b>		
		Expenditure	140,930.00	140,930.00
		<b>Orientation Trg. Prg. for Heads of Ashram Schools of A.P. (22-27.5.2000) (Dr. Sujatha)</b>		
		Expenditure	81,334.00	81,334.00
		<b>ALA93/14 EC Sector Prog. of Support for Primary Edn. in India (European Comm.) Dr. Govinda</b>		
		Expenditure	102,174.00	102,174.00
		<b>Workshop on Promotion of Basic Edn. for Children with Special Needs (30-31/5/2000) (C. No. 860.010.0) (Dr. [Mrs.] Mukhopadhyay</b>		
		Expenditure	86,839.00	86,839.00



Receipts
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<b>Hand Book on Building National Capacities for Quality Improvement of Primary Schools</b>		
<b>(Cont. No. 860.046.0) (UNESCO Spnsd.)</b>		
<b>(Dr. [Mrs.] Mukhopadhyay)</b>		
Grants	69,180.00	69,180.00
<b>UNESCO Cont. On " Primary Edn. for All in the City of Mumbai, India" - The Challenge set by Local Actors. (Dr. N. Juneja)</b>		
Grants	92,240.00	92,240.00
<b>Total Receipts Spond. Projects</b>	<b>16,329,532.00</b>	

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**30,550,891.50**


Payments
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	<b>Autonomy to the Colleges &amp; Its Implementation (29-30/6/2000)</b>		
	<b>(Dr. [Mrs.] Sudha Rao)</b>		
	Expenditure	449,418.00	449,418.00
	<b>Capacity Bldg. for Quality Improvement of Primary Schools (UNESCO)</b>		
	<b>(Dr. [Mrs.] Mukhopadhyay)</b>		
	Expenditure	15,067.00	15,067.00
	<b>Research Study on Partnership of Pvt. Sector in Finance &amp; Mag. of Indian Hr. Education (Planning Commission) (Dr. Azad)</b>		
	Expenditure	29,155.00	29,155.00
	<b>Hand Book on Building National Capacities for Quality Improvement of Primary Schools</b>		
	<b>(Cont. No. 860.046.0) (UNESCO Spnsd.)</b>		
	<b>(Dr. [Mrs.] Mukhopadhyay)</b>		
	Expenditure	46,120.00	46,120.00
<b>22,333,617.50</b>	<b>Total Expenditure Spons. Projects</b>	<b>19,027,531.90</b>	
	<b>Remittance</b>		
1,294,849.00	Income Tax Salaries		1,215,677.00
5,836,854.00	PF Sub. & Recovery of Advance staff		6,521,010.00
85,500.00	PF Sub./Recov. of Deptt.		1,100.00
48,420.00	H.B.Advance of Deptt.		48,420.00
155,400.00	Pay Roll Saving Schemes		155,400.00
90,340.00	Group Saving Linked Insurance Scheme		98,694.00
298,696.00	Self LIC of Staff		322,710.00
559,656.00	Society Recoveries		710,843.00
5,517.10	C.G.E.G.I.S.(Deptt.)		3,614.40
3,600.00	Computer Advance of Deptt.		1,500.00
36,839.00	Income Tax (Parties)		35,870.00
8,800.00	Society Recovery in r/o Deptt.		1,760.00
3,674.00	Union Fund in r/o Deptt.		10,994.00





Receipts
----------

<b>Remittance</b>		
1,294,849.00	Income Tax Salaries	1,215,677.00
5,836,854.00	PF Sub. & Recovery of Advance Staff	6,521,010.00
85,500.00	PF Sub./Recov. of Deptt.	1,100.00
48,420.00	H.B. Advance of Deptt.	48,420.00
155,400.00	Pay Roll Saving Schemes	155,400.00
90,500.00	Group Saving Linked Insurance Scheme	98,694.00
298,696.00	Self LIC of Staff	322,710.00
559,656.00	Society Recoveries	710,843.00
5,517.10	C.G.E.G.I.S. (Deptt.)	3,614.40
3,600.00	Computer Advance of Deptt.	1,500.00
36,839.00	Income Tax (Parties)	35,870.00
8,800.00	Society Recovery in r/o Deptt.	1,760.00
3,674.00	Union Fund in r/o Deptt.	10,994.00

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**105,492,822.00**


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**GRAND TOTAL**


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**110,756,633.82**


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Sd/-  
(S.R. Chaudhary)  
Section Officer  
National Institute of Educational Planning  
and Administration



<b>Payments</b>
-----------------

5,000.00	<b>Closing Balance</b>		
	Imprest	5,000.00	
	<b>Cash at Bank</b>		
2,043,596.01	1) State Bank of India	1,638,507.03	
7,735,977.89	2) Syndicate Bank (181)	432,434.49	
11,396,314.00	3) Syndicate Bank (179)	7,554,576.00	
3,856,890.00	4) Syndicate Bank (178)	4,814,718.00	14,445,235.52
25,037,777.90			

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**105,492,822.00**


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**110,756,633.82**


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

Sd/-  
(P. R. R. Nair)  
Registrar

National Institute of Educational Planning  
and Administration

Sd/-  
(B.P. Khandelwal)  
Director

National Institute of Educational Planning  
and Administration



## NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

Details of Closing Balance as on 31st March, 2001

<i>Heads</i>	<i>Opening Balance</i>	<i>Grants-in-Aid</i>	<i>Other Receipts</i>	<i>Total</i>	<i>Payment</i>	<i>Balance</i>
Non-Plan	8,931.41	20,100,000.00	7,661,731.52	27,770,662.93	27,764,740.00	5,922.93
Plan	7,894,140.19	32,500,000.00	0.00	40,394,140.19	40,391,534.00	2,606.19
Sponsored Progrms	17,134,706.30	16,329,532.00	0.00	33,464,238.30	19,027,531.90	14,436,706.40
<b>TOTAL</b>	<b>25,037,777.90</b>	<b>68,929,532.00</b>	<b>7,661,731.52</b>	<b>101,629,041.42</b>	<b>87,183,805.90</b>	<b>14,445,235.52</b>

Sd/-  
(S.R. Chaudhary)  
Section Officer  
NIEPA

Sd/-  
(P. R.R. Nair)  
Registrar  
NIEPA

Sd/-  
(B.P. Khandelwal)  
Director  
NIEPA



## NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

Proforma Account for the Assigned Programmes/Studies as at the Close of 31st March, 2001

Sl No.	Name of Programme/Study	Opening Balance	Receipts	Total	Expenditure	Balance
1.	Experimental Project for Non-formal Education - An Evaluation Study (Ministry of Education)	14923.36	0.00	14923.36	0.00	14923.36
2.	Experimental and Innovative Prog. for Education at Elementary Level including NFE (COPE) and MIS for District Education Officers	(-)(13087.70)	0.00	(13087.70)	0.00	(13087.70)
3.	More Efficient Utilisation of Existing Facilities	13037.00	0.00	13037.00	0.00	13037.00
4.	International Diploma in Educational Planning and Administration	356526.14	3690339.00	4046865.14	4826994.00	(780128.86)
5.	Study on Equity, Quality and Cost in Higher Education	1043.00	0.00	1043.00	0.00	1043.00
6.	Use of Sample Survey Techniques for Education	(-) (26031.00)	0.00	(26031.00)	0.00	(26031.00)
7.	Evaluation Study of Educational Technology Scheme	182136.00	0.00	182136.00	0.00	182136.00
8.	Evaluation Study of Scholarship at Secondary Stage for Talented Children from Rural Areas (M/HRD)	60645.00	0.00	60645.00	0.00	60645.00
9.	DIET Programme in Kerala	22417.00	0.00	22417.00	0.00	22417.00
10.	DIET Prog. for Librarians	81727.00	0.00	81727.00	43486.00	38241.00
11.	Profile of Selected Universities in India (UGC)	75348.00	0.00	75348.00	0.00	75348.00
12.	Status of Women and Pathology	127283.00	0.00	127283.00	0.00	127283.00
13.	Development of Colleges in Educationally and Economically Underdeveloped Districts (UGC)	51081.00	0.00	51081.00	0.00	51081.00
14.	Base Line Studies (Kerala)Base Line Studies (Karnataka)	(-) (40177.00)	0.00	(40177.00)	0.00	(40177.00)
15.	Establishment and Operationalization of DISE (UNICEF) (Dr. Aggarwal)	1570024.00	1294943.00	2864967.00	676532.00	2188435.00
16.	Trng. Prog. for DIET (Dr. Menon)	108805.00	244317.00	353122.00	227303.00	125819.00
17.	Status Report of Standards of Research in Economics in Indian Universities (UGC)	(-) (13383.00)	0.00	(13383.00)	0.00	(13383.00)
18.	National Commission on Teachers - II	20686.40	0.00	20686.40	0.00	20686.40



Sl. No.	Name of Programme/Study	Opening Balance	Receipts	Total	Expenditure	Balance
19.	Capacity Building in Planning and Management DPEP (Dr. N.V. Varghese)	2491725.00	1500000.00	3991725.00	1265403.00	2726322.00
20.	Asian Dev. Bank Spond. Trg. Programme on Edul. Management of Sr. School Principals - Sri Lanka	8192.00	0.00	8192.00	0.00	8192.00
21.	Sub-Regional Workshop on Hr. Edn. IIEP-UNESCO-NIEPA (Dr. G.D. Sharma)	30388.00	0.00	30388.00	0.00	30388.00
22.	Asian Network of National Training and Research Institutes with Edl. Plg. and Management (Dec. 5-9, 95) Dr. N.V. Varghese	260351.50	0.00	260351.50	0.00	260351.50
23.	Quality of Edn. Indicators (MHRD) Cont. No.840.972.4/159(161) (Dr. A. Mehta)	714.00	0.00	714.00	0.00	714.00
24.	Trg. Prog. for College Principals on behalf of UGC (Dr. Mrs. Sudha Rao)	100014.00	0.00	100014.00	0.00	100014.00
25.	Study on Area Int. Prog. for Edly. Backward Districts (Dr.) Mrs. P. Menon	49713.00	0.00	49713.00	0.00	49713.00
26.	E - 9 Summit (M/HRD)	(-) (6361.00)	0.00	(6361.00)	0.00	(6361.00)
27.	Learners Achievement (Delhi) PEEP (Dr. Aggarwal)	109691.00	0.00	109691.00	0.00	109691.00
28.	Primary Edn. Assessment & Review Systems (PEARS) (Dr. Aggarwal)	375976.00	0.00	375976.00	270000.00	105976.00
29.	IIEP Paris (C.No. 97.30.91) (Dr. R. Govinda)	306907.00	0.00	306907.00	0.00	306907.00
30.	Assessment of Technical & Infrastructural Capacity of DIET (Dr. R. Govinda)	(-) (299952.00)	2127000.00	1827048.00	707101.00	1119947.00
31.	Concurrent Evaluation of the Quality Improvement of School in all Mandals of ITDA, Paderu (Dr. K. Sujatha)	58594.00	0.00	58594.00	0.00	58594.00
32.	National Evaluation of Operation Black Board Scheme (Dr. R. Govinda)	8926308.00	2500000.00	11426308.00	5626280.90	5800027.10
33.	A Study: Upper Primary Schools in India (Dr. N.V. Varghese)	367084.00	0.00	367084.00	0.00	367084.00
34.	Role and Contribution of NGO's Basic Education in India (C. No. 860.163.9)	85278.00	218150.00	303428.00	103408.00	200020.00



Sl. No.	Name of Programme/Study	Opening Balance	Receipts	Total	Expenditure	Balance
35.	Data Base on Primary School Insftl. and Facilities (C.No.840.851.8)	28163.00	0.00	28163.00	0.00	28163.00
36.	UGC Prog. Teachers Training Programme on Computer Applications (Dr. Sudha Rao)	102943.00	0.00	102943.00	0.00	102943.00
37.	Education for All: Assessment (P) (MHRD) (Dr. Govinda)	863956.00	1329190.00	2193146.00	2041774.00	151372.00
38.	Covering of Prog. Expenses & Travel Expenses for High Level Educationists from Bangladesh (UNESCO- DHAKA)	192395.00	0.00	192395.00	192.395.00	0.00
39.	National Seminar on Community Participation & Empowerment in Primary Education (European Commission) (8th to 10th December, 1999) (-) (118630.00)		118630.00	0.00	0.00	0.00
40.	Project on Sarva Shiksha Abhiyan (M/HRD) (-) (138784.00)		693971.00	555187.00	572024.00	(16837.00)
41.	--do-- S.S.A. 2 days Workshop	0.00	1000000.00	1000000.00	759782.00	240218.00
42.	Study on Human Rights in Higher Education (M/HRD) Dr. (Mrs.) Sudha Rao	296224.00	0.00	296224.00	387514.00	(91290.00)
43.	Workshop on Upper Primary Education Dr. (Mrs.) Sudha Rao	471500.00	0.00	471500.00	0.00	471500.00
44.	Workshop on Quantative Research Methods for Plg. the Quality of Education (IIEP) (Dr. Aggarwal) (C.No. 00.30.23)	0.00	108945.00	108945.00	136301.00	(27356.00)
45.	Collaboration for Capacity Enhancement in Elementary Education Through Research, Networking & Exchange (European Commision Antriep Meeting)	0.00	140930.00	140930.00	140930.00	0.00
46.	Orientation Training Programme for Heads of Ashram School of A.P. (22nd to 27th May, 2000)	000	58200.00	58200.00	81334.00	(23134.00)
47.	ALA 93/14 EC Sector Programme of Support for Primary Education in INDIA (ANTRIEP Focal Point Activities)	0.00	300000.00	300000.00	102174.00	197826.00
48.	Promoting Basic Education with Special Needs (UNESCO Spnsd.)	0.00	86839.00	86839.00	86839.00	0.00
49.	Meet on Autonomy to the Colleges & Its Implementation (29-30th June, 2000)	0.00	0.00	0.00	449418.00	(449418.00)
50.	Capacity Building for Quality Improvements of Primary Schools (Dr. (Mrs.) Sudesh Mukhopadhyay)	0.00	31154.00	31154.00	15067.00	16087.00
51.	Plg. Comm.'s Res. Study on Partnership of Pvt. Sec. in Fin. & Mag. of Indian Higher Education (Dr. J.L. Azad)	0.00	125600.00	125600.00	29155.00	96445.00



Sl. No.	Name of Programme/Study	Opening Balance	Receipts	Total	Expenditure	Balance
52.	Financing of Hr. Edu. in India with special reference to the System of Finl. Manag. (1st Phase) [CSSR]	0.00	44200.00	44200.00	0.00	44200.00
53.	National W/s for Devp. Trg. Modules for the Inclusive Schooling on Promotion of Basic Education for Children with special needs (C.No. 860.086.0) (Dr. [Mrs.] Sudesh Mukhopadhyay)	0.00	55704.00	55704.00	0.00	55704.00
54.	Hand Book on Building National Capacities for Quality Improvement of Primary Schools (C.No. 860.046.0)	0.00	69180.00	69180.00	46120.00	23060.00
55.	One Day Workshop on Rotational Headship & Quality in University & Colleges (24-1-01)	0.00	500000.00	500000.00	240197.00	259803.00
56.	Unesco Cont. on "Primary Edn. for All in the city of Mumbai, India" the Challenge set by Local Actors. (Dr. Nalini Juneja)	0.00	92240.00	92240.00	0.00	92240.00
<b>TOTAL</b>		17155392.70	16329532.00	33484924.70	19027531.90	14457392.80

#### Utilization Certificate for Specific Project

Certified that the grants received have been utilized for the purpose meant for and the conditions attached thereto have been duly fulfilled.

Sd/-  
(S.R Chaudhary)  
Section Officer  
NIEPA

Sd/-  
(P. R.R. Nair)  
Registrar  
NIEPA

Sd/-  
(B.P. Khandelwal)  
Director  
NIEPA



**NATIONAL INSTITUTE OF  
EDUCATIONAL PLANNING AND ADMINISTRATION**

Receipt and Payment Account for GPF/CPF for the Year 2000-2001

1999-2000	Receipts	2000-2001	1999-2000	Payments	2000-2001
1,656,181.00	Opening Balance	2,057,565.00	3,041,217.00	GPF Advances and Withdrawals	4,454,192.00
5,725,558.00	G.P.F. Contribution and Refund of Advance	6,692,452.00	0.00	CPF Advance and Withdrawals	477.00
261,310.00	C.P.F. Contribution and Refund of Advance	320,000.00	4,550,000.00	Investment made in 2000-2001	4,550,000.00
1,684,574.00	Interest on GPF paid	2,009,680.00	2,057,565.00	Closing Balance	2,449,766.00
180,724.00	Interest on CPF own contb. paid	218,543.00			
95,955.00	Govt. Contribution	99,975.00			
44,480.00	Interest on Govt. Contribution	56,220.00			
<b>9,648,782.00</b>	<b>TOTAL</b>	<b>11,454,435.00</b>	<b>9,648,782.00</b>	<b>TOTAL</b>	<b>11,454,435.00</b>

Sd/-  
(S.R Chaudhary)  
Section Officer  
NIEPA

Sd/-  
(P.R.R. Nair)  
Registrar  
NIEPA

Sd/-  
(B.P. Khandelwal)  
Director  
NIEPA





## NATIONAL INSTITUTE OF EDUCATIONAL

Income and Expenditure Account

1999-2000	Expenditure	2000-2001
4,827,437.00	Pay of Officers	4,465,175.00
7,167,472.00	Pay of Establishment	7,939,350.00
	Allowances & Honoraria including	
	Leave Salary and Pension Contribution	
7,647,142.00	Over Time, Medical Reimbursement	8,615,351.00
0.00	Travelling Allowance	0.00
3,290,336.00	Pension & Gratuity	1,785,609.00
	Provident Fund Contribution (Employer Shares)	
	Interest on Provident Fund Paid/Payable to the	
2,005,733.00	Accounts of Subscribers	2,384,418.00
254,200.00	Bonus	270,239.00
392,523.00	Fellowship and Prizes	258,324.00
	Expenditure Incurred for	
259,543.00	bringing out Publications	441,222.00
6,936,096.50	Academic Activities	7,955,108.00
891,416.00	Research Studies	972,599.00
7,592,102.00	Other Charges (Recurring)	7,227,860.00
	(Office Expenses)	
	(423,15,255.00)	
22,177,482.50	Expenditure of Funding Agencies	18,955,031.90
8,247,011.21	Excess of Income Over Expenditure	15,058,640.52
	Excess of Income Over Expenditure	
8,217,274.00	(Funding Agencies)	0.00
<b>79,905,768.21</b>	<b>Total</b>	<b>76,328,927.42</b>

Sd/-  
(S.R. Chaudhary)  
Section Officer  
National Institute of Educational  
Planning and Administration



## PLANNING AND ADMINISTRATION

for the year ending 31st March 2001

1999-2000		Income	2000-2001	
47,800,000.00		<b>Grants-in-Aid from Govt. of India</b>	52,600,000.00	
30,550,891.50		<b>Grants from Funding Agencies</b>	16,329,532.00	
		<b>Less Grants Capitalised</b>		
1,045,350.00		Furniture & Fixture	465,067.00	
2,826,743.00		Other Office Equipment	509,641.00	
156,135.00			137,400.00	
0.00	43,555,933.00	Staff Car/Typewriters	211,017.00	50,993,644.00
371,974.00	30,394,756.50	Library Books	420,631.00	16,192,132.00
		<b>Hostel Rent</b>		
2,019,095.00		Receipt during the Year	1,379,410.00	
2,050.00		Accrued Receipt for the Year	12,300.00	
31,650.00	1,989,495.00	Less Accrued Receipt for the last year	750.00	1,390,960.00
		<b>Interest Received on</b>		
102,395.00		Investments	54,349.00	
268,650.19	371,045.19	On S.B. Account	406,309.06	
		Interest Bearing Advances	11,575.00	472,233.06
		<b>Miscellaneous Receipts</b>		
30,039.50		Royalty	31,608.50	
83,024.00		House Rent (Licence Fee)	89,306.00	
6,655.00		Water Charges	6,884.00	
232,044.00		Misc. Receipts	322,798.00	
128,566.00		Sale of Condemned Items	70,870.00	
2,839,997.00		Programme Receipts	600,946.00	
2,659.00		Pensionary Benefits	71,879.00	
162,000.00	3,485,093.50	Leave Sal. & Pension Contribution	49,416.00	1,243,707.50
		<b>Interest on P.F. Investment</b>		
109,445.02	109,445.02	Realised	3,273,350.96	
		Accrued for the year	0.00	3,273,350.96
0.00	0.00	Excess of Expenditure over Income (Funding Agencies)		2,762,899.90
<b>79,905,768.21</b>			<b>76,328,927.42</b>	

Sd/-  
(P.R.R. Nair)  
Registrar

National Institute of Educational Planning  
and Administration

Sd/-  
(B.P. Khandelwal)  
Director

National Institute of Educational Planning  
and Administration



## NATIONAL INSTITUTE OF EDUCATIONAL

Balance Sheet as at the

<b>Liabilities</b>
--------------------

<b>Grants Capitalised</b>		
Balance as per Last Balance Sheet	76,652,768.17	
Additions during the Year	1,743,756.00	
Addition (By Adjustment)	5,419,564.00	
Less Capital Investment Written Off	1,182,867.00	82,633,221.17
<b>Gift and Donations</b>		
Balance as per Last Balance Sheet	179,411.76	
Additions/Received during the year	9,526.00	188,937.76
<b>Excess of Income Over Expenditure</b>		
Balance as per Last Balance Sheet	13,613,618.60	
Additions during the Year	15,058,640.52	
By Rectification Addition	0.00	
Less by Adjustment	5,449,564.00	
Expenditure Over Income during the Year	0.00	23,222,695.12
<b>Unspent Balance of Grant Refundable to Funding Agencies (Assigned Prog.)</b>		
Balance as per Last Balance Sheet	17,811,798.40	
Additions during the Year	16,329,532.00	
Add by Rectification	0.00	
Less Expenditure during the Year	18,955,031.90	
Add Excess Expenditure	1,388,163.86	
Less Received during the year	557,366.00	16,017,096.36
<b>Provident Fund</b>		
Balance as per Last Balance Sheet	19,707,565.00	
Additions during the Year	9,396,870.00	
Less Withdrawals during the Year	4,454,669.00	24,649,766.00



## PLANNING AND ADMINISTRATION

Close of 31st March, 2001

<b>Assets</b>
---------------

### Land and Buildings

Balance as per Last Balance Sheet	41,601,847.55	
Additions During the year	5,419,564.00	47,021,411.55

### Equipment & Machinery, Furniture & Fixtures/Vehicle including Staff Car, Computers, Type Writers, etc.

Balance as per Last Balance Sheet	29,977,030.00	
Additions during the Year	1,323,125.00	
Less by Capital Written Off	1,182,867.00	30,117,288.00

### Library Books

Balance as per Last Balance Sheet	5,253,302.38	
Additions during the Year	420,631.00	
Addition by Way of Gifts and Donations	9,526.00	
Less cost of Books written off	0.00	5,683,459.38

### Amount Recoverable from Funding

#### Agencies (Assigned Programmes)

Balance as per last Balance Sheet	677,092.10	
Addition during the Year	1,388,163.86	
Less clear during the Year	557,366.00	1,507,889.96

#### Misc. Advances (Funding Agencies)

Balance as per last Balance Sheet	0.00	
Addition during the Year	72,500.00	
Less clear during the Year	0.00	72,500.00

### Provident Fund Investments

Balance as per Last Balance Sheet	17,650,000.00	
Additions during the Year	4,550,000.00	22,200,000.00

### Deposits with C.P.W.D.

Balance as per Last Balance Sheet	3,416,815.00	
Additions during the Year	2,439,001.00	
By Rectification Addition	0.00	
Less by Adjustment	5,419,564.00	436,252.00

### Deposit with D.D.A.

Balance as per Last Balance Sheet	375,000.00	
Additions during the Year	20,153,919.00	
Less by Adjustment	0.00	20,528,919.00

### Advances to Employees/Other Advances

#### Recoverable Advances

Festival Advances	81,900.00	
Motor Car Advances	116,000.00	
Scooter Advances	147,339.00	
Cycle Advances	1,950.00	



**Liabilities****Sundry Creditors**

Balance as per Last Balance Sheet	24,500.00	
Additions during the Year	0.00	
Less Withdrawals during the Year	1,000.00	23,500.00

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**TOTAL****146,735,216.41**

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Sd/-  
(S.R. Chaudhary)  
Section Officer  
National Institute of Educational  
Planning and Administration



<b>Assets</b>
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Fan Advances	100.00	
House Building Advances	1,753,243.00	
Computer Advances	15,485.00	
Flood Advance	3,900.00	2,119,917.00
<b>Medical Advance</b>	<b>8,836.00</b>	<b>8,836.00</b>
<b>Miscellaneous Advances</b>		
Balance as per Last Balance Sheet	317,200.00	
Additions during the Year (NET)	0.00	
Less by Adjustment	271,734.00	45,466.00
<b>Recovery of Over-payment of Pension</b>		
Balance as per Last Balance Sheet	30,467.00	
Addition during the Year	0.00	
Less cleared during the Year	6,000.00	24,467.00
<b>Accrued Income on Hostel</b>		
Balance of Last Balance Sheet	2,925.00	
Additions during the Year	12,300.00	
Less Received during the Year	750.00	14,475.00
<b>Sundry Debtors</b>		
Balance as per Last Balance Sheet	89,334.00	
Additions during the Year	0.00	
Less by Adjustment	30,000.00	59,334.00
<b>Cash Balance</b>		
Cash in Hand	0.00	
Imprest	5,000.00	
Saving Account (SBI)	1,638,507.03	
Saving Account (Syndicate Bank)	432,434.49	
Saving Account (Syndicate Bank)	7,554,576.00	
Saving Account (Syndicate Bank)	4,814,718.00	
GPF/CPF Account	2,449,766.00	16,895,001.52
		<b>146,735,216.41</b>

Sd/-  
(P. R.R. Nair)  
Registrar  
National Institute of Educational Planning  
and Administration

Sd/-  
(B.P. Khandelwal)  
Director  
National Institute of Educational Planning  
and Administration



**Audit Report on the Accounts of  
National Institute of Educational Planning and Administration,  
New Delhi for the Year 2000-01**

**1. Introduction**

**1.1** The National Institute of Educational Planning and Administration (NIEPA) formerly known as National Staff College for Educational Planners and Administrators was established in May 1979 as a society registered under the Societies Registration Act, 1860. The main objective of the Institute is to be a national centre for excellence in educational planning and administration by means of study, generation of new ideas and techniques, to organise pre-service and in-service training, conferences, workshops, seminars, etc. for senior educational officers of the Central and State Governments, to undertake, aid, promote and coordinate research in various aspects of educational planning and administration and to prepare, print and publish papers, periodicals and books in furtherance of these objectives.

**(1.2) Entrustment of audit**

The audit of accounts of the Institute has been entrusted to the Comptroller and Auditor General of India under section 20(1) of the Comptroller and Auditor General's (Duties, Powers and Conditions of Service) Act, 1971 for a period of five years from 1996-97 to 2000-2001.

**2. Finance**

The Institute is mainly financed by grants from the Central Government. During the year 2000-2001, it received grant of Rs. 526.00 lakh (Plan: Rs. 325.00 lakh and Non-Plan: Rs. 201.00 lakh) from Government of India, Ministry of Human Resource Development.

**3. Comments on Accounts**

**3.1 Understatement of assets**

The Institute had not shown the cost of stock of its publication of Rs. 5.30 lakh in its accounts. This resulted into understatement of assets by Rs. 5.30 lakh.

**3.2 Overstatement of assets**

The Sundry Debtors of Rs. 59,334.00 included an amount of Rs. 20,686.00 which was written off by the Executive Committee of the Institute in its meeting held on 06.02.2001. The Institute has not yet written off these debtors in its accounts resulting in overstatement of assets by Rs. 20,686.00.



### 3.3 Overstatement of Income

Income and Expenditure Account shows Rs. 12300.00 as accrued receipts under the head Hostel Rent whereas accrued receipts shown in the Hostel Rent Register were Rs. 11550.00. This has resulted in overstatement of income by Rs. 750.00

### 3.4 Overstatement of Expenditure

Expenditure of Rs. 72,27,860/- shown in Income and Expenditure Account under the head "Other Charges (Recurring)" includes Ground Rent of Rs. 2496 for the period 15.1.2001 to 14.7.2001. This further included pre-paid Ground Rent of Rs. 1436 for the period from 1.4.01 to 14.7.01. Expenditure of Rs. 1060 incurred upto 31.3.2001 should have been booked under this head and balance of Rs. 1436 should have been reflected on asset side of Balance Sheet. This has resulted in overstatement of expenditure by Rs. 1436.00.

### 3.5 Incorrect classification of transactions

Payment of Rs. 3,46,550.00 and Rs. 25,212.00 towards security charges and conveyance charges respectively have been clubbed under the head "Misc. payments" in the Receipt and Payment Account instead of depicting them under their respective heads resulting in non-presentation of true picture of the accounts of the Institute.

### 3.6 Bank Reconciliation

Bank Reconciliation Statement of the Institute for the month of March 2001 revealed the following:

- (i) Cheques amounting to Rs. 19,28,531.00 issued but not presented for payment.
- (ii) Cheques amounting to Rs. 19,51,265.00 though deposited in Bank had not been credited by the bank.
- (iii) Bank Charges amounting to Rs. 7,709.00 made by the bank but not debited in Cash Book.
- (iv) Credits amounting to Rs. 42,446.00 accounted for by the bank but not included in Cash Book.
- (v) Debits amounting to Rs. 13,544.00 included in Cash Book but not made by Bank.

### 3.7 Impact of audit comments on Balance Sheet, Income and Expenditure Account and Receipt and Payment Account.

The net impact of the audit comments given in the preceding paras is that assets as on 31.3.2001 were overstated by Rs. 5.09 lakh. Income for the year ended on 31.3.2001 was overstated by Rs. 750/- and expenditure overstated by Rs. 1,436/-.





#### 4. General

##### 4.1 Depreciation of assets

The asset accounts depict book value of acquisition and do not exclude obsolescent, unusable, irreparable and condemned assets and also do not take into account depreciation with corresponding reduction of capital account. Therefore, the capital and asset accounts are overstated accordingly thereby not giving the correct picture.

##### 4.2 Unspent Grant

At the beginning of the year, the Institute had an unspent grant of Rs. 79,03,071.60 (Plan: Rs 78,94,140.19 and Non-Plan: Rs. 8,931.41). While the permission of the Ministry to carry forward unspent balance of Rs. 78,94,140.19 of Plan grant was obtained, unspent balance of Rs. 8931.41 of Non Plan grant was carried forward to year 2000-01 without obtaining the requisite permission of the Ministry.

##### 4.2 Asset Registrar

Although, the Institute maintained Assets Register in Form GFR-19, but its extracts were not sent to the Ministry.

Place : New Delhi

**Director General of Audit**

Date : 08.01.2002

**Central Revenues**

#### **LIBRARY & DOCUMENTATION CENTRE**

National Institute of Educational  
Planning and Administration.

17-B, Safai Marg, Connaught Place,

New Delhi-110016

DCC, New Delhi

Phone: 26101111



## **Audit Certificate**

I have examined the Receipts and Payments Account/Income and Expenditure Account for the year ended 31st March, 2001 and the Balance Sheet as on 31st March, 2001 of the National Institute of Educational Planning and Administration. I have obtained all the information and explanations that I have required and subject to the observations in the appended Audit Report, I certify as a result of my audit, that in my opinion these Accounts and Balance Sheet are properly drawn up so as to exhibit true and fair view of the state of affairs of the National Institute of Educational Planning and Administration, New Delhi according to the best of information and explanations given to me and as shown by the books of the organisation.

Place : New Delhi

**Director General of Audit**

Date : 03.01.2001

**Central Revenues**

