

# Annual Report

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1998-1999

RESEARCH  
TRAINING  
CONSULTANCY  
EXTENSION  
DISSEMINATION



**National Institute of Educational  
Planning and Administration**

17-B, Sri Aurobindo Marg, New Delhi-110 016

**ANNUAL REPORT**  
**1998-99**



**National Institute of Educational  
Planning and Administration**  
17-B, Sri Aurobindo Marg, New Delhi

LIBRARY & DOCUMENTATION CENTRE  
National Institute of Educational  
Planning and Administration  
17-B, Sri Aurobindo Marg,  
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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 the last three and half 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 1998-99.

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, 36 programmes were conducted by the Institute. These programmes provided opportunities to 1862 participants drawn from various parts of India which include 157 from as many as 29 countries of the world and five 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 to scholars interested in conducting research in the important areas of educational planning and administration.

During the year, 10 research projects were completed, while as many as 22 research projects were in progress while 3 new research studies are 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, SIEMTs 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 other in Hindi entitled, "Pariprekshya", a bi-annual ANTRIEP (Asian Network of Training and Research Institutions in Educational Planning) Newsletter.

During the period under review three books, one report of the Conference on "Management of School Education in India", 8 issues of English and Hindi Journals (five of English and three of Hindi Journals) and two issues of ANTRIEP Newsletter were brought out. Besides these, several mimeographs 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 a change. 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 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, tries 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 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 tries 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 education 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 development and trends in educational finances and 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 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 the 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 in view, the unit engages itself in research and consultancy activities in addition to the 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:* 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 organizing 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 50246 volumes and subscribes to as many as 350 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 DELNET, the Library has on-line access to 65 libraries in Delhi. E-mail service is also provided to faculty which facilitates 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. Research is also brought out through working and occasional papers. Monographs and mimeographed manuscripts offer another mode of dissemination: The Unit also publishes working and occasional papers, Journals of Educational Planning and Administration in English and Pariprekshya in Hindi, ANTRIEP Newsletter and books/research reports in the areas of educational planning and administration.





*Director, NIEPA welcoming Dr. Murli Manohar Joshi, Hon'ble Union HRD Minister at the Asian Regional Conference on **Learning: The Treasure Within***



*Prof. Moegiadi, Director and UNESCO Representative in India distributing Certificates to XV IDEPA Participants*





*College Principals in a Training Session*



*Ms. Nimal Malhotra, Librarian introduces Library to a Foreign Delegation*



## Chapter 2

### Training

Training is one of the important functions of the Institute. The Institute organises orientation and training programmes, seminars, workshops and other such similar programmes for senior educational officers of the government as well as for university and college administrators engaged in the task of educational planning and administration. The Institute also organises training programmes for key educational functionaries from other 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 given by participants on earlier occasions are kept in view while organising the programmes. Task forces are constituted to discuss details of the programmes.

In addition, the priority areas such as district-level planning, planning and management of institutions in tribal areas, the minority managed institutions, role of computers in educational planning and management, 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.



*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 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, it gives support to the administration and 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 31.3.1999, the Institute had a total sanctioned strength of 181 staff members, both academic and administrative, besides 44 project staff appointed for the duration of the respective projects.

### *Finance*

During the year the Institute received a grant of Rs. 243.65 lakhs (Rs. 138.65 lakhs under Non-Plan and Rs. 105.00 lakhs under Plan). The Institute had an opening balance of Rs. 110.49 lakhs both under Plan and Non-Plan. The internal office and hostel receipts amounted to Rs. 155.03 lakhs during the year. The expenditure during the year under Non-plan and Plan amounted to Rs. 476.20 lakhs.

The Institute had a balance of Rs. 84.12 lakhs and received additional funds amounting to Rs. 298.32 lakhs during the year for the sponsored programmes/studies from other agencies. The expenditure during the year on sponsored programmes/studies amounted to Rs. 293.27 lakhs.

### *Campus Facilities*

The Institute has a four-storeyed office building, seven-storeyed 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. 14.87 lakh during the year.



### 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 long duration, this evaluation is also preceded by one or two mid-term evaluators.

### Participation

During the year 1998-99, the Institute organised total 36 Training Programmes/Workshops/Seminars/Conferences and Diploma Programmes at national and international level. A total 1862 participants participated in these programmes out of which 1705 participated in the national programmes and 157 from abroad. The list of programmes organised during 1998-99 is given at Annexure - I.

National Level: The Institute organised 30 Diploma Programmes/ Orientation/Training Programmes/ Workshops/ Seminars/ Conferences, etc. during the year under review. 1505 participants belong to various educational departments of State Governments and UT Administrations and 200 belong to various departments and organisations of Central Government. The state-wise list of participants is given in Table 2.

Programmes organised during the year fall in two categories (a) Diploma programmes and (b) General and thematic programmes in educational planning and management and theme based short-term programmes at national and international level. The category-wise programmes organised by the Institute are given in Table 1.

Table 1  
Category-wise Programmes Organised by the Institute during 1998-99

Classification of Programmes	No. of Programmes	Duration (Days)	No. of Participants
<b>Diploma Programmes</b>			
(a) National Diploma Programmes*	2	195	36
(b) International Diploma Programmes*	2	181	56
<b>Thematic Programmes in Educational Planning and Management</b>			
Planning and Management of Training of School Heads	4	8	217

Cont.





<i>Classification of Programmes</i>	<i>No. of Programmes</i>	<i>Duration (Days)</i>	<i>No. of Participants</i>
Planning and Management of Higher Education	5	46	188
Planning and Management of Computer Applications	3	19	28
Quantitative Techniques in Educational Planning	2	24	25
Financial Management and Utilisation of Resources	3	16	87
Planning and Management of District Institutes of Education and Training (DIETs)	3	22	308
District Planning in Education	1	5	30
Implementation of DISE/EMIS	3	6	32
Planning and Management for School Principals of Sri Lanka (International Programme other than IDEPA)	1	14	25
Study Visitation Programmes for Delegations from Sri Lanka and China*	3	36	53
<b>Other Programmes</b>	4	10	777
<b>Grand Total</b>	<b>36</b>	<b>582</b>	<b>1862</b>

\* This list includes three on-going programmes (one each national diploma, international diploma and one study visit programmes)

Almost all the States and Union Territories in the country (except Sikkim and Pondicherry) participated in programmes organised by NIEPA. The State-wise participation is given in Table 2.

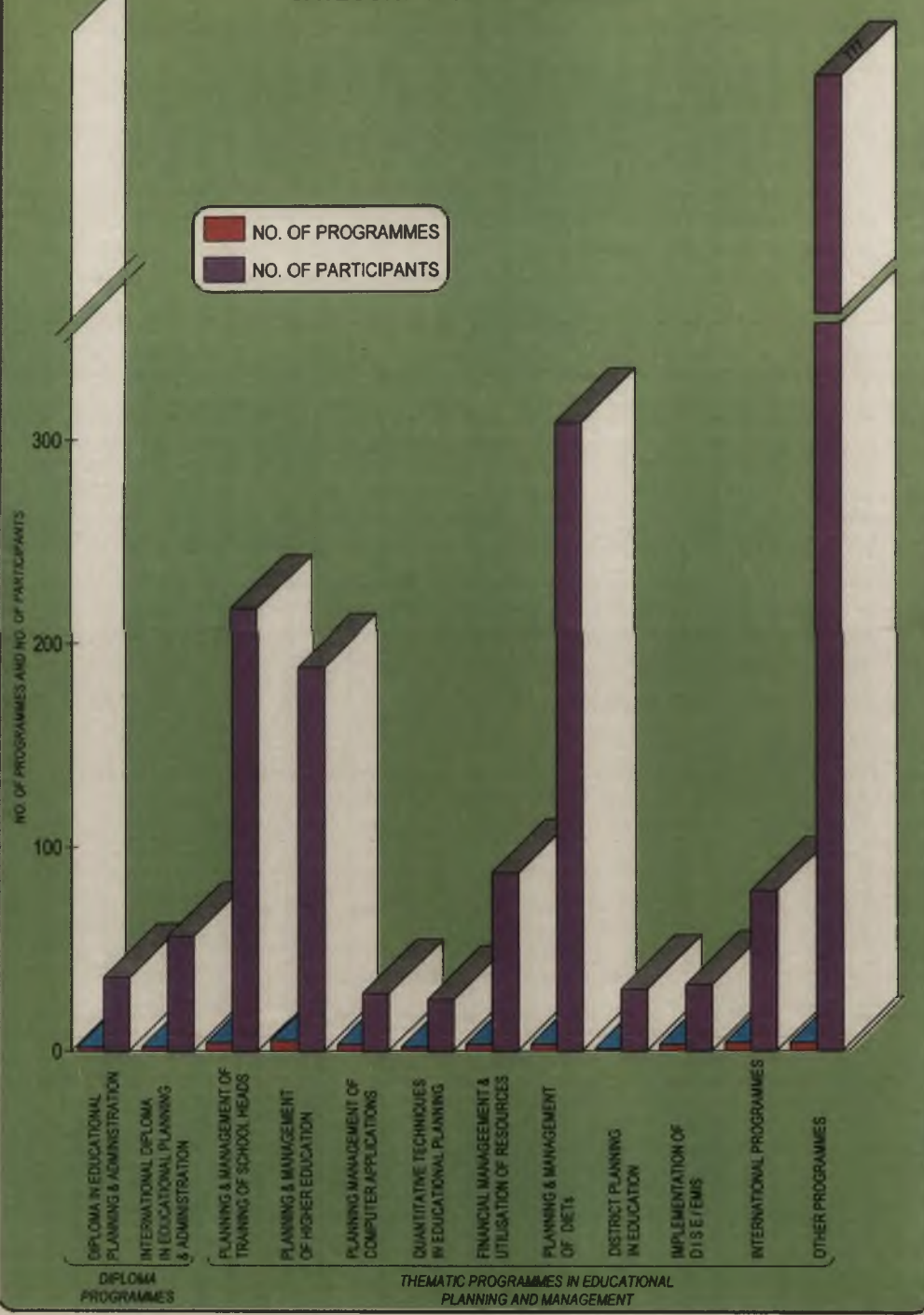
Table 2  
**State-wise Participation**

<i>S.No.</i>	<i>States/UTs.</i>	<i>No. of Participants</i>
1.	Andhra Pradesh*	76
2.	Arunachal Pradesh*	1
3.	Assam*	59
4.	Bihar*	91
5.	Goa	10
6.	Gujarat	126
7.	Haryana	23
8.	Himachal Pradesh	38
9.	Jammu & Kashmir*	14
10.	Karnataka	120

Cont.



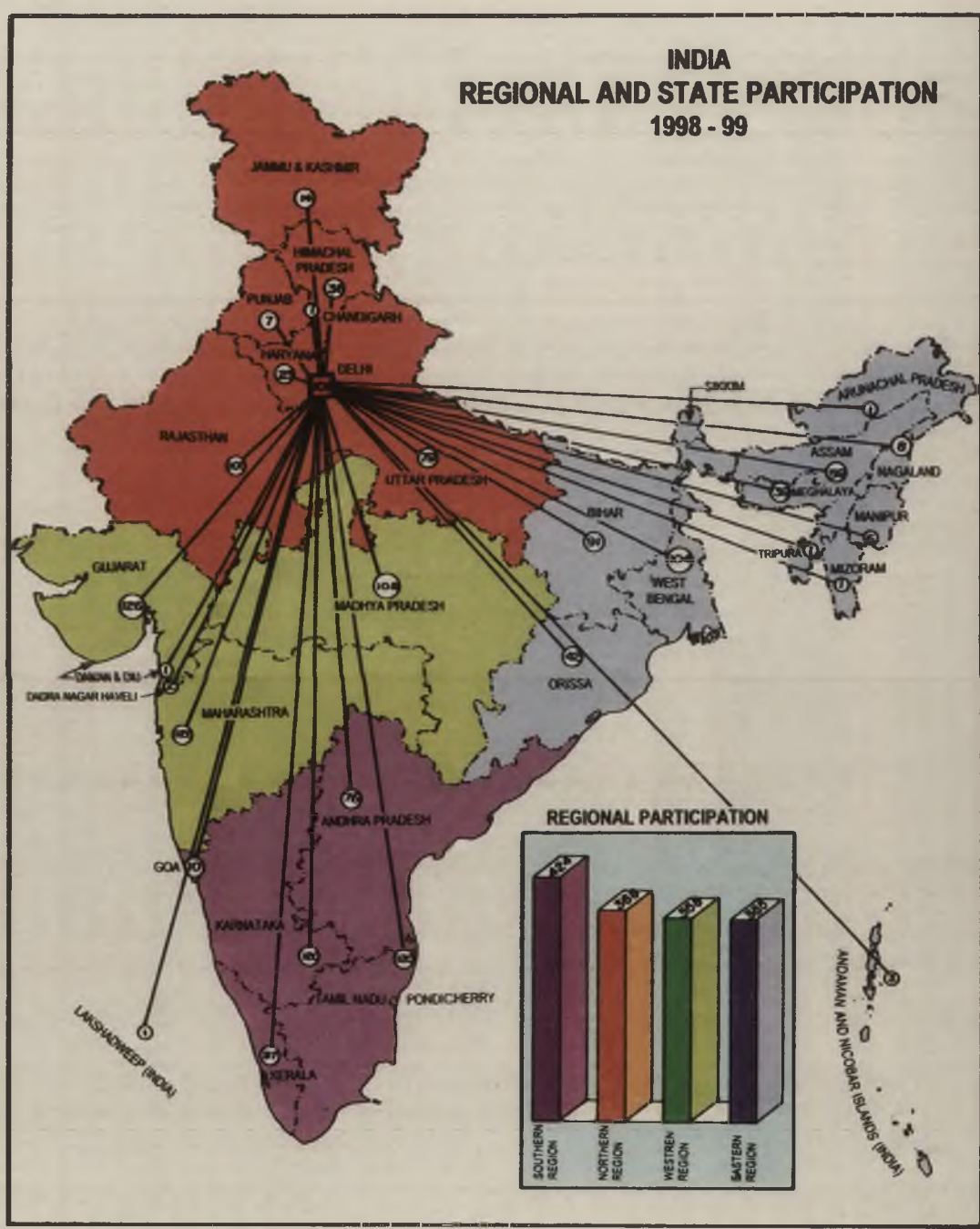
### CATEGORY-WISE PROGRAMMES



NIEPAP/N.Tyagi/0562k



# INDIA REGIONAL AND STATE PARTICIPATION 1998 - 99



S.No.	States/UTs.	No. of Participants
11.	Kerala	97
12.	Madhya Pradesh*	108
13.	Maharashtra	121
14.	Manipur	6
15.	Meghalaya	39
16.	Mizoram	1
17.	Nagaland	8
18.	Orissa*	42
19.	Punjab	7
20.	Rajasthan*	105
21.	Sikkim	–
22.	Tamil Nadu	120
23.	Tripura	1
24.	Uttar Pradesh*	79
25.	West Bengal*	104
26.	Andman & Nicobar Islands	3
27.	Chandigarh	1
28.	Dadra & Nagar Haveli	2
29.	Daman & Diu	1
30.	Delhi	101
31.	Lakshadweep	1
32.	Pondicherry	–
33.	Govt. of India & Other Organisations	200
<b>Total</b>		<b>1705</b>

About 39.9 per cent of the participants belonged to the ten educationally backward states, namely Andhra Pradesh (76), Arunachal Pradesh (1), Assam (59), Bihar (91), Jammu & Kashmir (14), Madhya Pradesh (108), Orissa (42), Rajasthan (105), Uttar Pradesh (79), and West Bengal (104)

#### *Type and Level of Participation*

The participants of various programmes constituted a mixed group in terms of their levels. These includes senior level functionaries from states and union territories, Directorates of Education, SCERTs, DIETs, regional and district level functionaries, DPEP states as well as Institutional heads like school principals. 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 in Table 3.



Table 3

**Level-wise Participation in the Orientation and Training Programmes/  
Workshops/Seminars/Conferences, etc. organised during 1998-99**

<i>Level</i>	<i>No. of Participants</i>
School Principals	139
District Education Officers	57
DIETs/SCERT Personnel	234
Senior Educational Administrators	311
College Principals	147
University Administrators/Senior Academicians	233
Officers related to DISE/EMIS/DPEP	32
Others	552
<b>Total</b>	<b>1705</b>

*International Level*

During the year the Institute organised two diploma programmes which include one on-going, one ADB sponsored training programme in planning and management for senior secondary school principals of Sri Lanka and three study visitation programmes for delegation from China and Sri Lanka. Some of the officers from various countries had also participated in various national programmes organised by the Institute. The country-wise participation of 157 participants may be seen from Table 4:

Table 4

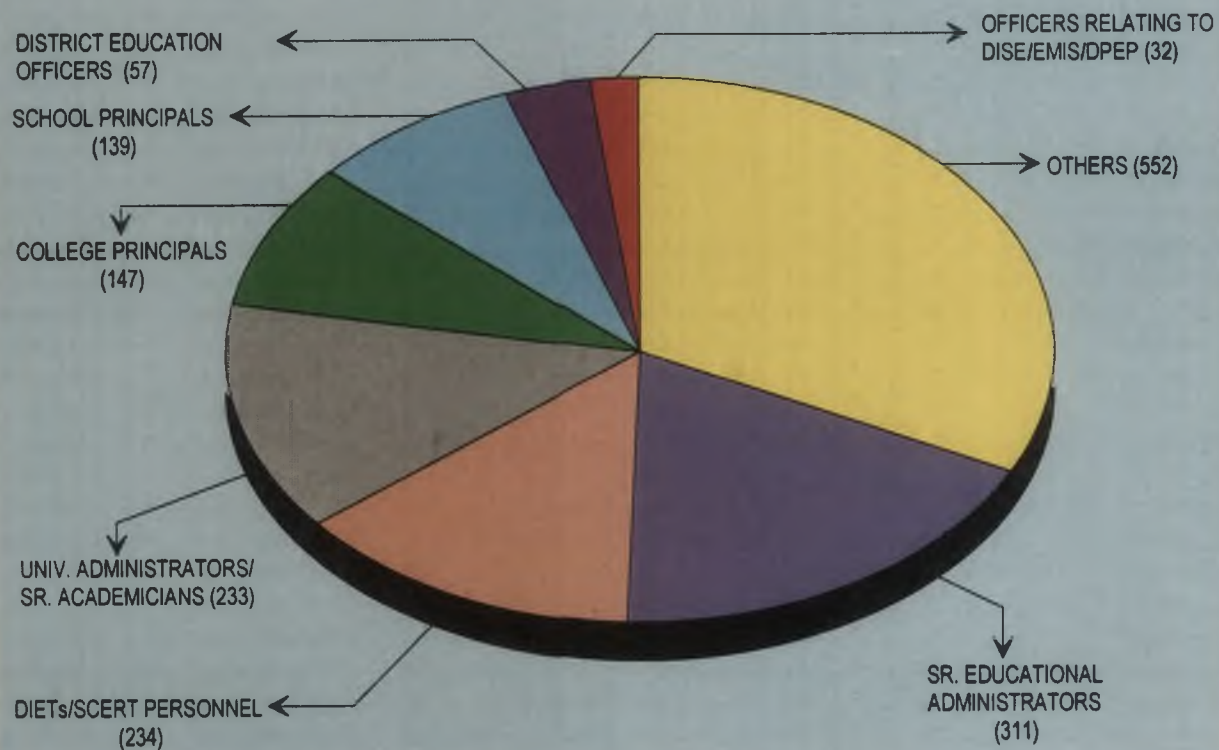
**Country-wise Participation in the Various International  
Programmes during 1998-99**

<i>Name of the Country</i>	<i>No. of Participants</i>
Bangladesh	1
Bhutan	4
China (Rep. of)	3
Cuba	1
England	2
Eritrea	8
Fiji	1
France	1
Guyana	1
Indonesia	1
Iran	1
Iraq	2
Jamacia	1

Cont.



## LEVEL-WISE PARTICIPATION



NIEPA/P. N.Tyagi/0572k





## INTERNATIONAL PARTICIPATION : 1998 - 99



<i>Name of the Country</i>	<i>No. of Participants</i>
Japan	1
Kazakistan	1
Malyasia	2
Maldives	3
Mauritius	6
Moldova	1
Mongolia	1
Myanmar	2
Nepal	6
South Africa	1
Sri Lanka	77
Syria	3
Sweedeen	2
Thailand	2
Rep. of Vietnam	5
Rep. of Zambia	2
<b>International Bodies</b>	
UNICEF	4
UNESCO	6
Aga Khan Foundation	2
British Council	1
Shastri Indo-Canadian Institute	2
<b>Total</b>	<b>157</b>

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

The Institute organised 4 diploma programmes – National and International two each (which include two on-going National and International one each), 15 training/orientation programmes, 7 workshops, 2 seminars, 3 conferences, 2 meetings and 3 visitation programmes (one on-going).

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

During the year 1998-99 the Institute completed the second and third phases of eighteenth diploma programme, the first phase of which had commenced earlier from November 10, 1997. The second and third phases of the same programme were conducted between February 10, 1998 to May 10, 1998 and July 20-24, 1998 respectively.

The first phase of the nineteenth programme was conducted during November 2, 1998 to January 29, 1999. During this period, an intensive curricular work of 15 credits was conducted at the Institute. As a part of the curricular work, a field visit was organised to Pune, Maharashtra between January 3-10, 1999 wherein participants got an opportunity to observe and understand some innovative experiments in the field of education and rural development.





Table 5  
**State-wise Participation in the Eighteenth and Nineteenth  
 National Diploma Programmes**

<i>Name of the State</i>	<i>Eighteenth Diploma</i>	<i>Nineteenth Diploma</i>	<i>Total</i>
Andhra Pradesh	-	1	1
Assam	-	1	1
Gujarat	4	5	9
Haryana	4	-	4
Jammu & Kashmir	1	4	5
Karnataka	1	2	3
Kerala	1	1	2
Maharashtra	-	1	1
Manipur	-	1	1
Punjab	2	-	2
Orissa	-	1	1
Tamil Nadu	1	-	1
Tripura	-	1	1
Uttar Pradesh	2	-	2
A&N. Islands	-	1	1
Delhi	1	-	1
<b>Total</b>	<b>17</b>	<b>19</b>	<b>36</b>

The state-wise participants in the eighteenth and nineteenth National Diploma programmes are given in Table 5.

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

NIEPA has been organising six month's International Diploma Programme in Educational Planning and Administration for educational personnels of developing countries every year since 1985. Fourteenth IDEPA Programme had commenced in February, 1998 and was completed in July, 1998. Fifteenth Diploma Programme had commenced in February, 1999. Both first and second phases of this programme were concluded respectively in April and July, 1999.

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 are 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. The educational field attachments involved visit to and attachments with supra-level institutions in Andhra Pradesh and Rajasthan. For each such visit a nominated participant/field advisor gave a report on the educational visit to a particular institution. Both these IDEPA programmes were attended by 56 officers from 23 countries. The country-wise participation in the fourteenth and fifteenth IDEPA is given in Table 6.

Table 6  
**Country-wise Participation in the Fourteenth and Fifteenth International Diploma Programmes**

<i>Name of the Country</i>	<i>Fourteenth IDEPA</i>	<i>Fifteenth IDEPA</i>	<i>Total</i>
Bangladesh	1	-	1
Bhutan	1	3	4
Cuba	-	1	1
Eritrea	4	4	8
Guyana	-	1	1
Indonesia	-	1	1
Iran	1	-	1
Iraq	1	1	2
Jamaica	-	1	1
Japan	-	1	1
Kazakistan	-	1	1
Malaysia	-	2	2
Maldives	3	-	3
Mauritius	3	3	6
Moldova	-	1	1
Mongolia	-	1	1
Myanmar	2	-	2
Nepal	6	-	6
South Africa	-	1	1
Syria	-	3	3
Thailand	-	2	2
Rep. of Vietnam	2	3	5
Rep. of Zambia	1	1	2
<b>Total</b>	<b>25</b>	<b>31</b>	<b>56</b>

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

During the year under review, the Institute organised 4 programmes for the Heads of Schools. These programmes were attended by 217 officers from various states.



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

In the area of higher education, the Institute organised 5 programmes for College Principals and University administrators and Senior Academicians. The programmes were attended by 188 participants.

#### *Planning and Management of Computer Applications*

In the field of Planning and Management of Computer Applications, NIEPA organised 3 programmes which were attended by 28 officers from States and UTs.

#### *Quantitative Techniques in Educational Planning*

In the field of Quantitative Technique in Educational Planning, the Institute organised 2 programmes and the same were attended by 25 officers.

#### *Financial Management and Utilization of Resources*

In the field of Financial Management and Utilization of Resources, 3 programmes were organised and were attended by 87 participants from the various universities and state level officers.

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

3 Programmes were organised for faculty of Planning and Management Branches and Libraries of DIETs and the same were attended by 308 participants.

#### *District Planning in Education*

In the area of District Planning in Education, 1 programme was organised which was attended by 30 participants.

#### *Implementation of DISE/EMIS*

For implementation of DISE/EMIS, 3 programmes were organised for state level officers. The programmes were attended by 32 participants.

#### *Planning and Management for School Principals of Sri Lanka*

NIEPA organised 10th ADB-sponsored Training Programme in Planning and Management for Senior Secondary School Principals of Sri Lanka during the year. The programme was attended by 25 School Principals of Sri Lanka.

#### *Study Visitation Programmes*

During the year, 3 study visitation programmes for 2 delegations of Sri Lanka and 1 delegation of China were arranged. 53 delegates from both the countries had visited NIEPA.

#### *Others*

NIEPA organised programmes of various other areas namely Training Programme on Methodology and Technology of Planning under DPEP, Workshop on Human Rights and 2 Regional Conferences on Learning: The Treasure within. These programmes were attended by 777 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 theory, policy relevance methods, 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 reporting, 10 research studies were completed while 22 studies are in progress and 3 new studies were sanctioned.

#### Studies Completed

1. *Project on Use of Sample Survey Techniques of Study Problems of Education of Children of Slums – Case Studies of Delhi and Bombay*

The project was undertaken by Prof. Shri Prakash, Senior Fellow & Head, Educational Planning Unit. The main objective of the study was: to study the problems of education of children of slums in order to determine want of enrolments, retention and dropouts and their inter-relations with socio-economic development.



2. *UNICEF-sponsored Pilot Project on Development of Information Systems for Education (DISE) under District Primary Education Programme*

At the instance of the Ministry of Human Resource Development, Department of Education, NIEPA had undertaken the first phase of UNICEF sponsored Pilot Project on "Development of Information Systems for Education (DISE) under DPEP" at an estimated cost of Rs. 25,37,325/-. Dr. Y.P. Aggarwal, Senior Fellow, NIEPA was the Project Director.

The main objectives of the project were: i) to analyse for each state, the existing system of data collection, collation and transmission from the school to the state level; ii) to identify the indicators for monitoring of project inputs and outcomes and to develop a proforma for their monitoring; iii) to identify the additional data needs (census and sample basis) including their frequency of reporting for (ii) above; iv) to specify the modalities of data collection, report generation and transmission in respect of various types of monitoring indicators identified at (ii) above; v) to assess the total volume of data and to suggest the type of professional manpower required for computerization of the district/state level data; vi) to develop the software for data entry, tabulations, aggregations and transmission of reports from the district to the state level; vii) to design a system of data flows and report generation at various levels; viii) to evolve training package for setting up and installation of DISE at the district, state and the national level; ix) to conduct orientation programme for senior policy planners and administrators in the use of DISE package and also to orient them in the use of educational data generated by DISE; and x) to recommend strategies for extension of DISE to districts other than DPEP districts.

3. *Universalisation of Upper Primary Education : An Analysis of Present Status and Future Requirements*

The study was conducted by Dr. N.V. Varghese and Dr. Arun C. Mehta.

Major objectives of the study were: (i) to analyse the diversity of delivery mechanisms and administrative arrangements to provide upper primary education across states; (ii) to analyse quantitative expansion of the system and to project future enrolment and teacher requirements; and (iii) to estimate future resource requirements to universalise upper primary education.

The study was based on secondary sources of information available from different states and from the Central Government sources.

The study first attempted to define the meaning of universalisation of upper primary education. Universalisation at the primary level is a function of the age group children. However, universalisation at the upper primary level does not necessarily denote enrolling of children in the age group 11 to 14 unless primary education is universalised. Therefore, universalisation of upper primary education is defined in terms of providing education to all children who have completed primary levels of education.



The study analysed stage transition ratios from primary to upper primary levels of education. It was found that grade transitions ratios are quite high both at the national level and in most of the states. Therefore, the major problem is that of universalising primary levels of education to expand upper primary levels of education. The study made an analysis of teachers and their training levels at the upper primary levels of education. Most of the states, except the states in the north-eastern region of the country, have very high share of trained teachers. The study also made enrolment projections for two points of time i.e. for the year 2002-03 and for the year 2008-09. It was found that enrolment for the year 2003 will be around 45 to 50 millions accounting for around 70% of the relevant age group children. Similarly, enrolments for the year 2008-09 show that it will be around 62 to 63 million accounting for nearly 94.3 to 98% of the relevant age group population.

Based on the different scenarios of projected enrolment, estimations of resource requirements were made, based both on per student expenditure and on estimates of provisions and facilities required as per the norms. The estimations based on per student expenditure showed that the resource requirements for the year 2002-03 will be 50,000 million and around 56,000 million for the year 2008-09. The resource estimates based on the norms indicate that the total resources required by the year 2002-03 will be 136351.8 millions and by the year 2008-09 will be 418026.6 millions. This projected amount is the additional requirement to universalise upper primary education. Therefore, the major issue is how to mobilise these additional resources required to universalise upper primary education.

#### 4. *School Mapping: An Analysis of Educational Facilities in Dhenkanal District, Orissa*

This study was carried out by Prof. N.V. Varghese and Dr. K. Biswal.

The major objectives of the study were to analyse the existing pattern of distribution of educational facilities between different geographical areas and to identify locations for opening of new schools. As part of the study an effort was also made to examine the facilities available in schools and to analyse household response to primary education. The empirical analysis for the study was carried out in the block of Odapada in Dhenkanal district in Orissa. The study used the methodology of distance matrix to identify locations to open new schools.

The conclusions of the study were based on a survey of 263 habitations, 121 schools and 3496 households. The major conclusion of the study is that there exists imbalances between school requirements and school provisions in the block. There are locations where number of schools provided are more than what is actually required, and there are locations in the block where schooling facilities are inadequately provided. If School Mapping exercises were undertaken perhaps 105 schools instead of 121 existing schools would have been sufficient to serve all the habitations in the block. In the absence of school mapping as a basis to open schools, not only that there are 16 additional schools



in the block but also some areas are not yet served by the schooling facilities. It is shown in the study that 11 more new formal schools are required to provide schooling facilities to all habitations. If school mapping exercise was undertaken the Government would have saved the amount spent in the construction of 26 primary schools.

The analysis of schooling facilities has clearly shown that most of the schools have one or two rooms with one or two teachers. Given the poor classroom facilities, the study argues that larger amount of money needs to be invested to improve facilities in the existing schools than on construction of new schools. In other words, the focus of attention in Odapada block needs to be on improving the facilities in the existing schools.

Most of the teachers in the block are male. In the recent past the share of female teachers in the recruitment and posting has increased. Very few teachers have received frequent in-service training, therefore, there is a need for looking more closely into the pattern for selecting teachers for in-service training programmes.

The study shows that the household demand for education is very high in the block. Even when the households are poor, they make an earnest effort to send their children to primary schools. The study also shows that the children who are now not attending schools are not engaged in any paid work, household work or other activities. Mostly they are spending their time in playing. Contrary to the general belief, majority of the households is not spending any amount of money on fees. However, majority of the households does spend money on note books, text books and uniforms.

##### 5. *Trends in Activities and Utilization of Financial Resources under the DPEP: A Study of Assam, Kerala and Madhya Pradesh*

The study was carried out by Dr. N.V. Varghese, Ranjana Agarwal, Aseem Tripathy and Yazali Josephine.

The objectives of the study were: (i) to access the progress of activities initiated and focussed upon during the implementation of the programme; (ii) to closely examine the pattern of resource allocation and utilization of the resources.

The study is based on the detailed analysis of DPEP implementation in the three states namely Assam, Kerala and Madhya Pradesh for a period from 1994 to 1997.

The conclusions of the study are the following: Firstly, more emphasis is placed on civil work related activities in implementation. Secondly, non-civil work activities are not progressing at an expected pace. Thirdly, programmes which require very little investment are given low priority in implementation. Fourthly, programmes which require financial commitment on the part of the state government for sustainability are not adequately progressing under DPEP. Fifthly, the existing institutions are less relied on to implement the programme. The trend seems to be more towards creating more institutions or groups, which will be under the direct control of the DPEP. This has serious implications for



institutionalising and sustaining many of the project activities. The low level of utilization especially in non-civil work related activities cast doubt on the absorptive capacity of the district. If the past trends continue, many districts may not be in a position to utilize the resources indicated in the perspective plans and as allocated in successive annual plans.

The low levels of utilization of funds can be due to two reasons. Firstly, the initial budgets were inflated and hence the activities are carried out at a level of expenditure, which was lower than anticipated. Secondly, the budgets are realistic but due to various reasons the planned activities could not be taken up. The major reason for under utilization of allocated funds under DPEP stems from the latter factor. Hence, it reflects a state of less efforts on the part of the state and district level functionaries to focus on education specific activities.

Some of the reasons for non-implementation of some of the DPEP activities were the difficulties associated with financial sanctions at the local level. At times, the accounts officers were not adequately trained in DPEP concerns and objectives. Consequently, they scrutinised the proposals for financial sanction strictly according to the rules and regulations applicable to routine programmes. Whenever new programmes are initiated, the local educational functionaries were required to provide repeated clarifications. This delayed the process of financial sanctions and implementation of activities. Therefore, there is a need for organising programmes for the accounts personnel to orient them to DPEP and its features. This may help in avoiding procedural delays in implementing some of the activities.

As indicated earlier activities which require less resources and more local level efforts are not progressing at a required pace. Therefore, the emphasis need to be shifted to local level initiatives in place of state and district level interventions. In other words, the trends indicate that the organizational arrangements to promote local initiative need to be further strengthened. These local initiatives become strong when the local bodies, VECs and the school teachers and headmasters enjoy more autonomy and freedom to plan and manage activities related to the day-to-day functioning of primary schools. This requires local level capacity building to activate the community to increasingly participate in educational activities.

The positive development in this direction under the DPEP is the creation of resource institutions like BRCs and CRCs which are closer to schools and villages. These organizational arrangements need to be linked to provide support to villagers, to develop plans and monitor activities, and provide academic support to improve classroom teaching-learning process. Providing such a sustained professional support requires establishing strong linkages between local people and local institutions on the one hand, and between local institutions and district and state level institutions on the other. In many cases these linkages are weak.





Firstly, low level of utilization of funds is an indication of non-availability of non-monetary resources required to plan, manage and monitor educational activities at the local level. The non-monetary resources have not increased in accordance with the increase in financial resources. The monetary resources can be mobilized from outside the local areas and channelised to any locality. However, the non-monetary resources are less mobile and hence they have to be developed at the local levels itself. It is expected that the programme implementation in the coming years will focus more on mobilization of non-monetary resources which implies an increased emphasis on local level capacity building activities. A more co-ordinated functioning of the existing and new organizational arrangements becomes a necessary condition to initiate and needless to add, a substantial progress in this direction can be made by broad basing the annual planning process and further strengthening the appraisal of the annual plans.

6. *Capacity Building Programme for Improving the Efficiency of the School Heads – A Study of India*

The study was conducted by Dr. B.K. Panda of International Unit.

The objectives were to: understand the nature of duties performed by the school heads in the country; study the various types of training programmes which are being organised by the teacher training institutions in the country and special efforts made for improving the skills of the school heads; and to understand the perceptions of the trainers in the country with regard to the type of training useful for them to improve the effectiveness of a school and understand their training requirements.

7. *Pattern and Structure of Institutional Cost: A Comparative Study of Different Schools in Delhi*

The study was conducted by Dr. N.K. Mohanty of Educational Planning Unit.

*Objectives of the Study*

- (i) to discuss the classification of items of educational costs;
- (ii) to make a comparative study of pattern and structure of institution of institutional costs of different schools in Delhi; and
- (iii) to analyse the variation in per student expenditure at the school level among different types of schools in Delhi.

*Findings and Suggestions*

The study reveals that for primary level of education, the parents prefer government, KVS and government-aided schools to NDMC and unaided schools. For upper primary and secondary level of education, they prefer unaided schools most followed by NDMC schools. In all the sample schools (whether government or government-aided) the share of teachers' salary accounts for highest percentage. The average unit cost of the salaries



of teachers is minimum in the sample unaided schools and it corresponds to the maximum average enrolment size. The average unit cost of salaries of non-teaching staff is lowest in the sample government-aided schools followed by government schools, KVS schools, government-unaided schools and is highest in the sample Navyug schools. The variation in enrolment size and the variation in total recurring cost is not uniform in different types of schools. Also, the change in total recurring cost is not strictly proportional to the change in enrolment size in different schools in Delhi. Enrolment size and per student expenditure cost vary between different types of schools. In the sample government and government-aided schools, the increase in average enrolment size is accompanied by increase in average overall per student expenditure during the period under study. But in the sample Navyug, KVS and unaided schools the increase in enrolment size has led to decrease in average overall per student expenditure. If we consider the difference between the normal and effective unit cost as a measure of cost-effectiveness between schools, then the difference was minimum in case of sample government-aided schools in 1995-96 indicating that government-aided schools are running most efficiently in terms of expenditure. The second position in this regard in 1995-96 was that of Navyug schools which became fourth in 1996-97. In 1995-96, KVS schools secured third position in terms of cost-effectiveness but became highest position in 1996-97. In 1996-97, KVS schools became most cost-effective followed by government-aided schools, Govt.-unaided schools, Navyug Schools. In both the years, i.e., 1995-96 and 1996-97, sample government schools were least cost-effective. This is basically due to two reasons. First, there is surplus of teaching staff making the teachers' salary very high. Second, the quality of teaching has been comparatively low resulting in less percentage of passouts. So withdrawal of teaching staff and/or no further recruitment till some period along with raising of quality of teaching are utmost required. Data analysis also reveals that the performance of Navyug schools is increasing every year in terms of passouts and consequently effective unit cost.

### *Suggestions*

The present study is an humble attempt to calculate the institutional unit cost of education in order to determine the cost-effectiveness of different types of schools in Delhi. The unit cost computed here can be said more meaningfully as the teacher cost per pupil because the annual expenditure on teachers' salary is much higher than the expenditure on other items. Teacher resource is not utilized properly. A heavy wastage of human resource is taking place due to over-employment of the teachers. There is urgent need for rationalisation of teacher-pupil ratio. Though the study did not cover many aspects of cost of education due to time and financial constraints, it attempted a comparison of different types of schools in Delhi on the basis of normal and effective unit cost. Studies covering other aspects of education should be undertaken to evolve a proper strategy to increase cost-effectiveness and efficiency of the schools.



### 8. *Universalization of Upper Primary Education: An Analysis of School Facilities and their Cost Implications*

The study was conducted by Dr. N. V. Varghese and Dr. Arun C. Mehta with the main objectives to: (i) study provision of upper primary schooling facilities in relation to provision of primary schooling facilities in a given locality; (ii) analyse provision of infrastructural and other academic facilities available in upper primary schools; (iii) analyse functioning of upper primary schools in the selected localities; and (iv) estimate cost of providing upper primary schooling facilities under different organizational arrangements.

The study was based on primary data collected from four different districts from four states of India. The block forms the unit of the study. There were eight blocks in the study and these blocks were selected from Malappuram district of Kerala, Bilaspur district of Madhya Pradesh, Aurangabad district of Maharashtra and Moradabad district of Uttar Pradesh. These districts vary in terms of literacy levels, population composition and levels of attainments of primary education. The sample consisted of 285 schools and 1391 teachers.

The study has raised a number of issues concerning to upper primary education. The study shows that the pattern of provisions for expansion of upper primary education indicate certain features. The analysis of access shows that upper primary schools are reasonably well provided in most of the locations. Elementary schools are more common in educationally developed localities and independent primary schools are more common in educationally less developed areas. Most of the upper primary schools are not operating under deplorable conditions as in case of primary schools. The investment requirements of providing upper primary education is more in terms of making additional provisions in the existing schools than in terms of opening of new upper primary schools in new locations.

Multi-grade teaching is almost absent in most of upper primary schools surveyed. Most of the schools are provided with well-qualified teachers. The study further reveals that female teachers are very rare at the upper primary levels of education. Upper primary schools operate under different managements in India. The study found that language teaching takes larger share of teaching time at the upper primary level of education. All the teachers are not equally accessible to teaching-learning materials. They expressed difficulty in teaching subjects like Science, Mathematics and English and need more intensive training in the subject areas to improve their subject knowledge.

PTA meetings are not very regular in any district surveyed except in Malappuram. The VECs have not yet become effective mechanisms of community support at the upper primary level of education. The study further reveals that wastage is relatively less at the upper primary level of education than at the primary level. The study reveals that cost composition of upper primary education varies between schools under different managements. Per school expenditure also varies from locality to locality. Zilla Parishad schools



have less per school expenditure than the schools managed by the State Government. Within a given locality, private unaided schools have the lowest per student expenditure in all districts except Aurangabad. The study also found that the cost of providing upper primary education in a block varies widely. Integrated upper primary schools are the least expensive arrangement in Malappuram, Bilaspur and Moradabad. It is also revealed that independent upper primary schools are the expensive arrangement in Malappuram and Bilaspur districts. An independent upper primary school may become an unavoidable institutional arrangement in the educationally backward districts. However, in long term independent schools may need to be converted into integrated schools either as elementary or as secondary schools.

#### 9. *Local Bodies and Planning for Education: A Study of Aurangabad District, Maharashtra*

This study was conducted by Dr. N.V. Varghese and Dr. S.M.I.A. Zaidi.

The objectives of the study were: (i) to analyse planning process under the DPEP in Maharashtra; and (ii) to study the involvement of various local bodies in planning and management of DPEP activities.

The study was based on the empirical data collected from the Aurangabad district. The sample consisted of information collected from 129 Village Panchayat Members from 13 selected Village Panchayats and 224 VEC members covering 23 VECs from the selected blocks of Aurangabad district in Maharashtra.

The study shows that the planning process under DPEP started at the state level and was carried out by a district core team which worked under the chairmanship of the CEO of the Zilla Parishad. There were many meetings held to elicit public opinion. However, public involvement on making district plans was rather limited. There was no DIET in the district of Aurangabad and hence DIET could not play any significant role in the preparation of district plans.

Local level bodies are not actively involved in the implementation of DPEP programmes at the local level. Their involvement is confined to allocation of funds for construction activities and other issues related to improving schooling facilities which are mainly civil work oriented.

The VEC meetings are regular and most of the members do attend VEC meetings. VECs are also involved more with issues related to improving facilities in the school and irregular attendance of students than with school management.

Although, VECs intervene on issues related to teacher absenteeism, it does not emerge as a major area of discussions in the VEC meetings. However, the VEC members are directly involved in extra-curricular activities like organising some functions in the schools.



However, their major involvement is in construction activities. It seems that teacher absenteeism is not a major issue even at the local level.

The VEC members do visit the schools but these visits are not very regular. The visits are mainly for ensuring local monitoring of teacher regularity and student attendance. Although, teacher absenteeism is not a major issue for discussions in the VEC meetings, this is an area of concern when they visit the schools.

Many of the Village Panchayat members are not aware of the DPEP priorities, although the funds for DPEP activities come from the ZPs and are directed through the Village Panchayats. Even the VEC members feel that they are not very actively involved with the implementation of DPEP when it comes to activities related to school management. The VEC members seem to be more involved with school activities than the Village Panchayat members. This may be partly due to the fact that VEC is seen almost as a sub-committee to the Village Panchayat where two members from the Village Panchayat are necessarily members of the VEC.

Both the VEC members and Village Panchayat members feel that they are not adequately equipped to deal with issues related to planning and management of educational programmes. They expressed their strong desire to have training or orientation courses to get familiarised with the objectives of educational programmes, sources of funding and methods to prioritise activities to be undertaken under any central or state sponsored programmes. Therefore, orientation programmes for the VEC members need to be an important area of intervention to strengthen local processes in planning and management of primary education.

#### 10. *Functioning of Village Education Committees: A Study of Selected VECs in Haryana*

The study was conducted by Dr. Pramila Menon.

##### *Objectives of the Study*

- (i) to study the guidelines prepared and issued by the State Government for the formation of VECs;
- (ii) to study the process of formation of Village Education Committees in the selected localities;
- (iii) to examine the activities undertaken by the VECs in the previous year;
- (iv) to analyse if there are any variations in the roles perceived and roles performed.

The present study was an attempt to look at a cross section of Village Education Committees in two districts of Haryana. The purpose was to understand their status and formation and also perceive the manner in which their roles were performed.



The District Primary Education Programme is in the third year of implementation in all the DPEP-I states. Most of the management structures envisaged are in place and have also started functioning well at the village level. The Village Education Committees are expected to take up the task of management and ensure community participation.

The Village Education Committees were constituted in Haryana in four districts in the first phase. These four districts were Hissar, Jind, Kaithal and Sirsa. This study covered two DPEP districts, Hissar and Jind. The present study was an attempt to understand more clearly the Village Education Committees in terms of their actual functioning.

### *Major Findings*

Village Education Committees were visualised as part of the decentralised management structures envisaged under DPEP. Their role is to establish a link between the school and the community. In addition, they are also expected to take up the task of management at ensuring community participation.

Under the District Primary Education Programme, the State Government of Haryana decided to constitute Village Education Committees, with a view to facilitating and ensuring participation and involvement of local community in the educational process at village level.

Village Education Committees have been constituted in the two districts visited and by and large as per the norms specified by the State Government guidelines. The norms of membership in general have been followed, and in particular the norms of membership of women have been fulfilled. A significant percentage of members of VEC have formal educational levels up to the secondary stage and above. The role of Village Education Committees has been predominantly in areas related to accessibility and participation of children, particularly girls. Enrolment in the first three classes has increased considerably, though the teacher-pupil ratio stands as 1:70. Enrolment of girls has been perceptibly high in areas where girls schools have opened. There is a visible change in the attitudes towards girls education in the last three years. The participation of female teachers has further enhanced the functioning of the schools.

The grants made available through DPEP for innovative projects and preparation of low cost teaching material, have been utilised to the maximum. In a number of schools visited, the display of teaching learning material indicated the effort made by the teachers to generate unique and relevant material. The material was prepared in the context of the village and, therefore, made it easier for children to understand and internalize the concepts. The resources for construction work have also been utilised to the maximum. In particular, attention has been paid to the construction of toilets and provision of hand pumps for drinking water. In some cases, boundary wall and gates have also been constructed. The Village Construction Committee has emerged as a very vibrant structure actively involved in improving the school and its surroundings.



While the intervention through DPEP in both the districts has shown positive signs, the problem of illiteracy and attitudes which are deep-rooted still remains. Illiteracy is still a major constraint when it comes to understanding the importance and acceptance of education. Mobilisation of girls education will according to the VEC to be done on a sustained basis as there is a fear of momentum generated lapsing soon.

In Haryana, the composition of the VEC ensures that 50 per cent of the representation is for women. However, in terms of the actual role in the functioning of VEC, the participation of women is still limited. Women still observed *Purdah* and many of them do not even look up. The woman pradhan who is elderly is more vocal. This reticence and non-participation can affect the functioning of VEC as many of the issues will remain unaddressed.

The emergence of sub-districts structures like the Block Resource Centre while envisaged as a professional support mechanism, has created some problems in the existing educational administration framework. There is apparently some conflict about the roles. The visibility of the DPEP programme being what it has given rise to a feeling of resentment among the block level officials.

There is realisation today that the decentralisation of education is not feasible without the active participation of local communities in providing resources to schools and in managing them. It is the actual voluntary involvement of parents, community leaders, teachers and administrators and determine this adaptiveness of education to local conditions and requirements. The ultimate success of educational outcomes determines the nature of this collaboration.

### Studies in Progress

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

The project was approved with a budget of Rs. 19.84 lakhs. Senior faculty members, namely, Dr. M. Mukhopadhyay, Dr. R. Govinda, Dr. J.B.G. Tilak, Dr. Y.P. Aggarwal, Dr. N.V. Varghese and Dr. K. Sujatha are in charge of the survey in different states.

The survey is a comprehensive study of educational administration in all the states and union territories and at the centre. The principal objectives of the survey are: (a) to understand the present status of educational administration in terms of structures, systems and processes at various levels; (b) to study the experiments, innovations and changes; and (c) to identify major issues and future tasks of educational planning and management.

The survey covers the organisational set-up, role, functions and activities of the Education Department at the secretariat, directorate and inspectorate levels; educational institutions under different managements and departments other than the Education Department. It addresses itself primarily to the administration of school education.



The survey reports of Arunachal Pradesh, Assam, Kerala, Punjab, Mizoram, Goa, Haryana, Madhya Pradesh, Karnataka, Sikkim, Chandigarh, Lakshadweep, Andaman and Nicobar Islands, Rajasthan, Tripura, and Himachal Pradesh have been brought out as priced publications as part of the series on Educational Administration by M/s Vikas Publishing House, Delhi on behalf of the Institute.

The reports of Bihar, Uttar Pradesh and Meghalaya are in press. Reports of Delhi and Maharashtra have been taken up for finalisation. The reports of Tamilnadu, Daman and Diu and Pondicherry have been partially revised. The reports of Gujarat, Nagaland, Orissa, Manipur, Dadra and Nagar Haveli, J & K, West Bengal and Andhra Pradesh are at various stages of processing.

## 2. *Status and Problems of Elementary Education in the North Eastern States of India*

The project is being carried out by Ms. Jayashree Roy Jalali assisted by Ms. F. Lalthunari of Mizoram.

### *Objectives of the Study*

- (i) To diagnose the problems of Elementary Education with special reference to SC and ST children in the context of low female literacy areas; and
- (ii) To develop strategies for intervention including a planning mechanism in a phased manner for the period (1997-2000).

### *Project Status*

Collection of secondary data related to all aspects of elementary education and their tabulation is in progress.

## 3. *Sample Survey to Evaluate the Impact of Area Intensive Programme for Educationally Backward Minorities.*

The Project is being carried out by Dr. Pramila Meñon and Mr. J. Farooqui.

### *Objectives of the Study*

- (a) To study the extent of utilisation of the Scheme for establishment of primary/upper primary schools, non-formal education centres and strengthening of educational infrastructure.
- (b) To examine any perceptible improvement in enrolment and participation.
- (c) To understand the impact of participation of Muslim girls in the secondary stage during the scheme of multi stream residential secondary schools.





This study covered about 15 blocks in the selected states of Karnataka, Kerala and Rajasthan. While selecting the sample, the coverage in terms of the size of the project was considered. Secondly the estimated cost with respect to each project and the actual amount released was also examined. The blocks that were covered under the study included district Bidar in Karnataka, Malappuram in Kerala and district Jaisalmer in Rajasthan.

#### 4. *Women and the Universities: Provisions and Protection*

The project is being undertaken by Dr. K. Sudha Rao, Mr. P. R. Prasad and Mr. B.K. Barik of Higher Education Unit.

The main objective of the study is to develop a quick reference volume on the provisions and protections made for facilitating women in Higher Education in the Acts and Statutes of Universities in India.

Keeping the main objective in view the original acts and statutes from different universities are being studied and analysed to identify the provisions made in the acts and statutes to facilitate women entry and success in the universities. It is these provisions that are there in Acts and Statutes provide a basis for all decisions pertaining to admission, recruitment, selection and position in different levels in the universities which in turn provide an opportunity to women as an equal partner in the decision making process in the universities. More than sixty universities' acts and statutes are being analysed with the hope that the comprehensive document developed based on the analysis would be a good reference document for all those who are interested in building women and providing equal opportunity for women in future. The study is in progress.

#### 5. *Planning and Administering Literacy Programmes: Lessons from Block Level Experience*

The study was sanctioned to Professor R. Bhardwaj, Chairman, Institute for Educational Research and Development, Bangalore under NIEPA's Scheme of Assistance for Studies in Educational Planning and Administration. The estimated cost of the study is 87,600/.

The main objectives of the study are: i) the relationship between the institutional setting supporting the movement and speed of the movement itself; and ii) to obtain a follow-up profile of the persons thus trained to assess whether literacy has enabled its recipients with capabilities to improve the quality of life.

#### 6. *Vocationalisation of Undergraduate Programmes: A Pilot Study*

The project is carried out by Prof. K. Sudha Rao and Mr. Bishok K. Barik.

The objectives of the study are to explore the underlying assumptions, beliefs and opinion of planners, administrators and implementers on the very scheme of vocationalisation;



understand the expectation of those involved in the planning and management of vocational programme in these colleges and the beneficiaries; study the actual scheme as has been operationalised and assess the structural, human and financial input provided to facilitate implementation; elicit data and information pertaining to implemented vocational courses and finally identify the merits and demerits of the programme based on the actual experiences of implementers to provide input to decision making.

Review of literature, documentary analysis and development of questionnaire, Data collection through questionnaires and interviews and data analysis has been completed. The project is at the stage of report writing.

#### 7. *Time Management of Principals of Higher Secondary Schools*

The study on Time Management of Principals of Higher Secondary Schools was sanctioned to Dr. Cynthia Pandian, Reader, Department of Education, University of Madras, under NIEPA's Scheme of Assistance for Studies in Educational Planning and Administration. The estimated cost of the study is Rs. 64,680/-.

The main objectives of the study are : i) the various aspects of time management of principals; ii) to find out the variations in principals, practice of time management; and iii) to identify self-imposed time-wasters and principals pattern of working each day matching activities and time.

8. *Profile of Some Outstanding Teachers and their Contributions to the Development of Education – Prof. J. Mohanty*
9. *Access and Retention: The Impact of DPEP – Dr. Y.P. Aggarwal.*
10. *Regional Data-base on Primary School Infrastructure and Facilities – Dr. Y.P. Aggarwal.*
11. *Concurrent Evaluation of the Programme of Primary Education Implementation in Mandals of Pederu District – Dr. K. Sujatha*
12. *Diagnostic Study on Institutional Development and Role of Resource Planning at the Institutional Level: A Pilot Project on Mysore Distt. Higher Secondary Schools – Ms. Y. Josephine*
13. *Impact of Music and Sports Input in Primary School: Retention and Performance – Dr. M. Mukhopadhyay*
14. *Establishment of Primary Education Assessment and Review System for Delhi UNICEF Sponsored – Dr. Y.P. Aggarwal*
15. *Learners Achievement Study – Dr. Y.P. Aggarwal*



16. *Assessment of Technical and Infrastructural Capacity of DIETs – UNICEF sponsored*
17. *Analysis of Expenditure Pattern in Districts under DPEP*
18. *An Analytical Study of the Provisions of Compulsory Education Act in India*
19. *Regional Data-base on Primary School Infrastructure and Facilities – Dr. Y.P. Aggarwal*
20. *Implementation and Impact of the Operation Blackboard Scheme: A National Evaluation – Dr. R. Govinda*
21. *Role of NGOs in Basic Education – Dr. R. Govinda*
22. *EFA: The Year 2000 – Dr. R. Govinda.*

#### **New Studies Sanctioned**

1. *School Education in Delhi: A Review and Analysis*

The study is being conducted by Dr. R. Govinda and Dr. Rashmi Diwan of SNF Unit.

The project was taken up with the objective of examining research studies carried out in Delhi by research scholars, project officers, students of different universities and institutions on diverse issues, areas, aspect, etc. specifically pertaining to school education in Delhi. The magnitude of areas covered in these institutions gives a comprehensive idea of existing nature of school education in Delhi.

The specific objectives of the project are to:

- (i) Collect and review studies on school education in Delhi
- (ii) Prepare abstracts of relevant studies on school education and develop an analytical review paper on various issues, problems, aspects, etc. pertaining to school education viz a viz the reflections by the research studies.

The present investigation is a review study of the researches conducted on schools of Delhi by different institutes and universities. These research studies have been collected from Delhi University, Jawaharlal Nehru University, Jamia Millia Islamia, I.C.S.S.R., D.I.E.Ts, S.C.E.R.Ts, N.C.E.R.T. and Research surveys, and the studies carried out by faculty and trainees at NIEPA. This collection is of about 400 research studies conducted on Delhi schools. The study has been divided into three parts. The first part comprises of three sections. The second section describes in detail the development and progress of school education in the NCT of Delhi, the phases and stages school education had to go through right from the pre independence era to the level it has reached at present. The third section of the same part explains trends of research in critical areas and dimensions of Delhi school education. The second part presents the abstracts and annotations of



studies which have relevance to school education. For studies which have direct relevance to school education to some extent, annotated bibliography has been prepared. These abstracts and annotated studies have been categorised and classified under different headings. The review of about 260 abstracts and annotated studies facilitated in the preparation of a detailed trend report of research studies on Delhi schools and in the further analysis of identifying the areas in which the researches have been undertaken. The third part gives an exhaustive comprehensive list of research studies carried out by universities and institutions.

## 2. *Planning & Management of Women Study Centres 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 studies 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 project is carried out by Prof. K. Sudha Rao and Dr. Kausar Wizarat and the project team consists of Mr. Bishok K. Barik.

## 3. *Human Rights in Higher Education: Challenges and Opportunities*

The objectives of the study are to discuss the state of art, provision and practices of human rights in higher education sector; to identify the key issues, concerning human rights keeping in view the opportunities and future challenges in Higher Education Sector; to collect and collate the experiences of college administration and teachers and based on the above, develop report and provide input to policy makers, planners and administrators at different levels.

The study is carried out by Dr. K. Sudha Rao and Ms. Arti Chatrapathi.

### **Publications**

Dissemination of research findings is as important as the conduct of research itself. Re-



search findings are also brought out through working and occasional papers. Monographs and mimeographed manuscripts offer another mode of dissemination. The Unit also publishes a number of papers, different issues of the Journal of Educational Planning and Administration in English and Hindi Journal Pariprekshya and ANTRIEP (Asian Network of Training and Research Institutions in Educational Planning) Newsletter and books/research reports in the area of educational planning and administration.

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 the period, the following book was brought out in the series.

- (1) *Educational Administration in Assam: Structures, Processes and Future Prospects* by Anil Sinha, Srilekha Majumdar and PK. Barua

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 this 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.

- (2) *Reforming School Education: Issues in Policy, Planning and Implementation* edited by Yash Aggarwal and Kusum K. Premi

Implementing educational reforms requires effective linkages within various sub-sectors of education as well as with related sectors. This calls for systematic design for capacity building in planning and management at all levels, intensive research at micro-level, experimentation and documentation of successful experiments, design of models for replication of innovative projects and networking among the research and training institutions to learn from each others experiences. Realising the significance of these issues, NIEPA organized a two-day Conference in 1996. The Conference focused on six themes, namely Decentralised Planning and Management for Education; Revitalisation of Edu-



cational Management; Financing and Resource Mobilisation; Alternative Schooling; School Effectiveness; and Vocationalisation of Secondary Education. The present book contains selected papers presented at the conference.

### 3. *Education for All in India: Enrolment Projections* by Arun C. Mehta

The book examines prospects of achieving goal of 'Education For All' in general and 'Universalisation of Elementary Education' in particular. For this, it critically analyses the educational development which has taken place in the country in the last fifty years. It provides the much needed projections of enrolment at the Primary and Upper Primary levels of education for the country as a whole as well as for fourteen major states of India. For this, two well known methods, one based on analysis of past trends, and the other on analysis of 'Student Flow' data have been used. Based on different sets of assumptions about the flow parameters – namely, entry rate, promotion, repetition and drop-out rates, several alternative projections have been made. By using the pattern of over-age and under-age children in different age-groups, it refines projected enrolment which is used to know the status of universal enrolment as well as the year by which a particular state is likely to achieve the goal of universal enrolment. State-wise number of out-of-school children and children required to be enrolled to achieve the goal of universal enrolment is also presented.

#### **Unpriced**

### (4) *Management of School Education in India: Report of the Conference* (April 16-17, 1998)

During the past five decades, India has witnessed a phenomenal expansion of the School Education System. The number of schools, teachers as well as students have grown multifold during this period. The expansion has also brought with it tremendous stress and strain on the school management system in the country. As many studies and reports have repeatedly pointed out, the management system appears to have remained inflexible and non-accommodative of changes and innovations needed to meet the emerging challenges of the burgeoning system. This has not only affected the efficiency of the education system but also its quality. It is in this context that the National Policy on Education – 1986 as well as the revised policy adopted in 1992 called for a total overhauling of the school education management set up. The policy suggested for major restructuring and revitalization of the system. The commitment to provide 'Education for All' which has remained elusive, has brought the need for structural and organizational changes in School Management to the forefront. Keeping these considerations in view, a Conference was organized on 'Management of School Education in India'.



### *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 year, the following eight issues of these two journals were brought out :

1-5. *Journal of Educational Planning and Administration (Priced)*: Volume XII No.1, January 1998, Volume XII No.2, April, 1998; and Volume XII No.3, July 1998; Volume XII No. 4, October, 1998.; and Volume XIII No.1, January 1999.

6-8. *Pariprekshya* (Hindi Journal): Volume 3 No.3, December, 1996; Volume 4 No.1-2, April-August 1997; and Volume 4 No.3, December, 1997

### *ANTRIEP Newsletter*

Two issues of ANTRIEP (Asian Network of Training and Research Institutions in Educational Planning) Newsletter were brought out during the year (January-June 1998 and July-December 1998)

### *In Press*

1-3. Educational Administration relating to the States of Bihar, Uttar Pradesh and Meghalaya (Priced)

4. *Management of Autonomy in Autonomous Colleges* by K. Sudha Rao

5. *Autonomous and Non-Autonomous Colleges: Selected Case Studies* by K. Sudha Rao, George Mathew and Sudhir Samantray (Priced)

6. *Journal of Educational Planning and Administration* Vol. XIII No. 2, April, 1999 (Priced)

7. *Pariprekshya* (Hindi Journal) :Volume 5, No.1, April 1998

### **Mimeographed Publications**

Besides these, the Institute also brought out series of mimeographed/zeroxed publications in respect of research studies, Occasional Papers and Reports/Reading Materials of various training programmes/seminars conducted by the Institute.



## 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, 1002 books and documents were added to the Library/Documentation Centre. The Library/Documentation Centre presently has a collection of 51246 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. 1700 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 from 24 newspapers received in Library/Documentation Centre.

#### *Non-print Material*

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





80 audio cassettes; 54 micro films; and 110 microfiches.

3 CD-ROM database (a) ERIC 1985 - March 1999, (b) Unesco: World Data on Education, 1998 IIInd ed. (c) Ministry of HRD, Department of Education: Fifty Years of Indian Education.

#### *Current Awareness Service*

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

#### *NIEPA Library/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 purpose.

#### *Bibliography*

The library prepared 255 bibliographies for the various activities undertaken by the Institute during this period.

#### *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 65 libraries in Delhi and these 102 libraries also have on-line access to NIEPA library holdings.

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

- Connectivity with 102 Institutions in Delhi.
- Connectivity through RENNIC to other parts of our country
- Connectivity through VSNL to INTERNET

With this facility NIEPA faculty can send and receive e-mail in India and other parts of the world and the library can meet the information needs of users in less time.

#### *Training Programme*

Orientation Programme in Planning and Management for DIET Libraries of Gujarat was organised from 29 March-3 April, 1999. 22 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, 282 documents were added to the Centre. Presently, the Centre has 20,151 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 and studies.

The Centre receives 105 educational as well as allied Journals on gift exchange basis from throughout India.

Documentation Centre is also available for reference. The following six collections which are NIEPA's own contribution are available in the Centre for reference purpose.

1. NIEPA Training Programme Reports: 1962 to 1999
2. Subjectwise Dissertations: Diploma in Educational Planning and Administration and International Diploma in Educational Planning and Administration 1982-1999.
3. Subjectwise list of NIEPA Research Studies: 1999.
4. University Thesis: Classified according subjectwise 1999.
5. List of District Primary Education Project (DPEP), 1999.
6. Classified Lists of Dissertations: International Diploma in Educational Planning and Administration up to 1999.

The Centre subscribes to 23 national and regional news papers for the use of readers.

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, 3667 scholars have used the services of the centre.



### Computer Centre

NIEPA leads in using 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 for pre-press format. Some of the important publications are: Journal of Educational Planning and Administration, ANTRIEP Newsletter, Annual Report, etc. The 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 has been continuously developing new methods of presentation of data and information by means of maps, graphs, display charts, tables and transparencies for various publications, training programmes and research projects. The Cell provides computer graphic facilities for different type of projects and programmes in preparing diagrams, organograms, data posters and title pages, etc.

The Cell also contributed various illustrations in publications on Educational Administration in Uttar Pradesh and Meghalaya.

### 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.





*Prof. M. Mukhopadhyay and Prof. K. Sujatha with the Chinese Delegation*



*IDEPA Participants at the Computer Centre*





*International Participants in IDEPA Training Session*



*Readers in the NIEPA Library*



- (a) Meetings of the Official Language Implementation Committee of the Institute were organised to review the activities of Hindi Implementation.
- (b) Three issues of *Pariprekshya* were brought out and the manuscripts of next three issues were prepared.
- (c) The following titles were translated into Hindi and prepared for publications:
  - (i) Annual Report :1997-98
  - (ii) Training Calender : 1998-99
- (d) Hindi Day Celebration : On the occasion of Hindi Day, Hindi Mah was organised during 1-30 September 1998. A Kavi Goshthi was organised on September 26, 1998. The well known Hindi poets – Jagadish Chaturvedi, Manju Gupta, Shyam Nirmam and Hiralal Bachhotia, Prem Janmejaya, Rekha Vyas and Subhadra Malvi read their verses.
- (e) A five-day Hindi Workshop was organised during September 11-15, 1998 in which 35 officers and employees of the Institute were trained.
- (f) The first draft of the manuscript of the Raj Bhasha Prayog Sahayika – Bhag – II (Academic) was prepared.
- (g) The first draft of Rajbhasha Folder was prepared.



## 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, 1999 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, 1999 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, 1999 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 Govt. 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, 1999 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.





### 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 Policy Unit.

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 Co-ordination Cell. The Academic Administration and Co-ordination 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 31.3.1999 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

Prof. B.P. Khandelwal, Chairman CBSE has assumed the charge of Director, NIEPA w.e.f. 18.1.1999 (AN).

### Visits Abroad

**Dr. J.B.G. Tilak**, Senior Fellow & Head, Educational Finance Unit participated in Workshop on "Social Policy in East Asia" held in South Korea during 23-25 April, 1998.

Participated in a conference organised by Boston College during 27-30 May, 1998 on the Role of Private Higher Education in the 21st Century.

Participated in a Regional Seminar on Higher Education Reform in Tokyo during 15-26 June, 1998.

Participated in the World Conference on Higher Education in Paris during 5-9 October, 1998.

Participated in a meeting of the Southern Educational Research Initiative (SERI) in Kuala Lumpur, Malaysia during 8-13 November, 1998.

**Dr. K. Sujatha**, Senior Fellow & Head, International Unit participated in Conferences Abroad for presenting a paper on "How effective are the local teachers in tribal areas" on the session Gender and Education at 14th International Congress of Anthropological and Ethnological Sciences at Virginia, USA, during July 26 - August 1, 1998.

**Dr. (Mrs) K. Sudha Rao**, Senior Fellow & Head, Higher Education Unit participated in International Conference on "Winds of Change : Women and the Culture of Universities" at Sydney, Australia during 13-17 July 1998.

**Dr. B.K. Panda**, Associate Fellow, International Unit attended the 1998-99 Annual Training Programme in Educational Planning & Administration at IIEP, Paris during 7.10.1998 to 28.5.1999.

### Campus Facilities

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



The work pertaining to extension and upgradation of hostel building which includes the Warden's Residence, guest faculty accommodation, additional blocks, enlargement of dining hall, etc. is more or less completed.

### **Finance**

During the year the Institute received a grant of Rs. 243.65 lakhs (Rs. 138.65 lakhs under Non-Plan and Rs. 105.00 lakhs under Plan) against Rs. 425.31 lakhs (Rs. 116.98 lakhs under Non-Plan and Rs. 308.33 lakhs under Plan) received during 1997-98. The Institute had a balance of Rs. 110.49 lakhs (Rs. 1.34 lakhs under Non-Plan and 109.15 lakh under Plan) at the beginning of the year. Office and hostel receipts amounted to Rs. 155.03 lakhs during the year.

The Institute had a balance of Rs. 84.12 lakhs and received additional funds amounting to Rs. 298.32 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. 293.27 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	*Eighteenth Diploma in Educational Planning and Administration for DEOs/ DIETs Faculty and other Personnel (Phase-II)	Feb. 11-May 10, 1998 (40 days)	17
		- do - (Phase - III)	July 20-24, 1998 (5 days)	
2.	05.3	Nineteenth Diploma in Educational Planning and Administration for DEOs/DIETs Faculty and other Personnel (Phase-I & II)	Nov.2, 1998-Jan. 29, 1999 (89 days) Jan.30 -April 29, 1999 (61 days)	19
<b>2</b>			<b>195</b>	<b>36</b>

85

1691  
1159

##### International Diploma Programmes

3.	08.0	*Fourteenth International Diploma in Educational Planning and Administration (Phase-I & II)	Feb. 2- July 31, 1999 (122 days)	25
4.	08.4	Fifteenth International Diploma in Educational Planning and Administration (Phase-I)	Feb.1-April 30, 1999 (59 days)	31
<b>2</b>			<b>181</b>	<b>56</b>



## THEMATIC PROGRAMMES IN EDUCATIONAL PLANNING AND MANAGEMENT

### Planning and Management of Training of Schools Heads

5.	05.1	National Conference on Management of School Education in India	April 16-17, 1998 (2 days)	158	316
6.	09.1	Training Programme on Management of Education in Himachal Pradesh-Field Based-Shimla	May 25-26, 1998 (2 days)	12	24
7.	05.2	Seminar-Cum-Workshop on Indian Mega Cities and Primary Education of the Poor	Sept. 2-4, 1998 (3 days)	35	105
8.	02.1	Preparatory Meeting on Training on Institutional Effectiveness - Through Virtual Classroom Mode	Oct. 14, 1998 (1 day)	12	12
		<b>4</b>	<b>8</b>	<b>217</b>	<b>457</b>

### Planning and Management of Higher Education

9.	06.1	National Workshop on Performance Appraisal and Teachers Accountability	May 4-6, 1998 (3 days)	34	102
10.	06.2	Orientation Programme for College Principals	Nov.2-20, 1998 (19 days)	35**	665
11.	06.4	Academic Staff Development – A Review Meeting	Feb. 4-5, 1999 (2 days)	40	80
12.	06.5	27th Orientation Programme in Planning and Management of Colleges for Women College Principals	Feb. 8-26, 1999 (19 days)	33	627
13.	06.6	Workshop on Training of Academic Administrators for Faculty of Higher Education	March 17-19, 1999 (3 days)	46	138
		<b>5</b>	<b>46</b>	<b>188</b>	<b>1612</b>

### Planning and Management of Computer Applications

14.	09.2	Training Programme on Computer Applications in Educational Planning and Management	July 13-24, 1998 (12 days)	10	120
15.	09.3	Workshop on Upgradation of Vocational Computer Applications	August 24-25, 1998 (2 days)	5	10



16.	09.5	Teacher Training Programme on Computer Applications	Sept. 14-18, 1998 (5 days)	13	65
				<b>3</b>	<b>195</b>

#### Quantitative Techniques in Educational Planning

17.	01.1	Training Programme on Use of Quantitative Techniques in Educational Planning	Sept. 14-25, 1998 (12 days)	13	156
18.	09.8	Training Programme on Advanced Quantitative Methods for Decision Support Services in Education	March 8-19, 1999 (12 days)	12	144
				<b>2</b>	<b>300</b>

#### Financial Management and Utilization of Resources

19.	03.1	Orientation Programme in the Management of University Finances	Oct. 21-27, 1998 (7 days)	22	154
20.	03.2	Orientation Programme in the Management of Educational Finances	January 6-11, 1999 (6 days)	18	108
21.	03.3	National Seminar on Economics and Financing of Indian Education	Feb. 10-12, 1999 (3 days)	47	141
				<b>3</b>	<b>403</b>

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

22.	07.3	Training Programme in Educational Planning and Management for the Faculty DIETs	Feb. 15-26, 1999 (12 days)	13	156
23.	02.4	Training Programme for DIET Principals on Improving Institutional Efficiency	Feb 24-27, 1999 (4 days)	273	1092
24.	10.1	Planning and Management of DIET Libraries of Gujarat (Field based-Gandhinagar)	March 29- April 3, 1999 (6 days)	22	132
				<b>3</b>	<b>1380</b>



**District Planning in Education**

25.	07.1	Training Programme on District Planning in Education	Sept. 7-11, 1998 (5 days)	30
		<b>1</b>	<b>5</b>	<b>30</b>

**Implementation of DISE/EMIS**

26.	09.4	State Level MIS Workshop in Himachal Pradesh (Field Based - Shimla)	Sept. 14-15, 1998 (2 days)	13
27.	09.6	Workshop on Sample Check of EMIS Data	Sept. 21-22, 1998 (2 days)	19*
28.	09.7	Implementation of DISE (Field based-Udaipur)	Sept. 22-23, 1998 (2 days)	19*
		<b>3</b>	<b>6</b>	<b>32</b>

**Planning and Management for School Principals of Sri Lanka (International Programme other than IDEPA)**

29.	08.3	Tenth ADB sponsored Training Programme in Planning and Management for Senior Secondary School Principals of Sri Lanka	Jan. 9-22, 1999 (14 days)	25
		<b>1</b>	<b>14</b>	<b>25</b>

**Study Visitation Programmes for Delegations of Sri Lanka and China**

30.	08.5	Study Visit of School Teachers from Sri Lanka (on-going)	March 29-April 13, 1998 (13 days)	24
31.	08.1	Study Visit of School Teacher from Sri Lanka	Oct. 2-17, 1998 (16 days)	27
32.	08.2	Study Visit of two Members Delegation from China	Nov. 15-21, 1998 (7 days)	2
		<b>3</b>	<b>36</b>	<b>53</b>

**Other Programmes**

33.	07.2	Training Programme on Methodology and Technology of Planning under DPEP (Field Based - Ranchi)	Oct. 5-9, 1998 (5 days)	33
34.	06.3	Workshop on Human Rights	Nov. 9-10, 1998 (2 days)	35**

35.	02.2	Asian Regional Conference on Learning: The Treasure Within-Virtual Conference	Jan. 25, 1999 (1 day)	590	590
36.	02.3	Asian Regional Conference on Learning: The Treasure Within	Jan. 27-28, 1999 (2 days)	154	308
	4		10	777	
<b>Total</b>	<b>36</b>		<b>582</b>	<b>1862</b>	

\*Same group of participants

\*\*Same group of participants

**Note:** This list includes two on-going Diploma Programmes (National and International, one each and one study visitation programme).

#### Code Numbers

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





## Annexure II

### Academic Contribution of Faculty: 1998-99

#### M. Mukhopadhyay

##### Publications

##### Books

*Indian Education: Development Since Independence*, New Delhi: Vikas, 1999.

*Education India: The Next Millennium*, New Delhi: IERSD, 1998.

##### Chapters in Books

Education: Fifty Years of Independence, in Mukhopadhyay, M. & Parhar, M., (eds), *Indian Education: Development Since Independence*, New Delhi: Vikas, 1999.

School Education, in Mukhopadhyay, M. & Parhar, M., (eds), *Indian Education: Development Since Independence*, New Delhi: Vikas, 1999.

Open and Distance Education, in Mukhopadhyay, M. Parhar, M., (eds), *Indian Education: Development Since Independence*, New Delhi: Vikas, 1999.

Educational Technology in Mukhopadhyay, M. Parhar, M., (eds), *Indian Education: Development Since Independence*, New Delhi: Vikas, 1999.

Primary Education, in Mukhopadhyay, M. Parhar, M., (eds), *Indian Education: Development Since Independence*, New Delhi: Vikas, 1999.

Higher Education, in Mukhopadhyay, M. Parhar, M., (eds), *Indian Education: Development Since Independence*, New Delhi: Vikas, 1999.

Teacher Education and Distance Education: The Artificial Controversy, in Buch, P.M. and Dave, J.P. (eds). *Contemporary Thoughts on*



*Education (M.B. Buch Commemorative Volume)*, Baroda: SERD, 1998.

#### *Journals/Magazines*

Guest Editor, *Perspectives in Education* (Special Issue on Information Technology for Education), Vol. 15, No. 2, Baroda: SERD, February, 1999.

*Media and Technology for Human Resource Development*, quarterly international journal of educational technology, four issues during 1988-99.

#### *Papers/Articles and Addresses*

Virtual Reality in Education, *Perspectives in Education*, Vol. 15 Special Issue, Feb.1999.

Learning: The Treasure Within — Policy, Planning and Management Implications, Paper presented at the Asian Regional Conference on Learning: The Treasure Within, New Delhi: NIEPA, 1999.

Adult Literacy and Education: Application of Distance Education, An Invited Expert Presentation in Second Asia Regional Literacy Forum, ILI-UNESCO-NLM, New Delhi, 1998.

Changing faces of Educational Technology, Keynote Address at the UGC sponsored National Seminar on Educational Technology, Punjab University, Chandigarh, 1999

Assam : Beyond 2000, Keynote paper and Address to Seminar on Assam Beyond 2000, Tejpur University, 1999

Autonomous Colleges: Problems and Prospects, Address at the AIFUCTO Academic Seminar, Calcutta, 1998.

Inservice Education - In Search of an Andragogy, *University News*, 36(42), October 19, 1998

Information Technology for Teacher Education, invited address at the SAARC Conference on Teacher.Education, NCTE, New Delhi, 1999.

#### *Training Materials and Modules*

Higher Education in India: Retrospects and Prospects, for IGNOU's International Program (in collaboration with COL) on Distance Education, 1998.

Indian Open and Distance Education: An Overview, for IGNOU's International Program (in collaboration with COL) on Distance Education, 1998.

Models of Educational Change, for IGNOU's International Program (in collaboration with COL) on Distance Education, 1998.

Evaluating Research Reports, for IGNOU's International Program (in collaboration with COL) on Distance Education, 1999.

Nature and Scope of Research, for IGNOU's International Program (in collaboration with COL) on Distance Education, 1998



Leadership in Educational Organization, New Delhi: NIEPA, 1999

*Participation in Conferences and Seminars*

Asian Regional Conference on Learning: The Treasure Within, New Delhi: NIEPA, 1999

Academic Seminar on Autonomy of Colleges, AIFUCTO, Calcutta, 1998.

SAARC Conference on Teacher Education, NCTE, New Delhi, 1999.

*Address to Learned Societies*

Education in the 21<sup>st</sup> Century, *India Forum* February, 1999

Changing Faces of Educational Technology, Keynote Address to the UGC sponsored National Seminar on Educational Technology, Punjab University, Chandigarh, 1999

Assam : Beyond 2000, Keynote Address to Seminar on Assam Beyond 2000, Tejpur University, 1999

Autonomous Colleges: Problems and Prospects, Address at the AIFUCTO Academic Seminar, Calcutta, 1998.

Information Technology for Teacher Education, SAARC Conference on Teacher Education, NCTE, New Delhi, 1999.

*Membership of Official and Other Committees*

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

Executive Member and Vice President (Asia), International Council of Open and Distance Education, Oslo Norway.

Member, Standing Conference of Presidents of Distance Education, Oslo, Norway

Member, Steering Committee, International Multi-channel Action Group on Education, Washington D.C.

Member, Executive Committee, State Council of Educational Research and Training, West Bengal. Calcutta.

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

Member, Executive Board, TALEEM Research Foundation, Bopal, Ahmedabad

Member, Advisory Committee, Indian Institute of Health Management Research, Jaipur.

Member, FICCI Committee on Education, New Delhi

Member Advisory Committee, DEP-DPEP, IGNOU, New Delhi.

Executive Member, All India Association for Educational Technology



Chairman, Howrah Rural Teachers Forum, Udang, Howrah.

*Important Consultancy and Advisory Services*

Indira Gandhi National Open University on Commonwealth of Learning Sponsored Programs - PGDDE and MADE for Course review

Advised Government of West Bengal on setting up of State Open School, currently holding the position of Honorary Chairman of the Governing Body of the State Open School.

Advised UNESCO-IGNOU Chair on Teacher Education

Advised DEP-DPEP in IGNOU

Advised TALEEM Research Foundation, Ahmedabad as Member of the Executive Committee

Advised Indian Institute of Health Management Research, Jaipur as Member of the Advisory Committee.

Advised International Council for Distance Education, Oslo Norway as Member of the Executive Committee and Vice-President (Asia)

**J.B.G. Tilak**

*Research Papers (including book length monographs)*

“Investment in Human Capital in India: An Inter-State Analysis of Stock and Flow of Human Capital,” *Journal of Indian School of Political Economy* (January-March 1999): 39-75

“Emerging Trends and Evolving Public Policies on Privatisation of Higher Education in India”, in *Private Prometheus: Private Higher Education and Development in the 21st Century* (ed. PG. Altbach) Westport: Greenwood Publishing, 1999 (in press) [paper presented in the Conference on Role of Private Higher Education in the 21st Century. Chestnut Hill, MA.: Boston College (27-30 May 1998)]

“National Human Development Initiative: Education in the Union Budget,” *Economic and Political Weekly* 34 (10-11) (6 March 1999): 614-20.

“Development Assistance to Primary Education in India: Transformation of Enthusiastic Donors and Reluctant Recipients,” in *Changing International Aid to Education: Global Patterns and National Contexts*, (eds: Kenneth King and Lene Buchert), UNESCO in cooperation with NORRAG, 1999, pp. 307-17.

“Financing Technical Higher Education in India,” in *Institutional Building*, pp. (eds. S. Misra and P.G.V. Chand). New Delhi: McGraw Hill, 1999

“Student Loans as the Answer to Lack of Resources for Higher Education,” *Economic and Political Weekly* 34 (1-2) (January 2-15, 1999)



"State of India's Children in Elementary Schools," *The Hindu*, 23 February and 2 March, 1999, p.22 [Round Table on the State of the World's Children 1999: Education (UNICEF House, New Delhi, 11 December 1998)]

"The Delors Commission on Financing of Education," *Indian Fiscal News* (in press) [Asian Regional Conference on the International Commission on Education in the 21st Century (Delors Commission). New Delhi: National Institute of Educational Planning and Administration, (27-28 January 1999)].

"Elementary Education in Rural India — 1986 Policy and After: Promises and Performance," Foundation Day Workshop on Basic Rural Infrastructure and Services for Improved Quality of Life (Hyderabad: National Institute of Rural Development) 5-6 November 1998.

Public Expenditures on Education in Andhra Pradesh: A Review of Trends, Issues and Problems. Hyderabad: Government of Andhra Pradesh, District Primary Education Programme (August 1998).

"Financing of Higher Education," in *Higher Education in India: Vision and Action*, Country Paper prepared for the UNESCO World Conference on Higher Education in the 21st Century (Paris, 5-9 October 1998). New Delhi: Indian National Commission for Cooperation with UNESCO, 1998.

"India." in: *Handbook of Diplomas, Degrees and Other Certificates in Higher Education in Asia and the Pacific*, (Bangkok: SEAMEO- RIHED and UNESCO-PROAP, 1998), pp. 92-122.

"Information Technology for All in India," *NORRAG News* 23 (October 1998): 42-44.

"India" (Country Report) in: *Recent Reform and Perspectives in Higher Education* (Report of the Seminar Including a Range of Countries from Asia-Pacific and Europe. Tokyo: National Institute of Educational Research (15-26 June 1998), pp. 87-94. [Also published as "Higher Education Reform in India," *University News* 36 (44) (2 November 1998): 1-8.

"Changing Patterns of Financing Education," *Journal of Indian School of Political Economy* 10 (2) (April-June 1998): 225-40. "A Fundamental Right," *Seminar* No.464 (April 1998): 36-41 [Reprinted in *Deccan Chronicle* 10 May 1998].

"Education should be Liberally Funded by the Government," *Tribune* (22 May 1998).

#### *Book Reviews*

Everyone's Miracle: Revising Poverty and Inequality in East Asia (V Ahuja et al), *Pathways to Growth: Comparing East Asia and Latin America* (N. Birdsall and F. Jaspersen, eds.), [and] *The East Asian Miracle: Economic Growth and Public Policy* (World Bank) *Journal of Educational Planning and Administration* 13 (1) (January 1999): 122-26.



Measuring What People Know [and] Human Capital Investment (OECD) Journal of Educational Planning and Administration 12 (4) (October 1998): 478-80.

Teacher Pay and Teacher Quality (D. Ballou & M. Podgursky) Journal of Educational Planning and Administration 12 (3) (July 1998): 375-76

Financing Universities in Developing Countries (A. Ziderman & D. Albrecht): Education Economics 6 (2) (1998): 187-89.

World Development Indicators 1998 (World Bank). Journal of Educational Planning and Administration 12 (2) (April 1998): 233- 34.

#### *Participation in Seminars*

Symposium on Education and Nation Building: Challenges and Prospects. Delhi: World University Service & University of Delhi (4 March 1999)

National Seminar on Challenges of Technical Education. Chandigarh: University of Punjab (19-20 February 1999)

National Seminar on Financing of Education. New Delhi: National Institute of Educational Planning and Administration (10-12 February 1999)

World Bank-UNDP India Poverty Consultation Workshop. New Delhi (5-6 February 1999) [served as a discussant]

Asian Regional Conference on the International Commission on Education in the 21st Century (Delors Commission). New Delhi: National Institute of Educational Planning and Administration, (27-28 January 1999) [served as a panelist]

'Seminar on School Efficiency' and the Third Annual Meeting of the ANTRIEP (Asian Network of Training and Research Institutions in Educational Planning). Colombo: National Institute of Education (15-18 December 1998)

Round Table on State of the World's Children Report: Education. New Delhi: UNICEF (11 December 1998) [Panelist]

Workshop on Programme of Research in Human Development. New Delhi: National Council of Applied Economic Research (2-3 December 1998).

Meetings of the SEARRAG (South East Asian Research, Review and Advisory Group) and SERI (Southern Education Research Initiative). Kuala Lumpur (9-12 November 1998)

Foundation Day Workshop on Basic Rural Infrastructure and Services for Improved Quality of Life (Hyderabad: National Institute of Rural Development) 5-6 November 1998 [Chaired a technical session/presented a paper].

National Seminar on New Perspectives of Higher Education for the 21st Century (Hyderabad: Osmania University) 13-14 October 1998 (Delivered a lecture on Socio-Economic Developments and their Impact on Higher Education, and the valedictory address)



World Conference on Higher Education (Panelist in the Debate on Education Credit: Commission III) (Paris: UNESCO, 5-9 October 1998)

Meeting of Experts on Research Priorities in Education. Pune: Indian Institute of Education (28-31 July 1998)

Regional Seminar on Higher Education Reform. Tokyo: National Institute of Educational Research (15-26 June 1998)

Conference on Private Higher Education in International Perspective. Boston: Boston College (27-30 May 1998)

National Consultation on Right to Education: A Strategy to Eliminate Child Labour. Bangalore: National Law School of India University (15-16 May 1998)

World Bank Workshop on Social Policy in East Asia. Cheju, South Korea (23-25 April 1998)

#### *Membership in Editorial Boards of Professional Journals*

Member, Editorial Advisory Group, Higher Education Policy (Oxford)

Editorial Adviser, Studies in Education (Nigeria)

Editorial Advisory Board of Reviewers, Philippine Journal of Higher Education (Manila)

Member, Editorial Board, Manpower Journal (IAMR, New Delhi)

Editorial Adviser, Journal of Educational Systems Research and Development (Nigeria)

#### *Membership in Professional Bodies*

Life Member, Society for Economic and Social Research, Delhi

Life Member, Andhra Pradesh Economics Association

Life Member, Indian Association for Educational Planning & Administration

Secretary, Society for the Study of Regional Disparities (1985)

#### *Advisory Services*

Member, Group of Experts on the Financial Resource Requirements for Operationalising the Proposed 83rd Constitutional Amendment Bill Making the Right to Free and Compulsory Education upto 14 Years of Age a Fundamental Right, Government of India, Ministry of Human Resource Development

Member, Expert Committee for Improving the System of Collection, Analysis and Dissemination of Educational Statistics, Government of India

Convenor, Task Force on Education to evolve a Plan of Action for Setting up a Network of Educational Data Bank, Indian Council of Social Sciences Research

Member, Education Committee, Federation of Indian Chamber of Commerce and Industry, New Delhi



Member, Expert Committee to Assess the Current Status of Expenditure on Education, Government of India, Planning Commission

Member, High Level Group on Higher Education (to prepare a country report on Higher Education in India for the UNESCO World Conference), Ministry of Human Resource Development, Government of India

Member, Working Group No.6 on Soico-Economic Statistics & Labour Statistics for Modernisation of the Statistical System in India. New Delhi: Ministry of Planning & Programme Administration, Deptt. of Statistics, Government of India

Member, Lok Jumbish Committee on Economic Studies. Jaipur: Lok Jumbish Parishad

Member, Think Tank on Education, Surya Foundation, New Delhi

#### *Visits Abroad*

National Institute of Education, Colombo, Sri Lanka (15-18 December, 1998): to participate in the 'Seminar on School Efficiency' and the Third Annual Meeting of the ANTRIEP (Asian Network of Training and Research Institutions in Educational Planning)

Kuala Lumpur, Malaysia (9-12 November 1998): to participate in the Meetings of the SEARRAG (South East Asian Research, Review and Advisory Group) and SERI (Southern Education Research Initiative)

UNESCO, Paris, France (5-9 October 1998): to participate in the World Conference on Higher Education

National Institute of Educational Research, Tokyo, Japan (15-26 June 1998): to participate in the Regional Seminar on Higher Education Reform.

Boston College, Boston, USA (27-30 May 1998): to participate in the Conference on Private Higher Education in International Perspective.

Cheju, South Korea (23-25 April 1998): to participate in the World Bank Workshop on Social Policy in East Asia

#### *Other Activities*

Editor, Journal of Educational Planning and Administration

#### **N.V. Varghese**

##### *Research Papers and Publications*

"Issues in Financing of Higher Education" Education Dialogue, Vol. 2 No. 2, 1998 pp. 10-16

"Primary Education and School Improvement" in Buch P.M. and Dave J.P. (1998) ed. Contemporary Thoughts on Education, SERD, Baroda pp. 235-246.

"Poverty and Education in India" in J. John and M. Sharma ed. State of India's Labour 1998





“Structural Adjustment and Mass Education in India” in K.N. Kabra ed. *Alternative Economic Policy*, 1998

“Primary Education – Priorities for Public Intervention”, *Labour and Development*, 1998

“Access Versus Achievement: A Study of Primary Education in Kerala”, in M.A. Oommen ed. *Kerala’s Development Experience : National and Global Dimensions*, Sage, New Delhi, 1998

*Investment in Education and Implications in Poverty Reduction in India: A Study of Primary Education Projects Funded by the European Countries*, Occasional Paper No. 25, NIEPA, New Delhi

“Primary Education in India : Some Concerns” in M. Mukhopadhyay & M. Parhar edited *Indian Education, Developments since Independence*, Vikas, New Delhi, 1999

“Right to Elementary Education : A Note on Resource Requirements” *ICCW Journal* (forthcoming)

“Upper Primary Education : A Note on Issues for Discussion”, a discussion paper prepared for the MHRD, March, 1999

“State, Market and Technology”, paper presented at the Seminar on Learning : *The Treasure Within*, New Delhi , 27-29 January, 1999

“A Report on ANTRIEP Activities”, Report presented at the Third Annual Meeting of the ANTRIEP, held at NIE, Colombo, 18 December, 1998

*Universalisation of Upper Primary Education in India : An Analysis of Present Status and Future Requirements* (jointly with Arun C. Mehta), a project funded by the World Bank, NIEPA, New Delhi, 1998

*Universalisation of Upper Primary Education : An Analysis of Schooling Facilities and the Cost Implications* (jointly with Arun C. Mehta ), a project funded by the World Bank, NIEPA, New Delhi, 1998

*School Mapping : An Analysis of Educational Facilities in Dhenkanal district, Orissa* (jointly with K. Biswal), a project funded by the DPEP, NIEPA, New Delhi, 1998

*Local Bodies and Planning for Education* (jointly with S.M.I.A. Zaidi), a project funded by the DPEP, NIEPA, New Delhi, 1999

*Trends in Activities and Utilisation of Financial Resources under the DPEP : A Study of Assam, Kerala and Madhya Pradesh* (with Ranjana Agarwal, Aseem Tripathi and Yazali Josephine) a project funded by the DPEP, NIEPA, New Delhi, 1998

*How Much Do Children Learn in Primary Schools? A Study of Wayanad District, Kerala* (with K.S. Sajeev and M.V. Bijulal) NIEPA, New Delhi, 1998



### *Participation in National and International Conferences*

Participated in the Workshop on Rights of the Child (organised by Save the Children Fund), held at Kathmandu from 19-23 July, 1998

Participated in the Forum on Impact Studies (organised by DFID) held at London on 24-25 September, 1998

Participated in the two day Meeting of the Directors of SIEMAT, held at SIEMAT, Allahabad on 1-2 December, 1998

Participated in a Seminar on School Efficiency jointly organised by IIEP, Paris and Ministry of Higher Education, Colombo, Sri Lanka, from December 15-17, 1998

Participated in the Third ANTRIEP Annual Meeting held at NIE, Colombo on 18 December, 1998

Participated in the meeting to discuss Research Priorities in Economics of Education, Lok Jumbish Parishad, Jaipur, January 26, 1999

Participated in the South Asia Symposium on Education, held at Colombo from 1-2 March, 1999

Participated in the Seminar on Education and Social Development, SIEMAT, Patna 19-21 March, 1999

Participated in the Expert Committee Meeting to Review Education Sector Paper organised by Action Aid in Bangalore on 25 March, 1999

### *Consultancy and Advisory Services*

Member of various Committees constituted by the MHRD.

### **K. Sudha Rao**

#### *Books and Book Length Monograph*

Women and the Universities: Provisions and Protection – A Research Report (with P.R. Prasad and Bishok K. Barik)

Academic Staff Development: A Review Report

#### *Research Papers and Articles*

Women in Higher Education, University News, 37(2), Jan. 11, 1999

Has the Development Efforts Worked? Women in Higher Education in India: Retrospect and Prospect, New Frontiers in Education, Vol. XXVIII, No.4, Oct.-Dec. 1998.

Performance Appraisal and Teacher Accountability, NIEPA (Mimeo)

Education for the 21st Century-Vocational Education in the Context of the Delors Commission Report: India Country Paper



### *Participation in Seminars/Conferences/Workshops*

Conference on Winds of Change: International Conference: Women and the Culture of Universities, University of Technology, Sydney, Australia (13-17 July, 1998) (Paper presented)

Workshop/Seminar on Women's Vocational Training-In Search of New Vistas held at Vigyan Bhavan, (30th July, 1998)

Higher Education and Development: Issues Concerning IXth Plan, University of Pune, Pune, (14th August, 1998)

State Education Ministers' Conference at Vigyan Bhavan, New Delhi, (22nd Oct., 1998)

State Education Secretaries Meeting at Vigyan Bhavan, New Delhi, (23 Oct., 1998)

Conference on Autonomy for Colleges in the 21st century, University Grants Commission, Pune, (9-11 Nov., 1998) (An invited speaker)

Convocation of BBK DAV College for Women, Guru Nanak Dev University, Amritsar, (27th Nov., 1998) (Delivered Convocation Address)

Workshop on Human Rights organized by University Grants Commission, New Delhi, (1-2 Dec., 1998) (Resource Person)

State Level Meeting of the Principals of the Autonomous Colleges of Madhya Pradesh, Academy of Administration, Government of Madhya Pradesh, Satpura Bhawan, Bhopal, (10th Dec., 1998) (Presented a Paper)

Orientation Programme for University and College Teachers, Academic Staff College, University of Mysore, Mysore, (4th Jan., 1999) (Delivered Inaugural Address)

One day Conference on Environmental Awareness and Management and Geographical Issues Govt. Post-Graduate College, Karnal, (6th Jan., 1999) (Presided over the inaugural function)

Virtual Conference Through Tele-Conferencing: Learning: "The Treasure Within", IGNOU, New Delhi, (25th Jan., 1999) (Member of the Panel on Higher Education)

Foundation Day: Discussion on Future Plans of USEFI as It Approaches, 50th Anniversary, New Delhi, (19th Feb., 1999)

Asian Regional Conference on the International Commission on Education in the 21st Century, Conference, UGC, NIEPA, NCERT, IGNOU, NCTE, New Delhi, India Habitat Centre, (27-28 Jan., 1999) (Presented a Paper on Higher Education)

Annual Day Celebrations, J.S.S. Polytechnic for Women, Mysore (27th March, 1999) (Inaugural Address)



### *Important Consultancy and Advisory Services*

- Member, Academic Council, Banasthali Vidyapeeth, Banasthali, Rajasthan.
- Member, Academic Advisory Committee, Centre for Professional Development in Higher Education, Delhi University, Delhi.
- Member, Expert Committee, Uttar Pradesh Higher Education Service Commission, Allahabad, U.P.
- Member of the Mid-term Review Committee, Periyar University (UGC Nominee)
- Member Expert Committee, UPSC, New Delhi
- Member, Academic Advisory Committee of Academic Staff College, Jamia Millia Islamia, Jamia Nagar, New Delhi.
- Member, Expert Committee, Goa University, Goa.
- Member, Expert Committee Research Projects, Distant Education Council, IGNOU, Hauz Khas, New Delhi.
- Member Review Committee (UGC Nominee) Banaras Hindu University.

### **K. Sujatha**

#### *Research Studies*

- Concurrent Evaluation of Quality Improvement Programmes in Education: A Study in Tribal Areas of Visakhapatnam District (ITDA Paderu) in Andhra Pradesh
- Community Schools in the Tribal Areas: A Case of India
- School Effectiveness in Tribal Areas – A Pilot Study
- Coordinated a Study on “Alternative Strategies of Education for the Disadvantaged” conducted by IIEP, Paris in South Asia (Bangladesh, India, Nepal and Sri Lanka)
- Study on Effectiveness of Incentives at Primary Level Education in Tribal Areas.
- Pilot Study on Education of Urban Poor: A Case Study of Slum Dwellers in Delhi

#### *Papers*

- How Effective are the Local Teachers in Tribal Areas – Paper presented in the Conference on the “14th International Congress of Anthropological and Ethnological Sciences”, Williamsburg, Virginia, USA
- Impact of Incentives on Educational Development of Scheduled Castes and Scheduled Tribes (forthcoming as NIEPA Occasional Paper)
- Education of the Weaker Sections in India (1999) in M. Mukhopadhyay and M. Parthar (ed.) *Education in India*, Vikas Publishing House, New Delhi



Quality Improvement Initiatives in Primary Education, Paper prepared for UNOPS.

#### *Modules*

Modules on Tribal Education

#### *Consultancy/Membership*

UNOPS and UNDP

Member, Expert Committee on Tribal Women, National Commission for Women.

Member, Expert Committee to prepare a Perspective Plan for 10 years for Education of SCs/STs, Department of Education, Ministry of Human Resource Development

Member, Board of Governors of the Andhra Pradesh Tribal Welfare Ashram and Residential Educational Institutions Society, Hyderabad.

#### *Participation in International Conference*

Participated in the "14th International Congress of Anthropological and Ethnological Sciences", Williamsburg, Virginia, USA (July 26-August 1, 1998)

#### *Other Activities*

Convenor, NIEPA Occasional Paper Series

### **Pramila Menon**

#### *Consultancy/Advisory Services*

Examined several reports/proposals in a meeting of the Sub Committee set up to place University Departments of Adult and Continuing Education in different phases in terms of their performance on April 21, 1998

Participated in a meeting of the Expert Committee on Adult, Continuing and Extension held in SNDT University, Mumbai, from May 18-21, 1998. The representatives of the Departments of Adult, Continuing Education and Extension of all the Universities in India attended this meeting on separate days. The proposals submitted by them were examined by the members of the Committee  
Visited Kuvempu University, Shimoga district in Karnataka in connection with the opening of a new department in this University

Participated as member of a discussion panel organised by the Secretary, Rajasthan Shiksha Karmi Project on January 13, 1999

#### *Membership*

Member, UGC Standing Committee on Adult, Continuing Education Extension and field outreach.



## **Arun C. Mehta**

### *Seminars/Conferences Attended*

Participated in a Workshop on Block Education Officers on Educational Planning, SIEMAT, Patna, January 29-30, 1999

Seminar on Educational Planning and Management in Himachal Pradesh (Shimla), Directorate of Education HP and NIEPA, May 25-26, 1998, presented Indicators of Educational Development in Himachal Pradesh

Participated as Resource Person in programme on Methodology and Techniques of Planning under DPEP, DPEP Bihar, Ranchi (October 5-9, 1998)

Participated as Resource Person in Workshop on Data Analysis and Projections, DPEP, West Bengal, Calcutta, December 13-14, 1998

Participated as Resource Person in 1999 Capacity Building Workshop for Literacy Resource Centre for Girls and Women, ACCU (Japan), & RAEA, Jaipur (Feb 3-4, 1999)

Participated as Resource Person in UNICEF sponsored Workshop on Developing a Common Database for United Nations & World Conferences, February 9-11, 1999, New Delhi

### *Reading Material Prepared*

Status of UEE in the light of Sixth All India Educational Survey Data

Prepared a set of Reading Material for the participants of DEPA and IDEPA concerning to Quantitative Techniques

DIET Pendra (Bilaspur) As I have Seen

### *Research Studies (Completed)*

Universalisation of Upper Primary Education in India: An Analysis of Present Status and Future Requirements (with Dr. N.V. Varghese)

Universalisation of Upper Primary Education in India: An Analysis of School Facilities and their Cost Implications (with Dr. N.V. Varghese).

### *Book Published*

Education for All in India: Enrolment Projections, Vikas Publishing House on behalf of NIEPA, 1998.

### *Articles Published*

Education Information System in India and its Limitations and Suggestions for Improvement, Journal of Indian Education, Volume XXIII, No.2, August 1997, NCERT, New Delhi



Data Requirements for Educational Planning, Journal of Man and Development, Vol. XX, No. 3, Sept. 1998, Chandigarh.

*Consultancy*

Provided Consultancy to Government of India to Prepare Indicators of Educational Development in Relation to EFA: The Year 2000 Assessment, Government of India

**Nalini Juneja**

*Research Papers/Articles Published*

Constitutional Commitments. Seminar No. 464: April 1998 Special Issue on "Right to Education"

*Training Material*

Presented a paper on "Issues and Challenges in Education of the Poor in Delhi" at Seminar-cum-Workshop on Indian Mega Cities and Primary Education of the Poor (September 2-4, 1998)

*Consultancy*

Important consultancy and advisory services rendered to the Ministry of Human Resource Development, UGC, State Governments, International Organisations and National Institutions, etc.

Member National Core Group (NG) for Universalisation of Elementary Education of Urban Deprived Children

Member of the Working Group constituted by the Ministry of Human Resource Development for Development of Guidelines for Follow-up Legislation on Compulsory Education by States/UTs

*Participation in National, International Seminars and Conferences*

Organised Seminar-cum-Workshop on Indian Mega Cities and Primary Education of the Poor (September 2-4, 1998)

Participated in Workshop for Preparation of Tools for Teacher Evaluation organised by Department of Teacher Education and Extension from August 18-19, 1998

Participated in Workshop on Microplanning organised by Educational Consultants in collaboration with Ministry of Human Resource Development, Department of Education at CIET from January 18-20, 1999. Disseminated report of the Project "Training of Primary School Heads in School Effectiveness" carried out under the District Primary Education Programme at District Darrang,



### Assam

Participated in Regional Workshop for Education of Urban Deprived Children at Calcutta from January 28-30, 1999 organised jointly by UNICEF and DPEP (West Bengal)

### S.M.I.A. Zaidi

#### *Research Study Completed*

Completed research study 'Local Bodies and Planning for Education' (Jointly with Dr. N.V. Varghese), a project funded by the DPEP, NIEPA, New Delhi, 1999

#### *Training Programmes Conducted*

Training Programme on 'Use of Quantitative Techniques in Educational Planning' 12 days, September 14-25, 1998. No. of participants – 13

Training Programme on 'Methodology and Techniques of Planning under DPEP' 5 days, October 5-9, 1998 at Ranchi (Bihar), No. of participants – 33

#### *Book Reviews Published*

'School Based Management: Theory, Research and Practices' by David Thenuwara Gamage in Journal of Educational Planning and Administration, Vol. 12 No. 3 July 1998

'Educational Planning and National Development' by M.R. Kolhatkar in Journal of Educational Planning and Administration, Vol. 12 No., 4 October 1998.

#### *Consultancy and Outside Lectures*

Lead GOI Pre-Appraisal Mission to Rajasthan for appraising DPEP state and district plans. Mission worked during June 1-12, 1998, visited Jaipur and 2 districts of the state and submitted a report to GOI.

Acted as Resource Person and delivered two lectures in 'Training Programme on Supervision of DPEP' on November 16, 1998, conducted by NSDART, LBSNAA at Mussorie

Participated in 'National Workshop of SIEMAT Functionaries as a Resource Person organised at SIEMAT Allahabad on December 1-2, 1998

Acted as a Resource Person and delivered two lectures in 'Workshop on Preparation of Perspective Plan' organised by State Project office DPEP, Orissa at Bhubaneswar on December 10, 1998

Acted as a Resource Person in 'Workshop on Data Analysis and Projection' organised by State Project Office DPEP West Bengal on December 13, 1998 at SCERT, Calcutta





Acted as a Resource Person and delivered 4 lectures in the 'Training programme on District Planning of Education' organised by Regional Institute of Education, Ajmer at SCERT, Haryana (Gurgaon) during December 14-18, 1998

Acted as a Resource Person and delivered lectures on Educational Planning in the 'Training Programme of Block Education Extension Officers' organised by SIEMT, Bihar at Patna during January 29, and 30, 1999

Participated in GOI Internal Supervision Mission to Maharashtra as a Member during March 3-9, 1999. The Mission visited Mumbai and 2 districts namely Aurangabad and Jalna and submitted a report to GOI

As a Resource Person participated in Workshop on 'Micro-Planning, Institutional Planning and School Development Plans' organised by State Project Office DPEP Himachal Pradesh at Shimla during March 18-20, 1999

### **Neelam Sood**

#### *Book Reviews*

Research Methods in Education and Psychology: Integrating Diversity with Quantitative and Qualitative Approaches (Donna M. Mertens) in *Journal of Educational Planning and Administration*, Vol. XII No.3, July 1998

Mental Health in Indian Schools (Malavika Kapur) in *Journal of Educational Planning and Administration*, Vol. XII No. 4, October, 1998

Learning and Freedom-Policy, Pedagogy and Paradigms in Indian Education and Schooling (John Robert Shotton) in *Journal of Educational Planning and Administration*, Vol. XIII, No.1, January, 1999

#### *Research Projects*

National Evaluation of District Institutes of Education & Training, a Study for the Ministry of Human Resource Development, Govt. of India with financial support from UNICEF (ongoing)

An Exploratory Study of Interface between Pre-Primary and Primary Levels of Education, a DPEP funded project (ongoing)

#### *Participation in Seminars*

Participated in a Seminar on 'Education of the Disadvantaged Groups in India: Challenges for 21st Century' organised by the University of Himachal Pradesh on September 25-27, 1998. Paper presented: Early Childhood Education and Care in the context of Universalization of Elementary Education

Participated in a seminar on 'Educational Planning and Management in Himachal Pradesh on May 25-26, 1998. Presentation made: Inspection and Supervision.

Resource Person for the Orientation for College Lecturers organized by the Directorate of Higher Education, Haryana from December 14, 1998 to January



17, 1999

Resource Person for UGC Sponsored refresher course for lecturers on 'Innovative Experiments and Alternatives in Education' organised by University of Pune from August 12 to September 8, 1998

Resource Person for the Seminar on 'Early Childhood Stimulation for Children under Three Years' organised by National Institute of Public Cooperation and Child Development from November 23-27, 1998

#### *Other Academic and Professional Activities*

Involved in vetting and editing of the modules discussed during the Workshop on 'Development of Course Material for Diploma in Primary Education' by IGNOU and NCERT during August 11-13, 1998

Evaluation of thesis on 'Effect of Parental Supervision on Self Concept of Physically Handicapped Children', G.B. Pant University of Agriculture and Technology

#### *Membership of Committees*

Member of the Executive Committee of World Organization for Pre-school Education (OMEP)- Indian Chapter

#### **Jayshree Roy Jalali**

##### *Research Papers/Articles Published*

Development of Elementary Education in the North-East – A Historical Comparative Study in *Pariprekshya* NIEPA

##### *Training Material*

Workshop on Universalization of Elementary Education for the North-Eastern States – Identification of Reading Material from both Primary and Secondary Sources

##### *Important Consultancy to International Organisations*

Briefing on Vocationalization of School Education between India and the Developed and Developing countries to the (i) Danish Ambassador, and (ii) to the Councillor, Embassy of Poland.

##### *Participation in National/International Seminars*

Literacy and the Tribal Dimension – A Comparative Study of the North East.



## **Yazali Josephine**

### *Research Projects Completed*

Trends Activities and Utilisation of Financial Resources Under the DPEP – A Study of Assam, Kerala and Madhya Pradesh (August 1998).

### *Research Articles Published*

Effectiveness of Schooling: A Study of Aided Schools of Delhi, Co-authored with Dr. B.K. Panda, published in the book “Referring School Education – Issues in Policy Planning and Implementation.

Research article titled “Impact of Mid-day Meal Programme on Enrolment and Retention of Girls in Primary Schools of West Garo Hills in Meghalaya” published Education in India: The Next Millennium (Report of the World Conference – Part III)

### *Research Papers Contributed to International Conferences*

Research paper titled “Issues of Education in the Garo Tribes of India” was accepted in the International Seminar held during November 2-13, 1998, Melbourne, Australia.

Research paper titled “Impact of Structural Adjustment Programmes on the Elementary Education in North East Region of India: A Preliminary Investigation”. Presented in the International Conference on Educational Culture in 21st Century: Knowledge, Teacher & Technology, held in Guwahati during January 29th - 31st, 1999.

### *Participation in National Seminars & Training Programmes*

Participated in Tele-conference of Academic Facilitators conducted by National Open School in November 05, 1998

Participated in National Conference on School Education, conducted by NIEPA during April 1999

Undergone Training on Windows 95 & MS Office 97 in E.R.T.L. (North), Electronics Niketan during August 3-14, 1998

Practical Exercise developed on Institutional Planning for Municipal Primary Schools of Delhi.

## **Bijoy Kumar Panda**

### *Programmes Participation*

Participated in the 34th Annual Training Programme organised by IIEP (UNESCO) at Paris, France



**Research Papers Developed**

Developed a Research Proposal as part of the IIEP (UNESCO) programme entitled "School Heads in Southern Area: Problems and Perspectives".

**Research Studies Completed**

Completed a study entitled "Capacity Building Programmes" organised by the DIETs for School Head Masters working in Primary Schools.

**Book Reviews Published**

A review of the book entitled "Organisation of School Education" by Mohit Chakraborty in the Journal of Educational Planning and Administration, Vol. No. 13 (1)99

**Rashmi Diwan****Paper Presented**

'Efficiency and Effectiveness in School Based Management', Paper Presented in a Conference on Management of School Education in India, April 16-17, 1998 at PHD House, New Delhi

Reforming Schools for Next Century: School Based Leadership Interventions, Paper Presented at the International Conference on Educational Culture in the 21st Century Knowledge, Teacher and Technology, January 29-31, 1999 at Guwahati.

**Participation**

Participated in 2nd Asia Regional Literacy Forum on Innovation and Professionalism in Adult Education: A Focus on Diversity from February 9-13, 1998

**K. Srinivas****Participation in Seminars/Conferences/Workshops**

Attended Workshop on "Internet and Education" organised by Commonwealth Educational Media Centre for Asia, Hyderabad from December 28, 1998-January 1, 1999

**Other Activities**

Rendered Advisory Services to UGC sponsored Two-day Expert Meeting to Review the Curriculum of Computer Applications at First Degree Level (24-25 September, 1998)



**P.N. Tyagi***Participation in Conference*

Participated in the XVIII INCA International Congress Conference held at Science City, Calcutta from 15-18th December 1998

**Ekta Nahar**

Rendered Advisory Services to UGC sponsored Two-day Expert Meeting to Review the Curriculum of Computer Applications at First Degree Level (24-25 September, 1998)

*Softwares Developed*

Computerised Salary Processing System  
Computerised Inventory Processing System

**Kausar Wizarat***Participation in National and International Seminars and Conferences*

National Conference on "School Based Management of Education" organised by NIEPA from 16-17 April 1998.

Asian Regional Conference on Learning: "The Treasure Within" organised by NIEPA, NCERT, IGNOU, AICTE, UNESCO from 27th - 28th January 1999.

**Manju Narula***Research*

Submitted thesis on "An Investigation into the Cost and Job Performance of Teachers in Higher Education" in Education Department, Agra University, August 1998.

*Participation in National/International Conferences*

Participated in Virtual Conference through Tele-Conferencing: "Learning: The Treasure Within" NIEPA, NCERT, NCTE, UNESCO, January 25, 1999.

Participated in Asian Regional Conference on "Learning: The Treasure Within" organised by NIEPA, IGNOU, NCERT, NCTE and UNESCO, January 27-28, 1999.

**V.P.S. Raju***Participation in National, International Conferences/Seminars*

National Conference on Management of School Education in India, New Delhi: National Institute of Educational Planning and Administration. (16-17 April 1998)

National seminar-cum-workshop on Indian Megacities and Primary Education



of the Poor, New Delhi: National Institute of Educational Planning and Administration. (2-4 September 1998)

International conference on Education Culture in the 21st Century: Knowledge, Teacher and Technology, Guwhati: All India Association for Educational Technology, Assam Chapter. (29-31 January 1999). Presented paper entitled Regional Disparities in Educational Development: A Case Study of Andhra Pradesh

National Seminar on Evaluation and Measurement in Education, Lucknow: State Council of Educational Research and Training, Uttar Pradesh (18-19 February 1999)

### **S.K. Mallik**

#### *Articles*

“Management of School Education under Panchayati-Raj Bodies”, Employment News, Vol. XXIII, No. 17, 25-31 July, 1998

“Educational Status of Muslims in India: Some Research Evidences” (Accepted for Publication in the Journal of Education and Social Change)

#### *Participation in National/International Conferences*

Attended National Conference on “School Based Management of Education”, organised by NIEPA from 16-17, April, 1998

Attended the Asian Regional Conference on “Learning: The Treasurer Within”, organised by NIEPA from 27-28, January, 1999

#### *Others*

Provided the Editorial support to NIEPA Journal

Compiled the Annual Report of the Institute for the year 1997-98.

### **Kamalakanta Biswal**

#### *Research Papers & Publications*

School Mapping: An Analysis of Educational Facilities in Dhenkanal District, Orissa (jointly with Dr. N.V. Varghese), NIEPA, New Delhi, 1999.

#### *Training Material*

Handbook on District Planning in Education: A Practical Exercise (with Dr. N.V. Varghese & Dr. N.K. Mohanty)

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

“Asian Regional Conference on Learning: The Treasure Within” organised by NIEPA, NCERT, IGNOU, AICTE, & UNESCO from 27-28 January, 1999



**N.K. Mohanty***Research Paper under Publication*

Migration As a Source of Human Resource Development: An Analysis of Indian Empirical Experience”, a paper jointly with Prof. Shri Prakash under publication in Economic System Research, Journal of the International Input-Output Association, P.O. Box 800, NL-9700 AV Groninzen, The Netherlands.

*Training Material*

Handbook on District Planning in Education: A Practical Exercise.

Handbook on Projecting Manpower Demand and Supply: A Practical Exercise

*Participation in Seminar/Conference*

Participated in Asian Regional Conference on “Learning: The Treasure Within” held in New Delhi Jointly by NIEPA, NCERT, IGNOU, NCTE, MHRD and UNESCO from 27-28 January, 1999.



## Appendix I

### Members of the NIEPA Council (As on March 31, 1999)

#### President

1. Shri Murli 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-110016

#### Ex-Officio Members

3. Professor (Ms.) A.S. Armeity Desai  
Chairperson  
University Grants Commission  
Bahadurshah Zafar Marg  
New Delhi.
4. Education Secretary  
Ministry of Human Resource  
Development  
Department of Education  
Shastri Bhawan, New Delhi-110001
5. Joint Secretary & Financial Adviser  
Ministry of Human Resource  
Development  
Department of Education  
Shastri Bhawan, New Delhi-110001

6. Additional Secretary  
Ministry of Personnel,  
Public Grievances and Pensions  
Sardar Patel Bhawan  
Parliament Street  
New Delhi-110001

7. Shri M. K. Kaw  
Principal Adviser (Education)  
Planning Commission  
Yojana Bhawan  
New Delhi-110001
8. Dr. A.K. Sharma  
Director  
National Council of Educational  
Research & Training  
New Delhi-110016

#### State Education Secretaries

9. Shri A.K. Paitandi  
Secretary, & DPI (Education)  
Government of Arunachal Pradesh  
PO. Itanagar-791111
10. Shri V.H. Pachua  
Secretary, Education Department  
Government of Goa  
Panaji (Goa)-403001
11. Secretary  
General Education Department  
Government of Kerala Sectt.  
Trivandrum-695001.





12. Shri D.N. Padhi  
Commissioner-cum-Secretary  
School Education Department  
Govt. of Orissa  
Bhubaneswar-751001
13. Principal Secretary  
(Higher Education)  
Government of Punjab  
Chandigarh-160001

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

14. Shri R. Kodanandarama Reddy  
Commissioner of Collegiate Education  
Government of Andhra Pradesh  
Nampally, Hyderabad-500022
15. Shri Ambubhai Patel  
Director of Primary Education  
Old Sachivalaya Building  
Block No. 12  
Gandhinagar-382010
16. Prof. R.K. Chhibber  
Director of School Education  
Government of J & K (Jammu Region)  
Kachi Chawani  
Jammu Tawi, Jammu  
C/o Resident, Commissioner  
Government of Jammu & Kashmir  
5 Prithivi Raj Marg  
New Delhi-110011
17. Shri H.R. Borah  
Director of School Education  
Government of Nagaland  
Kohima-797001
18. Smt. Kuldeep Kaur  
Director of Public Instruction (School)  
Chandigarh Administration  
U.T. Secretariat, Sector-9  
Chandigarh-160017

#### **Eminent Educationists**

19. Professor M.V. Mathur  
Former Director (NIEPA)  
F-48, Sundar Marg, 'C' Scheme  
Jaipur-302001
20. Shri P.K. Umashankar  
Former Director, IIPA  
857, 13th Main Road  
Anna Nagar  
Madras-600040
21. Professor A.H. Kalro  
Director, IIM  
Kozhikode  
Kerala
22. Professor K.N. Panikkar  
Dean  
School of Social Sciences  
Jawaharlal Nehru University  
New Delhi-110067
23. Professor Mohit Bhattacharya  
Vice Chancellor (Retd.)  
Burdwan University  
West Bengal

#### **Faculty Members of NIEPA**

24. Prof. M. Mukhopadhyay  
Senior Fellow & Head  
Educational Administration Unit
25. Dr. (Ms.) K. Sujatha  
Senior Fellow & Head  
International Unit
26. Associate Fellow  
Sub-National Systems Unit

#### **Members of Executive Committee**

27. Shri Champak Chatterji  
Joint Secretary (Planning)  
Ministry of Human Resource  
Development, Department of Education  
Shastri Bhawan, New Delhi-110001



28. Shri R. Tandekar  
Commissioner & Director of  
Public Instruction  
(School Education)  
Gautam Nagar  
Government of Madhya Pradesh  
Bhopal
29. Joint Director  
NIEPA, New Delhi
30. Shri P.R.R. Nair      Secretary  
Registrar  
NIEPA, New Delhi



## Appendix II

### Members of the Executive Committee (As on March 31, 1999)

- |   |  |
|---|--|
| <p>1. Prof. B.P. Khandelwal <i>Chairman</i><br/>Director<br/>National Institute of Educational<br/>Planning and Administration<br/>New Delhi-110016</p> <p>2. Joint Secretary (Planning)<br/>Ministry of Human Resource<br/>Development<br/>Department of Education<br/>Shastri Bhawan, New Delhi-110001</p> <p>3. Joint Secretary &amp; Financial<br/>Adviser<br/>Ministry of Human Resource<br/>Development<br/>Department of Education<br/>Shastri Bhawan<br/>New Delhi-110001</p> <p>4. Shri M. K. Kaw<br/>Principal Adviser (Education)<br/>Planning Commission<br/>New Delhi-110001</p> <p>5. Principal Secretary<br/>(Higher Education)<br/>Government of Punjab<br/>Chandigarh-160001</p> <p>6. Professor M.V. Mathur<br/>Former Director (NIEPA)<br/>F-48, Sundar Marg, 'C' Scheme<br/>Jaipur-302001</p> | <p>7. Professor A.H. Kalro<br/>Director, IIM<br/>Kozhikode<br/>Kerala</p> <p>8. Shri R. Tandekar<br/>Commissioner &amp; Director of Public<br/>Instruction (School Education)<br/>Gautam Nagar<br/>Government of Madhya Pradesh<br/>Bhopal</p> <p>9. Joint Director NIEPA<br/>New Delhi-110016</p> <p>10. Prof. M. Mukhopadhyay<br/>Senior Fellow &amp; Head<br/>Educational Administration Unit<br/>NIEPA<br/>New Delhi-110016</p> <p>11. Dr. (Ms.) K. Sujatha<br/>Senior Fellow &amp; Head<br/>International Unit<br/>NIEPA<br/>New Delhi-110016</p> <p>12. Shri P.R.R. Nair <i>Secretary</i><br/>Registrar<br/>NIEPA<br/>New Delhi-110016</p> |
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## Appendix III

### Members of the Finance Committee (As on March 31, 1999)

- |  |   |
|--|---|
| <p>1. Prof. B.P. Khandelwal <i>Chairman</i><br/>Director<br/>National Institute of Educational<br/>Planning and Administration<br/>New Delhi-110016</p>              | <p>4. Secretary (Education Department)<br/>Govt. of National Capital Territory of<br/>Delhi , Old Secretariat Delhi</p> |
| <p>2. Joint Secretary (Planning)<br/>Ministry of Human Resource<br/>Development<br/>Department of Education<br/>Shastri Bhawan<br/>New Delhi-110001</p>              | <p>5. Joint Director<br/>NIEPA<br/>New Delhi-110016</p>   |
| <p>3. Joint Secretary &amp; Financial Adviser<br/>Ministry of Human Resource<br/>Development<br/>Department of Education<br/>Shastri Bhawan<br/>New Delhi-110001</p> | <p>6. Shri P.R.R. Nair <i>Secretary</i><br/>Registrar<br/>NIEPA<br/>New Delhi-110016</p>                                |



## Appendix IV

### Members of the Planning and Programme Committee (As on March 31, 1999)

- |  |   |
|--|---|
| 1. Prof. B.P. Khandelwal <i>Chairman</i><br>Director<br>NIEPA<br>New Delhi-110016.   | 7. Commissioner & Secretary<br>Education Department<br>Capital Complex<br>Government of Assam<br>Dispur-781006<br>Guwahati    |
| 2. Joint Director<br>NIEPA<br>New Delhi-110016   | 8. Principal Secretary<br>Education Department<br>Government of Karnataka<br>Bangalore-560001                                 |
| 3. Joint Secretary (Planning)<br>Ministry of Human Resource Development<br>(Department of Education)<br>Shastri Bhawan<br>New Delhi-110001 | 9. Director of Education<br>NCT of Delhi<br>Delhi-110054  |
| 4. Dr. R.P. Gangurde<br>Additional Secretary<br>University Grants Commission<br>Bahadurshah Zafar Marg<br>New Delhi-110001                 | 10. Director<br>Mass Education<br>New Secretariat<br>Govt. of Bihar<br>Patna  |
| 5. Shri M. K. Kaw<br>Principal Adviser (Education)<br>Planning Commission<br>New Delhi-110001  | 11. Prof. Atul Sharma<br>Indian Statistical Institute<br>7, Saheed Jeet Singh Marg<br>Near Katwaria Sarai<br>New Delhi-110016 |
| 6. Vice-Chancellor<br>Jiwaji University<br>Gwalior-474011<br>(Madhya Pradesh)  |   |



12. Prof. Sneh Joshi  
Head, Deptt. of Educational  
Administration  
Faculty of Education & Psychology  
M.S. University of Baroda  
Vadodara-390002
13. Prof. P.R. Panchamukhi  
Director  
Centre for Multi-Disciplinary  
Development Research  
D.B. Rodda Road  
Jubilee Circle  
Dharward-580007  
Karnataka
14. Prof. R. Radhakrishna  
I.C.S.S.R.  
35, Ferozshah Road  
New Delhi-110001
15. Prof. Mohd. Miyan  
Dean of Education  
Jamia Millia Islamia University  
Jamia Nagar  
New Delhi-110025
16. Dr. R.K. Bahl  
Retired Director, State Institute of  
Education  
Sector 32/C  
Chandigarh
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. Head  
Educational Policy Unit  
NIEPA,  
New Delhi-110016
21. Dr. Y.P Aggarwal  
Senior Fellow & Head  
Operations Research and Systems  
Management Unit  
NIEPA  
New Delhi-110016
22. Dr. N.V. Varghese  
Senior Fellow & Head  
Sub-National Systems Unit &  
Educational Planning Unit  
NIEPA  
New Delhi-110016
23. Dr. K. Sudha Rao  
Senior Fellow & Head  
Higher Education Unit  
NIEPA  
New Delhi-110016
24. Dr. (Ms.) K. Sujatha  
Senior Fellow & Head  
International Unit  
NIEPA  
New Delhi-110016
25. Shri P.R.R. Nair                      *Secretary*  
Registrar  
NIEPA  
New Delhi-110016



## Appendix V

### Faculty and Administrative Staff (As on March 31, 1999)

#### Director

Khandelwal, B.P.

#### Educational Planning Unit

Varghese, N.V., Senior Fellow & Head

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

Mallik, S.K., Research & Training Associate

Reddy, A.N., Research & Training Associate

#### School & Non-formal Education Unit

Govinda R., Senior Fellow & Head

Juneja, Nalini, Fellow

Sood, Neelam, Fellow

Diwan, Rashmi, Associate Fellow

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

#### Higher Education Unit

Sudha Rao, K., Senior Fellow & Head

Wizarat, Kausar, Research & Training Associate



**Sub-National Systems Unit**

Varghese, N.V., Senior Fellow & Head  
 Menon, Pramila, Fellow  
 Mehta, A.C., Fellow  
 Zaidi, S.M.I.A., Fellow  
 Jalali, J., Associate Fellow  
 Biswal, Kamalakanta, Research & Training Associate

**International Unit**

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

**Operations Research and Systems Management Unit**

Aggarwal, Y. P., Senior Fellow & Head  
 Srinivas, K., Systems Analyst  
 Nahar, Ekta, Computer Programmer  
 Chugh, Sunita, Research & Training Associate

**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

**Cartographic Cell**

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

**Administration & Finance**

Bhardwaj, G.S., Administrative Officer  
 Sharma, M.L., Section Officer  
 Choudhary, S.R., Section Officer  
 Mani, P., Section Officer  
 Sharma, R.C., Section Officer





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**Appendix VI**

**ANNUAL ACCOUNTS AND AUDIT REPORT**

## Appendix VI

### NATIONAL INSTITUTE OF EDUCATIONAL (Receipt and Payment Account)

#### Receipts

<b>Opening Balance</b>		
Cash in Hand	0.00	
Imprest	5,000.00	
Cash at Bank	19,454,805.10	19,459,805.10
<b>Grants in aid from Government of India</b>		
Non-Plan	13,865,000.00	
Plan	10,500,000.00	24,365,000.00
<b>Hostel Rent</b>	1,487,208.00	1,487,208.00
<b>Interest Received On</b>		
Investment	1,428,197.00	
Interest on PF Investment	411,392.00	
Interest on Interest Bearing Advances	81,190.00	1,920,779.00



## PLANNING AND ADMINISTRATION

for the Period from 1-4-1998 to 31-3-1999)

### Payments

#### Non Plan (Expenditure)

##### Pay of Officers

Administration	527,598.00	
Finance & Accounts	167,466.00	
Research & Training	3,798,410.00	
Library & Documentation	393,329.00	
Publication	205,050.00	5,091,853.00

##### Pay of Establishment

Administration	1,679,503.00	
Finance & Accounts	364,936.00	
Research & Training	2,201,883.00	
Library & Documentation	418,078.00	
Publication	159,955.00	
Hostel	235,145.00	5,059,500.00

##### Allowances & Honoraria

Administration	2,178,964.00	
Finance & Accounts	427,152.00	
Research & Training	3,319,239.00	
Library & Documentation	431,848.00	
Publication	346,100.00	
Hostel	137,307.00	6,840,610.00

##### Over Time Allowances

278,142.00 278,142.00

##### Medical Reimbursement

792,213.00 792,213.00

##### Medical Advance

392,800.00 392,800.00

##### Leave Travel Concession

191,933.00 191,933.00

##### Ad-hoc Bonus

246,738.00 246,738.00

##### Interest on PF Paid to Subscribers

1,497,843.00 1,497,843.00

##### Leave Salary & Pension Contribution

36,186.00 36,186.00

##### Pension and Gratuity

1,895,702.00 1,895,702.00

##### Academic Activities

Advertisement Charges	0.00	
Entertainment Charges	61,310.00	



### Receipts

<b>Sale of Publications</b>		
Royalty	15,282.00	15,282.00
<b>Medical Advance (Refund)</b>	368,000.00	368,000.00
<b>Leave Salary Pension Contribution</b>	112,898.00	112,898.00
<b>Recovery on a/c of Overpayment of Pension</b>	93,186.00	93,186.00
<b>Misc. Receipts</b>		
Sale of Condemned Items	326,000.00	
Licence Fee	68,325.00	
Water Charges	6,129.00	
Misc. Receipts	6,836,277.04	7,236,731.04
<b>Other Misc. Receipts</b>		
Installation of Telephone	15,000.00	
Refund of Security	2,500.00	17,500.00



### Payments

Misc. Contingencies	19,417.00	
Printing/Binding Charges	17,234.00	
Postage & Telegram Charges	60,860.10	
Petrol, Oil & Lubricant Charges	90,422.00	
Stationery/Store Items	83,813.00	
Stipend/Book & Project Grant	71,989.00	
Telephone/Telegramme Charges	460,728.00	865,773.10
<b>Travelling Allowances</b>		
A. Faculty/Staff and Members	70,052.00	
B. Participants	355,183.00	425,235.00
<b>Honorarium to Resource Persons</b>	23,609.00	23,609.00
<b>Research Studies</b>		
Printing Charges	22,094.00	22,094.00
<b>Other Charges (Recurring)</b>		
Audit Fees	40,650.00	
Cooliage/Cartage/Customs, etc	910.00	
Horticulture Charges	5,384.00	
Insurance	84,922.00	
Liveries	44,562.00	
Legal Expenses	64,000.00	
Maintenance of Vehicle	115,782.00	
Maintenance of Equipment	183,787.00	
Maint. of Furniture & Fixture	13,694.00	
Maint. of Building (Civil)	18,751.00	
Maint. of Building (Elec.)	1,980.00	
Misc. Payments	431,679.00	
News Papers Charges	17,442.00	
Rent, Rates & Taxes	2,496.00	
Water & Electricity Charges	155,339.00	1,181,378.00
<b>Recoverable Advances</b>		
Festival Advance	117,000.00	
Car Advance	0.00	
Scooter Advance	191,109.00	
Cycle Advance	7500.00	
Fan Advance	0.00	
H.B. Advance	278,650.00	
Computer Advance	0.00	594,259.00



### Receipts

#### Recoverable Advances

Festival Advances	90,370.00	
Car Advances	8,840.00	
Scooter Advances	44,608.00	
Cycle Advances	4,950.00	
Fan Advances	0.00	
H.B. Advances	111,950.00	
Computer Advances	31,180.00	291,898.00
<b>Misc. Advances</b>	<b>3,959,410.00</b>	<b>3,959,410.00</b>

#### Total Receipts (Non-Plan)

**15,502,892.04**



**Payments**

<b>Miscellaneous Advances</b>	4,066,445.00	4,066,445.00
<b>Total Expenditure (Non-Plan)</b>	<u>29,502,313.10</u>	
<b>Plan (Expenditure)</b>		
<b>Pay of Officers</b>		
Administration	19,450.00	
Research & Training	152,950.00	172,400.00
<b>Pay of Establishment</b>		
Administration	134,566.00	
Finance & Accounts	100,721.00	
Research & Training	311,554.00	
Publication	29,790.00	576,631.00
<b>Allowances &amp; Honoraria</b>		
Administration	1,210,281.00	
Finance & Accounts	35,579.00	
Research & Training	471,306.00	
Publication	112,050.00	1,829,216.00
<b>Over Time Allowances</b>	6,525.00	6,525.00
<b>Medical Reimbursement</b>	544.00	544.00
<b>Leave Travel Concession</b>	0.00	0.00
<b>Ad-hoc Bonus</b>	24,190.00	24,190.00
<b>Academic Activities</b>		
Entertainment Charges	111,859.10	
Misc. Contingencies	135,326.00	
Printing/Binding Charges	72,151.00	
Postage & Telegram Charges	140,522.00	
Petrol, Oil & Lubricant Charges	113,760.00	
Stationery/Store Items	824,868.00	
Telephone/Trunk Call Charges	606,723.25	
Stipend, Book and Project Grants	108,603.00	
Periodicals	1,062,097.00	3,175,909.35
<b>Travelling Allowances</b>		
A. TA to Faculty/Staff Members	245,476.00	
B. TA/DA to Participants	233,723.00	479,199.00
<b>Honorarium to Resource Persons</b>	46,270.00	46,270.00





**Receipts**

<b>IDEPA Programmes</b>		
Grants	6,782,875.00	6,782,875.00
<b>Establishment &amp; Operationalization of DISE/EMIS (Dr. Aggarwal)</b>		
Grant	1,820,045.00	1,820,045.00
<b>Training Programme for DIET (Ms. Jalali /Dr. Menon)</b>		
Grants	143,664.00	143,664.00
<b>Capacity Building in Planning and Management DPEP (Dr. N.V. Varghese)</b>		
Grants	2,400,000.00	2,400,000.00



**Payment**

<b>Publication (Brought out)</b>	247,245.00	247,245.00
<b>Other Charges</b>		
(a) Recurring		
Cooliage/Cartage/Customs, etc.	3,480.00	
Horticulture Charges	8,447.00	
Maintenance of Vehicle	108,336.00	
Maintenance of Equipment	280,493.00	
Maint. of Furniture & Fixture	19,591.00	
Maint. of Instt. Building (Civil)	1,265,968.00	
Maint. of Instt. Building (Elect)	1,729,035.00	
Newspapers Charges	15,412.00	
Rent, Rates/Taxes	213,406.00	
Water & Electricity Charges	295,292.00	
Misc. Payments	461,651.00	4,401,111.00
(b) Non-Recurring		
Furniture & Fixture	464,404.00	
Other Office Equipment	5,294,452.00	
Staff Car/Typewriter	0.00	5,758,856.00
<b>Library Books</b>	514,164.00	514,164.00
(c) Advance Payments		
Construction of Building (Civil)	17,000.00	
Construction of Building (Elect)	261,404.00	278,404.00
<b>Total Expenditure (Plan)</b>	<b>17,510,664.35</b>	
<b>INSTITUTE'S RESEARCH STUDIES</b>		
<b>2nd All India Survey on Educational Administration</b>		
Salaries/Honorarium	226,379.00	
Ref Grants recd. from States	(2,466.00)	
TA/DA	64,957.00	
Stationery/Printing and Binding Charges	69,626.00	
Contingencies	71,834.00	430,330.00
<b>Pattern and Structure of Institutional Cost</b>		
<b>(Dr. N.K. Mohanty)</b>		
Salaries	8,645.00	
TA and Photocopy	1,160.00	9,805.00



**Receipts**

**Asian Development Bank Sponsored Training  
Programme on Educational Management  
for Sr. School Principals: Sri Lanka**

Grants	4,556,583.00	4,556,583.00
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**U.G.C. Programme College Principals  
(Dr. K. Sudha Rao)**

Grants	685,340.00	685,340.00
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**U.G.C. Programme Teacher Training  
Programme on Computer Applications  
(Dr. Sudha Rao)**

Grants	150,000.00	150,000.00
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**Payment**

**Management of School Education in India  
(Dr. Neelam Sood)**

Salaries	29,280.00	
Misc. Contingencies	29,768.00	59,048.00

**Vocationalisation of Undergraduates Scheme  
(Dr. Sudha Rao)**

Salaries	28,790.00	
TA/DA	4,707.00	
Misc. Contingencies	2,650.00	36,147.00

**National Seminar on Human Rights  
(Dr. Sudha Rao)**

Salaries	15,124.00	
Contingencies	1,750.00	16,874.00

**Planning and Management of Women Study  
Centres in India (Dr. Sudha Rao)**

Salaries	7,476.00	
Contingencies	1,850.00	9,326.00

**School Education in Delhi  
(Dr. Govinda & Dr. Rashmi)**

Salaries	1,157.00	1,157.00
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**Scheme of Assistance**

Expenditure	45,000.00	45,000.00
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**(2) Total on Research Studies**

**607,687.00**

**Gr. Total (Plan) Expenditure**

**18,118,351.35**

**Sponsored Programmes/Studies**

**IDEPA Programmes**

Salaries	52,067.00	
Programme Expenses	3,908,106.00	
Direct Payments to Participants	346,689.00	
Boarding/Lodging Charges	1,103,624.00	
Contingencies	408,485.00	
Stationery	59,222.00	5,878,193.00

**Decentralisation Management of Educational  
Panchayati Raj Institutions (MHRD)**

Ref. to Ministry	88,360.00	88,360.00
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### Receipts

<b>Assessment of Technical and Infrastructural Capacity of DIET (Dr. R. Govinda)</b>		
Grants	1,634,000.00	1,634,000.00
<b>Concurrent Evaluation of the Quality Improvement of Schools in all Mandals of ITDA, Paderu (UNICEF Sponsored)</b>		
Grants	531,200.00	531,200.00
<b>National Evaluation of Operational Black Board (Dr. R. Govinda)</b>		
Grants	10,000,000.00	10,000,000.00
<b>A Study: Upper Primary Schools in India (UEE) (Dr. N.V. Varghese) World Bank Funded</b>		
Grants	630,000.00	630,000.00



**Payments**

<b>Baseline Studies (Kerala)</b>		
Salaries	11,258.00	
Contingencies	3,026.00	14,284.00
<b>Baseline Study (Karnataka)</b>		
Salaries	9,839.00	9,839.00
<b>Establishment &amp; Operationalization of DISE/EMIS (Dr. Aggarwal)</b>		
Salaries	253,294.00	
TA/DA Payments	60,437.00	
Computer (Capital Item)	180,080.00	
Stationery	677,986.00	
Contingencies	290,078.00	1,461,875.00
<b>Trg. Prog. for DIET (Ms. Jalali /Dr. Menon)</b>		
TA/DA	60,095.00	
Contingencies	17,027.00	77,122.00
<b>Capacity Building in Planning &amp; Management DPEP(Dr. N.V. Varghese)</b>		
Salaries	542,757.00	
TA/DA	302,725.00	
Computer (Capital Item)	936,800.00	
Contingencies	328,440.00	
Conference Expenditure	509,436.00	2,620,158.00
<b>Asian Dev. Bank Spond. Trg. Prog. on Edl.Management for Sr. School Principals: Sri Lanka</b>		
Salaries	157,887.00	
TA/DA	(234.00)	
Lodging/Boarding Charges	304,967.00	
Programme Expenses	6,536,846.00	
Contingencies/Prog. Expenses	179,617.00	7,179,083.00
<b>Social Safety Network Scheme (M/HRD)</b>		
Ref. Unspent Balance Amount	112,582.00	112,582.00
<b>DIET Programme for Libraries(Ms. Malhotra)</b>		
Expenditure	33,642.00	33,642.00
<b>Impact Study of Area Intensive Programme (Ms. P. Menon)</b>		
Salary	46,917.00	



**Receipts****Role and Contribution of NGOs to Basic Education in India (C. No. 860.030.8)**

Grants	211,210.00	211,210.00
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**Asian Regional Conference on Learning (C. No. 860.31.8)**

Grants	126,690.00	126,690.00
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**Data Base on Primary School Infrastructural Facilities (C. No. 840.851.8)**

Grants	84,484.00	84,484.00
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**Payment**

Printing and Stationery	10,100.00	
Contingencies	125.00	57,142.00
<b>UGC Prog. – College Principals(Dr. Sudha Rao)</b>		
TA/DA to Participants	753,108.00	
Contingencies	49,420.00	802,528.00
<b>UGC Programme – Teacher Training Programme on Computer Application (Dr. Sudha Rao)</b>		
Expenditure	47,057.00	47,057.00
<b>Learners Achievement Study (Delhi )(UNICEF)(Dr. Y.P. Aggarwal)</b>		
Salaries	86,777.00	
Data Entry Charges	22,400.00	
Stationery	23,639.00	
Transportation	2,025.00	
Misc. Contingent Expenses	2,476.00	137,317.00
<b>Primary Education Assessment &amp; Review Systems (UNICEF)</b>		
Salaries	50,903.00	
Computer (Capital Item)	69,000.00	
Misc. Contingencies	1,746.00	121,649.00
<b>I.I.E.P. Paris(Cont. No. 97.30.91) Dr. Aggarwal</b>		
Expenditure	2,648.00	2,648.00
<b>Assessment of Technical and Infrastructural Capacity of DIET(Dr. R. Govinda)</b>		
Salaries	75,626.00	
Hon. to R/Persons	97,936.00	
TA/DA to Staff	75,560.00	
Stationery	25,798.00	
Contingencies	55,231.00	
Grants to Institutions	1,379,230.00	1,709,381.00
<b>Concurrent Evaluation of the Quality Improvement of Schools in all Mandals of ITDA. Paderu(UNICEF Sponsd.)</b>		
Salaries	127,058.00	
TA/DA	72,357.00	
Printing & Stationery	45,912.00	
Contingencies	42,376.00	287,703.00





**Receipts**

**Field Survey of the Questionnaire on  
Strengthening the Role and Cont. Graduates  
for the Dev. Process(C. No. 840.858.8)**

Grants	63,260.00	63,260.00
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**An Assessment of Infrastructural  
Facilities in Higher Education (Dr. Inderasen)**

Refund received from MHRD	13,183.00	13,183.00
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**Total Receipts Spond. Projects**

**29,832,534.00**



**Payment**

**National Evaluation of Operational Black  
Booard Scheme (Dr. R. Govinda)**

Salary	71,857.00	
TA/DA to Participants	67,915.00	
TA/DA to Staff	39,611.00	
Contingencies	56,795.00	
Computer (Capital Item)	183,709.00	
Grants to Diff. State/Instt.	7,125,000.00	7,544,887.00

**A Study - Upper Primary Schools in India (UEE)  
(Dr. N.V. Varghese) World Bank Funded**

Salaries	132,163.00	
Computer (Capital Item)	113,209.00	
TA/DA	28,802.00	
Printing Charges	10,503.00	
Contingencies	12,246.00	296,923.00

**Role and Contribution of NGO's Basic  
Education in India(C.No. 860.031.8)**

Salaries	27,000.00	
TA/DA	11,000.00	
Contingencies	4,160.00	42,160.00

**Asian Regional Conference on Learning  
(C.No. 860.031.8)**

Salaries	5,414.00	
Prog. Expenses	681,038.00	686,452.00

**Data Base on Primary School Infrastructural  
Facilities (Cont. No. 840.851.8)**

Salaries	1,581.00	
TA	3,775.00	
Honorarium	49,100.00	
Misc. Contengencies	1,865.00	56,321.00

**Field Survey of the Questionnaire on Strengthening  
the Role and Cont. Graduates for the Dev. Process  
(Cont. No. 840.858.8)**

Expenditure	21,100.00	21,100.00
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**Receipts**

**Remittance**

Income Tax Salaries	1,076,473.00
PF Sub & Refunds of Advance	4,680,408.00
PF Sub/Recov. of Deputationists	133,750.00
H.B.Advance of Deputationists	48,420.00
Pay Roll Saving Schemes	155,400.00
Group Saving Linked Insurance Scheme	91,760.00
Self LIC of Staff	271,552.00
Society Recoveries	463,242.00
C.G.E.G.I.S. (Deputationist)s	4,822.80
Income Tax (Parties)	20,295.00
Computer Advance	3,600.00

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<b>TOTAL</b>	<b>96,109,953.94</b>
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Sd/-  
(S.R. Chaudhary)  
Section Officer  
National Institute of Educational Planning  
and Administration



**Payment**

**Education for All: Assessment (P)(MHRD)**

**(Dr. Govinda)**

Salaries	19,457.00	
Contingencies	19,439.00	38,896.00

**Total Expenditure Spons. Project**

**29,327,302.00**

**Remittance**

Income Tax Salaries		1,076,473.00
PF Sub & Refunds of Advance		4,680,408.00
PF Sub/Recov. of Deputationists		133,750.00
H.B.Advance of Deputationists		48,420.00
Pay Roll Saving Schemes		155,400.00
Group Saving Linked Insurance Scheme		90,280.00
Self LIC of Staff		271,552.00
Society Recoveries		463,242.00
C.G.E.G.I.S.(Deputationists)		4,822.80
Income Tax (Parties)		20,295.00
Computer Advance		3,600.00

**Closing Balance**

Cash in Hand	0.00	
Imprest	5,000.00	

**Cash at Bank**

1) State Bank of India	1,403,471.80	
2) Syndicate Bank (181)	3,271,534.89	
3) Syndicate Bank (179)	2,088,910.00	
4) Syndicate Bank (178)	5,444,828.00	12,213,744.69

**96,109,953.94**

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 condition 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

Income and Expenditure Account

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### Expenditure

Pay of Officers	5,264,253.00
Pay of Establishment	5,636,131.00
Allowances & Honoraria including	
Leave Salary and Pension Contribution	
Over Time, Medical Reimbursement	9,975,369.00
Travelling Allowance	0.00
Pension & Gratuity	1,895,702.00
Provident Fund Contribution (Employer Shares)	
Interest on Provident Fund Paid/Payable to the	
Accounts of Subscribers	1,497,843.00
Bonus	270,928.00
Fellowship and Prizes	69,879.00
Expenditure Incurred for	
bringing out Publications	247,245.00
Academic Activities	4,946,116.45
Research Studies	629,781.00
Other Charges (Recurring)	
(Office Expenses)	5,582,489.00
Expenditure of Funding Agencies	27,844,504.00
Excess of Income Over	
Expenditure (Office)	—
Excess of Income Over Expenditure	
(Funding Agencies)	505,232.00

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<b>Total</b>	<b>64,365,472.45</b>
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Sd/-  
(S.R. Choudhary)  
Section Officer  
National Institute of Educational  
Planning and Administration



## PLANNING AND ADMINISTRATION

for the year ending 31st March 1999

### Income

<b>Grants-in-Aid from Govt. of India</b>	24,365,000.00	
<b>Grants from Funding Agencies</b>	29,832,534.00	
<b>Less Grants Capitalised</b>		
Furniture & Fixture	464,404.00	
Other Office Equipment	5,294,452.00	
	1,482,798.00	
Staff Car	0.00	18,091,980.00
Library Books	514,164.00	28,349,736.00
<b>Hostel Rent</b>		
Receipt during the Year	1,487,208.00	
Accrued Receipt for the Year	31,650.00	
Less Accrued Receipt for the last year	42,000.00	1,476,858.00
<b>Interest Received on</b>		
Investments	1,428,197.00	
Interest Bearing Advances	81,190.00	1,509,387.00
<b>Miscellaneous Receipts</b>		
Royalty	15,282.00	
House Rent (Licence Fee)	68,325.00	
Water Charges	6,129.00	
Misc Receipts	6,836,277.04	
Sale of Condemned Items (Non Supply of Materials)	326,000.00	
Leave Sal. & Pension Contribution	112,898.00	7,364,911.04
<b>Interest on P.F. Investment</b>		
Realised	411,392.00	
Accrued for the year	0.00	411,392.00
<b>Excess of Expenditure over Income</b>		7,161,208.41
		<b>64,365,472.45</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 PLANNING AND ADMINISTRATION

Details of Closing Balance as on 31st March, 1999

<i>Head of Expenditure</i>	<i>Opening Balance</i>	<i>Grants-in-Aid</i>	<i>Other Receipts</i>	<i>Total</i>	<i>Payment</i>	<i>Balance</i>
Non-Plan	134,525.76	13,865,000.00	15,502,892.04	29,502,417.80	29,502,313.10	104.70
Plan	10,914,719.04	10,500,000.00	0.00	21,414,719.04	18,118,351.35	3,296,367.69
Sponsored Progrms	8,412,200.30	29,832,534.00	0.00	38,244,734.30	29,327,302.00	8,917,432.30
G.S.L.I. Scheme	(1,640.00)	0.00	1,480.00	(160.00)	0.00	(160.00)
<b>TOTAL</b>	<b>19,459,805.10</b>	<b>54,197,534.00</b>	<b>15,504,372.04</b>	<b>89,161,711.14</b>	<b>76,947,966.45</b>	<b>12,213,744.69</b>

Sd/-  
(S.R. Choudhary)  
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, 1999

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	904715.14	6782875.00	7687590.14	5878193.00	1809397.14
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 for Librarians	124783.00	0.00	124783.00	33642.00	91141.00
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.	An Assessment of Infrastructural Facilities in Hr. Education (Dr. J. Indiresan)	(-) 13183.00	13183.00	0.00	0.00	0.00
15.	Social Safety Network Scheme (MHRD)	112582.00	0.00	112582.00	112582.00	0.00
16.	CABE Panchayati Raj Institutions (MHRD)	88360.00	0.00	88360.00	88360.00	0.00
17.	Base Line Studies (Kerala)Base Line Studies (Karnataka)	(-) 16054.00	0.00	(-) 16054.00	14284.00] 9839.00]	(-)40177.00
18.	Establishment and Operationalisation of DISE (UNICEF) (Dr. Aggarwal)	729849.00	1820045.00	2549894.00	1461875.00	1088019.00





Sl. No.	Name of Programme/Study	Opening Balance	Receipts	Total	Expenditure	Balance
19.	Trng. Prog. for DIET (Ms. Jalali/ Dr. Menon)	91336.00	143664.00	235000.00	77122.00	157878.00
20.	Status Report of Standards of Research in Economics in Indian Universities (UGC)	(-) 13383.00	0.00	(-) 13383.00	0.00	(-) 13383.00
21.	National Commission on Teachers - II	20686.40	0.00	20686.40	0.00	20686.40
22.	Capacity Building in Planning and Management DPEP (Dr. N.V. Varghese)	1294458.00	2400000.00	3694458.00	2620158.00	1074300.00
23.	Asian Dev. Bank Spond. Trg. Programme on Edul. Management of Sr. School Principals - Sri Lanka	2630692.00	4556583.00	7187275.00	7179083.00	8192.00
24.	Sub-Regional Workshop on Hr. Edn. IIEP-UNESCO-NIEPA (Dr. G.D. Sharma)	30388.00	0.00	30388.00	0.00	30388.00
25.	Asian Network of National Training and Research Institutes with Edl. Plg. and Management (Dec. 5-9, 95) Dr. N.V. Varhese	260351.50	0.00	260351.50	0.00	260351.50
26.	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
27.	Trg. Prog. for College Principals on behalf of UGC (Dr. Mrs. Sudha Rao)	14294.00	685340.00	699634.00	802528.00	-102894.00
28.	Study on Area Int. Prog. for Edly Backward (Dr.) Mrs. P. Menon	106855.00	0.00	106855.00	57142.00	49713.00
29.	E - 9 Summit (M/HRD)	(-) 6361.00	0.00	(-) 6361.00	0.00	(-) 6361.00
30.	Learners Achievement (Delhi) PEEP (Dr. Aggarwal)	278781.00	0.00	278781.00	137317.00	141464.00
31.	Primary Edn. Assessment & Review Systems (PEARS) (Dr. Aggarwal)	497625.00	0.00	497625.00	121649.00	375976.00
32.	IIEP Paris (C.No. 97.30.91) (Dr. R. Govinda)	309555.00	0.00	309555.00	2648.00	306907.00
33.	Assessment of Technical & Infrastructural Capacity of DIET (Dr. R. Govinda)	597048.00	1634000.00	2231048.00	1709381.00	521667.00



## NATIONAL INSTITUTE OF EDUCATIONAL

Balance Sheet as at the

### Liabilities

#### Grants Capitalised

Balance as per Last Balance Sheet	59,358,051.12	
Additions during the Year	7,755,818.00	
Addition (By Adjustment)	2,161,666.00	
Less Capital Investment Written Off	1,131,509.95	68,144,025.17

#### Gift and Donations

Balance as per Last Balance Sheet	160,168.76	
Additions/Received during the year	5,319.00	165,487.76

#### Excess of Income Over Expenditure

Balance as per Last Balance Sheet	20,039,546.80	
Additions during the Year	0.00	
By Rectification Addition	296,000.00	
Less by Adjustment	2,161,666.00	
Expenditure Over Income during the Year	7,161,208.41	11,012,672.39

#### Unspent Balance of Grant Refundable to Funding Agencies (Assigned Prog.)

Balance as per Last Balance Sheet	8,432,886.70	
Additions during the Year	29,832,534.00	
Less Expenditure during the Year	29,327,302.00	8,938,118.70

#### Provident Fund

Balance as per Last Balance Sheet	11,450,510.00	
Additions during the Year	6,487,165.00	
Less Withdrawals during the Year	3,181,494.00	14,756,181.00



## PLANNING AND ADMINISTRATION

Close of 31st March, 1999

### Assets

#### Land and Buildings

Balance as per Last Balance Sheet	33,739,313.55	
Additions During the year	2,161,666.00	35,900,979.55

#### Equipment & Machinery, Furniture & Fixtures/Vehicle including Staff Car, Computers, Type Writers, etc.

Balance as per Last Balance Sheet	21,372,215.95	
Additions during the Year	7,241,654.00	
Less by Capital Written Off	1,131,509.95	27,482,360.00

#### Library Books

Balance as per Last Balance Sheet	4,406,690.38	
Additions during the Year	514,164.00	
Addition by Way of Gifts and Donations	5,319.00	
Less cost of Books written off	0.00	4,926,173.38

#### Provident Fund Investments

Balance as per Last Balance Sheet	10,300,000.00	
Additions during the Year	2,800,000.00	13,100,000.00

#### Deposits with C.P.W.D.

Balance as per Last Balance Sheet	7,448,018.00	
Additions during the Year	278,404.00	
By Rectification Addition	296,000.00	
Less by Adjustment	2,161,666.00	5,860,756.00

#### Deposit with D.D.A.

Balance as per last Balance Sheet	375,000.00	
Additions during the year	0.00	
Less by Adjustment	0.00	375,000.00

#### Advances to Employees/Other Advances

##### Recoverable Advances

Festival Advances	75,450.00	
Motor Car Advances	31,180.00	
Scooter Advances	163,691.00	
Cycle Advances	3,000.00	
Fan Advances	0.00	
House Building Advances	626,600.00	
Computer Advances	29,885.00	929,806.00

##### Medical Advance

90,800.00	90,800.00
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**Liabilities****Sundry Creditors**

Balance as per Last Balance Sheet	18,500.00	
Additions during the Year	0.00	
Less Withdrawals during the Year	0.00	18,500.00

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**TOTAL****103,034,985.02**

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Sd/-  
(S.R. Choudhary)  
Section Officer  
National Institute of Educational  
Planning and Administration



**Assets**

**Miscellaneous Advances**

Balance as per Last Balance Sheet	211,040.00	
Additions during the Year (NET)	4,066,445.00	
Less by Adjustment	3,959,410.00	318,075.00

<b>Miscellaneous Advances (NCT-II)</b>	20,686.40	20,686.40
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**Recovery of Over-payment of Pension**

Balance as per last Balance Sheet	131,590.00	
Addition during the year	0.00	
Less cleared during the year	93,186.00	38,404.00

**Accrued Income on Hostel**

Balance of Last Balance Sheet	42,875.00	
Additions during the Year	31,650.00	
Less Received during the Year	42,000.00	32,525.00

**Sundry Debtors**

Balance as per Last Balance Sheet	106,834.00	
Additions during the Year	0.00	
Less by Adjustment	17,500.00	89,334.00

**Remittance**

Balance as per last Balance Sheet	1,640.00	
Addition during the Year	160.00	
Less Received during the Year	1,640.00	160.00

**Cash Balance**

Cash in Hand	0.00	
Imprest	5,000.00	
Saving Account (SBI)	1,403,471.80	
Saving Account (Syndicate Bank)	3,271,534.89	
Saving Account (Syndicate Bank)	2,088,910.00	
Saving Account (Syndicate Bank)	5,444,828.00	
GPF/CPF Account	1,656,181.00	13,869,925.69

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**103,034,985.02**

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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

Receipt and Payment Account for GPF/CPF for the Year 1998-99

Receipts		Payments	
Opening Balance	1,150,510.00	GPF Advances and Withdrawals	2,910,638.00
G.P.F. Contribution and Refund of Advance	4,876,673.00	CPF Advance and Withdrawals	270,856.00
C.P.F. Contribution and Refund of Advance	141,480.00	Investment made in 98-99	2,800,000.00
Interest on GPF paid	1,260,505.00	Closing Balance	1,656,181.00
Interest. on CPF own contb. paid	146,576.00		
Govt. Contribution	23,220.00		
Interest. on Govt. Contribution	38,711.00		
<b>TOTAL</b>	<b>7,637,675.00</b>		<b>7,637,675.00</b>

Sd/-  
(S.R Choudhary)  
Section Officer  
NIEPA

Sd/-  
(P.R.R. Nair)  
Registrar  
NIEPA

Sd/-  
(B.P. Khandelwal)  
Director  
NIEPA



## Audit Report on the Accounts of National Institute of Educational Planning and Administration New Delhi for the Year 1998-99

### Introduction

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 society registered under the Societies Registration Act 1860. The main objective of the Institute is to be 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.

### (ii) Entrustment of Audit

The audit of the 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 Services) 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 1998-99, it received grant of Rs. 243.65 lakhs (Plan Rs. 105.00 lakh and Non-Plan Rs. 138.65 lakh) from Government of India.

### 3. Comments on Accounts

#### 3 (i) Understatement of Liabilities and Assets

The Institute receives funds from sponsoring agencies (Governmental and non-governmental) to undertake assigned programmes/studies of the agencies. Proforma accounts of assigned programmes/studies as on 31.3.1999 showed that 34 projects had a credit balances totalling to Rs. 9738710.40 whereas remaining 8 projects had debit (minus) balance of Rs. 8,00,591.70.



Creditors and debtors should have been exhibited distinctly in the balance sheet. The Institute, however, exhibited in the balance sheet as on 31.3.1999 the net liability of Rs. 8938118.70 (i.e. Rs. 9738710.40 – Rs.800591.70) under the head - “Unspent balances of grants refundable to funding agencies (assigned programmes)” resulting in understatement of both liabilities and assets by Rs. 800591.70.

This point was also pointed out in the Audit Report of 1997-98. The irregularity still persists.

### *3(ii) Overstatement of Receipts and Payments*

The Receipts and Payments account for 1998-1999 shows Rs. 3,68,000 as receipts against the head - “Medical Advance (Refund)”. However, the ledger account showed that it was not actual refund but the amount adjusted against the medical advances paid during the year. The amount of Rs. 3,68,000 was also included in Rs. 7,92,213 shown as medical reimbursement charges on the payment side of the Receipt and Payment Accounts. Depiction of amount adjusted against the advance in the Receipts and Payment Account was not in order as it was not received in cash and thus resulted in overstatement of receipts as well as payments by Rs. 3,68,000.

### *3 (iii) Understatment of House Building Advance*

The Balance Sheet as on 31.3.99 showed Rs. 6,26,600.00 as recoverable under the head - “House Building Advance” whereas the broadsheet for HBA for 1998-99 showed recoverable closing balance or Rs. 6,32,600.00. Thus the annual accounts understated the House Building Advance by Rs. 6000.00

The Institute stated that the discrepancy occurred due to the excess recovery of Rs. 6000.00 and it would be rectified in the account of next year.

### *3(iv) Misclassification of Receipts*

The Receipts and Payments Account for 1998-99 shows receipts of Rs. 68,36,277.04 under the head - “Misc. Receipts”. The ledger accounts, however, showed that this amount included Rs. 2,23,069 received as interest on saving bank accounts. The interest receipts should have been booked under the head “Interest Received”. Thus, the receipts under the head. “Interest Received” have been undercast by Rs. 2,23,069 whereas “Misc. Receipts” overcast by the like amount.





#### 4 Fixed Assets

##### 4(i) Unserviceable Computers and Printers

The Balance Sheet as on 31.3.1999 shows fixed assets amounting to Rs. 2,74,82,360.00 under the head - "Equipments and Machinery, Furniture & Fixture" which included the original cost of unserviceable computers and printers amounting to Rs. 11,95,054.00. Therefore, the Balance Sheet does not give correct picture of assets to the extent.

##### 4(ii) Asset Register

The Institute had not appended to the annual accounts an extract of asset register in prescribed form (GFR-19) as required under rule 151 (4) of the General Financial Rules. This was also pointed out in the Audit Report of 1997-1998.

#### 5. Outstanding Advance

The Balance Sheet as on 31.3.1999 shows Rs. 20,686.40 under the head - "Misc. Advance (NCT-II)". The amount had been outstanding since 1983 and was recoverable from Calcutta University, Calcutta (Rs. 10,241.94) and Barkatulla University, Bhopal (Rs. 10,444.46) on account of refundable balance after the completion of projects National Commission on Teachers-II (Central Technical Unit) in 1983.

The Institute stated that Barkatulla University inadvertently remitted the amount to UGC which was not traceable now. The demand draft sent by Calcutta University was received late and became time barred. The Institute further stated that the matter would be taken up again to settle the outstanding advance.

#### 6. Deposits with CPWD

6(i) The Balance Sheet as on 31.3.1999 shows outstanding deposits of Rs. 58,60,756.00 with CPWD. The amount however could not be verified with CPWD deposit register maintained by the Institute as the register was incomplete in many respects. The information regarding amount of advance adjusted, date of adjustment, present status of the work etc. were not recorded in the register.

A Statement furnished by the Institute showed that outstanding amount of Rs. 58,60,756.00 related to 58 works of which 18 had minus balances as on 31.3.1999 of work whether completed or not was, however, not clear from records made available.

6(ii) The CPWD deposit register indicated that the Institute deposited on 3.12.1998 Rs. 54,803.00 with CPWD for replacement of defective fans/exhaust fans in the



hostel. However, the amount was not posted to the "Deposit Account" in the ledger. This resulted in understatement of Rs. 54,803.00 on account of deposit with CPWD as on 31.3.1999.

### **7. Depreciation of Assets**

The asset accounts depict book value of acquisition and do not exclude obsolete, 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.

Place : New Delhi

Date: 14.2.2000

sd/-  
Director General of Audit  
Central Revenues



### **Audit Certificate**

I have examined the Receipts and Payments account/Income and Expenditure account for the year ended 31st March, 1999 and the Balance Sheet as on 31st March, 1999 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 according to the best of information and explanations given to me and as shown by the books of the organisation.

Place : New Delhi

Date : 14.2.2000

sd/-  
Director General of Audit  
Central Revenues

