

ANNUAL REPORT

1999-2000

LIBRARY & DOCUMENTATION UNIT
National Institute of Educational
Planning and Administration
17-B, Sri Aurobindo Marg,
New Delhi-110016
DCC, No. 09-03-2001
Date Friday



**National Institute of Educational
Planning and Administration**
17-B, Sri Aurobindo Marg, New Delhi-110016

MINISTRY OF EDUCATION
National Institute of Educational
Planning and Administration
New Delhi-110002
DCC, No. _____
Date _____

© NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION



Published by the Registrar, National Institute of Educational Planning and Administration,
17-B, Sri Aurobindo Marg, New Delhi and printed by the Publication Unit, NIEPA, at Tara Art
Press (Pvt.) Ltd., B-4, Hans Bhawan, B.S.Z. Marg., New Delhi - 110002

Contents



1.	An Overview	1
2.	Training	8
3.	Research and Publications	19
4.	Library/Documentation Centre and Academic Support System	49
5.	Organization, Administration and Finance	54

Annexures

I.	Training Programmes/Workshops/Seminars	59
II.	Academic Contribution of Faculty	64

Appendices

I.	Members of NIEPA Council	87
II.	Members of the Executive Committee	90
III.	Members of the Finance Committee	91
IV.	Members of the Planning and Programme Committee	92
V.	Faculty and Administrative Staff	94
VI.	Annual Accounts and Audit Report	96



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 1999-2000.

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, 41 programmes were conducted by the Institute. These programmes provided opportunities to 1303 participants drawn from various parts of India which include 89 from as many as 36 countries of the world and four international bodies.

Training Material

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

Training Methodology

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

Evaluation

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



Research

Research and action research are important activities of the Institute. Before any new programme is launched, it is preceded by a pilot or in-depth study. Often action research is undertaken on aspects which are discussed in training programmes. Research activities are undertaken focussing on aspects which have a bearing on planning, administration and policy in education. The Institute also promotes research by funding research projects for scholars interested in conducting research in the important areas of educational planning and administration.

During the year, 20 research studies were completed, while as many as 15 research studies were in progress/sanctioned.

Consultancy and Professional Support

The faculty members of the Institute provided consultancy and professional support to national, state and institutional level bodies as well as international organisations. Thus consultancy and professional support were provided to the Ministry of Human Resource Development, University Grants Commission, State Education Departments, State Councils of Higher Education, SCERTs, 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*” and a bi-annual ANTRIEP (Asian Network of Training and Research Institutions in Educational Planning) Newsletter. During the period, the Institute has also started bringing out a series on “Best Practices in Higher Education” and first issue in the series on Academic Renewal and Linking Education & Employment was brought out.

During the period under review five books, one report on “Learning : The Treasure Within”; 6 issues of English and Hindi Journals (3 each of English and Hindi) and two issues of ANTRIEP Newsletter were brought out. Besides these, several mimeographed and research papers were also brought out.

Academic and Supporting Units

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

Academic Units

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



undergone 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, Universalization of Elementary Education (UEE), Social Safety Network has emerged as a new approach to the theory and practice of planning. The Unit undertakes research, training and consultancy programmes.

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

Educational Finance Unit: The new economic conditions put considerable stress on 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 Educational Finance Unit accordingly engages itself in research, consultancy and training and strengthening capabilities of Finance Officers in State Departments of Education and in Universities. It familiarises them with the latest developments and trends in educational finances and also acquaints them with modern methods and techniques of financial management including allocation, mobilisation and utilisation of resources.

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

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

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



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

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

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

Keeping these parameters in view, the unit engages itself in research and consultancy activities in addition to 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: The International Unit endeavours to promote a spirit of international cooperation and understanding, especially among the countries of the Developing World,



through exchange of ideas and experiences by 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 52620 volumes and subscribes to as many as 380 periodicals and has a computerised catalogue of books and articles. The Library and Documentation Centre has also organised training programmes in planning and management of libraries of DIETs.

Being a member of Delhi Library Networking (DELNET), the Library has on-line access to 65 libraries in Delhi. Email service is also provided to the faculty which facilitate them to send and receive their mail in India and other parts of the world.

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





Dr. Murl Manohar Joshi, Hon'ble Minister of HRD addressing the National Conference on Sarva Shiksha Abhiyan



Participants attending the National Conference on Sarva Shiksha Abhiyan





Shri M.K. Kaw, Education Secretary, Department of Education, Ministry of HRD and Director, NIEPA at the Inauguration of International Diploma Programme



Dr. Karan Singh, eminent educationist and M.P. Rajya Sabha distributing certificates to the participants of IDEPA-2000



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

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

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

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

Administration and Finance

Administration

The administrative set up includes general, academic and personnel administration. As on 31.3.2000, the Institute had a total sanctioned strength of 181 staff members, both academic and administrative, besides 39 project staff appointed for the duration of the respective projects.

Finance

During the year the Institute received a grant of Rs. 478.00 lakhs (Rs. 178.00 lakhs under Non-Plan and Rs. 300.00 lakhs under Plan). The Institute had an opening balance of Rs. 32.96 lakhs both under Plan and Non-Plan. The internal office and hostel receipts amounted to Rs. 65.00 lakhs during the year. The expenditure during the year under Non-Plan and Plan amounted to Rs. 496.93 lakhs.

The Institute had a balance of Rs. 89.17 lakhs and received additional funds amounting to Rs. 305.51 lakhs during the year for the sponsored programmes/studies from other agencies. The expenditure during the year on sponsored programmes/studies amounted to Rs. 223.34 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. 20.19 lakh during the year.



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 conducts 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 and feedback given by participants on earlier occasions are kept in view while organising the programmes. Task Forces are constituted to discuss details of the programmes.

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.



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 proceeded by one or two mid-term evaluators.

Participation

During the year 1999-2000 the Institute organised total 41 Training Programmes/ Workshops/Seminars/Conferences and Diploma Programmes at national and international level. A total 1303 participants participated in these programmes. Out of which 1214 are national participants and 89 from abroad. The list of programmes organised during 1999-2000 is given at Annexure I.

National Level: The Institute organised 37 Diploma Programmes/ Orientation/Training Programmes/ Workshops/ Seminars/ Conferences, etc. during the year under review. 1077 participants belong to various educational departments of State Governments and UT Administrations and 137 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 I

Category-wise Programmes Organised by the Institute during 1999-2000

<i>Classification of Programmes</i>	<i>No. of Programmes</i>	<i>Duration (days)</i>	<i>No. of Participants</i>
Diploma Programmes			
(a) National Diploma Programmes*	2	186	43
(b) International Diploma Programmes*	2	181	63
			Cont.....



Thematic & General Programmes in Educational Planning and Management

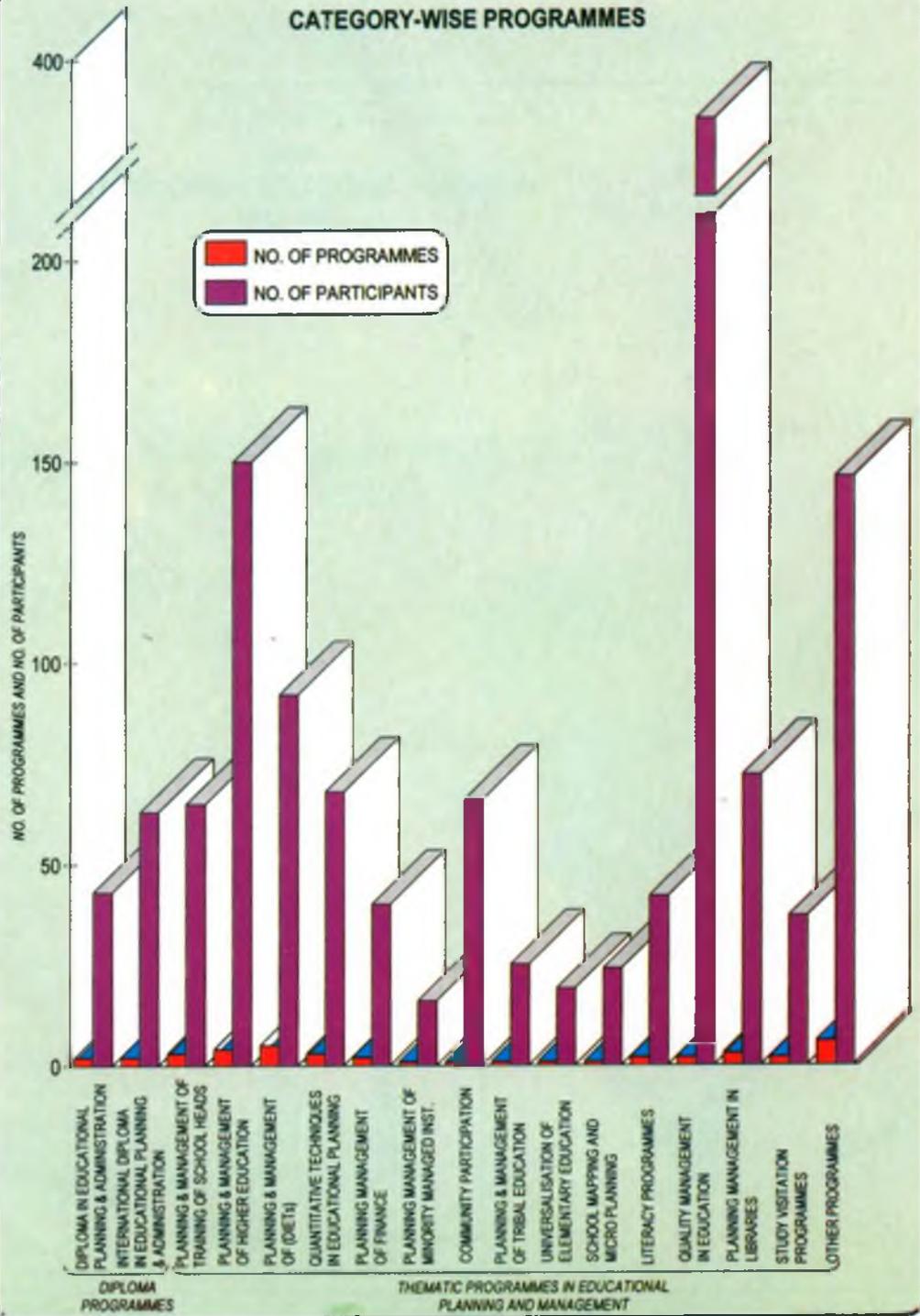
Planning and Management of Training of Schools Heads	3	15	65
Planning and Management of Higher Education	4	28	150
Planning and Management of District Institutes of Education & Training (DIETs)	5	22	92
Quantitative Techniques in Educational Planning	3	28	68
Planning & Management of Finance	2	12	40
Planning & Management of Minority Managed Institutions	1	12	16
Community Participation	1	3	66
Planning & Management of Tribal Education	1	5	25
Universalization of Elementary Education	1	5	19
School Mapping and Micro Planning	1	5	24
Literacy Programmes	2	5	42
Quality Management in Education	2	4	335
Planning and Management of Libraries*	3	17	72
Study Visitation Tour Programmes of high level Educationists of Bangladesh and Indian Statistical Service Probationers	2	16	37
Other Programmes	6	14	146
Total	41	558	1303

* This list includes three on-going programmes (one each national and international diploma and orientation programme for libraries of Gujarat state.

Almost all the States and Union Territories in the country (except Daman and Diu, Lakshadweep and Pondicherry) participated in programmes organised by NIEPA.



CATEGORY-WISE PROGRAMMES



INDIA REGIONAL AND STATE PARTICIPATION 1999-2000

KILOMETRES
100 200 300 400

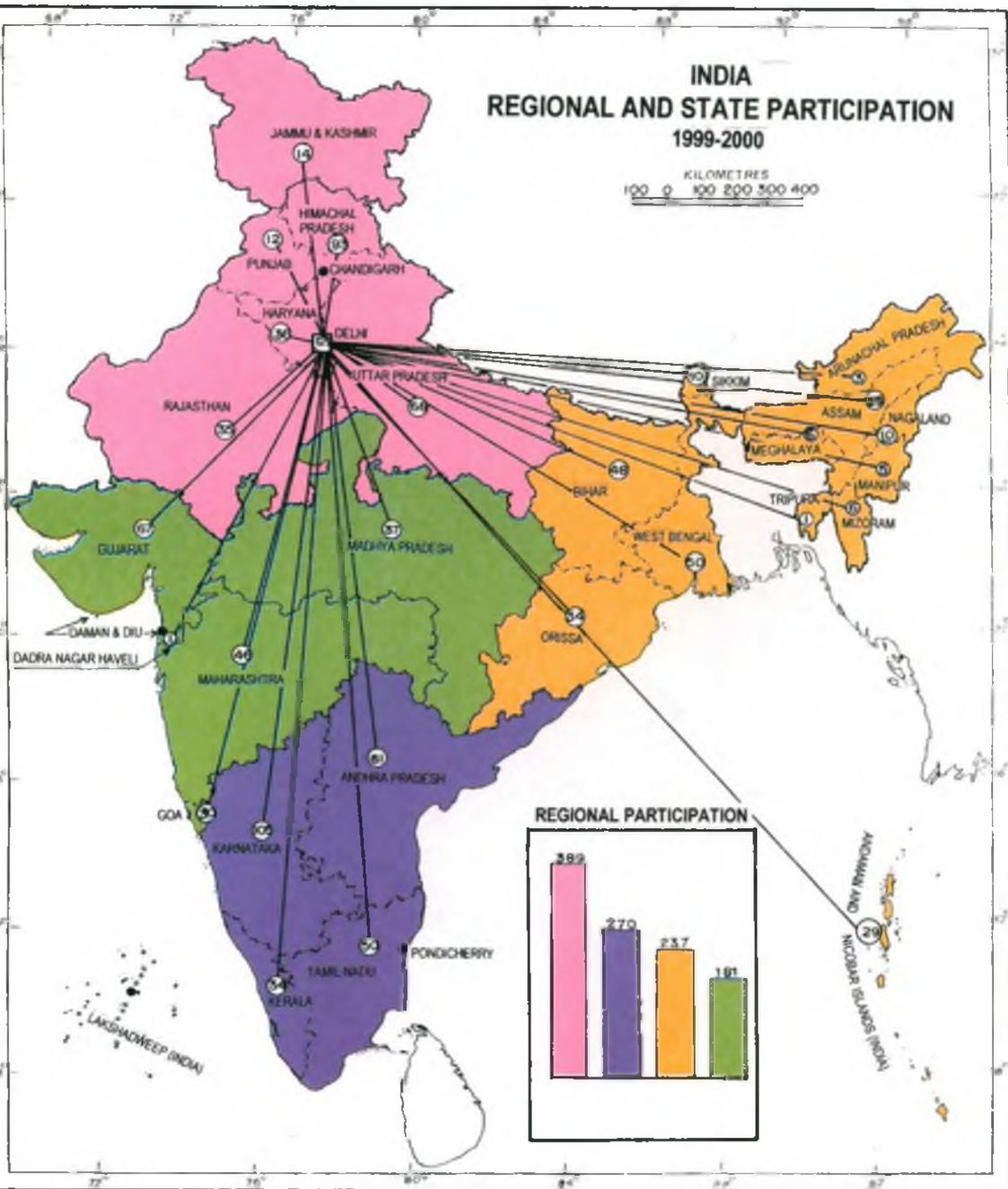


TABLE II
State-wise List of Participants

<i>State/UTs</i>	<i>No. of Participants</i>
Andhra Pradesh*	81
Arunachal Pradesh*	3
Assam*	35
Bihar*	48
Goa	30
Gujarat	67
Haryana	36
Himachal Pradesh	93
Jammu & Kashmir*	14
Karnataka	105
Kerala	34
Madhya Pradesh *	37
Maharashtra	46
Manipur	5
Meghalaya	6
Mizoram	6
Nagaland	10
Orissa*	34
Punjab	12
Rajasthan*	35
Sikkim	10
Tamil Nadu	50
Tripura	1
Uttar Pradesh*	68
West Bengal*	50
Andman & Nicobar Islands	29
Chandigarh	10
Dadra & Nagar Haveli	1
Daman & Diu	—
Delhi	121
Lakshadweep	—
Pondicherry	—
Government of India & Other Organisations	137
Total	1214

About 33.36 per cent of the participants belonged to the ten educationally backward states, namely Andhra Pradesh (81), Arunachal Pradesh (3), Assam (35), Bihar (48), Jammu & Kashmir (14), Madhya Pradesh (37), Orissa (34), Rajasthan (35), Uttar Pradesh (68), and West Bengal (50).



Type and Level of Participation

The participants of various programmes constituted a mixed group terms of their levels. These include 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 from Table 3.

TABLE III

Level-wise Participation in the Orientation and Training Programmes/ Workshops/Seminars/ Conferences, etc. organised during 1999-2000

<i>Level</i>	<i>No. of Participants</i>
School Principals	98
District Education Officers	19
DIETs/SCERTs Personnel	431
Senior Educational Administrator	151
College Principals	105
University Administrators/ Senior Academicians	213
Others	197
Total	1214

International Level

During the year the Institute organised two diploma programmes which includes one on-going , the study tour programme of high level delegation of Bangladesh who had visited the Institute. Some of the officers from various countries and international agencies also participated in various national programmes organised by the Institute. The country-wise participation of 89 participants may be seen from Table 4 below.

TABLE IV

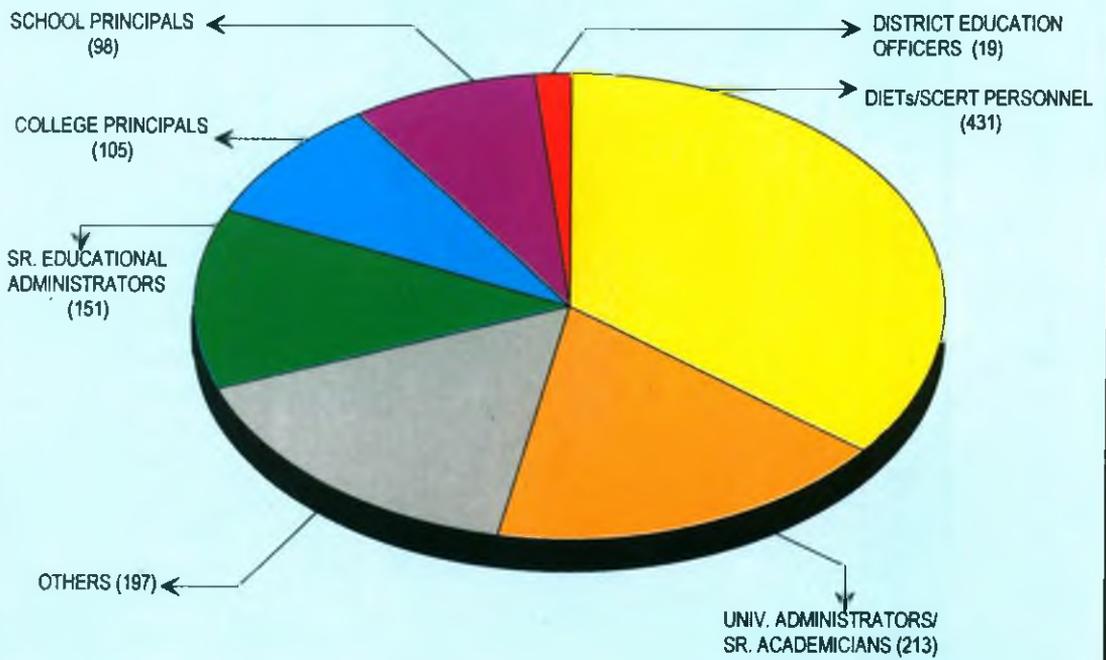
Country-wise Participation in various Programmes during 1999-2000

<i>Name of the Countries</i>	<i>Total</i>
Australian High Commission	2
Bangladesh	10
Bhutan	7
Britain	2

Cont.



LEVEL-WISE PARTICIPATION



Botswana	2
Combdia	1
Comros Islands	1
Cuba	1
Commonwealth of Dominica	1
Eritrea	8
Guyana	2
Indonesia	1
Iraq	1
Jamaica	2
Japan	1
Kazakistan	1
Kyrgyzstan	1
Lao PDR	1
Malaysia	2
Maldives	2
Maritious	6
Moldova	1
Mongolia	2
Morocco	1
Nepal	1
Netherlands	1
Niger	2
Oman	1
South Africa	1
Sudan	1
Syria	3
Thailand	2
Tanzania	1
Uzbekistan	1
Vietnam (Republic of)	6
Zambia (Republic of)	4
International Agencies	
European Commission	2
World Bank	1
UNESCO	2
USEFI	1
Total	89



Programmes by Areas and Themes

The Institute conducted 4 diploma programmes – National and International two each (which includes two on-going one each), 37 training/orientation programmes, (one on-going) 8 workshops, 3 seminars, 5 meetings and 2 visitation programmes (one on-going).

National Diploma Programme in Educational Planning and Administration (DEPA)

During the year the Institute completed the second and third phase of nineteenth diploma programme, which was commenced in November, 1998 and first and second phases were concluded respectively in January and April 1999. The twentieth diploma course commenced from 1st November 1999. The first and second phases concluded respectively in January and April 2000. In both the programmes 43 officials have participated.

The twentieth diploma programmes were based on lecture-discussion, panel discussions case studies syndicate method, simulation exercise role-plays, in-basket method and group-discussion on identified themes. Also sufficient time was devoted to practical exercises, library-based assignments and visits to some important educational institutions. Besides this, each participant was given on the job training which includes supervised project work at the place of work of the Officer for a period of three months. They were also required to submit a summary based on their project report not exceeding fifteen typed foolscap sheets.

As a part of the Curricular work, NIEPA organised a study visit to Karnataka state from 3rd January to 10th January 1999. In order to facilitate convenient and maximum exposure to the activities of the State, the participants were divided into three groups and each group visited two districts of State; i.e. Mysore and Mandaya, Bellary and Raichur and Kalar and Bangalore rural. Some of the noteworthy and innovative activities that were being carried out in the state to promote primary education and initiate community participation including Nalli Kali, Kala Jatha Chinar Mela and micro planning. Each group had the opportunity to witness these activities in the visits to the respective districts. The participants had also held meeting with Village Education Committee Members, CRC/BRC officials, DIET faculty and students at Bangalore rural, Mysore, Mandaya and Raichur.

TABLE V
Statewise Participation in the Nineteenth and Twentieth
National Diploma Programmes

<i>Name of the State</i>	<i>Nineteenth Diploma</i>	<i>Twentieth Diploma</i>	<i>Total</i>
Andhra Pradesh	1	–	1
Assam	1	2	3
Goa	–	1	1

Cont.



Gujarat	5	5	10
Jammu & Kashmir	4	3	7
Karnataka	2	5	7
Kerala	1	1	2
Maharashtra	1	2	3
Manipur	1	–	1
Orissa	1	–	1
Sikkim	–	1	1
Tripura	1	–	1
Uttar Pradesh	–	3	3
Andaman & Nicobar Islands	1	–	1
Delhi	–	1	1
Total	19	24	43

International Diploma Programme 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. Fifteenth IDEPA Programme had commenced in February, 1999 and was completed in July, 1999 and Sixteenth Diploma Programme had commenced in February, 2000. Both first and second phases of this programme had concluded respectively in April and July, 2000.

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. This year the educational field attachments involved visits to and attachments with supra-level institutions in Karnataka and Himachal Pradesh. 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 63 officers from 30 countries. The country-wise participation in the fifteenth and sixteenth IDEPA is given in Table 6.



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

S.No.	Name of the Country	Fifteenth IDEPA	Sixteenth IDEPA	TOTAL
1.	Bhutan	3	2	5
2.	Combodia	-	1	1
3.	Comros Islands	-	1	1
4.	Cuba	1	-	1
5.	Commonwealth of Dominica	-	1	1
6.	Eritrea	4	4	8
7.	Guyana	1	1	2
8.	Indonesia	1	-	1
9.	Iraq	1	-	1
10.	Jamaica	1	1	2
11.	Japan	1	-	1
12.	Kazakistan	1	-	1
13.	Kyrgyzstan	-	1	1
14.	Lao PDR	-	1	1
15.	Malaysia	2	-	2
16.	Maldives	-	2	2
17.	Maritious	3	3	6
18.	Moldova	1	-	1
19.	Mongolia	1	1	2
20.	Morocco	-	1	1
21.	Niger	-	2	2
22.	Oman	-	1	1
23.	South Africa	1	-	1
24.	Sudan	-	1	1
25.	Syria	3	-	3
26.	Thailand	2	-	2
27.	Tanzania	-	1	1
28.	Uzbekistan	-	1	1
29.	Vietnam (Republic of)	3	3	6
30.	Zambia (Republic of)	1	3	4
TOTAL		31	32	63



Planning and Management of Training for School Heads

During the year under review NIEPA organised one Orientation Training Programme and two Workshops on Resource Planning and Management for Heads of Schools. These programmes were attended by 65 School Heads.

Planning and Management of Higher Education

In the area of Higher Education, the Institute organised two Seminars on Internationalisation of Higher Education and another on Assessment of Quality in Higher Education : Parameters and Indicators and two orientation programme in Planning and Management of Colleges for College Principals. These programmes were attended by 150 Senior University Administrators and College Principals, etc.

Planning and Management of District Institutes of Educational Training (DIETs)

NIEPA organised two orientation training programmes in Planning and Management for Principals and Faculty of DIETs, one Workshop and two meetings on Preparing Framework for Data Analysis for States-wise evaluation of DIETs. The programmes were attended by 92 Principals, faculty of DIETs and state level functionaries.

Quantitative Techniques in Educational Planning

In the field of Quantitative Technique in Educational Planning, the Institute organised two training programmes on Use of Quantitative Techniques in Educational Planning and Advanced Quantitative Methods in Education and another on using indicators in Planning of Education. The programmes were attended by 68 officers from the states.

Financial Management

Two orientation programmes in the area of Financial Management were organised which were attended by 40 participants from the various universities and state level functionaries.

Planning and Management of Minority-Managed Institutions

In the area of Planning and Management of Minority-Managed Institutions NIEPA organised an orientation programme for Heads of Minorities Institutions of the country in which 16 Heads of Institutions participated.

Community Participation

One Seminar on Community Participation and Empowering Primary Education was organised. It was attended by 66 officers from Central Government organisations and various states level functionaries and six officers from various international organisations.

Planning and Management of Tribal Education

In collaboration with Andhra Pradesh Tribal Welfare Residential Educational Institutions Society NIEPA organised orientation programme in Institutional Planning and



Management for Principals of APTWREIS at Hyderabad. The programme was attended by 25 Principals of APTWREIS.

Universalization of Elementary Education

NIEPA organised a Workshop on Universalization of Elementary Education for North-East States at Aizawl. The workshop was attended by 19 state level functionaries of North-East.

School Mapping and Micro Planning

In the field of School Mapping and Micro Planning the Institute organised a training programme which was attended by 24 state level functionaries.

Literacy Programme

A meeting on Evaluation of SRCs on Adult Education and a Workshop on Literacy Assessment Strategies and Processes were conducted during the year. These two programmes were attended by 42 officers from Central Government organisations and State level officers.

Quality Management in Education

One Workshop and one Orientation Programme on Total Quality Management of Education for SCERT Personnels and Principals of Kendriya Vidyalaya Sangathan were organised by NIEPA. The programmes were attended by 335 participants.

Planning and Management of Libraries

NIEPA organised one training programme in Planning and Management for DIET Libraries at Gujarat and one each for Libraries of colleges in Haryana and Himachal Pradesh. These programmes were attended by 72 Librarians of these states.

Study Visitation Programmes

A 10-member high level team of educationists of Bangladesh and 27 Indian Statistical Service probationers' team have visited the Institute during the year.

Other Programmes

NIEPA organised various other areas of programmes such as Brain Storming on Human Rights in Tertiary Education, Workshop on School Improvement Planning in Himachal Pradesh; National Level Workshop on Simple Validation of DISE DATA, Project, Planning and Monitoring, Discussion meet on National Educational Policy and Orientation programme for Bhutanese educational personnel in office management. These programmes were attended by 146 national participants from various Central and States organisations including two officers from abroad (Bhutan).



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, 20 research studies were completed while 15 studies are in progress/sanctioned.

Studies Completed

1. *Profile of Some Outstanding Teachers and Their Contribution to the Development of Education*

The above research study was conducted by Prof. J. Mohanty, former Principal, Radhnath IASE, Cuttack on behalf of NIEPA under its Scheme of Assistance for Studies in Educational Planning and Administration at a cost of Rs.90,000/-. The main objectives of the study were:



- (a) To collect bio-data and other relevant information of the outstanding teachers from various sources;
- (b) To select about 50 outstanding teachers working in schools;
- (c) To scientifically analyse and interpret the data collected through various tools;
- (d) To prepare biographical profiles of the selected successful teachers with highlights of their inspiration and contribution to the society; and
- (e) To develop guidelines/suggestions for promoting outstanding growth of teachers.

The following suggestions were made in the study:

- (a) Since the outstanding teachers are usually exceptional and innovative, the society and Government should try to bear with them and support their pioneering activity.
- (b) Since most of the outstanding teachers are creative and egocentric in nature, their ego has to be given due importance in the interest of the society.
- (c) Since the outstanding teachers are mostly independent minded, proper delegation of powers and freedom are to be given to them.
- (d) As the majority of them are strong disciplinarians, no interference is desirable in their maintenance of discipline.
- (e) Since most of them are strong minded and determined, no coaxing and goading would be necessary.
- (f) As the outstanding teachers are good academicians, adequate facilities should be provided for better service conditions including pay, leisure and library services.
- (g) As majority of them are interested, both in curricular and co-curricular activities, proper physical facilities and leadership are to be provided.
- (h) Since majority of the outstanding teachers are writers/artists, social reformers they need due recognition and support for their creative activity in the interest of the society.
- (i) The outstanding teachers with special talents like histrionic ability, oratory, improvisation skills, etc. should be encouraged to develop their extraordinary qualities.
- (j) As a good number of them are very much particular in removing social ills and superstitions, they also need due protection against the anti-social elements to perpetrate such operations and discriminations.



- (k) These outstanding teachers sometimes do not wait for any honour or reward. However, they need to be identified and given due recognition by the society/ Government.
- (l) Such outstanding teachers and their contributions are likely to be forgotten due to our craze for materialistic gains and physical amenities. Hence, necessary steps need to be taken for developing material on their lives and activities which can inspire the teachers in particular and the society in general.
- (m) Although the outstanding teachers never hanker after name or fame, they should be identified and given due respect in the interest of the society.
- (n) For success of democracy, teachers' leadership qualities need to be promoted through democratisation of education.
- (o) The modern electronic media should highlight the innovative, creative and pioneering activities of these outstanding teachers for information and emulation of other concerned with the welfare of the society.

2. *Research in School Education in Delhi : A Review and Analysis*

The above research study was conducted by Dr.(Ms) Rashmi Diwan, Associate Fellow at a cost of Rs.20,000/-. The main objectives of the study were:

- (a) To collect and review studies on school education in Delhi.
- (b) To prepare abstracts of all studies collected; and
- (c) To develop an analytical review paper on various issues, problems, aspects, etc. pertaining to school education as reflected by the research studies.

The study has come out with the following conclusions :

Reflecting back through the reported studies carried out by the research scholars on Delhi schools, the quantum seems to be quite and exhausted one. The main concentration of these studies has been on curriculum, textbooks and teaching methodologies on different subjects mainly on science streams. A fair number of studies on different aspects of texts and examinations and achievements and their correlates have been conducted by effectiveness of examination procedures and system which has not been taken up so far. Other factors contributing to school and student performance can be attempted and researched upon to improve school quality.

The studies on teaching and learning processes, teaching effectiveness through video, computer software, TV programmes, inductive - deductive approaches in teaching certain subjects have been dealt by research studies. There are studies on effectiveness of peer interactive learning, programmed learning, self paced instructional method of one



particular subject, but all are stereo typed and do not convey much messages. There need more meaningful researches on general instructional methodology and classroom practices being held in actual teaching learning situations. Studies on how to make teaching effective within the available resources need to be carefully analysed. Case studies of good schools where standard of teaching has been elevated and achievement performance improved need to be developed. Limited studies are reported on issues on teachers, principals, education officers and other officials occupying key positions in school education. Studies on different issues of teachers are quite meaningful. Each individual study reported touched upon a particular specific, critical and sensitive problem but more studies need to be taken up relating these to the personnel at higher levels to give a more realistic picture that facilitate offering suggestions with precision.

The studies on allocation and utilisation of funds and finances on school education are quite limited. Such investigations are required that awaken the educational personnel of the priority areas that need more allocation in accordance to the type of schools, needs of students, category of school, client it is catering to, working conditions of teachers, kind of community support received by the school and many other similar factors.

3. *Access and Retention : The Impact of DPEP*

The above study was undertaken by Dr. Y.P. Aggarwal, Senior Fellow & Head, ORSM Unit.

The main objective of the study was to examine various dimensions of access and retention in primary classes especially with context of DPEP. Specifically, the following issues were indentified for analysis.

- (a) To compare enrolment trends between DPEP and non-DPEP districts.
- (b) To examine the profile of DPEP-I districts in terms of:
 - Growth of enrolment by grades, gender, SC and ST.
 - Repeaters rate for each class and by gender.
 - Gender and caste based differentials in enrolment rates (GER and NER).
- (c) To examine the implications of recent trends in performance indicators for policy, planning and monitoring of primary education in general and that of DPEP in particular.

The study covered all the 42 districts taken up under DPEP-I. It was decided to take 1993-94 as the base and 1996-97 as the terminal year for comparative analysis of enrolment indicators for DPEP and non-DPEP districts. While the project was officially launched towards the end of 1994, a number of pre-project and preparatory activities including the baseline learners' achievement studies in the selected districts were initiated during 1993-94.



Detailed analysis of enrolment in terms of gender, social and regional stratification was also undertaken for the DPEP districts for the years 1995-96 and 1996-97. Some districts were reorganised after the initiation of the DPEP project. However, for the purpose of programme inputs and project monitoring, the old demarcation of districts has been retained. Thus the EMIS data is comparable over the years.

4. *Regional Database on Primary School Infrastructure and Facilities*

The above study was also conducted by Dr. Y.P. Aggarwal, Senior Fellow & Head, ORSM Unit. The study was sponsored by UNICEF at a cost of US \$ 2000.

The objective of the study was as follows :

The learning environment in any educational setting is an important factor in school management and is found to have a strong association with learning outcome. The persistence of low levels of literacy in the state is a reflection of the inadequacy of the educational system to meet the basic educational needs of a rapidly growing population. The average rural female literacy was extremely low in the state (19 per cent in 1991). The rural-urban disparities in literacy rate were striking for the females (50.4 per cent for urban females as compared to 19 per cent for the rural females). Similar disparities do exist in access and participation in primary education. The problems are more serious in the case of the socially and economically deprived sections of the society, many of whom are first generation learners. The literacy rate among the SC population, constituting about 22 per cent of the total population was less than 10 per cent in nearly half of the districts. While these statistics do not tell us about the quality of literacy and the overall educational attainment, yet it is very clear that the state is far away from achieving the goal of universal literacy and EFA objectives.

A review of the available data from various sources indicates that the information on the school environment is generally lacking both in quantitative as well as qualitative terms. In the Indian context, the regular educational statistics of the central and state government do not contain any data on access to various types of educational facilities, the type and nature of school infrastructure and the gradual changes that might have been brought about in the quality of infrastructure. Moreover, the data for rural and urban areas separately is difficult to get.

5. *Impact of Music and Sports Input in Primary School Retention and Performance*

NIEPA had sanctioned a study on "Impact of Music and Sports Input in Primary School Retention and Performance: The Udang Experiment" to Dr. M. Mukhopadhyay, Senior Fellow & Head, Educational Administration Unit, NIEPA at a cost of Rs. 20,000/-.



The main objectives of the study were :

- (a) To study the shift, if any, on the pattern of attendance across seasons between 1993 and 1996.
- (b) To study the change in dropout pattern, if any between 1993 and 1996.
- (c) To study the level of performance.
- (d) To study the reactions of teachers, students and parents on music and sports activities, and
- (e) To study the unit cost of this innovative intervention.

The conclusions emerging from the study are as follows :

Incidentally, between the completion of the project and the first report brought out by IERSD in July 1998 there have been several developments. As mentioned earlier, SCERT, Calcutta followed the project with considerable interest during the last two years. It printed 55,000 copies of the project output and the brief report, and circulated to all the primary schools and Zilla Parishads in the state. IERSD and SCERT jointly organized a dissemination event with the chairpersons of Education Committees of the Zilla Parishads, major state level organisations. The State Education Minister chaired this meeting. Union Education Secretary was special guest on this occasion. The event was extensively covered by the electronic and print media. Ever since there have been some positive developments:

- (a) Individual schools, enthusiastic teachers at their levels, have started adopting the sports and music activities in their schools from the printed book.
- (b) Members of the State Planning Board met the Project Director and the Investigator exploring the possibility of up-scaling the project initially at the block level subsequently at the district level,
- (c) Government of West Bengal allocated an additional Rs. 15 Million to the Primary Education Board of West Bengal to adopt/adapt the Udang model for making school interesting.
- (d) The Planning cell of DPEP in the state has taken note of this experiment and discussed the possibility of utilising the mechanism for enhancing school attraction.

It is important to recognize that dropout is not an un-surmountable problem of primary education. System has created provisions, it needs locale specific quality management input.



6. *Diagnostic Study on Institutional Development and Role of Resource Planning at the Institutional Level. A Pilot Project on Mysore District Higher Secondary Schools*

The study was undertaken by Dr.(Mrs.) Y. Josephine, Associate Fellow. The main objectives of the study were :

- (a) To diagnose the problems of the institutions.
- (b) To study the development of the institutions over a period of time and identify the available resources.
- (c) To study how far the improvement in physical, non-monetary resource has been achieved in connection with the school development.
- (d) To study the improvement in monetary resources to enhance the qualitative and quantitative institutional development; and
- (e) To formulate the plans and suggest programmes for the development.

The study revealed that the wastage prevailed more in Government institutions than in private institutions. Since the private schools charge more fees, parents of children in these institutions try to get maximum benefits from the school. Responsibility and accountability of private institutions are other important factors for their better performance. Growing competition among private schools made them to be more responsible without adequate funds for these minimum threshold facilities. One cannot expect miracles. However, resource abundance is no guarantee for quality and institutional efficiency. It is in this sense that the non-monetary resource and their proper planning and effective utilization is important in their own right.

A major and key factor for poor performance of Government schools is the lack of basic infrastructure facilities and lack of proper investment on the development of human resource in the system.

The study emphasises that non-monetary resources (physical facilities) have to guard against the misunderstanding that without necessary abundant funds for facilities, (non-monetary physical resources) schools could not deliver the goods. It can be possible by effectively managing with other human resources and minimum threshold facilities.

7. *District Information Systems of Education - Phase I*

The above study was sponsored by UNICEF and was conducted by Dr. Y.P. Aggarwal, Senior Fellow & Head, ORSM Unit.

The Departments of Education in all the states/UTs are engaged in the collection, analysis and dissemination of school statistics. The data is generally collected on school location particulars, school characteristics, teachers, buildings, equipment, facilities and enrolment



profile of the students by class, gender and caste. The system of data collection, data flows and analysis has not changed much in the recent years and is characterised by many problems like reliability, completeness, delays in the availability of results and lack of required data, etc. Data collection is not an end in itself but a beginning for improving the effectiveness and efficiency of delivery systems.

“DISE 98” is a computer based software for the creation of an educational data-base and provides the much-needed information on key performance indicators at various levels of educational hierarchy vitally needed for monitoring the educational developments. The important features of DISE are :

- (a) Self-guided options/buttons, not available/applicable are disabled during initialization, data entry and other operations.
- (b) Assigning codes to a school is one time activity. The school code is based on educational Districts/Books rather than the census codes. Provision has been made for deletion and addition of schools/villages/books/clusters.
- (c) Creates a school level database for primary schools/sections in terms of variables defined in the Data Collection Formats.
- (d) Provides facilities for entry of user specific data at the district level through user defined variable utility.
- (e) The database is updated annually with 30th September as the reference date. The school codes once generated by the computer do not change. This makes it possible to undertake temporal analysis at school level.
- (f) Generates a summary of key educational indicators at the institutional, cluster resource centre, block/taluk/mandal/ MC, district and state level. The comparative analysis facilitates the ranking of districts/blocks and the clusters in terms of key performance indicators.
- (g) Incorporates a number of important utilities to ensure consistency and transmission of data to the State level EMIS cell. As the data gets transferred from the District to the state system, a code representing State and the District will be added. The software contains a built-in coding system for the states/districts based on 1991 census codes. Codes for districts created after 1991 can be generated by the user.
- (h) A separate Data Entry Module for facilitating concurrent data entry work also accompanies the DISE 98. The data from different machines can be pooled to generate total data base.



8. *Concurrent Evaluation of the Programme of Primary Education Implementation in 11 Mandals of Pederu District*

NIEPA had entered into a contract with UNICEF, Hyderabad Field Office to undertake a project on “Concurrent Evaluation of the Programme of Primary Education Implementation in 11 Mandals of Pederu Visakhapatnam”. The project was undertaken by Dr.(Ms.) K. Sujatha, Senior Fellow and Head, International Unit, NIEPA at an estimated cost of Rs.5,31,200/-.

The main objectives of the study were:

- (a) Document the processes followed in planning and administration of each of the interventions.
- (b) Study the efficacy of the interventions to meet the goal.
- (c) Strengths and weaknesses of the interventions.
- (d) Provide suggestions for critical support/modification/ strengthening.
- (e) Future direction for the programmes – critical issues to be identified.

The conclusions emerged from the above study are as follows:

It can be said that the community is well aware of the importance of education for both boys and girls. They perceive education as a means for betterment of their younger generation and strongly intended to educate their children. On the newly implemented quality improvement programme, the majority of the parents were aware of the various activities of the programme and the changed school activities. Their appreciation and recognition of change was limited to the school readiness activities and interest of children towards school. However, the parents were more concerned about learning literacy skills. Their support to the system depends on effective learning of the children. The community members had raised certain issues and apprehensions about the Joyful Learning method both in terms of management and impact as their ultimate quest was towards improving their economic condition, which they had been made to believe was possible through education. The community awareness and support with regard to school beautification was confined to only a few Mandals and was a one-time action. The VEC has played an important role to create awareness among parents with regard to school and education. Teacher absenteeism due to training, although recognised as necessary, the community felt that it could be avoided if teachers were trained during the holidays. The majority of the community members were aware of the MRP system and supported teachers by attending the meetings. Mid-day meals has been considered as the major useful intervention. A few of the following steps need to be taken up by the ITDA to sustain the interest of the community in the Joyful Learning Programme:



- (a) Programmes such as school beautification should continue on a regular basis to keep the community involved in the various activities of school development
- (b) The VEC and Mothers Committee should be regularly oriented so that members of these committees can in turn mobilise and motivate the community.
- (c) The MRPs need to have close and regular interaction with the community and inform them about the overall progress of the Joyful Learning Programme in the ITDA as a whole.
- (d) Teachers need to give feedback about the children's achievement to their parents. It will also help children in getting more home support.
- (e) During the teachers' absence a volunteer or an elderly person should be entrusted with the responsibility of opening the school and distributing cards to the students. This will help in regular functioning of the school and sustaining the interest of the children.
- (f) Only action songs, stories and reading will not help in sustaining the interest of the community in the long run, because ultimately in later stages, achievement level of the children depends on their writing skills. Therefore, there is a need to pay attention towards developing writing competencies among the students.

9. *Learners Achievement Study (Delhi) under Primary Education Renewal Project*

The above study was sponsored and funded by UNICEF and was undertaken by Dr. Y.P. Aggarwal, Senior Fellow and Head, ORSM Unit. The total cost of the study was Rs.5,30,000/-. The main objectives of the study were:

- (a) To measure the levels of learners achievement based on competencies for Grade IV and Grade I in language and mathematics.
- (b) To examine the differences in learners achievement based on gender, caste and type of management of schools.
- (c) To examine the school characteristics and learners profile; and
- (d) Identify factors influencing learners achievement.

The study made the following major recommendations with the hope that these will have positive impact on improving the quality of primary education :

- (a) Evaluation of the curricula needs to be undertaken by including the following four essential elements:
 - Setting up of rigorous academic standards.
 - Evolving techniques to measure students achievement of these standards. This



involves substantial changes in the instructional strategy and resource allocation are required to give the students adequate preparation for complex time consuming, open ended assessment. Providing training and support to the teachers to move in this direction is essential.

- Incentives and encouragement to the students to achieve what is expected of them; and
 - Opportunities for the students with special needs to meet challenging standards through remedial teaching, tutors special instructional materials and other such measures.
- (b) Opportunities for the teachers to participate in conferences, seminars and related projects on curricula development, where the current practices and reforms are discussed. These efforts should be accompanied by teachers evaluation and training needs assessment so that appropriate strategies can be implemented for quality improvement.
- (c) Analysis of school management practices is also required. The Government school headmasters, besides the subject specialisation needs to be trained in educational administration. There are many schools which present a model of school management whereas in others the management problems persist. Some case studies can be carried out to highlight the issues in school management.
- (d) Facilities utilisation studies needs to be undertaken. While there seems to be adequate number of classrooms, there may be certain areas where overcrowding takes place.

10. Role and Contribution of NGOs to Basic Education in India

The main objectives of the study were :

- (a) To review the present status and role of different types of NGOs in the field of basic education in India.
- (b) To assess the overall contribution of the NGOs towards meeting the goal of universalization of elementary education (UEE) in the country, and
- (c) To study in-depth strategies and processes adopted by a few select NGOs working in the field of basic education.

In spite of the many differences existing among the non-government organisations there are certain features in common among all of them. NGOs take the beneficial programmes right to the doors of the people. They work at grassroots, in remote areas, therefore their reach is much wider and they are closer to ground realities and know the needs of the communities. Their approach with the target group is direct, emphatic and therefore



they are able to draw more contextualised plans of action. They also manage to develop intimate contacts with the people and develop confidence among them.

By virtue of their nature they ensure people's participation and build awareness among communities. They get different people involved in rendering support for elementary education. They can build an environment for education through publicity at grassroots level. They mobilise communities and facilitate people's participation in creating a culture wherein people themselves demand for their rights and priorities. NGOs also serve as mobilisers and facilitators. They have a rapport with the people, because of their size and nature of work. It is easier for them to motivate people to utilise the community resources, knowledge and skills for better education. NGOs have in-depth knowledge about the villages, they know their educational problems and poverty.

NGOs alone can help the government towards meaningful education. They facilitate linkage between government and community. The magnitude of the problem is so big that it can be addressed only by a large number of functional NGOs in their respective field. They can help in expanding the government base as the government machinery is not enough to meet the needs of a vast country.

11. *An Analysis of Activities and Resource Utilisation of BRCs and CRCs : A Case Study of Betul District of Madhya Pradesh*

The study was conducted by Dr. (Mrs.) Y. Josephine, Associate Fellow and was funded by DPEP Bureau. The main objectives of the study were :

- (a) To examine the participatory process of BRCs with CRCs and DIETs in Betul District.
- (b) To measure the physical targets and achievements of Training Programmer in terms of cost and to study the utilisation pattern.
- (c) To pinpoint the area where the DPEP funds has been wasted; and
- (d) To study the impact of teacher's training on the final beneficiaries.

In the concluding chapter, the researcher has come out that it is the teacher training that plays a pivotal role in the upliftment of the quality of education. The good teachers embodied with the skill and efficiency can achieve success by making some renowned persons. To make the primary education programme successful, there is a paramount need for improvement in the quality of teachers. Madhya Pradesh, to achieve this purpose implemented the centrally sponsored scheme of DPEP. The efforts of the State were quite pioneering. The overall responsibility of the training programme for primary school teacher was mainly upon DIET. So many strategies were carved out like creation of DRG Group, Identification of the Master Trainers, Teachers Training at Block Level, Development of Electronic Teaching and Learning Materials. However the funds allotted for these



activities shown less utilised, which may be because of lack of capacity to use the funds for the above mentioned strategies or may be other reasons. To understand this particular problem of local Resource Institutions, the present study has taken up and investigated into the working pattern and utilisation pattern of resource institutions in Betul District. It is one of the districts, which has shown decreasing trend in utilisation of funds on BRCs and CRCs.

12. *Community Participation in Tribal Areas : Study of Maabadies (Community Schools) in Visakhapatnam District of Andhra Pradesh*

The study was undertaken by Dr.(Ms.) K. Sujatha, Senior Fellow & Head, International Unit. The main objectives of the study were :

- (a) To study how the schools were planned, managed by the community.
- (b) To examine the process of community mobilisation and participation in running the school.
- (c) To examine the School Community linkages, the role and interface of Village Committees, and
- (d) To study the scope of sustainability and replicability of these schools.

After the analysis of various aspects and comprehension of the entire it can be said that the idea of Maabadis has regional and area specific significance. Though it started as an alternative to improve access in the hitherto deprived and difficult areas and it had lost its earlier features and optimism. It has been used as a cost-effective measure to provide schooling facilities even in places where formal schools can be opened. However, while replicating the model of Maabadis in similar contexts adequate care should be taken to ensure teacher competency, decentralised administration, focus on a project mode, community participation. It should be organised in a way that it would facilitate the evaluation of norms, rules, policies and programmes from the joint perspective of the community and administration.

13. *Navyug Schools as Quality School for the Masses*

The above study was conducted by Dr.(Mrs.) Sudesh Mukhopadhyay, Fellow. The main objectives of the study were :

- (a) To trace the changes that have evolved in the original scheme of Navyug Schools with focus on reasons leading to these changes.
- (b) To critically examine whether Navyug were and still are the quality schools for the masses.
- (c) To study the current status of Navyug Schools.



- (d) To critically examine the attributes of Navyug Schools as quality schools.
- (e) To make suggestions for continuation of Navyug Schools as quality schools.

The policy of Navyug Education Society has emerged as a facilitator to provide quality education to the children of general public of Delhi with some defined parameters of parental income and status. While the administration procedures and the scope of giftedness can be an evolving and improving process, there is a need for serious thought on the mission statement itself as well as implementing process which actualizes this statement. It is recommended that after 27 years of existence the Navyug School Educational Society can bring together the parents, the present students and alumni, the faculty and staff as well as the educationists, administrators and the politicians together on a platform, and seriously consider how in the year 2000 onwards it would like to define NDMC schools for gifted children. May be some lessons can be learnt from interaction with Navodaya Vidyalaya and Pratibha Vidyalaya of Delhi. May be the academic excellence vis-a-vis the concept of giftedness needs to be operationally defined for the reference of the Navyug School Educational Society. This will definitely revitalize the total system and may also contribute to the upliftment of other schools in NDMC.

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

The above study was undertaken by Mrs. Jayashree Jalali, Associate Fellow.

The main objectives of the study were as follows :

- (a) To trace the Educational Development of Elementary Education.
- (b) To look into the problems of Female Literacy and Girl Education.
- (c) To analyse the low female literacy districts; and
- (d) To develop strategies for intervention.

The study has since been completed and the most important strategies for action suggested are as follows :

- (a) Convergence of ECCE, Non-Formal and primary schools through a network of school complexes.
- (b) Convergence of middle and high schools through building of school complexes.
- (c) Utilisation of VEC and ensuring community participation for building infrastructural facilities and the link with literacy and elementary education campaign especially for girls.
- (d) Developing the administrative blocks in a holistic way that would require the integration of health, education, child nutrition and other development



programmes thereby building up the economic facilities within each block along with sharing of inter-departmental resource to ensure a better participation in education.

- (e) Emphasis on local-level planning and separate autonomy to blocks and villages to develop education plans through micro level planning techniques.
- (f) Allowing the state universities and autonomous districts councils to develop their own languages and textbooks which are more contextual.
- (g) Formation of core groups to work on special problems of the states and for the districts and their link with NCERT/NIEPA and Universities where Teachers' Training Courses are imparted in elementary education.

15. *An Analytical Study of the Provisions of Compulsory Education Act in India*

The above study was undertaken by Dr.(Mrs.) Nalini Juneja, Fellow. The main objective of the study was to examine the policy of compulsory education in India after independence as it is evidenced in practice. This was done through :

- (a) A review of the documentary evidence in respect of enforcement of compulsory education after independence, and
- (b) A study of the knowledge and attitudes of educational administrators regarding compulsory education today.

The main findings of this study were :

- (a) Published official records show that the Directive of Article 45 for compulsory education was indeed implemented by many states in the 1950's and early sixties.
- (b) Compulsion was discontinued in the early sixties in favour of use of persuasion to bring children to school.
- (c) The break with use of compulsion was so complete that ninety per cent of the present generation of educational administrators are not even aware that laws enabling the government to compel parents to send children to school exist in their state.
- (d) Today, while all educational administrators support the view that all children, boys/girls, rich/poor should receive basic education, almost 40% of them believe that parents should not be forced to send children to school, nor would they favour any law that would enable government to do so.



- (e) Primary school heads of Municipal Corporation Schools in Delhi (and who are working on a daily basis with the children of the poor) are overwhelmingly in favour of compulsion as compared to educational administrators from other states and working at other levels.

16. *Vocationalisation of Undergraduate Programmes : A Pilot Study*

The above study was conducted by Dr.(Mrs.) Sudha Rao, Senior Fellow and Head, Educational Policy Unit at a cost of Rs.37,500/-

The main objectives of the study were:

- (a) To explore the underlying assumptions, beliefs and opinions on vocationalisation scheme.
- (b) To understand the expectations of the people involved in planning, management and implementation of the vocational programmes in higher education.
- (c) To study the actual scheme as has been in operation and the inputs provided in terms of structure, functions, finances, etc.
- (d) To elicit data and information pertaining to vocational courses as it is implemented in the colleges in Delhi; and
- (e) To identify the strengths and weaknesses based on the actual implementation as to make recommendations for its improvement.

The following were the suggestions:

- (a) All colleges should form active and effective advisory council for supervising the day today affairs of vocational education.
- (b) The UGC should consider the vocational subjects as a separate department and appoint permanent teachers for it.
- (c) Proper infrastructure should be provided to the colleges for the implementation of the vocational courses.
- (d) Adequate funds for contingency be released at the beginning of each session.
- (e) Comprehensive textbooks should be prepared and published immediately.
- (f) Syllabi should be revised and designed more accurately befitting to the need of the day.
- (g) There should be uniform guidelines for on the job/summer training for all the universities. It should be rigorous and stringently followed.



- (h) There should be regular orientation and refresher courses for the faculties engaged in teaching the vocational courses.
- (i) Provision of handsome honorarium for the guest faculty.
- (j) More link and collaboration with the industries and service sectors.
- (k) Entrepreneurship programme should be necessarily organized in colleges and regional level.
- (l) There should be a broad-based sensitization programme to attract the collaborator and the beneficiary. The success story should be documented and coverage should be made through the media and T.V.
- (m) The final degrees issued by the University be read as B.A.(Pass) vocational.

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

The above study was undertaken by Dr.(Mrs.) Pramila Menon, Fellow. The main objectives of the study were:

- (a) To evaluate the scheme in relation to its major objective of provision of basic educational infrastructure and facilities in areas of concentration of educationally backward minorities;
- (b) To evaluate the implementation framework from the view point of its adequacy for achievement of the objectives; and
- (c) To suggest changes in the scheme keeping in view the existing gaps in implementation and the framework of the National Policy on Education 1986.

The main recommendations emerged from the study were as follows:

- (a) The Scheme of Area Intensive Programme for Educationally Backward Minorities is applicable only in minority areas as identified by the Ministry of Welfare and accordingly the States were requested to send the proposals for the creation/ addition of infrastructural facilities only in these areas. However, sometimes areas which were not predominantly minority concentration areas get identified. School mapping exercises should be undertaken as a necessary step to determine the need for opening of new schools.
- (b) It becomes the major responsibility of the States to implement the scheme and improve the educational standards of minorities. Unless State Governments extend this cooperation and implement the Government policy in right earnestness, the scheme is not likely to make the desired impact.



- (c) All States need to evolve a system by which they initiate action as per the provisions of the National Education Policy and maintain an effective monitoring system.
- (d) State Governments must take steps to create adequate awareness of the scheme specially among the targets groups so that they could benefit from the efforts made by the Government.
- (e) Implementation of proposals under the scheme in a time bound manner would further facilitate its expansion and areas of operation, and more beneficiaries can be added.
- (f) Financial allocations for building/construction should be made after assessment of present utilisation and planning for further upgradation. The construction work must also be followed up.

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

The above study was sanctioned to Prof. R. Bhardwaj, Chairman, Institute for Education Research and Development, Bangalore under NIEPA's Scheme of Assistance at a cost of Rs. 87,600/-. The main objectives of the study were :

- (a) The relationship between the institutional setting supporting the movement and speed of the movement itself, and
- (b) 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.

Some of the suggestions of the study were as follows :

- (a) Organising orientation and training programme for post literacy volunteers.
- (b) The post literacy materials should be redesigned in such a way that it should be related to the occupation of the participants. As the adult learner's involvement is crucial, the study materials needs to be related to his environment and have focus related to his occupation. The ultimate goal is for a better life and empowerment through literacy.
- (c) Organising programmes for skill formation and skill up gradation with the help of development functionaries (village level workers, anganwadi workers, sanitation and health workers and other workers at the grass root level). Such skills would be communication skills, survival skills, vocational skills, entrepreneurial and management skills, etc.



- (d) To develop inexpensive newsletters with simple news items relevant to several occupational activities with bolder print and illustration for generating interest to know more about themselves and their occupation.
- (e) To build-up library service as a movement for new entrance in post-literacy centres.
- (f) It is necessary and desirable to evolve a scheme recognising good, qualitative and constructive work of individuals, groups and institutions made under the programmes. This can be done through public recognition through letters of appreciation, mementos and certificates.

19. *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 cost of the study was Rs. 64,680/-.

The main objectives of the study are :

- (a) To know the various aspects of time management of principals.
- (b) To find out the variations in principals, practice of time management; and
- (c) To identify self-imposed time-wasters and principals pattern of working each day, matching activities and time.

The world of education is in constant flux. To sustain school excellence, the principals have to update themselves to new developments. They have to be continually learning on the job. They have to imbibe the critical and reflective thinking. Time can be allocated productively if only tasks are clearly defined. It is, therefore, necessary to conduct periodic refresher/orientation training courses for Principals to facilitate goal setting, priority setting, evolving communication strategies, public relations strategies, media handling, promoting public confidence in schools, organisational theory, improving and maintaining school productivity, shaping and changing school culture, understanding of the educational litigations, understanding political climate, school restructuring models, types and theories of planning, delegating tasks, staff development, measurement and evaluation, resource allocation, motivation, inter personnel skills, role and leadership theory, functional skills, management information system, decision making structure, conflict management, problem solving, problem evaluation, clarity of roles and policies, tasks orientation, innovativeness, risk taking, mission and vision for the school of the future, strategies to overcome general apathy and stress management, skills to stay current, educational administration, and change models.

20. *Analysis of Expenditure Pattern in Districts under DPEP* by Dr. Y.P. Aggarwal



Studies in Progress/Sanctioned

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 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, Bihar, Kerala, Punjab, Mizoram, Goa, Haryana, Madhya Pradesh, Karnataka, Sikkim, Chandigarh, Lakshadweep, Andaman and Nicobar Islands, Rajasthan, Tripura, Himachal Pradesh and Uttar 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 Delhi, Orissa, Central Government and Meghalaya are in press. Reports of Tamil Nadu and West Bengal have been taken up for finalisation. The reports of Maharashtra, Daman and Diu and Pondicherry have been partially revised. The reports of Gujarat, Nagaland, Manipur, Dadra and Nagar Haveli, J & K and Andhra Pradesh are at various stages of processing.

2. Planning & Management of Women Study Centres (WSC) in India

The objectives of the study are to understand the efforts made and initiatives taken by centre, state, university and college levels for development of women study centres in India and in turn the initiatives taken by the WSC for the development of women; explore the underlying assumption and actual implementation of activities of the centres concerning women development in terms of actual teaching, research and extension; analyse the repetition and duplication of efforts made by the women activist groups, NGOs, adult education departments and extension departments; identify the gaps in the



policy, planning and management which requires attention of WSCs and finally based on the above suggest planning and management strategies for effective utilization of resources of women study centres in the universities and colleges for the cause of women development.

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

The project is carried out by Prof. K. Sudha Rao and Dr. Kausar Wizarat.

3. *Agreement between NIEPA and Ministry of Human Resource Development, Department of Education for carrying out various activities under DPEP during 20.1.2000 to 19.1.2001.*

In continuation of earlier agreement, NIEPA entered into fresh agreement with the Department of Education to carry out various academic activities under DPEP during the above period at a total cost of Rs.41,80,000/-. The following were the major activities under DPEP that were to be undertaken:

(a) Training Programmes on :

- School Mapping and Micro Planning
- Meeting on SIEMATs and their Activities
- Quantitative Educational Research Method for Planning the Quality of Education

(b) Research Studies :

- Modernisation of Library/Documentation Centre and Information Services
- A Study of Role and Functions of Block Resource Centres: Present Status and Future Prospects
- Identification and Development of Indicators of School Improvement
- Impact of DPEP Intervention on Demand for Education: A Study of Households Below Poverty Line in Orissa
- Impact of ECCE Scheme on Girls Enrolment and Retention in Primary Schools: A Comparative Study of Two States
- A Study on the Content Analysis of Training Modules for VECs



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

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

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

The estimated cost of the study is Rs. 3,98,20,000/-.

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



5. *Effectiveness of Incentive at School Education Level*

The above study is being undertaken by Dr.(Ms.) K. Sujatha, Senior Fellow & Head, International Unit.

Earlier, UNICEF had sponsored a study on Concurrent Evaluation of the Programme of Primary Education Implementation in 11 Mandals of Pederu, Visakhapatnam at an estimated cost of Rs. 5,31,200/-. The objectives of the present study are : (1) document the processes followed in planning and administration of each of the interventions. (2) study the efficacy of the interventions to meet the goal. (3) strengths and weaknesses of the interventions. (4) provide suggestions for critical support/modification/ strengthening. (5) future direction for the programmes - critical issues to be identified. The evaluative study was based on both quantitative and qualitative data collected from school teachers, students, parents, community members (VEC and Mothers Committee), MRPs, School Complex Headmaster, members of PRC, PMC, Project Officer and authorities.

The expenditure on the present study will be met out of the savings of the UNICEF sponsored study.

The study is in progress.

6. *Education of Urban Poor – A Case Study on Slum Dwellers of Delhi*

The above study was sanctioned to Dr. B.K. Panda, Associate Fellow at an estimated cost of Rs. 49,800/-.

The main objectives of the study are as under :

- (a) To study the various educational facilities in terms of schools, non-formal centres as well as various incentives, etc. available in the slums;
- (b) To understand the levels of education attained by the slum dwellers and their perceptions as well as expectations regarding obtaining education for their children; and
- (c) To understand the socio-economic and educational constraints of the slum dwellers.

The study is in progress.

7. *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.

8. *Functioning of Shift Schools in Delhi : Problems and Prospects*

The above study is being conducted by Dr.(Mrs.) Rashmi Diwan, Associate Fellow at an estimated cost of Rs. 49,600/-. The main objectives of the study are as follows :

- (a) To study the effectiveness in the functioning of Corporation and Delhi Administration Schools in shifts keeping in view the location; facilities both infrastructural and physical; mobilisation and utilisation of resources; teachers strength; pupil strength, time tabling, class size; organisation of activities both curricular and co-curricular, enrolment, dropout, retention, etc.
- (b) To make a comparative study of single shift and double shift schools keeping in view the achievements; evaluation procedures; examination results etc. in addition to the above mentioned dimensions.

The study is in progress.

9. *University Finances in India : A Profile*

The above study is being conducted by Dr.J.B.G. Tilak, Senior Fellow & Head, Educational Finance Unit at an estimated cost of Rs. 47,500/-. The main objectives of the study are as under :

- (a) To analyse the changing pattern of financing universities – focusing on various sources of income of the universities and their relative shares; and
- (b) To examine the pattern of expenditure of the universities – expenditure on various items.

The study is in progress.

10. *District and Sub-District Management Structures under DPEP*

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



The study is in the beginning stage and library work to study the document/material, etc. is going on. However the study will be based on indepth field work. For this purpose one district each from Bihar (an educationally backward state) and Kerala (an educationally advanced state) has been selected for the study. Dr. S.M.I.A. Zaidi is the Project Director.

11. *Impact of DPEP Interventions on Household Demand for Education : A Study of Households below Poverty Line in Orissa.*

Objectives

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

As a beginning, a concept paper is being prepared for presentation and discussion.

12. *Quality Management in School Education*

The above study is being conducted by Dr.M. Mukhopadhyay, Senior Fellow & Head, Education Administration Unit at an estimated cost of Rs. 99,700/-. The main objectives of the study are as follows :

- (a) To develop a package on TQM in education that can be applied to slected institutions like DIETS.
- (b) To provide training in implementation of TQM to principals of DIETs.
- (c) To carry out institutional assessment and develop plan of implementation.
- (d) To study the impact of TQM intervention on Organisational Development.

The study is in progress.

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

NIEPA is undertaking a UNICEF sponsored study on Assessment of Technical and Infrastructural Capacities of District Institutes of Education and Training – A National Evaluation Study at an estimated cost of Rs. 32,45,000/-. The study is being undertaken by Dr. R. Govinda, Senior Fellow and Dr.(Ms.) Neelam Sood, Fellow. The main objectives of the study are as follows :

- (a) To assess the quantitative and qualitative progress made in the implementation of Scheme of DIETs made in the country against the original goals set out in the National Policy on Education in 1986 and the subsequent guidelines issued for the implementation of the Scheme;



- (b) To make a critical evaluation of the performance of DIETs in the context of the original job description and the rapidly changing scenario of elementary education in India; the evaluation will focus on the current roles and functions of the DIETs, adequacy and quality of technical support provided through training and other activities, linkages established with other institutions within the system, and utilization of the hardware and other inputs provided under the scheme;
- (c) To recommend immediate and long term actions needed for strengthening the capacity of DIETs, enabling them to discharge their critical functions as nodal district level technical resource support institutions, and in particular contributing to quality improvement in elementary education; and
- (d) To develop a comprehensive information base on elementary teacher training in the country, besides preparing a Directory of DIETs, giving details about location, infrastructure, academic strengths, areas of specialization, etc.

The study is in progress.

14. District Information System for Education - Phase II

The above study is being sponsored by UNICEF as continuation of the Phase - I study. Dr. Y.P. Aggarwal, Senior Fellow is the Project Director. The following activities are to be undertaken during the Phase-II programme.

- (a) Develop state/national level modules for handling DISE data.
- (b) Provide training to the DPEP districts/states in the implementation of DISE 2.0 Particular attention will be on building capacity of the new districts/states (DPEP - II).
- (c) Provide required assistance for helping the States in operationalisation of the Software which may include visits to the States to enable them to overcome the problems.
- (d) Discussion with the States regarding their requirement of Software for management of Teachers Database. Based on this discussion necessary steps would be taken.
- (e) Improving the effectiveness and efficiency of DISE 2.0 by overcoming technical and other constraints that might emerge during the implementation stage (1997).
- (f) Develop software for some important applications like enrolment projections, cohort analysis and trend analysis. This software will be useful for district, state and national level professionals engaged in scenario building, long term planning as well as for the preparation of annual work plans.



- (g) Training to the State level System Analysts and senior administrators in the use of DISE and other data for planning and monitoring of DPEP activities will be imparted during the year.

The above study is in progress.

15. *Education For All -2000*

The above study was sponsored by UNESCO and was undertaken by Dr.R. Govinda, Senior Fellow and Head SNF Unit.

The goals, targets and strategies enunciated in the National Policy on Education and endorsed by the CABE have then been incorporated into successive Five Year Plan proposals. The goals were pursued during the Eighth Five Year Plan which also involved the launching of major projects supported by external funding and the literacy campaigns under the auspices of the National Literacy Mission. They are further being followed up during the current Ninth Five Year Plan operating from 1997 to 2002. Thus, the goals of EFA have been incorporated into the National Plan Framework which in turn guides all developmental actions at the State level.

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

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

These documents were presented at a National Workshop in New Delhi in May, 1999 which was attended by State Education Secretaries, educational experts and representatives of UN agencies, World Bank and external donors. These documents were also discussed in the Sub Regional Meetings of South Asian Countries in New Delhi immediately following the National Workshop. An initial draft of EFA 2000 Assessment Report was presented at the second Sub-Regional Workshop for South and West Asia in Kathmandu on 12-13 October, 1999. A revised draft prepared on the basis of feedback and comments received in Kathmandu Workshop was discussed in the National Assessment Group in November, 1999.

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

1. Role and Contribution of NGOs Basic Education.
2. Education and the Status of Women.
3. Education of Girls in India : An Assessment.



4. Children : Work and Education Rethinking on out-of-school Children
5. Status of Elementary Teachers of India.
6. Education of the Urban Disadvantaged.
7. Changing Concepts and Shifting Goals, Post Literacy and Continuing Education in India.
8. Education of Children with Special Needs.
9. Role of Media in EFA.
10. Learner Achievement in Primary Schools.
11. Education among Tribals
12. Indian Engagement with Adult Education and Literacy.
13. Participatory Micro-Planning for Universal Primary Education.
14. Learning Conditions for Primary Education.
15. Social Mobilization and Total Literacy Campaigns.
16. Early Childhood Care and Education.
17. Decentralisation of Education.
18. Texts in Context : An EFA 2000 Review.
19. Financing of Elementary Education in India.
20. Role of Private Schools in Basic Education.
21. Primary Education in Himachal Pradesh.
22. Primary Teacher Training in the EFA Decade.
23. EFA in Mizoram.
24. Progress Towards EFA : The Case of Tamil Nadu.
25. UEE in Rajasthan : A Study with Focus on Innovative Strategies.

In addition, NIEPA has brought out the EFA - 2000 Report - India which is an All India Report.

Publications

NIEPA has a modest publishing programme for dissemination of research and developments in education in the form of occasional papers, journals, newsletters, books and reports. Some of the important periodical publications are *Journal of Educational Planning and Administration* in English, *Pariprekshya* in Hindi and *ANTRIEP Newsletter*. The Institute has published several research and seminar/conference reports in the form of books. It is bringing out a series of reports of survey on educational administration in various States and UTs.



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

Priced

Books relating to Second All India Survey of Educational Administration

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

1. *Educational Administration in Bihar : Structures, Processes and Future Prospects* by Anil Sinha, R.S. Tyagi, U.P. Singh and T.N. Chaudhary
2. *Educational Administration in Uttar Pradesh: Structures, Processes and Future Prospects* by R.S. Tyagi and Shardindu

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

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

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

3. *Management of Autonomy in Autonomous Colleges* by K. Sudha Rao
4. *Autonomous and Non-autonomous Colleges : Selected Case Studies* by K. Sudha Rao, George Mathew and Sudhir K. Samantray

Unpriced

5. *Learning : The Treasure Within* edited by Marmar Mukhopadhyay et.al.
6. *Best Practices in Higher Education Series "Academic Renewal and Linking Education and Employment – An Innovative Experiment,"* edited by K. Sudha Rao

NIEPA Journals

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



- 1-3 *Journal of Educational Planning and Administration* (Priced): Volume XIII No.2, April 1999; Volume XIII No.3, July 1999 and Volume XIII No.4, October, 1999.
- 4-6 *Pariprekshya* (Hindi Journal): Volume 5 No.1 & 2; April -August, 1998; Volume 5 No.3, December 1998 and Volume 6 No.1 and 2, April-August 1999

ANTRIEP Newsletter

Two issues of ANTRIEP (Asian Network of Training and Research Institutions in Educational Planning) Newsletter were brought out during this year i.e. January-June 1999 & July-December 1999 issues.

In Press:

- 1-4 *Educational Administration Survey Reports* relating to Central Government, Delhi, Orissa and Meghalaya (Priced)
5. *School Mapping : An Analysis of Educational Facilities in Dhenkanal Distt. Orissa* by N.V. Varghese and K. Biswal (Priced)
6. *Universalization of Upper Primary Education in India; An Analysis of School Facilities and Their Cost Implications* by N.V. Varghese and Arun C. Mehta (Priced)
7. *Best Practices in Higher Education - Issue on Integral Education : A Mission to Integrate Values in Education* by K. Sudha Rao (ed.).
8. *Journal of Educational Planning and Administration* Vol.XIV No.1 January 2000 (Priced)
9. *Pariprekshya* (Hindi Journal): Volume 6 No.3, December 1999

Mimeographed Publications

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



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, 1184 books and documents were added to the Library/Documentation Centre. The Library/Documentation Centre presently has a collection of 52620 books besides a rich collection of reports of International Seminars and Conferences organised by International Agencies like UNO, UNESCO, OECD, ILO, UNICEF, World Bank, etc.

Journals

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

Newspaper Clippings

Apart from books and journals, the Library/Documentation Centre also maintains a special collection of Newspaper Clippings related to educational planning and administration for 24 newspapers.

Current Awareness Service

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



on Education: Titles Received and their Contents”.

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 period.

Bibliography

The library prepared 168 bibliographies for the various activities undertaken by the Institute during this period.

Non-Print Material

The Library is a multi-media resource centre. It has video cassettes, audio-cassettes, films, micro films and microfiches. The present stock consists of 6 films, 76 video cassettes, 82 audio cassettes, 54 micro films and 110 microfiches.

CD-ROM databases

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

Library Website

Library has launched its website : <http://niepalib.freeyellow.com>. It has online information that includes :

1. About NIEPA
2. About Library/Documentation Centre
3. NIEPA Research Studies



4. Education File : News on Indian Education from 30 newspapers
5. Search of fortnight : Information on different aspect of Indian Education.
6. Current contents of Journals subscribed by NIEPA Library
7. District Primary Education Programme (DPEP) : Information about the documents generated at Centre and State Level.
8. New Additions : Books and Articles indexed from the journals received in the library.

Library Networking

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

(a) On-line Access

To union catalogue of 102 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.

Local Area Network (LAN)

The faculty is provided online access to new additions in library and current contents of journals subscribed by the library.

Training Programmes

Orientation Programme in Planning and Management of College Libraries of Haryana from 3-7 May 1999. Nineteen participants attended the programme.

Orientation Programme in Planning and Management of Libraries of Himachal Pradesh from 7-11 June 1999. Thirty four participants attended the programme. 23 College Librarians and 11 District Public Librarian.

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, 651 documents were added to the Centre. Presently, the Centre has 20802 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 throughout from India.

The 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 2000
2. Subjectwise Dissertations: Diploma in Educational Planning and Administration 1982-2000
3. Subjectwise list of NIEPA Research Studies: 2000.
4. University Thesis: Classified according subjectwise 2000.
5. List of District Primary Education Project (DPEP), 2000.
6. Classified Lists of Dissertations: International Diploma in Educational Planning and Administration upto 2000.

The Centre subscribes to 24 national and regional news papers for the use of readers.

The Documentation Centre can be said to be a unique one for reference only, and it is not only effectively used by NIEPA faculty, research staff and trainees but widely used by the research scholars from national and international educational institutions. During this year, 2846 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 pre-press format. Some of the important publications are: Journal of Educational Planning and Administration, ANTRIEP Newsletter, Annual Report, etc. The Computer Centre also has E-mail and Internet facilities.



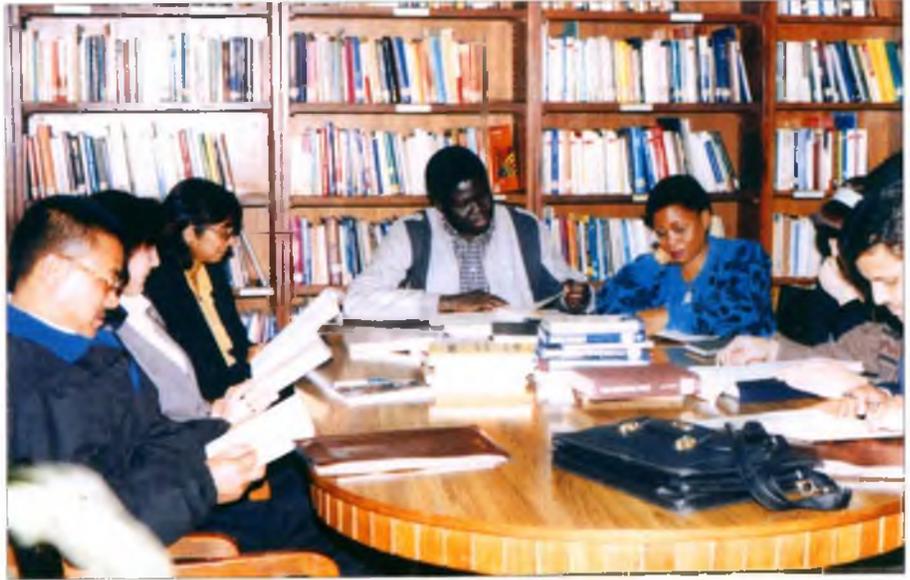


Dr. Karan Singh, eminent educationist and M.P. Rajya Sabha with the participants of IDEPA-2000



Prof. K. Sujatha, Senior Fellow & Head, International Unit with the IDEPA-Participants





A view of NIEPA Library



Bal Kavi Bairagi with other Hindi Poets at the Rajbhasha Swarna Jayanti Kavi Goshthi organised by NIEPA



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 Rajasthan, Orissa and Delhi.

Hindi Cell

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

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

- (a) Meetings of the Official Language Implementation Committee of the Institute were organised to review the activities of Hindi Implementation.
- (b) Meetings of the Editorial Board of Hindi Journal *Pariprekshya* were organised to review the papers selected for publication.
- (c) Three issues of *Pariprekshya* were brought out and the manuscripts of next three issues were prepared.
- (d) The following titles were translated into Hindi and prepared for publications:
 - (i) Annual Report :1998-99
 - (ii) Training Calender : 1999-2000
- (e) Hindi Day Celebration : On the occasion of Hindi Day, Hindi Swarn Jayanti was organised during 14 September 1999 - 14 September 2000. Hindi Incentive Scheme was implemented. 12 officers/staff members were awarded.
- (f) A five-day Hindi Workshop was organised during September 14-20, 1999 in which 35 officers and employees of the Institute were trained.



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 2000 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 2000 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 2000 is given at Appendix III.

The Planning and Programme Committee

The Planning and Programme Committee (PPC) consists of the Director as ex-officio Chairman, Joint Director, Heads of Academic Units, NIEPA; one representative each of the Ministry of Human Resource Development (Department of Education), Planning Commission, University Grants Commission; one Vice-Chancellor of a University (to be nominated by the President); two Education Secretaries and two Directors of Education of State Governments (to be nominated by the Government of India); six educationists/social scientists/management experts (of whom two are involved in Women's/Girls' education; one in Education of SC/ST and one in Education of Minorities) to be nominated by the President. A list of the Members of the PPC as on 31st March 2000 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 Coordination Cell. The Academic Administration and Coordination Cell report directly to the Registrar. Personnel and General Administration Sections and Training Cell are supervised by Administrative Officer under the overall charge of the Registrar.

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

The total staff strength of the Institute as on 31.3.2000 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
Total	181

Staff Changes

Shri R.S. Sharma joined as Finance Officer on 7.10.1999 (AN) from Delhi University, Delhi and repatriated to join Delhi University, Delhi on 5.4.2000.

Visits Abroad

Prof. B.P. Khandelwal, Director participated in the 5th Oxford International Conference on Education and Development held at University of Oxford, Oxford, UK from 9th - 13th September 1999.

Dr. R. Govinda, Senior Fellow and Head, School and Non-formal Education Unit participated in the Capacity Building Workshop on Literacy Resource Centres from 14-18, February 2000 at Cotabato, Philippines.

Dr. J.B.G. Tilak, Senior Fellow and Head, Educational Finance Unit participated in the Second Sub-Regional Workshop on EFA 2000 Assessment organised by UNESCO, New Delhi from 12th - 13th October 1999 at Kathmandu, Nepal.

Participated in a 2-day Conference on "Asia in the Next Millennium" and delivered a special lecture on Education for Development in Asia in the Conference during 7-8 January, 2000 at Makati City, Philippines.

He also attended the Asia Pacific Conference on EFA 2000 Assessment from 16th - 21st January 2000 at Bangkok, Thailand.

Dr. (Mrs.) K. Sudha Rao, Senior Fellow and Head, Education Policy Unit presented a paper entitled "Autonomy Administration and Quality: Challenges for Institutions of Higher Learning to the Asia Pacific Conference – Tradition and Change in Higher Education from 28th - 30th October 1999 at Portland, Oregon.

Dr. (Mrs.) Yazali Josephine, Associate Fellow, Educational Administration Unit presented her paper on "Impact of poverty on Girls Education – A Case Study in India at Birmingham, Oxford International Conference on Educational Development 1999, organised at the Birmingham, U.K. from 9th - 13th September 1999.

Dr. (Mrs.) Rashmi Diwan, Associate Fellow, School and Non-Formal Education Unit participated in the BEMAS sixth International Research Conference 2000 at Cambridge from 29th - 31st March 2000.



Campus Facilities

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

Finance

During the year the Institute received a grant of Rs. 478.00 lakhs (Rs. 178.00 lakhs under Non-Plan and Rs. 300.00 lakhs under Plan) against Rs. 243.65 lakhs (Rs. 138.65 lakhs under Non-Plan and Rs. 105.00 lakhs under Plan) received during 1998-99. The Institute had a balance of Rs. 32.96 lakhs (Rs. 0.00 under Non-Plan and Rs. 32.96 lakh under Plan) at the beginning of the year. Office and hostel receipts amounted to Rs. 65.00 lakhs during the year.

The Institute had a balance of Rs. 89.17 lakhs and received additional funds amounting to Rs. 305.51 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. 223.34 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	<i>Programme Person days</i>
---------	-----------	------------------------	------------------	---------------------	------------------------------

DIPLOMA PROGRAMMES

National Diploma Programmes

2	05.0	*Nineteenth Diploma in Educational Planning and Administration for DEOs/ DIETs Faculty and other Personnel (Phase-II)	Jan. 30-April 29, 1999 (29 days) July 12-16, 2000 (5 days)	19	-
2	05.5	Twentieth National Diploma in Educational Planning (Phase-I & II)	Nov.1, 1999-April 30, 2000 (152 days)	24	95 3648

2

186

43

International Diploma Programmes

2	08.0	International Diploma in Educational Planning and Administration (Phase-I & II)	Feb. 1- July 30, 1999 (121 days)	31	3751
2	08.3	International Diploma in Educational Planning and Administration - IDEPA-XV (Phase-I & II)	Feb.1-April 30, 2000 (60 days)	32	1920

2

181

63

5671

THEMATIC PROGRAMMES IN EDUCATIONAL PLANNING AND MANAGEMENT

Planning and Management of Training of School Heads

05.	02.4	Orientation Programme on Resource Planning and Management in Education for School Principals	August 23-27 (5 days)	19	95
-----	------	--	-----------------------	----	----



06.	05.4	Workshop on Planning and Management for Heads of Sr.Sec. & Higher Sec. Schools, Goa-Field based - Panji	October 4-8 (5 days)	19	95
07.	02.5	Workshop-Cum-Training Programme on Resource Planning and Management for Education Officers and Schools Principals of Andaman & Nicobar Islands (Field based-Port Blair)	Jan. 10-14 (5 days)	27	135
		3	15	65	325

Planning and Management of Higher Education

8.	06.1	Orientation Programme in Planning and Management of Colleges for Principals Govt. Aided Colleges of Himachal Pradesh (Field based - Shimla)	May 24-28 (5 days)	30	150
9.	06.3	Policy Perspective Seminar on Internationalization of Higher Education and Operation of Foreign Universities in India	Nov. 26-27 (2 days)	44	88
10.	06.4	Seminar on Assessment of Quality in Higher Education: Parameters and Indicators	Jan. 18-19 (2 days)	34	68
11.	06.5	Orientation Programme in Planning and Management of Colleges for Colleges Principals	Feb. 7-25 (19 days)	42	798
		4	28	150	1104

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

12.	07.1	Orientation Programme in Planning and Management for the Principals of DIET and CTEs-Field Based-Bangalore	April 20-24 (5 days)	28	140
13.	05.1	Workshop on Preparing Framework for Data Analysis for State-wise Evaluation of DIETs	June 7-8 (2 days)	12	24
14.	02.3	Planning Meeting for DIET Programmes	July 21 (1 day)	14	14
15.	07.6	Training Programme in Educational Planning and Management for the Faculty of DIETs	Jan. 17-28 (12 days)	26	312
16.	05.7	National Meeting on State Level Studies (Part of National Evaluation of DIETs)	Jan. 24-25 (2 days)	12	24
		5	22	92	514



Quantitative Techniques in Educational Planning

17.	01.1	Training Programme on Use of Quantitative Techniques in Educational Planning	July 12-23 (12 days)	16	192
18.	07.7	Training Programme on Using Indicators in Planning Education	Feb. 7-11, 2000 (5 days)	38	190
19.	09.3	Training Programme on Advance Quantitative Methods in Education	March 6-16 (11 days)	14	154
3			28	68	536

Financial Management

20.	03.1	Orientation Programme in the Management of University Finances	Sept. 23-29 (7 days)	30	210
21.	03.1	Orientation Programme in the Management of Educational Finances	Nov. 29-Dec. 3 (5 days)	10	50
2			12	40	260

Planning and Management of Minority Managed Institutions

22.	07.4	Orientation Programme in Planning and Management for Heads of Minority Managed Institutions	Sept. 13-24 (12 days)	16	192
1			12	16	192

Community Participation

23.	05.6	National Seminar on Community Participation and Empowerment in Primary Education	Dec. 8-10 (3 days)	66	198
1			3	66	198

Planning & Management of Tribal Education

24.	08.1	Orientation Programme in Institutional Planning and Management for Principals of Andhra Pradesh Tribal Welfare Residential Educational Institutions Society (APTWREIS) Hyderabad	Oct. 11-15, (5 days)	25	125
1			5	25	125



Universalization of Elementary Education

25.	07.5	Workshop on Universalisation of Elementary Education for the North Eastern States-Field Based - Aizawl	Nov. 15-19 (5 days)	19	95
				1	5
				19	95

School Mapping and Micro Planning

26.	07.2	Training Programme in School Mapping and Micro Planning	August 9-13, (5 days)	24	120
				1	5
				24	120

Literacy Programmes

27.	05.3	Meeting on Evaluation of SRC's on Adult Education	July 27 (1 day)	15	15
28.	05.8	Workshop on Literacy Assessment Strategies and Processes	Feb. 29.- March 3, (4 days)	27	108
				2	5
				42	123

Quality Management in Education

29.	02.1	Workshop on Total Quality Management in Education	July 13-15 (3 days)	19	57
30.	02.2	Orientation Programme on Total Quality Management of Principals of KVS through ITV	July 20 (1 day)	316	316
				2	4
				335	373

Planning and Management of Libraries

31.	10	Planning and Management of DIET (on-going) Libraries of Gujarat (Field Based-Gandhi Nagar)	March 29-April 3, 1999 (6 days)	19	114
32.	10.1	Planning and Management of College Libraries of Haryana	May 3-7 (5 days)	19	95
33.	10.2	Planning and Management of College and District Libraries of H.P. & Field Based Shimla.	June 7-12 (6 days)	34	204
				3	17
				72	413



Study Visitation Programmes

34	08.2	Study Visitation Tour Programme of High Level Educational of Bangladesh	Dec. 1-15 (15 days)	10	150
35.	07.3	ISS Probationers Field Visit to NIEPA	Sept. 8 (1 day)	27	27
				2	16
				37	177

Other Programmes

36.	06.2	Brain Storming session on Human Right in Tertiary Education	June 3, (1 day)	20	20
37.	05.2	Workshop on School Improvement Planning in Hlmachal Pradesh	July 26-27 (2 days)	10	20
38.	09.1	National Level Wrokshop on Sample Validation of DISE DATA	August 30-31 (2 days)	23	46
39.	09.2	Project Planning and Monitoring	Feb. 14-18 (5 days)	25	125
40.	04.1	Discussion Meet on: (National Educational Policy) Analysis and Review	March 13-14 (2 days)	66	132
41.	08.4	Orientation Programme for Bhutanese Educational Personnel in Office Management	March 20-21 (2 days)	2	4
				6	14
				146	347
Total				41	558
					1303

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: 1999-2000

G.D. Sharma

Reports

Internationalization of Higher Education – Issues and Policy Suggestions
– A Report of the Seminar on Internationalization of Higher Education
and Operation of Foreign Universities in India held on 26th – 27th
November 1999.

Towards Assessment of Quality of Higher Education – A Report of the
Seminar on Assessment of Quality in Higher Education: Parameters
and Indicators held on 18th – 19th January 2000.

Orientation Programme in Educational Planning and Management
for the Principals of Colleges (7-25 February 2000)

Convocation Addresses

DAV College, Chandigarh on 25th March 2000 “Higher Education :
People and Development”

Papers & Research Articles

Making the System of Higher Education as Dynamic as Never Before
Identity and Social Position of Women in the Developmental Context
– A paper presented at Kamla Nehru College, Phagwara

Financing of Higher Education in India – in Retrospect and Prospect–
A paper presented at Delhi University

Perspectives of Development in 21st Century – A paper

Internationalization of Higher Education – Status and Policy
Suggestions

Policy Statements regarding Financing of Higher Education

Higher Education : People and Development – A Convocation Address



M. Mukhopadhyay

Publications

Learning : The Treasure Within – Implications for Asia, Report of the Asian Regional Conference, New Delhi: NIEPA, 1999.

Indian Open and Distance Education: Prospects. In Manjulika, S. and Reddy V. (Eds). Open and Distance Education, New Delhi: Alva, 2000

Education in the 21st Century, *India Forum Bulletin*, April, 1999

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

Taxonomy of Educatedness, *University News*, June, 1999.

Education in Fundamental Duties at School Level, Commissioned contribution to the Report of Verma Commission, NCERT, New Delhi, 1999.

Fundamental Duties in Teacher Education Programmes, Commissioned contribution to the Report of Verma Commission, NCERT, New Delhi, 1999.

Participation in Conferences and Seminars

Education for All, New Delhi, 1999.

International Seminar on Communication Technology, Guwahati, 1999.

Information Technology, NCERT, New Delhi, 2000

Address to Learned Societies

Interdisciplinary Education, IIE Pune 31 August, 1999

Multi-channel Learning, Staff Training Institute, All India Radio, 25 October, 1999

Curriculum Framework for Teacher Education, YCMOU, Nashik, March 23

Interactive Communication Technology, Guwahati, 1999

Organisational Aspects of Information Technology in Schools, NCERT: New Delhi, February, 2000

Membership of Committees

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

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.



Towards Future Development of Education, Democracy and the Society – a Convocation Address

Private University Establishment Bill

Brief Comments on “Reforms In Education In India – A Position Paper”

Meetings/Seminars Attended

Delivered lecture in Orientation Programme in the Management of University Finances at NIEPA (23-29 September 1999)

Delivered lecture in the Seminar on Policy Planning in Higher Education on 15-16 September 2000 at Jamia Hamdard

Delivered key note address on Political Economy of India on the focal theme Social Change : The Initiative and Intervention

Attended National Seminar on “Value Based Education” on 13-14 November 1999 at Maharshi Dayanand Saraswati University, Ajmer

Paper presented at National Seminar on “Nari Asmita Ka Sangharsh: Sahitya, Samaj aur Rajniti Ke Sandarabh Mein” in December, 1999 at Kamla Nehru College Phagwara

Attended Seminar on Achieving Quality: Challenges in Higher Education at Zakir Hussain Centre for Educational Studies, School of Social Sciences, JNU and presented paper on Delores Commission Report – Learning: The Tressure Within.

Attended Meeting of Indian Academy of Social Sciences at Coimbatore on 25-26 December 2000

Attended a panel discussion on “Training and Development of University Administrators – the Emerging Challenges” on 20th January 2000 at Centre for Human Resource Development, University of Delhi, Delhi

Attended National Workshop on Community College as an Alternative and Innovative System of Education in India on 18-19 February 2000 at Madras Centre for Research and Development of Community Education, Chennai

Attended one day Conference on Community Colleges on 1st April, 2000 at All India Association of Christian Higher Education, New Delhi

Attended National Seminar on “Teacher Accountability and Teacher Organizations” held on 24-25 March 2000 at C.R. College of Education, Rohtak, Haryana

Attended various Selection Committee Meetings.

ICF Annual Conference – Delivered a lecture on IT for College Management, at Pune. December 1999

Delivered lectures to participants of orientation and refreshers programme in Jamia Millia Islamia. Delhi



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.

J.B.G. Tilak

Training/orientation Programmes Conducted

Orientation Programme on Management of University Finances 23-29 September 1999

Orientation Programme on Management of Education Finances (29 November – 3 December 1999)

Research

Papers/Books/Book-length monographs: (denotes refereed publications)*

“Education and Development: Lessons from Asian Experience.” Special Lecture. International Conference on Asia in the Next Millennium: Prospects for Peace and Development. Makati City, Philippines (7-8 January 2000)

*“Education Poverty in India” Background paper for the NGO-Academics Paper on ‘Poverty in India’ for the *World Development Report 2000*. Ahmedabad: Centre for Development Alternatives (May 1999)

“Statistics on Education: Scope, Requirements, Gaps, and Status,” in *Database of the Indian Economy* (eds. C.P. Chandrasekhar and Jandhyala B. G. Tilak) New Delhi: for ICSSR (in press). (jointly with P. R. Panhcamukhi)

Education for All in South and West Asia: A Decade After Jomtien: An Assessment. Synthesis Report. New Delhi: UNESCO/ South and West Asia Regional Technical Advisory Group, February 2000

*“Investment in Human Capital in India: An Inter-State Analysis of Stock and Flow of Human Capital,” in *Perspectives on Indian Development: Economy, Polity and Society: Essays in Honour of Prof. B. Sarveswara Rao* (New Delhi: Sterling, 2000), pp.275-346

*“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. P.G. Altbach), Greenwood Publishing, Westport, 1999, pp.113-35

*“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



“Elementary Education in Rural India: Promises and Performance,” in *Basic Rural Infrastructure and Services for Improved Quality of Life* (eds. R.C. Choudhury and P. Durga Prasad). Hyderabad: National Institute of Rural Development, 1999, pp. 449-78.

*“Education and Poverty in South Asia,” *Prospects* 29 (4) (December 1999): 517-33.

“Exploding Some Economic Myths of Elementary Education,” *The Hindu* (5 October 1999)

“Make Education Compulsory?” *Economic Times* (7 December 1999)

Book Reviews

The Wealth of the World and the Poverty of Nations (D. Cohen) *Journal of Educational Planning and Administration* 14 (1) (January 2000): 122-23

World Employment Report (ILO) [and] World Development Report 1999 (World Bank) *Journal of Educational Planning and Administration* 13 (4) (October 1999): 509-11.

Opportunity Foregone: Education in Brazil (N. Birdsall & R. Sabot, eds.) *Journal of Educational Planning and Administration* 13 (3) (July 1999): 385-86.

Economic and Social Development into the XXI Century (L. Emmerij), *Journal of Educational Planning and Administration* 13 (2) (April 1999): 261-63.

Participation in Seminars

National Seminar on Resource Mobilisation: Strategies and Policies in Education Sector. Patna: State Institute of Educational Management and Training (25-25 March 2000) [Chaired a session; and Presented a paper]

National Seminar on Prioritizing Education: Making Education a Priority, Jaipur: Kanoria P.G. Women’s College (13-15 March 2000) [Delivered a lecture]

International Conference on Asia in the Next Millennium: Prospects for Peace and Development. Makati City, Philippines (7-8 January 2000) [Delivered a special lecture]

Asia-Pacific Conference on Education for All 2000 Assessment. Bangkok: UNESCO:PROAP, 17-20 January 2000 [Presented a Synthesis Report; and Served as a Chief Rapporteur for South and West Asia Sub-Regional Conference.

South Asian Conference on Education: Education in the South Asian Context. Delhi: University of Delhi (14-18 November 1999) [Discussant]

Seminar on Achieving Quality: Challenges in Higher Education. New Delhi: Jawaharlal Nehru University (3-4 November 1999) [Gave a presentation on finances]

Open Forum: Financing, Access and Opportunity in Education. New Delhi: India Habitat Centre (Panelist) (29 October 1999)



Second Sub-Regional EFA 2000 Assessment Workshop. UNESCO/South and West Asia Regional Technical Advisory Group (Katmandu, Nepal, 12-13 October 1999) [Presented a draft synthesis report]

Brainstorming Workshop on Early Childhood Care and Development. Chennai: M.S. Swaminathan Research Foundation (30 September - 1 October 1999) [Gave a presentation on Estimation of Costs of ECD]

ADB-NCAER Workshop on Economic and Policy Reforms in India. New Delhi: National Council of Applied Economic Research (9-10 September 1999) [Discussant]

National Seminar on Inter-disciplinarity in Educational Research. Pune: Indian Institute of Education (30 August-1 September 1999) [Presented a paper]

National Seminar on Costs and Wastage in Primary Education. Bangalore: Institute for Social and Economic Change (11-13 August 1999) [Panelist]

Setting the Agenda for the Central Universities for the 21st Century: Workshop of Vice-Chancellors of Central Universities. Shanti Niketan: Visva Bharati (Ministry of Human Resource Development, 30 July-1 August 1999) [Gave a presentation on financing universities]

Mass-basing the Citizens' Initiative on Elementary Education. Citizens' Initiative on Elementary Education, New Delhi (8-10 June 1999, Nainital). [Gave a presentation on economic issues in elementary education]

EFA Assessment Workshop for South and West Asia. New Delhi: UNESCO/South and West Asia Regional Technical Advisory Group (25-26 May 1999) [Presented a comment on country papers]

National Workshop on Education for All: 2000 Assessment. New Delhi: Government of India, UNICEF and UNESCO (20 May 1999).

Seminar on Social Security in India. New Delhi: Institute for Human Development and Indian Society of Labour Economics (15-17 April 1999) [Served as a Discussant]

Conference on National Competitiveness Policy. New Delhi: National Productivity Council (5-6 April 1999).

National Conference on Vocationalisation of Education: Perspectives for the New Millennium. Bhopal: Pandit Sunderlal Sharma Central Institute of Vocational Education (New Delhi) (4-6 April 1999)

Others

Panel Discussion on Education Guarantee Scheme. In RIPPLES on Television (Doordarshan News Channel) (1999)

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
 Hony. Member, Research Board of Directors, American Biographical Institute

Membership in Editorial Boards of Professional Journals

Editor, *Journal of Educational Planning & Administration*

Member, Editorial Advisory Board, *Higher Education Policy*

Editorial Adviser, *Studies in Education* (Nigeria)

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

Member, Editorial Board, *Manpower Journal*

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

Member, Editorial Board, *International Journal of Educational Policy Research and Practice* (Florida, USA)

Consultancy

Rendered Consultancy services to the UNESCO in the preparation of the Country Report on EFA in Maldives, and in preparation of a synthesis report on EFA in South and West Asia (1999-2000)

Advisory Services for the Government & other Bodies in India

Member, Executive Committee Andhra Pradesh Primary Education Society,

Member, General Council, Andhra Pradesh Primary Education Society,

Member, State Level Empowered Committee (on the Establishment of DIETs), Dept of School Education, Government of Maharashtra,

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

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

Member, (Academic Council of) Faculty of Education, University of Delhi,

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

Visits Abroad

Philippines: to deliver a special lecture in the International Conference on Asia in the Next Millennium: Prospects for Peace and Development. Makati City, Philippines (7-8 January 2000)

Thailand: to present the Synthesis Report on EFA Assessment in South and West Asia in the South and West Asia Sub-Regional Conference in the Asia-Pacific Conference on Education for All 2000 Assessment. Bangkok:



UNESCO:PROAP, 17-20 January 2000

Maldives: to finalise a report on EFA Maldives (4-8 October 1999) (UNESCO, New Delhi)

Nepal: to participate in the Second Sub-Regional EFA 2000 Assessment Workshop. UNESCO/South and West Asia Regional Technical Advisory Group (Katmandu, Nepal, 12-13 October 1999)

Others

Served as Editor of the *Journal of Educational Planning and Administration*.

Y.P. Aggarwal

Books Published

Primary Education in Unrecognised Schools in Haryana: A Study of DPEP Districts, NIEPA, New Delhi.

Trends in Access and Retention: A Study of Primary Schools under DPEP, NIEPA/Edcil, New Delhi. (October 1999).

Books under Publication

Primary Education in Delhi: How Much do the Children Learn? NIEPA, New Delhi.

Papers Published

School Attendance: Evidence from Selected DPEP Districts, *DPEP Calling*, June, 1999.

Access and Retention under DPEP: Emerging Trends, *DPEP Calling*, December, 1999.

Revitalisation of Educational Statistics in India, Planning Commission, Government of India.

Information and Communication Technologies in Educational Management: The Missing Dimension in Developing Countries, *Perspectives in Education*, Special Issue. 1999.

Paper Accepted for Publications

Education and Changing Demands of the World of Work: Some Reflections, *Indian Journal of Vocational Education*.

Papers Presented at Seminars/Conferences

How Much do the Children Learn at Primary Stage in Delhi. A paper presented at the Seminar on Management of Quality Education, organised jointly by Indian Association of Educational Planners and Administrators and Senior Citizens Forum, NIEPA (January 2000).

Education and Changing Demands of the World of Work: Some Reflections.



Presented at the seminar on Trends in Vocational Education for the 21st Century, SCERT, New Delhi.

Access and Retention under DPEP : Some Recent Trends. A paper presented at the International Seminar on Research on School Effectiveness at Primary Stage organised by NCERT at Vigyan Bhawan, July 1999.

Presented a seminar on Quality of Primary Education in Delhi, India International Centre, New Delhi, July 8, 1999.

India: An Assessment of Learning Achievements. A paper presented at the UNICEF Seminar, Sri Lanka, July, 1999.

Patterns and Structure of Institutional Costs at Primary Level in Delhi: A Case Study, A paper presented at the National Seminar on Costs and Wastage in Primary Education, held at Institute of Social and Economic Change, Bangalore.

Validation and Review of School Information Systems in India. A study presented at National Seminar on Review of Information Systems, Bangalore, December 1999.

Recent Developments in Information and Communication Technologies and Their Applications for Education. A paper for International Seminar on TASKNET, organised by NIC and British Council, Vigyan Bhawan, November, 1999.

Research Studies/Papers Completed

How Many Pupils Complete Primary Education in Five Years : Evidence from Selected DPEP Districts of Tamil Nadu, NIEPA, 2000.

Public and Private Partnership in Education : A Case Study of Unrecognised Schools in Haryana.

Post Enumeration Sample Validation of DISE Data. Report of the research study sponsored by the DPEP Bureau, (April, 1999)

Professional/Technical Support to State/ Central Government

Provided technical and professional support to fifteen DPEP states in the establishment and maintenance of District Information System for Education (DISE)

Assisted the DPEP Project in Tamil Nadu in the design and organisation of the cohort studies for DPEP districts.

Assisted the DPEP, Assam in the organisation of Post Enumeration Survey for validation of Educational Data.

Assisted the state of Orissa in the design and development of Child Tracking System to be implemented in DPEP Districts.

Assisted the Haryana DPEP for conducting cohort studies to estimate completion rate for primary classes.

Assisted the state of Andhra Pradesh in developing interface between the state



level School Information System and DISE

Assisted the state of Karnataka in the analysis of household data on education.

Analysis of Literacy Situation in India, a paper prepared for the Department of Elementary Education, MHRD, New Delhi

K. Sudha Rao

Books Published

Management of Autonomy in Autonomous Colleges, Vikas Publishers, NIEPA., New Delhi, 1999

Case Studies of Autonomous and Non-Autonomous, Vikas Publishers, NIEPA., New Delhi, 1999

Edited Best Practices in Higher Education

Academic Renewal and Linking Education and Employment – An Innovative Experiment, NIEPA, New Delhi, 1999.

Research Project Report

Planning and Management of Vocationalisation at Undergraduate Level: *The State of Art* NIEPA 1999, (with Mr. B.K.Barik)

Self Learning Material

Planning and Management of Higher Education at (a) *Systemic Level*: Published by Staff Training and Research Institute of Distance Education, IGNOU, 1999

(b) *Institutional Level*: Published by Staff Training and Research Institute of Distance Education, IGNOU, 1999

Research Papers and Articles

Autonomy, Administration and Quality: Challenges for Institutions of Higher Learning, paper presented in International Conference at Portland Oregon, U.S.A. October 1999 published in seminar proceedings.

Human Rights at the College Level: Principals' Perspective; NIEPA Mimeo. (with Ms. Arti Chatrapathi) 1999.

Participation in Seminars/Conferences/Workshops/TV Talks

International

Asia-Pacific Conference on Tradition and Change in Higher Education: The Asia-Pacific Perspective of Building on Tradition and Creating Change Within the Globalization Paradigm. Presented paper on Autonomy, Administration and Quality; Challenges for Institutions of Higher Learning. Portland, Oregon, USA. 28-30 October, 1999;

Higher Education for Human Development organized by AIU in association with the British Council, British High Commission and Jamia Hamdard as a part of its Platinum Jubilee Year, Jamia Hamdard, Hamdard Nagar, New Delhi. 22 – 24 February 2000



National

National Conference on Vocationalization of Education: Perspectives for the New Millennium organized by NCERT, IIT seminar hall, New Delhi. 4-6 April 1999;

National Conference on National Competitiveness Policy, sponsored by FICCI, ASSOCHAM, SCOPE, NCAER, Vigyan Bhawan New Delhi, 5-6 April 1999;

Workshop on Human Rights Education: Experiences and Expectations organized by UGC at NSC, New Delhi, 13-14 April 1999;

Developing Excellence in Women Managers. Organized by National Academy of Integrated Management and Training. Paper presented on Women in Decision Making, India International Center, 7th May 1999;

Panelist on TV shows "Crossfire" Topic- University Education and the Needed Reforms. New Delhi, 19th June 1999;

Setting the Agenda for Change for the 21st Century. Organized by MHRD New Delhi for Central Universities Vice Chancellors at Visva Bharati, Santiniketan, Calcutta. 30th July – 1st August 1999;

Two days Workshop on Human Rights Education. organized by Indian Social Institute, New Delhi, Paper presented on Human Rights Colleges: Principals' Perspective, 27-28 August 1999;

Policy Planning in Higher Education. organized by Association of Indian Universities in collaboration with Jamia Hamdard, Hamdard Nagar, New Delhi 5-6 Sept., 1999;

One day seminar-cum-workshop on Human Rights for the Central Training Institutes and State Administrative Training Institutes. India Habitat Center, Lodi Road, New Delhi, 28th February 2000;

Draft Discussion on National Curriculum Framework for School Education organised by PSSCIVE / NCERT at Hyderabad Indian Institute of Health and Family Welfare, Hyderabad, 07th March 2000;

One day seminar on Sarva Shiksha Abhiyan to discuss Draft Guidelines, NIEPA, New Delhi. 08th March 2000;

Developing Excellence in Executives Belonging to SCs/STs/OBCs organised by NAIMT at India International Centre, New Delhi. 9-10 March 2000);

Seminar on Priorities in Higher Education, Kanodia College, Jaipur. 15th March 2000.

Important Consultancy and Advisory Services

Member, Expert Committee Major /Minor Research Projects, Distant Education Council, IGNOU, Hauz Khas, New Delhi.

Member, Sub-Committee of the UGC Standing Committee on Women Studies, University Grants Commission, New Delhi.



Member, University Planning Board of Jamia Millia Islamia University, Jamia Nagar, New Delhi.

Member, Thirteenth Departmental Advisory Board, Central Institute of Education, Delhi University Delhi.

Member, UGC Expert Committee for Evaluation of Minor Research Projects. UGC, New Delhi.

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, Mid-Term Review Committee, Periyar University (UGC Nominee)

Member, Expert Committee, UPSC, New Delhi

Member, Academic Advisory Committee of ASC, Jamia Millia Islamia, Jamia Nagar, New Delhi

Member, Advisory Committee of Goa University ASC, Goa

Member, Autonomous College Review Committee (UGC Nominee), Udai Pratap College, Banaras Hindu University. Banaras.

Member, Project Advisory Committee, DST Project on Science and Technology Manpower Development for Construction Industry in India, ISTE, New Delhi.

K. Sujatha

Training Programmes/Study Visits/Workshops

Study Visit of a senior official from Tanzania

Study Visit of a delegation from Rwanda

Study Visit of Education Officers from Bangladesh

Study Visit of a delegation from Eritrea

Study Visit of a delegation from Nepal

Study Visit of BRAC officials from Bangladesh

Study Visit of students from International Christian University, Tokyo, Japan

Orientation Programme in Office Management for Bhutanese Officials

XVI International Diploma in Educational Planning and Administration (IDEPA)

Sudesh Mukhopadhyay

Publications

Management of Educational Programmes for People with Visual Impairments. Chapter in Fernandez G. et.al. (Ed) See with the Blind, Bangalore: Christoffel Blinden Mision and Books for Change, 1999.



Madhyamik Shiksha ke Ubharte Mudde, Paripekshya, Vol 6 (3) December 1999.

Counsultancy

Directed the Primary Education Enhancement Project (GOI, UNICEF and AUSAID) for Delhi Government as Director SCERT Delhi.

Participated in Tenth Joint Supervision Mission for DPEP (10-24 November, 1999).

Participation in National/International Seminars and Conferences

Disabled Women: Search for Identity. Paper presented in the seminar on Nari Asmita ka Sangharsh, Kamla Nehru College Phagawada 17-19 December 1999.

Quality Concerns in the Education of the Blind. Paper Presented in the Joint Asian Conference of ICEVI and DBI on the Education of the Blind at Ahmedabad, 8-10 February 2000.

Pramila Menon

Training Material

Prepared training material for programmes for the faculty of DIET and Heads of Minority Managed Institutions on:

Community Participation in Basic Education

Planning and Management of Minorities Education

Consultancy and Advisory Services

Participated in a Workshop on the preparation of Adult Education Curriculum (Professional Development Courses for Adult Education Functionaries on August 10, 1999) organised by Department of Education, IGNOU.

Participated as a Resource Person in a Preparatory Workshop on Upper Primary Education for DPEP Phase-I States from 14-16 February 2000, organised by Ministry of Human Resource Development.

Participated in a State Level Meeting on Sarva Shiksha Abhiyan organised by the Education Department, Bihar from 4-5 February 2000.

Participation in Seminars/Conferences

Participated as an Indian Delegate in a Regional Conference on Enhancing Capabilities for Community Participation organised by DFID from 17-19 May 1999 at Karachi. Presented a paper entitled "Community Participation in Educational Development: A Review of Experiences in India.

Arun C. Mehta

Participation in Seminars/Conferences/Workshops

Participated and presented summary of Study on Upper Primary Education in Workshop on Upper Primary Education, 14-15 February 2000, Ed.CIL. New Delhi.



Participated and presented EFA Indicators in UNESCO, UNICEF & GOI sponsored workshop on EFA Year 2000. Assessment, India Habitate World, 20 May 1999, New Delhi.

Participated and Presented EFA Indicators in Workshop for South & West Asia organised by South Asia & West Asia Regional Technical Advisory Group, UNDP Conference Hall, 25-26 May 1999 New Delhi

Participated and Presented Issues Emerging out of Upper Primary Study in one day GOI workshop, NCERT, 23 June 1999, New Delhi.

Publications

Elementary Education in India: An Overview in AMSTA- MANGAL Teachers Day Special Issue, March/September 1999, Vol. IV, V, 1995, A Manipur School Teachers Association.

Shaishik Yojana Ke Liye Suchna Sambandhi Aavshyktain Aur Mojuda Suchna Wyavstha ki Kamiyan, *Pariprekshya*, April - August 1998.

Status of UEE in the Light of NCERT Sixth All India Educational Survey, NIEPA occasional paper No. 27, New Delhi.

Consultancy

Member, Appraisal Team to DPEP Andhra Pradesh, 11-16 May 1999

Member, National Core Group on EFA Year 2000, Assessment, MHRD, New Delhi

Member, National Core Group on Upper Primary Education, MHRD, New Delhi

Member, GOI Appraisal to DPEP Uttar Pradesh, June 1999.

Research Project

Produced revised version of Universalization of Upper Primary Education in India: An Analysis of School Facilities and Their Cost Implications (with Dr. N.V. Varghese)

Completed study on Developing Common UN Data Base for Education Sector (UNESCO Sponsored Study)

Developed EFA 18-Core Indicators in connection with EFA Year 2000 Assessment

Reading Material

Need of Developing Local-level Information System to Monitor Factors of School Effectiveness

Other Academic Activities

Member, Editorial Board, *Pariprekshya* (a Hindi Journal), NIEPA, New Delhi.



Nalini Juneja*Research Report*

Prepared a monograph on *Primary Education for All in the City of Mumbai, India* for the International Institute for Educational Planning, Paris.

Consultancy

Attended First Meeting of the Working Group on Follow Up Legislation on Compulsory Education held at Shastri Bhawan in November 1999.

Attended Second Meeting of the Working Group on Follow Up Legislation on Compulsory Education on February 28, 2000 at Shastri Bhawan, New Delhi.

Other Academic Activities

Acted as a Resource Person to the Indira Gandhi National Open University Post Graduate Diploma Programme on Higher Education (Extended Contact Program) in June 1999.

Served as Convenor of inspection committees of two schools for affiliation to CBSE in February 2000 and May 2000, respectively.

Attended the Meeting of the Editorial Committee of the Hindi Journal *Pariprekshya* on January 21, 2000.

Seminars and Conferences Attended

Attended *Workshop on City Planning on Education*, on 18–19 May organised by National Institute of Urban Affairs, New Delhi.

Attended consultation meet in Education for the Draft National Programme for UEE held under the Chairmanship of the Education Secretary on July 9, at Shastri Bhavan.

Attended meeting at NIUA, New Delhi, to discuss National level study on Status of Urban Out of School Children in Selected Cities in India, in October, 1999

Attended Presentation Meet at Pratham, Mumbai held in first week of October, 1999.

Attended National Seminar on Community Participation and Empowerment in Primary Education held on December 8-10, 1999.

Attended Second National Workshop of EFA 2000: Assessment, held on January 5-7, 2000, at India Habitat Centre, Lodhi Road.

S.M.I.A. Zaidi*Training Programmes Conducted*

Training Programme on 'Use of Quantitative Techniques in Educational Planning' 12 days, 12-23 July 1999 No. of participants 16 from 8 States/UTs which are Assam, Goa, Haryana, Himachal Pradesh, Kerala, Maharashtra, Andaman & Nicobar Islands and Dadra & Nagar Haveli.



Training Programme on 'School Mapping and Micro-Planning', 5 days, 9-13 August 1999 No. of participants 24 from 13 states namely Assam, Bihar, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa, Tamil Nadu, Uttar Pradesh and West Bengal.

'Workshop on Universalization of Elementary Education in the North-East with Emphasis on Implementation Strategies' 5 days, 15-19 November 1999 at Aizawl No. of Participants 19 from 6 North-Eastern states namely Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram and Nagaland. Ms. Jayshree Roy Jalali was coordinator of this workshop.

Research Study in Progress

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

The study is in the beginning stage and library work to study the document/material, etc. is going on. However the study will be based on indepth field work. For this purpose one district each from Bihar (an educationally backward state) and Kerala (an educationally advanced state) has been selected for the study. Dr. S.M.I.A. Zaidi is the Project Director.

Book Reviews Published

Educational Status of Muslims : Problems, Prospects and Priorities by Sekh Rahim Mondal in *Journal of Educational Planning and Administration* Vol. XIII No.2 April, 1999.

Decentralisation of Education: Legal issues by K. Forestal & R. Cooper in *Journal of Educational Planning and Administration* Vol. XIII No. 3 July, 1999.

Decentralisation of Education: Teacher Management by Cathy Gaynor in '*Journal of Educational Planning and Administration*' Vol. XIII No. 3 July, 1999.

Educational Performance of Scheduled Castes by Ramaiah Kinjaram in *Journal of Educational Planning and Administration* Vol. XIII No. 4 October, 1999.

Training Material Prepared

'Planning at the Institutional Level: Concept and Process' A paper prepared as training material for DEPA and other training programmes.

Paper Presented in International Meeting

Presented a Country paper 'Educational Development in India' at KEDI-



UNESCO Joint Resource Persons Meeting on Educational Planning and Management at Korean Educational Development Institute, Seoul, Republic of Korea, during October 18-22, 1999.

Seminars/Workshop Participated

As a resource person participated in 'Workshop on Preparation of AWP&B and Perspective plan for DPEP Expansion District of Orissa' at Bhubaneswar during 29-30 April 1999.

As a resource person participated in 'Workshop on Improving the Training Module used for AWP&B Preparation by NSDART, Mussoorie' during 16-18 August 1999 at CIET, NCERT New Delhi.

As a resource person participated in the 'Visioning Workshop' conducted by State Project Office DPEP Gujarat for the district planning teams of expansion districts during 22-24 September 1999 at Gandhinagar.

As a resource person participated in 'State Level Workshop on Sarva Shiksha Abhiyan' jointly organised by Department of Education, Govt. of Bihar, Bihar DPEP and SPEED UNICEF during 4-5 February 2000 at Patna.

As a resource person participated in 'KEDI-UNESCO Joint Resource Persons Meeting on Educational Planning and Management' at Korean Educational Development Institute (KEDI), Seoul, Republic of Korea during 18-22 October 1999.

Consultancy and Outside Lectures

Lead GOI Pre-Appraisal Mission for UPDPEP-III districts. The Mission visited Lucknow and three DPEP districts and discussed the State Component Plan and District Plans at Lucknow. The Mission worked during 25 May - 6 June 1999 and submitted a report to GOI.

As a resource person delivered lectures in the Training Programme on 'Annual Work Plan Preparation' conducted by NSDART, Mussoorie for DPEP districts of Rajasthan at ICEM Jaipur during 2-3 December 1999.

As a resource person delivered lectures in the training of programme on 'Annual Work Plan Preparation' conducted for DPEP districts of Bihar by NSDART Mussoorie at SIEMAT Patna during 20-21 December 1999.

Member, Research Advisory Committee of SCERT, Delhi.

Visit Abroad

Visited Korean Educational Development Institute (KEDI), Seoul, Republic of Korea to participate in KEDI-UNESCO Joint Resource Persons Meeting on Educational Planning and Administration during 18-22 October 1999.



Neelam Sood*Research*

A Study of District Institutes of Education and Training in Haryana State.

Paper Presented in an International Conference

'Early Childhoods Development in Developing World: Planning for Twenty-first Century' in the Third Warwick Early Years Conference, University of Warwick, England, 12-16 April 1999.

Participation in Seminars/Workshops

'Child Info' workshop organized by UNICEF on 25-27 October 1999.

Review Meetings in connection with 'Early Childhood Care and Education through Open Vocational Education' organized by National Open School

Other Academic and Professional Activities

Coordinated the task of preparation of module on 'Organizing and Managing an ECE Centre' for teacher education programme.

Vetting and editing of five units in the area of Early Childhood Education on Learning Materials; Staff; Community Support; Administration, Supervision and Financing; and Linkages.

Examiner M.Sc. Child Development at Jammu University.

Resource person in the Orientation Programme for Teacher Educators from DIETs' organized by NCERT

Member, Inspection Committee for M.L.G.P. S., Yamuna Nagar, Haryana.

Jayshree Roy Jalali*Books*

Edited *Reflections on Elementary Education on the North-East India* in press.

Participation in International Conference

International Conference on Educational Culture in the 21st Century: Knowledge Teacher and Technology 29th - 31st January 1999, Gauhati.

Delors Report *Learning : The Treasure Within* (January) India Habitat Centre, New Delhi.

Research Paper

Education of the Tribal Population on the North-East with special reference to girls education.

Preparation of Reading Materials

Workshop on Elementary Education on the North-East special emphasis on the Implementation Strategies – A Volume of Reading Material.



Yazali Josephine*Involment in Curricular and Training Programme*

Orientation Programme on Resource Planning and Management for School Principals.

Orientation Programme on Resource Planning and Management for Education Officers of Andaman & Nicobar Islands.

Courses Given

Course Incharge for the DEPA programme for the Participants Seminar and Educational System Management.

Reading and Training Material from Secondary Sources

Identified Reading Material for the Education Officers of Andaman & Nicobar Islands and Senior Secondary School Principals

Reading and Training Material

Prepared a Research Article on "School Performance in Andaman & Nicobar Islands"

Prepared an Exercise for School Resource Assessment

Participation in the International Conferences/Seminars

Presented a Research paper on "Impact of SAPS on Elementary Education in North East Region of India; A Preliminary Investigation" in International Conference on Education Culture & Technology (29-31st January 1999 Guwahati)

Presented a Research Paper on "Incidence of Poverty on Girls Primary Education - A Case Study from India" in 5th Oxford International Conference on Education and Development 9-13, Sep. 1999, Oxford.

Research Studies Completed

Effectiveness of DPEP Academic Resource Institutions - A case study of Betul District of Madhya Pradesh.

Participation

Participated in the discussion on Education in India on 14-1-2000 in All India Radio, Port Blair.

Membership in the International forums

Member in the United Forum of International Education and Training (UKFIET)

Bijoy Kumar Panda*Books Published*

Nothing But the School – What a School Head can Do! A Proposition for Developing Countries, Anamika Prakashan, New Delhi 2000



Studies in Progress

A study of Education of Urban Poor : A Case Study of Slum Dwellers of Delhi

Articles Published

Organisation and Functioning of Schools in the Tribal Areas, *Pariprekshya*, Vol. 7, No. 1 & 2, April 2000, NIEPA

Book Reviews Published

A review of the book entitled "Developing Education", by Hunter Phillip (ed.) in Journal of Educational Planning and Administration, Vol. XIII, No. 4, October 1999.

Conferences Attended

Participated in the conference on "Formative Research Process for Material Production" held during 26 to 28 September 1999 at IGNOU, New Delhi.

Rashmi Diwan*Books Published*

Dynamic School Leadership, Anamika Publishers and Distributors, New Delhi, 2000

Articles Published

Leadership Interventions for School-based Reforms: Towards a New Agenda for New Century, *New Frontiers in Education*, Vol. XXX, No. 1, Jan-March, 2000

Managing Schools from Within: How Practitioners Can Improve Upon? *New Frontiers in Education*, Vol. XXIX No. 2, April-June, 1999.

Sankramann Se Guzarate Vidyalaya, *Paripreksha*, NIEPA, Vol. V, No. 3, December 1999 (in Hindi)

School-Based Management: Building New Leadership Roles, *Educational Herald*, Shah Gowerdhan Lal Kabra Teacher's College, Jodhpur, Vol. 29, No. 3-4, July-December, 1998.

Presentation of Paper in the Conference

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

Training Programme

National Seminar on Community Participation and Empowerment on Primary Education (8th-10th December 1999)



Workshop on Literacy Assessment Strategies and Processes (29 February – 3 March 2000)

K. Srinivas

Participation in Seminars/Conferences/Workshops

Attended Workshop on “ Intranet Strategies for the Next Millennium” organised by Centre for Information Technology, Tata Energy Research Institute (TERI) New Delhi from October 8-9, 1999.

Kausar Wizarat

Papers Presented

Paper presented in National Seminar on Nari Asmita Ka Sangharh, Sahitya Samaj Aur Rajniti Ke Sandharb Mein, (17-18 Dec. 1999) at Kamal Nehru College Phagwara, Punjab

Performance Appraisal and Teacher Accountability - A Study Report.

Internationalization of Higher Education : Issues and Policy Suggestions.

Manju Narula

Publications

"Teaching Efficiency in Higher Education", Commonwealth Publication, January 2000.

"Learning: The Treasure Within - Implications for Asia" NIEPA, New Delhi 1999. (Reported & Edited - Co-author)

Research Paper

"Performance of University Teachers: A Study of JNU and JMI" Staff and Educational Development International, Aravali Books International (P) Ltd. December 1999.

Kamalakanta Biswal

Participation in National/International Seminars/Conferences/ Workshops

Participated in the *National Conference on Community Participation in Education* organized by School and Non-Formal Education Unit, NIEPA at India Habitat Centre, New Delhi (Conference Director: Dr. R. Govinda). Also, acted as Rapporteur for two of the sessions of this Conference.

Participated in the First “*Sub-Regional Workshop on EFA 2000 Assessment for South and West Asia*” organized by the South and West Asia Regional Technical Advisory Group (RTAG) in collaboration with Indian National Commission for Cooperation with UNESCO, from 25th - 26th May, 1999 in New Delhi.

Participated in the Second “*Sub-Regional Workshop on EFA 2000 Assessment for South and West Asia*” organized by the South and West Asia Regional Technical Advisory Group (RTAG) in collaboration with Govt. of Nepal in



October, 1999 in Kathmandu, Nepal.

Participated in the “Asia-Pacific Conference on EFA 2000 Assessment” organized by the South and West Asia Regional Technical Advisory Group (RTAG) in collaboration with the Govt. of Thailand from 17-20 January, 2000 in Bangkok.

Entrusted for preparing the report of the proceedings of the Sub-regional conference on EFA 2000 Assessment in South and West Asia. Professor J.B.G. Tilak was the Principal Rapporteur.

Research Studies/Case Studies

Prepared the *Case Study on Agramee*, an NGO operating in the tribal areas of Rayagada district, Orissa. This case study was one of the seven case studies prepared by School and Non-formal Education Unit, NIEPA as part of the UNESCO funded project on “Role and Contributions of NGOs to Basic Education in India”. Dr. R. Govinda was the Principal Investigator of this Project.

International Conference Reports

Prepared the Report of the proceedings of the 1st “Sub-Regional Workshop on EFA 2000 Assessment for South and West Asia”, organized by South and West Asia RTAG in collaboration with INC for Cooperation with UNESCO in New Delhi from 25th to 26th May, 1999.

Prepared the Report of the proceedings of the 2nd “Sub-Regional Workshop on EFA 2000 Assessment for South and West Asia”, organized by South and West Asia RTAG in collaboration with Govt. of Nepal in Kathmandu, Nepal in October, 1999.

Prepared (with Dr. J.B.G. Tilak) the Report of the proceedings of the 3rd “Sub-Regional Workshop on EFA 2000 Assessment for South and West Asia”, organized by South and West Asia RTAG in Bangkok as part of the *Asia Pacific Conference on EFA 2000 Assessment* organized in Bangkok in collaboration with Govt. of Thailand from 17th – 20th January, 2000.

Training Materials/Papers

Revised the Practical Exercise and Prepared the solutions to the practical exercise on District Planning in Education. (with Dr. N.V. Varghese and Dr. N.K. Mohanty). This set of materials is now being used as the main training materials of the SSA Programmes on District Planning in Education.

Prepared the paper on the *Damages to School Education Sector in Orissa due to the Super Cyclonic Storm* for discussion in NIEPA. This paper was presented in the Meeting on Disaster Management in NIEPA which was Chaired by Shri J.C. Pant, Chairman of the National Committee on Disaster Management.

Publication of Books/Occasional Papers

Finalised the book on “School Mapping” for publication (with Dr. N.V. Varghese). The final manuscript of this book has been sent to press for publication.



Published the Occasional Paper on “*Education, Experience and Earning in the Segmented Urban Labour Market : Evidence from Delhi, India*” (Occasional paper No. 28), NIEPA, New Delhi, 1999.

N.K. Mohanty

Training Material

Handbook on District Planning in Education: A Practical Exercise (Revised version)

Important Consultancy and Advisory Services rendered to the Ministry of Human Resource Development, UGC, State Governments, International Organisations and National Institutions, etc.

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

Participation in Seminar/Conference

Participated and presented a paper on Pattern and Structure of Institutional Cost of Primary Level: A Case Study of Delhi in the National Seminar on Cost and Wastage in Primary Education. held at Institute for Social and Economic change, Nagarbhabli, Bangalore jointly organised by DPEP Bureau, MHRD, Govt. of India, Ed.Cil and Institute for social and Economic Change (ISEC), Bangalore from August 11-13, 1999.

Organised a Workshop on Disaster Management in Education in Bhubaneswar, Orissa, jointly with SCERT, Government of Orissa.



Appendix I

Members of the NIEPA Council (As on March 31, 2000)

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

Ex-Officio Members

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

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

State Education Secretaries

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



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

Eminent Educationists

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



Members of the EC

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

32. Joint Director
NIEPA
New Delhi

Faculty of NIEPA

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



Appendix II

Members of the Executive Committee (As on March 31, 2000)

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



Appendix III

Members of the Finance Committee (As on March 31, 2000)

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



Appendix IV

Members of the Planning and Programme Committee (As on March 31, 2000)

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



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



Appendix V

Faculty and Administrative Staff (As on March 31, 2000)

Director

Khandelwal, B.P.

Educational Planning Unit

Khandelwal, B.P., 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

Reddy, A.N., Research & Training Associate

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

Educational Policy Unit

Sudha Rao, K, Senior Fellow & Head

School & Non-formal Education Unit

Govinda, R., Senior Fellow & Head

Mukhopadhyay, S., Fellow

Juneja, Nalini, Fellow

Sood, Neelam, Fellow

Diwan, Rashmi, Associate Fellow

Raju, V.P.S., Research & Training Associate (on study leave)

Higher Education Unit

Shrama, G.D., Senior Fellow & Head

Wizarat, Kausar, Research & Training Associate



Sub-National Systems Unit

Menon, Pramila, Fellow
 Mehta, A.C., Fellow
 Zaidi, S.M.I.A., Fellow
 Jalali, J., Associate Fellow
 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
 Chugh, Sunita, Research & Training Associate

Computer Centre

Srinivas, K., Systems Analyst
 Nahar, Ekta, Computer Programmer

Registrar

Nair, P. R.R

Library & Documentation Centre

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

Publication Unit

Ajwani, M.M., Deputy Publication Officer

Hindi Cell

Sharma, S.C., Hindi Editor

Cartography Cell

Tyagi, P N., Cartographer (Computer Applications)

Administration & Finance

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



Appendix VI

ANNUAL ACCOUNTS AND AUDIT REPORT

Appendix VI

NATIONAL INSTITUTE OF EDUCATIONAL (Receipts and Payments Account)

1998-99	Receipts	1999-2000
	Opening Balance	
0.00	Cash in Hand	0.00
5,000.00	Imprest	5,000.00
19,454,805.10	Cash at Bank	12,208,744.69
19,459,805.10		12,213,744.69
	Grants in aid from Government of India	
13,865,000.00	Non-Plan	17,800,000.00
10,500,000.00	Plan	30,000,000.00
24,365,000.00		47,800,000.00
1,487,208.00	Hostel Rent	2,019,095.00
1,487,208.00		2,019,095.00
	Interest Received on	
1,428,197.00	Interest on Investment	102,395.00
411,392.00	Interest on PF Investment	103,110.00
81,190.00	Interest on Interest Bearing Advances	57,371.00
0.00	Interest on PF Account	6,335.02
0.00	Interest on Saving Bank Account	211,279.19
1,920,779.00		480,490.21



PLANNING AND ADMINISTRATION

for the Period from 1-4-1999 to 31-3-2000)

1998-99	Payments	1999-2000
	Non Plan (Expenditure)	
	Pay of Officers	
527,598.00	Administration	568,317.00
167,466.00	Finance & Accounts	147,489.00
3,798,410.00	Research & Training	3,397,633.00
393,329.00	Library & Documentation	322,380.00
205,050.00	Publication	205,828.00
5,091,853.00		4,641,647.00
	Pay of Establishment	
1,679,503.00	Administration	2,884,137.00
364,936.00	Finance & Accounts	420,220.00
2,201,883.00	Research & Training	2,007,998.00
418,078.00	Library & Documentation	452,605.00
159,955.00	Publication	205,445.00
235,145.00	Hostel	245,425.00
5,059,500.00		6,215,830.00
	Allowances & Honoraria	
2,178,964.00	Administration	2,044,498.00
427,152.00	Finance & Accounts	378,283.00
3,319,239.00	Research & Training	2,557,080.00
431,848.00	Library & Documentation	435,362.00
346,100.00	Publication	296,268.00
137,307.00	Hostel	155,332.00
6,840,610.00		5,866,823.00
278,142.00	Over Time Allowances	273,450.00
278,142.00	Medical Advance	182,000.00
392,800.00	Medical Reimbursement	620,324.00
792,213.00	Leave Travel Concession	138,045.00
191,933.00	Ad-hoc Bonus	227,591.00
246,738.00	Interest on PF Paid to Subscribers	2,005,733.00
1,497,843.00	Leave Salary & Pension Contribution	148,680.00
36,186.00	Pension and Gratuity	3,290,336.00
1,895,702.00		
	Academic Activities	
0.00	Advertisement Charges	276,173.00
61,310.00	Entertainment Charges	9,363.00



Receipts

		Sale of Publications		
15,282.00	15,282.00	Royalty	30,039.50	30,039.50
368,000.00	368,000.00	Medical Advance (Refund)	109,450.00	109,450.00
		Misc. Receipts		
326,000.00		Sale of Condemned Items	128,565.00	
68,325.00		Licence Fee	83,024.00	
6,129.00		Water Charges	6,655.00	
0.00		Programme Receipts	2,839,997.00	
6,836,277.04	72,36,731.04	Misc. Receipts	232,044.00	3,290,285.00
0.00	0.00	Pro-rata Pensionery Benefits	2,659.00	2,659.00
112,898.00	112,898.00	Leave Salary Pension Contribution	162,110.00	162,110.00
93,186.00	93,186.00	Pension (Recovery)	7,937.00	7,937.00
		Other Misc. Receipts		
17,500.00	17,500.00	Security Receipts	11,000.00	11,000.00



Payments

19,417.00		Misc. Contingencies	14,309.00	
17,234.00		Printing/Binding Charges	1,912.00	
60,860.10		Postage & Telegram Charges	70,283.00	
90,422.00		Petrol, Oil & Lubricant Charges	26,750.00	
83,813.00		Stationery/Store Items	50,386.00	
460,728.00		Telephone Charges	208,781.00	
71,989.00	865,773.10	Stipend/Book & Project Grant	17,000.00	674,957.00
		Travelling Allowances		
425,235.00	425,235.00	Faculty/Staff and Members	28,416.00	28,416.00
23,609.00	23,609.00	Honorarium to Resource Persons	2,275.00	2,275.00
		Research Studies		
22,094.00	22,094.00	Printing Charges	19,729.00	19,729.00
		Other Charges (Recurring)		
40,650.00		Audit Fees	95,680.00	
910.00		Cooliage/Cartage/Customs, etc	1,800.00	
5,384.00		Horticulture Charges	0.00	
84,922.00		Insurance	84,633.00	
44,562.00		Liveries	61,749.00	
64,000.00		Legal Expenses	193,150.00	
115,782.00		Maintenance of Vehicles	14,844.00	
183,787.00		Maintenance of Equipment	62,795.00	
13,694.00		Maint. of Furniture & Fixture	1,318.00	
18,751.00		Maint. of Building (Civil)	0.00	
1,980.00		Maint. of Building (Elec.)	0.00	
431,679.00		Misc. Payments	161,026.00	
17,442.00		News Papers Charges	7,112.00	
2,496.00		Rent, Rates & Taxes	0.00	
155,339.00	1,181,378.00	Water & Electricity Charges	44,128.00	728,235.00
		Other Misc. Payments		
0.00	0.00	Security Refund	5,000.00	5,000.00
		Recoverable Advances		
117,000.00		Festival Advance	1,25,250.00	
0.00		Car Advance	2,60,420.00	
191,109.00		Scooter Advance	90,000.00	
7,500.00		Cycle Advance	4,920.00	
0.00		Fan Advance	2,000.00	
278,650.00		H.B. Advance	306,000.00	
0.00		Computer Advance	0.00	
0.00	594,259.00	Cyclone Advance	7,500.00	796,090.00



Receipts

		Recoverable Advances		
90,370.00		Festival Advances	111,300.00	
8,840.00		Car Advances	79,600.00	
44,608.00		Scooter Advances	60,620.00	
4,950.00		Cycle Advances	4,020.00	
0.00		Fan Advance	900.00	
111,950.00		H.B. Advances	122,300.00	
31,180.00		Computer Advances	7,200.00	
0.00	291,898.00	Cyclone Advance	0.00	385,940.00
3,959,410.00	3,959,410.00	Misc. Advances	875.00	875.00
<u>15,502,892.04</u>		Total Receipts (Non-Plan)	<u>6,499,880.71</u>	



Payments

4,066,445.00	4,066,445.00	Miscellaneous Advances	0.00	0.00
29,502,313.10		Total Expenditure (Non-Plan)	24,291,054.00	
		Plan (Expenditure)		
		Pay of Officers		
172,400.00	172,400.00	Research & Training	185,790.00	185,790.00
		Pay of Establishment		
134,566.00		Administration	121,250.00	
100,721.00		Finance & Accounts	82,800.00	
311,554.00		Research & Training	681,292.00	
29,790.00	576,631.00	Publication	66,300.00	951,642.00
		Allowances & Honoraria		
1,210,281.00		Administration	62,669.00	
35,579.00		Finance & Accounts	34,400.00	
471,306.00		Research & Training	446,073.00	
112,050.00	1,829,216.00	Publication	48,022.00	591,164.00
6,525.00	6,525.00	Over Time Allowances	4,238.00	4,238.00
544.00	544.00	Medical Reimbursement	4,418.00	4,418.00
24,190.00	24,190.00	Ad-hoc Bonus	26,609.00	26,609.00
		Academic Activities		
0.00		Advertisement Charges	158,320.00	
111,859.10		Entertainment Charges	276,032.00	
135,326.00		Misc. Contingencies	402,822.00	
72,151.00		Printing/Binding Charges	310,845.50	
140,522.00		Postage & Telegram Charges	330,339.00	
113,760.00		Petrol, Oil & Lubricant Charges	204,942.00	
824,868.00		Stationery/Store Items	1,049,978.00	
606,723.25		Telephone/Trunk Call Charges	677,235.00	
108,603.00		Stipend, Book and Project Grants	225,857.00	
1,062,097.00	3,175,909.35	Periodicals	1,377,243.00	5,013,613.50
		Travelling Allowances		
245,476.00	245,476.00	A. TA to Faculty/Staff Members	609,982.00	609,982.00
233,723.00	233,723.00	B. TA/DA to Participants	609,128.00	609,128.00
46,270.00	46,270.00	Honorarium to Resource Persons	390,248.00	390,248.00
247,245.00	247,245.00	Publication (Brought out)	259,543.00	259,543.00



Receipts

6,782,875.00	6,782,875.00	IDEPA Programmes		
		Grants	3,452,063.00	3,452,063.00
Establishment & Operationalization of DISE/EMIS (Dr. Aggarwal)				
1,820,045.00	1,820,045.00	Grants	1,129,000.00	1,129,000.00
Training Programme for DIET (Dr. Menon)				
143,664.00	143,664.00	Grants	127,122.00	127,122.00
Capacity Building in Planning and Management DPEP (Dr. N.V. Varghese)				
2,400,000.00	2,400,000.00	Grants	3,867,000.00	3,867,000.00



Payments

		Other Charges (a) Recurring		
3,480.00		Cooliage/Cartage/Customs, etc.	10,473.00	
8,447.00		Horticulture Charges	23,750.00	
108,336.00		Maintenance of Vehicle	159,161.00	
280,493.00		Maintenance of Equipment	299,435.00	
19,591.00		Maint. of Furniture & Fixture	85,707.00	
1,265,968.00		Maint. of Instt. Building (Civil)	2,142,512.00	
1,729,035.00		Maint. of Instt. Building (Elect)	1,029,113.00	
15,412.00		Newspapers Charges	43,665.00	
213,406.00		Rent, Rates/Taxes	213,405.00	
295,292.00		Water & Electricity Charges	2,004,110.00	
461,651.00	4,401,111.00	Misc. Payments	852,536.00	6,863,867.00
		(b) Non-Recurring		
464,404.00		Furniture & Fixture	1,045,350.00	
5,294,452.00	57,58,856.00	Other Office Equipment	2,826,743.00	3,872,093.00
514,164.00	514,164.00	Library Books	371,974.00	371,974.00
		(c) Advance Payments		
17,000.00		Construction of Building (Civil)	1,709,100.00	
261,404.00	278,404.00	Construction of Building (Elect)	1,493,024.00	3,202,124.00
17,510,664.35		Total Expenditure (Plan)	22,956,433.50	
		INSTITUTE'S RESEARCH STUDIES		
		2nd All India Survey on Educational Administration		
223,913.00		Salaries/Honorarium	327,422.00	
64,957.00		TA/DA To R/ Persons	55,067.00	
69,626.00		TA/DA to Staff	1,978.00	
71,834.00	430,330.00	Contingencies	55,254.00	439,721.00
		Pattern and Structure of Institutional Cost (Dr. N.K. Mohanty)		
9,805.00	9,805.00			
		National Seminar on Human Rights		
15,124.00		Salaries	66,962.00	
1,750.00	16,874.00	Contingencies	3,845.00	70,807.00
		Planning and Management of Women Study Centres in India		
9,326.00	9,326.00	Salaries	80,599.00	80,599.00



Receipts

		ADB Sri Lanka		
4,556,583.00	4,556,583.00	Grants		
Training Programme for College Principals (UGC Prog.)				
685,340.00	685,340.00	Grants	602,894.00	602,894.00
150,000.00	150,000.00	UGC Computer Application Programme		



Payments

		School Education in Delhi (Dr. Govinda & Dr. Rashmi)		
1,157.00	1,157.00	Salaries	8,773.00	8,773.00
		Education of Urban Poor - A Case Study by Dr. (Ms.) K. Sujatha		
		Expenditure	1,600.00	1,600.00
		Pattern of Foreign Universities in India & Internationalization of Hr. Edn. (Dr. G.D. Sharma)		
Nil	Nil	Salaries	40,866.00	
		Misc. Expenditure	57,489.00	98,355.00
59,048.00	59,048.00	Management of School Education		
		Pattern & Determinent of House Hold Experience on Education		
		Salaries	32,923.00	
		Misc. Expenditure	2,549.00	35,472.00
		A Minor Study on Navyug School		
		Salaries	19,431.00	
		Misc. Expenses	2,936.00	22,367.00
		Quality Assurance in Higher Education		
		Expenditure	101,457.00	101,457.00
36,147.00	36,147.00	Vocational of Undergraduates		
		Scheme of Assistance		
45,000.00	45,000.00	Expenditure	12,536.00	12,536.00
607,687.00		(2) Total on Research Studies	871,687.00	
18,118,351.35		Gr. Total (Plan) Expenditure	25,402,227.50	
		Sponsored Programmes/Studies		
		IDEPA Programmes		
52,067.00		Salaries	327,783.00	
3,908,106.00		Programme Expenses	1,665,768.00	
346,689.00		Direct Payments to Participants	446,461.00	
1,103,624.00		Boarding/Lodging Charges	1,979,461.00	
59,222.00		Stationery	79,092.00	
408,485.00		Contingencies	309,119.00	
0.00	5,878,193.00	Capital Item	97,250.00	4,904,934.00



Receipts

		Assessment of Technical and Infrastructural Capacity of DIET (Dr. R. Govinda)		
1,634,000.00	1,634,000.00	Grants	0.00	0.00
		Concurrent Evaluation of the Quality Improvement of Schools in all Mandals of ITDA, Paderu (UNICEF Sponsored) (Dr. Sujatha)		
531,200.00	531,200.00	Grants	0.00	0.00
		National Evaluation of Operational Black Board Scheme (Dr. R. Govinda)		
10,000,000.00	10,000,000.00	Grants	17,500,000.00	17,500,000.00
		A Study: Upper Primary Schools in India (UEE) (Dr. N.V. Varghese) World Bank Funded		
630,000.00	630,000.00	Grants	100,000.00	100,000.00



Payments

88,360.00	88,360.00	Panchayati Raj		
14,284.00	14,284.00	Base-Line (Kerala)		
9,839.00	9,839.00	Base-Line (Kerala)		
		Establishment & Operationalization of DISE/EMIS (Dr. Aggarwal)		
253,294.00		Salaries	360,281.00	
60,437.00		TA/DA Payments	70,200.00	
180,080.00		Computer (Capital Item)	58,885.00	
677,986.00		Stationery	63,115.00	
290,078.00	1,461,875.00	Contingencies	94,514.00	646,995.00
		Trg. Prog. for DIET (Dr. Menon)		
77,122.00	77,122.00	Expenditure	176,195.00	176,195.00
		Capacity Building in Planning & Management DPEP(Dr. N.V. Varghese)		
542,757.00		Salaries	1,271,290.00	
302,725.00		TA/DA to Staff	235,880.00	
0.00		TA/DA to Participants	165,805.00	
509,436.00		Programme Expenses	522,000.00	
936,800.00		Training Materials	20,000.00	
0.00		Stationery	115,300.00	
328,440.00	2,620,158.00	Contingencies	119,300.00	2,449,575.00
112,582.00	112,582.00	Social Safety Network Scheme		
71,790,83.00	71,790,83.00	ADB Sri Lanka		
		DIET Programme for Libraries(Ms. Malhotra)		
33,642.00	33,642.00	Expenditure	9,414.00	9,414.00
57,142.00	57,142.00			
		Training Programme for College Principals (U.G.C. Programme)		
802,528.00	802,528.00	Expenditure	399,986.00	399,986.00
47,057.00	47,057.00			
		Learners Achievement Study (Delhi)(UNICEF)(Dr. Y.P. Aggarwal)		
86,777.00		Salaries	24,499.00	
50,540.00	137,317.00	Misc. Contingent Expenses	7,274.00	31,773.00
121,649.00	121,649.00	Primary Education Assesment & Review		



Receipts

		Role and Contribution of NGOs to Basic Education in India (C. No. 860.030.8)		
211,210.00	211,210.00	Grants	0.00	0.00
		Asian Regional Conference on Learning(C. No. 860.031.8)		
126,690.00	126,690.00	Grants	563,646.50	563,646.50
		Field Survey of the Questionnaire on Strengthening the Role and Cont. Graduates for the Dev. Process(C. No. 840.858.8)		
63,260.00	63,260.00	Grants	0.00	0.00
		Education for All Assessment (P) (M/HRD) Dr. Govinda		
		Grants	1,726,450.00	1,726,450.00



Payments

2,648.00	2,648.00	IIEP Paris		
		Assessment of Technical and Infrastructural Capacity of DIET(Dr. R. Govinda)		
75,626.00		Salaries	255,597.00	
97,936.00		Hon. to R/Persons	183,632.00	
75,560.00		TA/DA to Staff	77,793.00	
1,379,230.00		Programme Expenses	300,000.00	
81,029.00	1,709,381.00	Contingencies	4,597.00	821,619.00
		Concurrent Evaluation of the Quality Improvement of Schools in all Mandals of ITDA. Paderu(UNICEF Sponsd.)Dr. Sujatha		
127,058.00		Salaries	32,370.00	
72,357.00		TA/DA	1,166.00	
88,288.00	287,703.00	Contengencies	2,500.00	36,036.00
		Effectiveness of Incentives at School Education Level (Dr. K. Sujatha)		
		Expenditure	28,867.00	28,867.00
		National Evaluation of Operational Black Board Scheme (Dr. R. Govinda)		
71,857.00		Salary	353,769.00	
67,915.00		TA/DA to Participants	615,604.00	
183,709		Programme Expenses	1,500,000.00	
39,611.00		TA/DA to Staff	309,426.00	
7,125,000.00		Grants to Diff. State/Instt.	8,168,132.00	
56,795.00	7,544,887.00	Contingencies	81,874.00	11,028,805.00
		A Study - Upper Primary Schools in India (UEE) (Dr. N.V. Varghese) World Bank Funded		
132,163.00		Salaries	61,703.00	
164,760.00	296,923.00	Contengencies	4,290.00	65,993.00
		Role and Contribution of NGO's Basic Education in India(C.No. 860.030.8)		
27,000.00		Salaries	46,008.00	
11,000.00		TA/DA	3,337.00	
4,160.00	42,160.00	Contingencies	34,427.00	83,772.00
		Asian Regional Conference on Learning (C.No. 860.031.8)		
686,452.00	686,452.00	Prog. Expenses	3,884.50	3,884.50



Receipts

Development Indicator for UN Common Database (UNESCO) (Cont. No. 860.116.9) (Dr. A.C. Mehta)		
	Grants	68,991.00 68,991.00
Covering of Prog. Expenses & Travel Expenses for High Level Educationists from Bangladesh (UNESCO - Dhaka) (Cont. No. 865.273.9)		
	Grants	496,225.00 496,225.00
84,484.00	84,484.00	
13,183.00	13,183.00	
Study on Human Rights in Higher Education (M/HRD Spons.)		
	Grants	300,000.00 300,000.00
Workshop on UEE in the North East with Emphasis on Implementation Strategies-Aizawl (Mizoram) (15-11-1999 to 19-11-1999) Ms. Jalali		
	Grants	146,000.00 146,000.00
Workshop on Upper Primary Education (Dr. K. Sudha Rao)		
	Grants	4,71,500.00 4,71,500.00
<u>29,832,534.00</u>	Total Receipts Spond. Projects	<u>30,550,891.50</u>



Payments

		Field Survey of the Questionnaire on Strengthening the Role and Cont. Graduates for the Dev. Process (Cont. No. 840.858.8)		
21,100.00	21,100.00	Expenditure	42,160.00	42,160.00
		Education for All: Assessment (P)(MHRD) (Dr. Govinda)		
19,457.00		Salaries	273,193.00	
19,439.00	38,896.00	Contingencies	550,405.00	823,598.00
		Development Indicator for UN Common Database (UNESCO) (Cont. No. 860.116.9) (Dr. A.C. Mehta)		
		Expenditure	68,991.00	68,991.00
		Covering of Prog. Expenses & Travel Expenses for High Level Educationists from Bangladesh (UNESCO - Dhaka) (Cont. No. 865.273.9)		
		Programme Expenses	220,194.00	
		Cultural Expenses	55,136.00	
56,321.00	56,321.00	Misc. Contingencies	28,500.00	303,830.00
		National Seminar on Community Participation & Empowerment in Primary Education (8-10/12/1999) (European Commission)		
		Expenditure	118,630.00	118,630.00
		Sarva Shiksha Abhiyan - Project		
		Expenditure	138,784.00	138,784.00
		Study on Human Rights in Higher Education (M/HRD Spons.)		
		Salary	2,576.00	
		Stationery Charges	1,200.00	3,776.00



Receipts

	Remittance				
1,076,473.00	Income Tax Salaries	1,294,849.00			
4,680,408.00	PF Sub. & Refunds of Advance	5,836,854.00			
133,750.00	PF Sub./Recov. of Deputationists	85,500.00			
48,420.00	H.B.Advance of Deputationists	48,420.00			
155,400.00	Pay Roll Saving Schemes	155,400.00			
91,760.00	Group Saving Linked Insurance Scheme	90,500.00			
271,552.00	Self LIC of Staff	298,696.00			
463,242.00	Society Recoveries	559,656.00			
4,822.80	C.G.E.G.I.S.(Deputationist)	5,517.10			
3,600.00	Computer Advance	3,600.00			
20,295.00	Income Tax (Parties)	36,839.00			
0.00	Society Recovery in r/o Deptt.	8,800.00			
0.00	Union Fund in r/o Deptt.	3,674.00			
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: right;">96,109,953.94</td> <td style="width: 50%; text-align: center;">TOTAL</td> <td style="width: 25%; text-align: right;">105,492,822.00</td> </tr> </table>			96,109,953.94	TOTAL	105,492,822.00
96,109,953.94	TOTAL	105,492,822.00			

Sd/-

(S.R. Chaudhary)

Section Officer

National Institute of Educational Planning
and Administration



Payments

Workshop on UEE in the North East with Emphasis on Implementation Strategies-Aizawl (Mizoram) (15-11-1999 to 19-11-1999) Ms. Jalali

	Expenditure	146,000.00	146,000.00
29,327,302.00	Total Expenditure Spons. Project	22,333,617.50	
	Remittance		
1,076,473.00	Income Tax Salaries		1,294,849.00
4,680,408.00	PF Sub. & Refunds of Advance		5,836,854.00
133,750.00	PF Sub./Recov. of Deputationists		85,500.00
48,420.00	H.B.Advance of Deputationists		48,420.00
155,400.00	Pay Roll Saving Schemes		155,400.00
90,280.00	Group Saving Linked Insurance Scheme		90,340.00
271,552.00	Self LIC of Staff		298,696.00
463,242.00	Society Recoveries		559,656.00
4,822.80	C.G.E.G.I.S.(Deputationists)		5,517.10
3,600.00	Computer Advance		3,600.00
20,295.00	Income Tax (Parties)		36,839.00
0.00	Society Recovery in r/o Deptt.		8,800.00
0.00	Union Fund in r/o Deptt.		3,674.00
	Closing Balance		
5,000.00	Imprest	5,000.00	
	Cash at Bank		
1,403,471.80	1) State Bank of India	2,043,596.01	
3,271,534.89	2) Syndicate Bank (181)	7,735,977.89	
2,088,910.00	3) Syndicate Bank (179)	11,396,314.00	
5,444,828.00	4) Syndicate Bank (178)	3,856,890.00	25,037,777.90
96,109,953.94			105,492,822.00

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 PLANNING AND ADMINISTRATION**

Details of Closing Balance as on 31st March, 2000

<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	104.70	17,800,000.00	6,499,880.71	24,299,985.41	24,291,054.00	8,931.41
Plan	3,296,367.69	30,000,000.00	0.00	33,296,367.69	25,402,227.50	7,894,140.19
Sponsored Progrms	8,917,432.30	30,550,891.50	0.00	39,468,323.80	22,333,617.50	17,134,706.30
G.S.L.I. Scheme	(160.00)	0.00	160.00	0.00	0.00	0.00
TOTAL	12,213,744.69	78,350,891.50	6,500,040.71	97,064,676.90	72,026,899.00	25,037,777.90

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, 2000

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	1809397.14	3452063.00	5261460.14	4904934.00	356526.14
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	91141.00	0.00	91141.00	9414.00	81727.00
11.	Profile of Selected Universities in India (UGC)	75348.00	0.00	75348.00	0.00	75348.00
12.	Status of Women and Pathology	127283.00	0.00	127283.00	0.00	127283.00
13.	Development of Colleges in Educationally and Economically Underdeveloped Districts (UGC)	51081.00	0.00	51081.00	0.00	51081.00
14.	Base Line Studies (Kerala)Base Line Studies (Karnataka)	(-)40177.00	0.00	(-) 40177.00	0.00	(-) 40177.00
15.	Establishment and Operationalisation of DISE (UNICEF) (Dr. Aggarwal)	1088019.00	1129000.00	2217019.00	646995.00	1570024.00
16.	Trng. Prog. for DIET (Dr.Menon)	157878.00	127122.00	285000.00	176195.00	108805.00
17.	Status Report of Standards of Research in Economics in Indian Universities (UGC)	(-) 13383.00	0.00	(-)13383.00	0.00	(-) 13383.00
18.	National Commission on Teachers - II	20686.40	0.00	20686.40	0.00	20686.40



Sl. No.	Name of Programme/Study	Opening Balance	Receipts	Total	Expenditure	Balance
19.	Capacity Building in Planning and Management DPEP (Dr. N.V. Varghese)	1074300.00	3867000.00	4941300.00	2449575.00	2491725.00
20.	Asian Dev. Bank Spond. Trg. Programme on Edul. Management of Sr. School Principals - Sri Lanka	8192.00	0.00	8192.00	0.00	8192.00
21.	Sub-Regional Workshop on Hr. Edn. IIEP-UNESCO-NIEPA (Dr. G.D. Sharma)	30388.00	0.00	30388.00	0.00	30388.00
22.	Asian Network of National Training and Research Institutes with Edl. Plg. and Management (Dec. 5-9, 95) Dr. N.V. Varghese	260351.50	0.00	260351.50	0.00	260351.50
23.	Quality of Edn. Indicators (MHRD) Cont. No.840.972.4/159(161) (Dr. A. Mehta)	714.00	0.00	714.00	0.00	714.00
24.	Trg. Prog. for College Principals on behalf of UGC (Dr. Mrs. Sudha Rao)	(-)102894.00	602894.00	500000.00	399986.00	100014.00
25.	Study on Area Int. Prog. for Edly. Backward Districts (Dr.) Mrs. P Menon	49713.00	0.00	49713.00	0.00	49713.00
26.	E - 9 Summit (M/HRD)	(-) 6361.00	0.00	(-) 6361.00	0.00	(-) 6361.00
27.	Learners Achievement (Delhi) PEEP (Dr. Aggarwal)	141464.00	0.00	141464.00	31773.00	109691.00
28.	Primary Edn. Assessment & Review Systems (PEARS) (Dr. Aggarwal)	375976.00	0.00	375976.00	0.00	375976.00
29.	IIEP Paris (C.No. 97.30.91) (Dr. R. Govinda)	306907.00	0.00	306907.00	0.00	306907.00
30.	Assessment of Technical & Infrastructural Capacity of DIET (Dr. R. Govinda)	521667.00	0.00	521667.00	821619.00	(-)299952.00
31.	Concurrent Evaluation of the Quality Improvement of School in all Mandals of ITDA, Paderu (Dr. K. Sujatha)	123497.00	0.00	123497.00	64903.00	58594.00
32.	National Evaluation of Operational Black Board Scheme (Dr. R. Govinda)	2455113.00	17500000.00	19955113.00	11028805.00	8926308.00
33.	A Study: Upper Primary Schools in India (Dr. N.V. Varghese)	333077.00	100000.00	433077.00	65993.00	367084.00
34.	Role and Contribution of NGO's Basic Education in India (C. No. 860.030.8)	169050.00	0.00	169050.00	83772.00	85278.00
35.	Asian Regional Conference on Learning (C. No. 860.031)	(-)559762.00	563646.50	3884.50	3884.50	0.00



Sl. No.	Name of Programme/Study	Opening Balance	Receipts	Total	Expenditure	Balance
36.	Data Base on Primary School Insftl. and Facilities (C.No.0840.851.8)	28163.00	0.00	28163.00	0.00	28163.00
37.	UGC Prog. Teachers Training Programme on Computer Applications (Dr. Sudha Rao)	102943.00	0.00	102943.00	0.00	102943.00
38.	Field Survey of the Questionnaire on Strengthening the Role and Cont. Graduates for the Dev. Process (C. No. 840.858.8)	42160.00	0.00	42160.00	42160.00	0.00
39.	Education for All: Assessment (P) (MHRD) (Dr. Govinda)	(-)38896.00	1726450.00	1687554.00	823598.00	863956.00
40.	Dev. Indicator for UN Common Data Bank UNESCO Cont. No. 860.116.9 (Dr. A.C. Mehta)	0.00	68991.00	68991.00	68991.00	0.00
41.	Covering of Prog. Expenses & Travel Expenses for High Level Educationists from Bangladesh (UNESCO- DHAKA) (Cont. No. 865.273.9)	0.00	496225.00	496225.00	303830.00	192395.00
42.	National Seminar on Community Participation & Empowerment in Primary Education (European Commission) (8th to 10th December, 1999)	0.00	0.00	0.00	118630.00	(-)118630.00
43.	Project on Sarva Shiksha Abhiyan (M/HRD)	0.00	0.00	0.00	138784.00	(-)138784.00
44.	Study on Human Rights in Higher Education (M/HRD) Dr. (Mrs.) Sudha Rao	0.00	300000.00	300000.00	3776.00	296224.00
45.	Workshop on UEF in the North East with Emphasis on Implementation Strategies Aizawl (Mizoram) (15.11.1999 to 19.11.1999) By Jalali	0.00	146000.00	146000.00	146000.00	0.00
46.	Workshop on Upper Primary Education Dr. (Mrs.) Sudha Rao	0.00	471500.00	471500.00	0.00	471500.00
TOTAL		8938118.70	30550891.50	39489010.20	22333617.50	17155392.70

Utilization Certificate for Specific Project

Certified that the grants received have been utilized for the purpose meant for and the conditions attached

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

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

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



NATIONAL INSTITUTE OF EDUCATIONAL

Income and Expenditure Account

1998-99	Expenditure	1999-2000
5,264,253.00	Pay of Officers	4,827,437.00
5,636,131.00	Pay of Establishment	7,167,472.00
	Allowances & Honoraria including	
	Leave Salary and Pension Contribution	
9,975,369.00	Over Time, Medical Reimbursement	7,647,142.00
0.00	Travelling Allowance	0.00
18,95,702.00	Pension & Gratuity	3,290,336.00
	Provident Fund Contribution (Employer Shares)	
	Interest on Provident Fund Paid/Payable to the	
1,497,843.00	Accounts of Subscribers	2,005,733.00
270,928.00	Bonus	254,200.00
69,879.00	Fellowship and Prizes	392,523.00
	Expenditure Incurred for	
247,245.00	bringing out Publications	259,543.00
4,946,116.45	Academic Activities	6,936,096.50
629,781.00	Research Studies	891,416.00
5,582,489.00	Other Charges (Recurring)	7,592,102.00
	(Office Expenses)	41,264,000.50
27,844,504.00	Expenditure of Funding Agencies	22,177,482.50
0.00	Excess of Income Over Expenditure	8,247,011.21
	Excess of Income Over Expenditure	
505,232.00	(Funding Agencies)	8,217,274.00
64,365,472.45	Total	79,905,768.21

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



PLANNING AND ADMINISTRATION

for the year ending 31st March 2000

1998-99	Income	1999-2000
18,091,980.00	Grants-in-Aid from Govt. of India	47,800,000.00
28,349,736.00	Grants from Funding Agencies	30,550,891.50
	Less Grants Capitalised	
464,404.00	Furniture & Fixture	1,045,350.00
5,294,452.00	Other Office Equipment	2,826,743.00
1,482,798.00		156,135.00
0.00	Staff Car/Typewriters	0.00
514,164.00	Library Books	371,974.00
	Hostel Rent	
1,487,208.00	Receipt during the Year	2,019,095.00
31,650.00	Accrued Receipt for the Year	2,050.00
(42,000.00)	Less Accrued Receipt for the last year	31,650.00
		1,989,495.00
	Interest Received on	
1,428,197.00	Investments	102,395.00
81,190.00	Interest Bearing Advances	268,650.19
		371,045.19
	Miscellaneous Receipts	
15,282.00	Royalty	30,039.50
68,325.00	House Rent (Licence Fee)	83,024.00
6,129.00	Water Charges	6,655.00
6,836,277.04	Misc. Receipts	232,044.00
326,000.00	Sale of Condemned Items	128,565.00
0.00	Programme Receipts	2,839,997.00
0.00	Pensionary Benefits	2,659.00
112,898.00	Leave Sal. & Pension Contribution	162,110.00
		3,485,093.50
	Interest on P.F. Investment	
411,392.00	Realised	109,445.02
	Accrued for the year	
7,161,208.41	Excess of Expenditure over Income	0.00
64,365,472.45		79,905,768.21

Sd/-
(P. R.R. Nair)
Registrar
National Institute of Educational Planning
and Administration

Sd/-
(B.P. Khandelwal)
Director
National Institute of Educational Planning
and Administration



NATIONAL INSTITUTE OF EDUCATIONAL

Balance Sheet as at the

Liabilities

Grants Capitalised

Balance as per Last Balance Sheet	68,144,025.17	
Additions during the Year	4,400,202.00	
Addition (By Adjustment)	5,700,868.00	
Less Capital Investment Written Off	1,592,327.00	76,652,768.17

Gift and Donations

Balance as per Last Balance Sheet	165,487.76	
Additions/Received during the year	13,924.00	179,411.76

Excess of Income Over Expenditure

Balance as per Last Balance Sheet	11,012,672.39	
Additions during the Year	8,247,011.21	
By Rectification Addition	54,803.00	
Less by Adjustment	5,700,868.00	
Expenditure Over Income during the Year	0.00	13,613,618.60

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

Balance as per Last Balance Sheet	8,938,118.70	
Additions during the Year	30,550,891.50	
Add by Rectification	99,039.70	
Less Expenditure during the Year	22,333,617.50	
Add Excess Expenditure	557,366.00	17,811,798.40

Provident Fund

Balance as per Last Balance Sheet	14,756,181.00	
Additions during the Year	7,992,601.00	
Less Withdrawals during the Year	3,041,217.00	19,707,565.00



PLANNING AND ADMINISTRATION

Close of 31st March, 2000

Assets		
Land and Buildings		
Balance as per Last Balance Sheet	35,900,979.55	
Additions During the year	5,700,868.00	41,601,847.55
Equipment & Machinery, Furniture & Fixtures/Vehicle including Staff Car, Computers, Type Writers, etc.		
Balance as per Last Balance Sheet	27,482,360.00	
Additions during the Year	4,028,228.00	
Less by Capital Written Off	1,533,558.00	29,977,030.00
Library Books		
Balance as per Last Balance Sheet	4,926,173.38	
Additions during the Year	371,974.00	
Addition by Way of Gifts and Donations	13,924.00	
Less cost of Books written off	58,769.00	5,253,302.38
Amount Recoverable from Funding Agencies (Assigned Programmes)		
Recoverable Amount	656,405.70	656,405.70
Misc. Advance (N.C.T. - II)	20,686.40	20,686.40
Provident Fund Investments		
Balance as per Last Balance Sheet	13,100,000.00	
Additions during the Year	4,550,000.00	17,650,000.00
Deposits with C.P.W.D.		
Balance as per Last Balance Sheet	5,860,756.00	
Additions during the Year	3,202,124.00	
By Rectification Addition	54,803.00	
Less by Adjustment	5,700,868.00	3,416,815.00
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	89,400.00	
Motor Car Advances	212,000.00	
Scooter Advances	193,071.00	
Cycle Advances	3,900.00	



Liabilities**Sundry Creditors**

Balance as per Last Balance Sheet	18,500.00	
Additions during the Year	11,000.00	
Less Withdrawals during the Year	5,000.00	24,500.00

TOTAL	127,989,661.93
--------------	-----------------------

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



Assets		
Fan Advances	1,100.00	
House Building Advances	810,300.00	
Computer Advances	22,685.00	
Flood Advance	7,500.00	1,339,956.00
Medical Advance	163,350.00	163,350.00
Miscellaneous Advances		
Balance as per Last Balance Sheet	318,075.00	
Additions during the Year (NET)	0.00	
Less by Adjustment	875.00	317,200.00
Recovery of Over-payment of Pension		
Balance as per Last Balance Sheet	38,404.00	
Addition during the Year	0.00	
Less cleared during the Year	7,937.00	30,467.00
Accrued Income on Hostel		
Balance of Last Balance Sheet	32,525.00	
Additions during the Year	2,050.00	
Less Received during the Year	31,650.00	2,925.00
Sundry Debtors		
Balance as per Last Balance Sheet	89,334.00	
Additions during the Year	0.00	
Less by Adjustment	0.00	89,334.00
Remittance		
Balance as per Last Balance Sheet	160.00	
Addition during the Year	0.00	
Less Received during the Year	160.00	0.00
Cash Balance		
Cash in Hand	0.00	
Imprest	5,000.00	
Saving Account (SBI)	2,043,596.01	
Saving Account (Syndicate Bank)	7,735,977.89	
Saving Account (Syndicate Bank)	11,396,314.00	
Saving Account (Syndicate Bank)	3,856,890.00	
GPF/CPF Account	2,057,565.00	27,095,342.90
		127,989,661.93

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 1999-2000

1998-99	Receipts	1999-2000	1998-1999	Payments	1999-2000
1,150,510.00	Opening Balance	1,656,181.00	2,910,638.00	GPF Advances and Withdrawals	3,041,217.00
4,876,673.00	G.P.F. Contribution and Refund of Advance	5,725,558.00	270,856.00	CPF Advance and Withdrawals	0.00
141,480.00	C.P.F. Contribution and Refund of Advance	261,310.00	2,800,000.00	Investment made in 1999-2000	4,550,000.00
1,260,505.00	Interest on GPF paid	1,684,574.00	1,656,181.00	Closing Balance	2,057,565.00
146,576.00	Interest on CPF own contb. paid	180,724.00			
23,220.00	Govt. Contribution	95,955.00			
38,711.00	Interest on Govt. Contribution	44,480.00			
7,637,675.00	TOTAL	9,648,782.00	7,637,675.00	TOTAL	9,648,782.00

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 1999-2000**

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 a national centre for excellence in educational planning and administration by means of study, generation of new ideas and techniques, to organise pre-service and in-service training, conferences, workshops, seminars, etc. for senior educational officers of the Central and State Governments, to undertake, aid, promote and coordinate research in various aspects of educational planning and administration and to prepare, print and publish papers, periodicals and books in furtherance of these objectives.

(ii) Entrustment of Audit

The audit of accounts of the Institute has been entrusted to the Comptroller and Auditor General of India under section 20(1) of the Comptroller and Auditor General's (Duties, Powers and Conditions of 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 1999-2000, it received grant of Rs. 478.00 lakh (Plan: Rs. 300.00 lakh and Non-Plan: Rs. 178.00 lakh) from Government of India, Ministry of Human Resource Development.

3. Comments on Accounts

3 (i) Overstatement of Receipts and Payments

The Receipts and Payments account shows Rs. 1.09 lakh 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. 1.09 lakh was also included in Rs. 6.20 lakh shown as medical reimbursement on payment side of the Receipt and Payment Account. Depiction of amount adjusted against the advance in the Receipt 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. 1.09 lakh. Similar discrepancy was also pointed out in previous Audit Report.

3 (ii) *Overstatement of Receipts and Payments*

(a) Festival Advance

As per Receipt and Payment Account, the Institute paid festival advance of Rs. 1.25 lakh and made recoveries of Rs. 1.11 lakh whereas the Festival Advances of Rs. 1.25 lakh and Rs. 1.11 lakh were shown as paid and recovered in the Broad Sheet. Thus, receipts and payments were overstated by Rs. 0.008 lakh each.

(b) Car Advance

As per Receipt and Payment Account, car advance of Rs. 2.60 lakh was paid and Rs. 0.80 lakh were recovered whereas car advance of Rs. 2.60 lakh was shown as paid and Rs. 0.79 lakh was shown as recovered in the Broad Sheet. Thus receipts and payments were overstated by Rs. 0.004 lakh.

4. Outstanding Advance

The Balance Sheet shows Rs. 0.21 lakh under the head – “Misc. Advance (NCT-II)”. The amount had been outstanding since 1983 and was recoverable from Calcutta University, Calcutta (Rs. 0.10 lakh) and Barkatulla University, Bhopal (Rs. 0.10 lakh) on account of refundable balance after the completion of project National Commission on Teachers-II (Central Technical Unit) in 1983.

While Barkatulla University inadvertently remitted the amount to UGC which was not traceable, the demand draft sent by the Calcutta University was received late and became time barred.

5. Misclassification of Expenditure

Ledger accounts show that Rs. 0.11 lakh were paid towards A.C. installation charges and booked under the head – “Misc. payments”. Installation charges, being the cost of capital goods, should have been capitalised and added to the cost of assets. Thus misclassification of expenditure resulted into understatement of assets by Rs. 0.11 lakh and overstatement of revenue expenditure by the like amount.

6. Clubbing of Expenditure

Receipt and Payment Account shows payment of Rs. 12.48 lakh (Non Plan: Rs. 0.28 lakh and Plan: Rs. 6.10 lakh and Rs. 6.09 lakh) under the head “Travelling allowances”.



This amount has been clubbed with the expenditure under the head "Academic activities" in Income and Expenditure Account". The expenditure under "Travelling Expenses" has been shown 'Nil' in "Income and Expenditure Account" which does not give the correct picture of the accounts of the Institute.

7. Overstatement of Assets

The Balance Sheet shows addition of fixed assets of Rs. 40.28 lakh under the head "Equipment and Machinery, Furniture and Fixtures etc." whereas ledger accounts and stock/assets register disclosed that following assets worth Rs. 16.20 lakh were received after the close of the year:-

Sl. No.	Particulars	Amount (Rs.)	Date of receipts of items
1.	Air conditioners	2,24,460.00	11.4.2000
2.	Furniture	1,00,716.00	24.6.2000
3.	UPS	1,86,300.00	11.5.2000
4.	Air Conditioners	1,43,640.00	20.4.2000
5.	Computers	3,40,200.00	10.5.2000
6.	Computers	4,25,250.00	10.5.2000
7.	Computers	85,050.00	19.4.2000
8.	Computer	16,536.00	4.4.2000
9.	Printer	13,000.00	27.5.2000
10.	Printer	85,280.00	27.5.2000
Total		16,20,432.00	

Thus fixed assets were overstated by Rs. 16.20 lakh.

8. Sundry Debtors

Sundry debtors could not be verified as subsidiary records/clarifications were not made available:-

- (i) Rs. 0.19 lakh were shown in the register, as security deposited with the Accounts Officer, Central Telegraph Office, New Delhi. The amount related to period from 1980-81 to 1988-89. However, the Institute could not produce either receipts or acceptance of the debtor establishing the fact that amount was outstanding against the Accounts Officer, Central Telegraph Office, New Delhi.
- (ii) Rs. 0.30 was shown outstanding against MTNL, which was deposited on 25.10.96



for a new telephone connection under "Tatkal" facility. The Institute could not clarify the fact whether the amount was not adjusted in telephone bills over four years.

9. General

9 (i) Depreciation of Assets

The asset accounts depict book value of acquisition and do not exclude obsolescent, unusable, irreparable and condemned assets and also do not take into account depreciation with corresponding reduction of capital account. Therefore, the capital and assets accounts are overstated accordingly thereby not giving the correct picture.

(ii) Unspent Grant

The Institute had an unspent grant of Rs. 3296472.39 (Plan: Rs. 3296367.69, Non-Plan: Rs. 104.70) as on 31-3-1999 which was carried forward to the next year without permission/ approval of the Ministry.

Place: New Delhi
Date : 21-11-2000

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, 2000 and the Balance Sheet as on 31st March, 2000 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 : 27-11-2000

sd/-
Director General of Audit