

# ANNUAL REPORT 2013-2014



**Institute of Applied Manpower Research**

Narela, Delhi-110 040

# **Fifty First Annual Report 2013-2014**



**Institute of Applied Manpower Research**  
A-7, Narela Institutional Area, Delhi-110040  
City Office: 53, Lodi Estate, New Delhi-110003





## **Major Achievements during the year**

1. Masters Degree Course in “Human Resource Planning and Development (HRP&D)” of the Institute of Applied Manpower Research (IAMR) has been awarded ‘A’ Grade again by GGS IP University, Delhi.
2. IAMR submitted a proposal for a five year project on “Skill Gap Analysis and Monitoring & Evaluation: Supporting Human Capital Development in Meghalaya” to Asian Development Bank.
3. IAMR submitted a proposal for a short-term national level training programme on “Monitoring & Evaluation”. The proposal was approved by Jammu & Kashmir Government for 3000 officers of the J&K State.





## INSTITUTE OF APPLIED MANPOWER RESEARCH

**Sh. Montek Singh Ahluwalia**

Deputy Chairman  
Planning Commission  
Sansad Marg  
New Delhi-110 001

**President**  
General Council

**Dr. Narendra Jadhav**

Member HRD, LEM and  
Social Justice & Empowerment  
Planning Commission  
Sansad Marg  
New Delhi-110 001

**Vice-President**  
General Council  
and  
Chairperson  
IAMR, SCRP

**Mrs. Sindhushree Khullar, IAS**

Secretary  
Planning Commission  
Sansad Marg  
New Delhi-110 001

**Chairperson**  
Executive Council

**Dr. Santosh K. Mehrotra**

Director-General  
Institute of Applied Manpower Research (IAMR)

**Member Secretary**  
IAMR General Council,  
Executive Council & SCRP





# **INSTITUTE OF APPLIED MANPOWER RESEARCH**

## **FIFTY FIRST ANNUAL REPORT**

**2013-2014**

It gives me great pleasure to present the Fifty First Annual Report of the Institute of Applied Manpower Research (IAMR) for the year 2013-14. The Report provides an account of academic and financial matters including the audited statement of accounts for the reference year (2013-14).

My colleagues and I am grateful to Dr. Montek Singh Ahluwalia, Deputy Chairman, Planning Commission and President, IAMR General Council; to Mrs. Sindhushree Khullar, IAS, Secretary, Planning Commission and Chairperson, IAMR Executive Council; to Dr. Narendra Jadhav, Member (HRD, LEM, and Social Justice & Empowerment), Planning Commission and Chairman, IAMR Standing Committee on Research Programmes (SCRIP) and its members, for their keen interest in the activities of the Institute. The Institute sincerely acknowledges the continued support and guidance extended by the Planning Commission.

March 31, 2014  
Delhi

Sd/-  
Dr. Santosh K. Mehrotra  
Director-General







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**THE INSTITUTE AND  
IT'S ORGANISATIONAL STRUCTURE**





## **The Institute**

The Institute of Applied Manpower Research (IAMR) was established in 1962 under the Societies Registration Act of 1860. The IAMR is mainly funded by grants-in-aid from the Planning Commission, Government of India, and supplemented by its own revenue from contracted research projects, and education and training activities. The prime objective of IAMR has been to develop an institutional framework capable of sustaining and steering a systematic applied manpower planning research process. The various facets of IAMR's activities are shown in Chart-I.

Since its inception, IAMR has been a unique Institution of its kind devoted exclusively to human resource planning and development. The Institute has carved out its own trajectory to achieve academic heights, and in the process, developed a range of academic activities not only in the entire field of human resource planning and development, but also in various related fields of current interest. During the past few years, the Institute has exhibited remarkable dynamism in addressing the issues of national priorities.

## **Organizational Structure: An Autonomous Body**

IAMR is a registered society functioning as an autonomous body under the Planning Commission, Government of India. By an institutional arrangement, the Deputy Chairman, Planning Commission, Government of India, functions as the President of the General Council (GC). Dignitaries, in not lower than the rank of the Minister of State of the Central Government, function as Vice-Presidents. The Secretary, Planning Commission, Government of India, functions as the Chairperson of the Executive Council (EC). The Member (HRD, LEM, and Social Justice & Empowerment Division), Planning Commission, Government of India, is the Chairman of the Standing Committee on Research Programmes (SCRP). The Standing Committees assist the EC in its research work.

## **General Council (GC)**

The supreme governing body of the Institute is the General Council (GC). The Deputy Chairman, Planning Commission, functions as the President of the General Council. Dr. Montek Singh Ahluwalia functioned as the President of the GC during 2013-14. The Member-in-Charge of the HRD, LEM and Social Justice & Empowerment (Division) of the Planning Commission is the Vice President of the GC. The GC consists of representatives from various organizations, viz., Ministries of the Central Government departments and autonomous organizations of the Central Government, State Governments, employers' organizations, labour unions, user organizations and IAMR Faculty, besides the Secretary, Planning Commission and the Director-General, IAMR. The GC normally meets once a year and approves the work programme, annual report and accounts of the Institute. It also appoints the auditors for the Institute. During the year, General Council met on 31st January, 2014.



## **Executive Council (EC)**

The affairs of the Institute are managed by the Executive Council (EC). The Secretary, Planning Commission, Government of India functions as the Chairperson of the EC, which further consists of two members from the Central Government representing the Planning Commission, and Departments of Expenditure (Ministry of Finance), three members representing IAMR General Council including one from the IAMR faculty besides the Director-General of the Institute. The EC is vested with powers in respect of all matters connected with the Institute and it meets as often as necessary. During the year, the Executive Council met on 26th November, 2013 and 26th March, 2014.

## **Standing Committee on Research Programmes (SCRP)**

The SCRP acts as an advisory committee, approves broad areas of academic work as well as provides directions for future activities of the Institute, keeping in view the Perspective Plan of the Institute and societal needs. It also approves the work programme of the Institute for consideration by the EC. The SCRP functions as an apex level consultative body, having a well defined mechanism to examine and formulate the work programme of the Institute. It has experts from scientific organizations, data processing agencies, data generating agencies, Planning Commission, central ministries, academic communities, professional Institutes, and IAMR, besides an expert on human resource and employment issues.

The Member-in-Charge of the HRD, LEM and Social Justice & Empowerment Division, Planning Commission, Government of India, is the Chairperson of the SCRP.

## **Other Standing Committees**

In addition, there are three more standing committees concerned with staff matters, budget, and administration of the Contributory Provident Fund (CPF). These committees are called as the Standing Staff Committee, Standing Budget Committee and Committee on Administration of IAMR Contributory Provident Fund, respectively.

## **Management of the Institute**

The chief executive of IAMR for its management is Director-General (DG). The academic activities of the Institute are carried out through various technical units headed by a senior level officer and assisted by necessary supporting faculty and staff. The administrative and financial support is provided by the Administrative Officer and Joint Director (Finance), respectively with necessary support structure. The Institute has a modest computer centre, an editorial unit and a well-equipped library. The academic activities are organized through various units dealing with research on various sectors, training – national and international – education, seminars and workshops. The Institute has a Human Resource Development (HRD) Cell for conducting faculty development programmes.



## **Infrastructural and Computing Facilities at IAMR Campus**

The Institute is located in its own campus in more than 15 acres of land at Narela. The campus infrastructure includes academic, administrative, training and library blocks, besides residential accommodation for its staff and faculty, a guest house and an auditorium. The campus is connected through well-structured local area network (LAN) connectivity and has dedicated high speed leased line (1:1) internet facility of 4 mbps speed. The faculty, staff and international participants of residential educational and training programmes are provided with the latest state-of-the-art computing facilities and latest software packages. The ICT Unit provides the IT-based support for various research projects of the Institute including database creation and management, data warehousing, data processing and data analysis, and software development for report generation etc.

During the year, under the scheme titled, “Infrastructural development facilities at IAMR Campus”, annual repairing of the Campus, maintenance of electrical and mechanical work and maintenance of horticulture work in and around the campus, were undertaken.

In addition to main campus at Narela, the institute has a City Office on rent basis at 53, Lodi Estate, New Delhi-110003, to be in close proximity with its national and international clients such as ILO, UNDP, UNICEF, and World Bank. The City Office is located in the hub of research, academic and policy world. Based in the City Office, IAMR organizes external seminars, lectures and conferences to share its research and academic contributions with the academics, researchers, policy makers and the like.

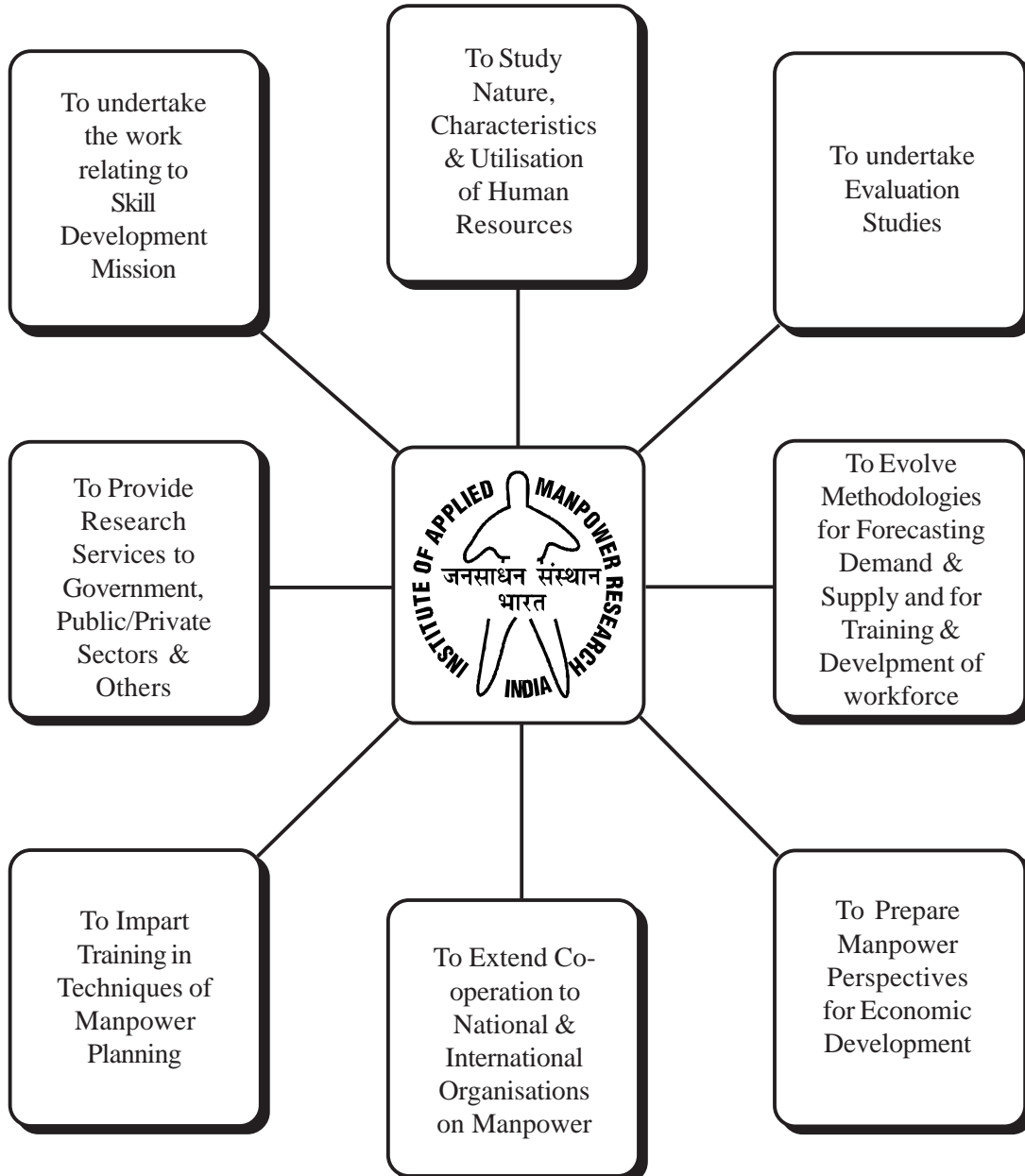
The ICT Unit also maintains the Information Technology (IT) infrastructure of the Institute which is well connected through LAN. Each researcher and support personnel has been provided with a personal computer with printing facility. The Institute has high end Core-2 Duo desktop computers, an array of local and networked deskjet and laserjet printers, scanners, LCD projectors, color printers etc., for the research and support staff. Researchers have access to latest Microsoft Office Package and Statistical Software Package SPSS 16.0 and SPSS Clementine 11.1.

The Institute’s website gets updated from time to time with current information about the research, training and educational activities of the Institute. All major events at IAMR are posted on the website for public viewing. An official NIC e-mail account has been provided to each IAMR staff.





**Chart-I**  
**ACTIVITIES**





# **ACADEMIC ACTIVITIES**





## **I. EDUCATIONAL AND TRAINING PROGRAMMES**

The Education and Training (E&T) Unit of the Institute conducted the following programmes during the year.

### **1. Masters Degree Programme in Human Resource Planning and Development (HPR&D): An Executive Programme**

Duration of the Programme: One year

(February 1, 2013 to January 31, 2014)

#### **The Course**

Masters Degree Programme, conducted by the Education and Training Unit in affiliation with Guru Gobind Singh (GGS) Indraprastha University, Delhi, is unique in terms of providing a firm grounding in the core areas of planning and development of human resources. The programme is meant for senior and middle level personnel (in Government, parastatals, private sector and academic institutions) working or likely to work in the area of human resource planning and development. As projection and forecasting are inevitable parts of planning, it requires sound knowledge of these techniques in the area of economic, educational and social development. Yet, no formal degree was available in this area. The programme is an effort towards bridging this gap. The programme brings together in-service officers of various countries from Africa, Asia, Caribbean, and independent countries of the former USSR.

#### **Objectives of the Programme**

1. Enable the participants to assess the nature and characteristics of available human resources and the labour market;
2. Acquaint them with advanced methodological and conceptual issues in human resource planning, development and utilization; and
3. Develop analytical ability of participants in application of research methods in Human Resource Planning related issues, particularly Human Resource Development (HRD), Human Resource Information System (HRIS) etc.

#### **Programme Design**

The programme is divided into four semesters of three months each. Learning is channeled along six modules, namely:

- (i) Human Resource Planning (HRP)
- (ii) Human Resource Information System (HRIS)
- (iii) Human Resource Development (HRD)
- (iv) Employment Policies and Programming (EP&P)
- (v) Educational Planning (EP), and
- (vi) India and its Culture.

Preparation and presentation of a Dissertation by the participants form an integral part of this programme.



### Study Tour-cum-Field Visits

Study tour-cum-field visits are important parts of the curriculum of the Masters Degree Programme. These visits are organized to provide practical information/knowledge in some of the important areas of the modules of the programme. For the current year, the following Institutes/Organizations were selected for field visits:

- Uttarakhand Academy of Administration, Nainital, Uttarakhand
- Harish Chandra Mathur Rajasthan Institute of Public Administration, (HCM, RIPA), Jaipur, Rajasthan
- Tata Institute of Social Studies (TISS), Mumbai
- UP Academy of Administration and Management, Lucknow

Forty participants of the Masters Degree Course in Human Resource Planning and Development from 24 countries (Bhutan, Burkina Faso, Cameroon, Ethiopia, Ghana, Laos, Lesotho, Liberia, Madagascar, Mauritius, Mongolia, Myanmar, Namibia, Nepal, Nigeria, Niger, Sierra Leone, Sri Lanka, Tanzania, Uganda, Vietnam, Yemen, Zambia and Zimbabwe) received their degrees upon graduation from GGS Indraprastha University at a convocation ceremony held on January 23, 2014. Degrees were awarded by Prof. A.S. Beniwal, Acting Vice Chancellor, GGSIP University. The IAMR President's Medal for Overall Best Performance was awarded to Mr. Mariyapillai Sundareswarar from Sri Lanka and the IAMR Director-General's Medal for Best Performance among women participants was awarded to Mrs. Tevani Aroomoogon from Mauritius.

The programme was coordinated by Mrs. Renu Lal. The resource persons for the modules were:

<b>Module</b>	<b>Resource Person</b>
1) Human Resource Planning (HRP)	Dr. G.P. Joshi
2) Human Resource Information System (HRIS)	Mr. A.K. Mathur
3) Human Resource Development (HRD)	Dr. Chaitali Roy
4) Employment Policy and Programming (EP&P)	Dr. Sanchita Bhattacharya
5) Educational Planning (EP)	Dr. Anita Kakkar
6) India and Its Culture	Mrs. Renu Lal

### Sponsors of the Programme

1. Indian Technical Economic Cooperation (ITEC), Ministry of External Affairs (MEA), Government of India
2. Special Commonwealth Assistance for Africa Programme (SCAAP) Scheme, Ministry of External Affairs (MEA), Government of India
3. Technical Cooperation Scheme (TCS), Ministry of Finance, Government of India



## **2. International Advanced Diploma in Human Resource Planning and Development (HRP&D)**

Duration of the Programme: Six month  
(March 1, 2013 to August 24, 2013)

### **The Course**

The International Advanced Diploma Programme conducted by the Institute is designed to assist civil service officers, planners, educators and trainers in the government, parastatals, private sector and academic institutions currently working or likely to work in the future in planning for human resources. The programme is unique in its approach as it provides a theoretical overview of the field of human resource planning and development. The participants study the social, economic and political processes, trends, and underlying provision and practice in this area. The curriculum is designed to keep the participants abreast with global changes in the area of Human Resource Planning and Development. This programme brings together in-service officers from the countries of the Caribbean, Africa, Asia, and newly formed independent countries of the former USSR.

### **Objectives of the Programme**

1. Familiarize the participants with nature and characteristics of available human resources and the labour market.
2. Acquaint them with the basic conceptual and methodological issues in human resource planning, development and utilization.
3. Apprise them of the techniques and research methods for Human Resource Planning and related issues.

### **Programme Design**

The programme is divided into two semesters of three months each. Learning is channeled along five modules, namely:

- (i) Human Resource Planning (HRP)
- (ii) Human Resource Information System (HRIS)
- (iii) Human Resource Development (HRD)
- (iv) Employment Policies and Programming (EP&P); and
- (v) Educational Planning.

In addition, participants have to work on a Dissertation with a presentation towards the end of the programme.

### **Study Tour-cum-Field Visits**

Study tour-cum-field visits are the integral parts of the curriculum of the International Advanced Diploma Programme also. These visits are organized to provide practical information/knowledge in some of the important topics of the modules of the programme. For the current year, the following institutes/organizations were selected for field visits.





- Uttarakhand Academy of Administration, Nainital, Uttarakhand
- Harish Chandra Mathur Rajasthan Institute of Public Administration (HCM RIPA), Jaipur, Rajasthan

Twenty-two participants from 17 countries (Ethiopia, Fiji, Ghana, Lesotho, Liberia, Lithuania, Madagascar, Mongolia, Myanmar, Nigeria, Oman, Poland, Russia, Sierra Leone, Tanzania, Uganda and Zimbabwe) completed the six-month International Advanced Diploma Course in Human Resource Planning and Development and were awarded Diploma on August 22, 2013 by Mr. Ashok Thakur, IAS, Secretary, Department of Higher Education, Ministry of Human Resource Development, Government of India. The IAMR President's Medal for overall best performance was awarded to Mr. Torwiwa Mufandaizda from Zimbabwe and IAMR Director-General's Medal for best performance among women participants was awarded to Ms. Ndelwa Bupe Lusani from Tanzania.

The programme was coordinated by Mrs. Gayatri Pandey. The resource persons for the modules were:

<b>Module</b>	<b>Resource Person</b>
1) Human Resource Planning (HRP)	Dr. G.P. Joshi
2) Human Resource Information System (HRIS)	Mr. A.K. Mathur
3) Human Resource Development (HRD)	Dr. Chaitali Roy
4) Employment Policy and Programming (EP&P)	Dr. Sanchita Bhattacharya
5) Educational Planning (EP)	Dr. Anita Kakkar

### **Sponsors of the Programme**

1. Indian Technical Economic Cooperation (ITEC), Ministry of External Affairs (MEA), Government of India
2. Special Commonwealth Assistance for Africa Programme (SCAAP), Ministry of External Affairs (MEA), Government of India
3. Technical Cooperation Scheme (TCS), Ministry of Finance, Government of India

### **3. International Training Programmes (ITPs)**

#### **(i) International Training Programmes on Human Resource Planning and Development**

Duration of the programme: Eight weeks

(July 4, 2013 to August 29, 2013)

#### **The Context**

Human resource planning, a key aspect of development, assumes special importance in the current context of globalization and liberalization. The problems relating to planning and development of human resources faced by developing countries include unemployment, shortage of persons with requisite knowledge and skills, lack of adaptability to new work structure and work organizations, low human productivity, etc. The programme



focuses on enriching knowledge in planning and development of human resources for the senior and middle level officers working with governments of developing countries.

### **Objectives of the Programme**

The course helps the participants

- to identify major issues of human resource planning and development;
- to use quantitative and qualitative tools of human resource planning and development;
- to develop a structure of manpower information system; and
- to evolve alternative models of human resource planning and development.

### **Contents**

The programme comprises of five modules:

1. Human resource planning (HRP)
2. Human resource information system (HRIS)
3. Human resource management & development (HRM&D)
4. Employment policies and programming (EP&P)
5. Educational planning (EP)

The above programme was attended by 24 participants from 15 countries (Afghanistan, Bahamas, Bhutan, Djibouti, Ghana, Lesotho, Madagascar, Mauritius, Niger, Nigeria, Sri Lanka, Tajikistan, Tanzania, Uganda and Yemen). The Valedictory function was organized on 29th August, 2013.

The programme was coordinated by Mr. A.K. Mathur.

### **(ii) International Training Programme on Manpower Research**

Duration of the programme: Eight weeks  
(September 5, 2013 to October 31, 2013)

### **The Context**

Manpower Planning is an integral part of development process which requires quantitative and qualitative knowledge of past trends, present situation and estimation of various aspects of manpower demand and supply for future. The training programme on manpower research provides comprehensive knowledge about systematic manpower research including tools and techniques of labour market analysis, labour force projections, techniques of data analysis, report writing etc.

### **Objectives of the Programme**

The course helps the participants:

- to understand the role of manpower as a critical resource;



- to familiarize with the needs and issues related to manpower research;
- to make them aware about the techniques and methodology of manpower research;
- to develop a structure of manpower information system;
- to sensitize with the utilization of manpower research for policy formulation; and
- to develop a manpower research project.

### **Contents**

The programme comprises of six modules:

1. Manpower research issues, concept and methodology
2. Data processing and analysis
3. Manpower utilization, estimation and forecasting
4. Developing manpower information system
5. HRD aspects of manpower research
6. Utilization of manpower research in policy formulation

The above programme was attended by 29 participants from 17 countries (Afghanistan, Bhutan, Colombia, Ethiopia, Fiji, Gambia, Ghana, Kyrgyzstan, Lesotho, Malawi, Mauritius, Mongolia, Myanmar, Niger, Nigeria, Thailand, and Vietnam). The Valedictory function was organized on 31th October, 2013.

The programme was coordinated by Mr. A.K. Mathur.

### **(iii) International Training Programme on Global Human Resource Management**

Duration of the programme: Six weeks

(November 11, 2013 to December 23, 2013)

### **The Context**

In this era of globalization, people as well as organizations are crossing boundaries to seek economic benefits. The success of any organization depends on its ability to manage a diverse body of talent which can give it a cutting edge over competitors through innovative perspectives of its work. The role of global HR manager is to create a synergy between the diverse workforces.

Multinational and transnational organizations cannot follow traditional HR practices. Human Resource Management (HRM) can be a major constraint when multinational companies (MNCs) try to implement global strategies, mainly because of the different cultural and institutional framework of each country the MNC operates in. The national context influences the way people are managed in different countries and MNCs are facing pressures to adapt HRM practices accordingly.

The course would help HR professionals to understand and appreciate cultural diversity in the workforce and equip them with HRM practices to effectively deal with coordination and control of international operations.



## **Objectives of the Programme**

Help the participants in instilling a global perspective and appreciation of global differences by:

- Providing understanding of global business environment;
- Acquainting with work conditions, remuneration and compensation;
- Appreciation of global cultural differences;
- Improving cross-cultural communication;
- Coping with global change; and
- Sensitizing about the complex human resource issues which exist in the global business environment.

## **Contents**

The programme comprises of 18 modules:

1. Introduction and evolution of HRM
2. Difference between global and domestic HRM
3. Strategic HR issues in global assignments
4. HRIS: Innovation tool for HRM
5. Learning and developmental issues related to HRM
6. Job analysis in global World
7. Recruitment & selection: challenges for global HRM
8. Employee development
9. Training and development
10. Career planning: challenges in global scenario
11. Appraising and improving performance
12. Managing global compensation, benefits and taxes
13. Conflict management
14. Global ethics and labour standards
15. Cross-cultural management
16. Communication in cross-cultural environment
17. Motivation in cross-cultural environment
18. Global knowledge management.



The above programme was attended by 33 participants from 23 countries (Afghanistan, Bali (Indonesia), Bangladesh, Bhutan, Cape Verde Island, Ecuador, Ethiopia, Ivory Coast, Kazakhstan, Lesotho, Liberia, Lithuania, Myanmar, Nepal, Niger, Nigeria, Oman, Sudan, Syria, Tajikistan, Tanzania, Vietnam, and Zambia). The Valedictory function was organized on 23rd December, 2013.

The programme was coordinated by Mr. A.K. Mathur.

#### **(iv) International Training Programme on Manpower Information System**

Duration of the programme: Eight weeks  
(January 06, 2014 to March 03, 2014)

#### **The Context**

The training programme on Manpower Information System (MIS) provides comprehensive knowledge to the participants about tools and techniques used in developing MIS and its management skills which include planning, control, problem solving and communication pertaining to MIS.

#### **Objectives of the Programme**

The course helps the participants

- to familiarize with need and issues related to MIS;
- to develop a structure of MIS;
- to sensitize with utilization of MIS for policy formulation; and
- to enhance the management skills for handling MIS.

#### **Contents**

The programme comprises of 12 modules:

1. Introduction to MIS
2. Introduction to information technology
3. Information system strategy
4. Project management in the development of manpower information system
5. Types of information system
6. Information system application in various business functions
7. Training and development: issues and manpower information systems application
8. Performance management, compensation, benefits, pay-roll and the manpower information system
9. Information system analysis and design
10. Enterprise resource planning (ERP) systems
11. Information system security
12. Knowledge management system



The above programme was attended by 30 participants from 16 countries (Afghanistan, Bangladesh, Cuba, Ethiopia, Ghana, Iraq, Liberia, Myanmar, Namibia, Nepal, Niger, Nigeria, Republic of Kazakhstan, South Sudan, Tanzania, and Vietnam). The Valedictory function was organized on 28th February, 2014.

The programme was coordinated by Mr. A.K. Mathur.

v) **International Training Programme on Human Capabilities**

Duration of the programme: Four weeks  
(March 1, 2014 to April 7, 2014)

**Objectives of the Programme**

- Identify the type of capabilities that inherently exist in every human being;
- Create awareness about the timely functioning of various capabilities;
- Application of human abilities to solve the complex problems which will arise in working environment; and
- Governance of these abilities for human development.

The above programme was attended by 30 participants from 21 countries (Bangladesh, Belarus, Bhutan, Egypt, Ethiopia, Indonesia, Laos, Liberia, Lithuania, Madagascar, Mauritius, Myanmar, Niger, Nigeria, Palestine, Peru, Russia, St. Lucia, Uzbekistan, Vietnam, and Zimbabwe). The Valedictory function was organized on 4th April, 2014.

The programme was coordinated by Mr. A.K. Mathur.

**4. Diploma in Monitoring & Evaluation (M&E)**

Duration of the programme: Three months  
(November 7, 2013 to January 31, 2014)

**Rationale**

Monitoring and Evaluation is a powerful public management tool which can be used to improve the way for achieving results. To achieve the goals of development planning, countries are making massive public investments to stimulate growth in different sectors ensuring creation of employment on the one hand and enhancing the skills endowments of the labour force to raise productivity and incomes on the other. This surge in public expenditure is accompanied by a concern to make sure that the results of investment of scarce resources are maximized through appropriate monitoring and evaluation to provide enabling environment for better living. As a result, now-a-days all major development programmes are getting evaluated from time to time.

The M&E is a rapidly evolving discipline with its own theoretical framework, practical procedures, ethical issues and its own professional competency requirements. It is also a multi-disciplinary field encompassing areas as wide as economics and statistics, climate change, human rights, sociology etc.



## Objectives of the Programme

After attending the course, the participants would be able to:

- Appreciate the importance of M&E as a management tool;
- Understand the basic concepts, methodological aspects and practical procedures of M&E;
- Gain knowledge of various evaluation designs and determine the appropriate designs as per requirements and resources available;
- Develop proficiency in data collection techniques;
- Upgrade their skills in data analysis and report writing;
- Become proficient and competent evaluators and trainers; and
- Gain new knowledge and emerging perspectives in evaluations.

## Programme Structure

The programme has five modules, namely:

- M&E: An overview of concepts, issues and trends;
- The purpose and building blocks of monitoring process: models and techniques
- Architecture of evaluation: theoretical perspective, rationale, emerging approaches;
- Methodological aspects: sampling, evaluation models and designs, quantitative and qualitative approaches; and
- Reporting, presentation skills and dialogue.

In addition, participants have to take up project work on a topic chosen within the framework of the programme.

## Study Tour-cum-Field Visits

A one-week study tour/field visit was organized to Harish Chandra Mathur Institute of Public Administration, Jaipur (Rajasthan). During their stay in Jaipur, the participants were taken to Rajasthan Evaluation Office (RIO), Jaipur to understand the evaluation work at the state level. These participants were also taken to two different villages to get a first-hand knowledge about the ongoing development interventions. During the course, a visit was organized to Planning Commission to provide exposure on Monitoring and Evaluation being undertaken at the apex level. Besides, participants were also taken for cultural and historical visits.

The Course Director of the programme was Dr. Rashmi Agrawal and the programme was coordinated by Dr. Shachi Joshi, Dr. G.P Joshi and Dr. Sanchita Bhattacharya.

The above programme was attended by 25 participants from 17 countries (Bangladesh, Bhutan, Ethiopia, Fiji, Ghana, India (Andhra Pradesh), Kenya, Lesotho, Liberia, Madagascar, Nigeria, Palestine, Serbia, Tanzania, Togo, Zambia and Zimbabwe). Out of 25 participants, 24 participants were sponsored by the Ministry of External Affairs (MEA), Government of India and one participant attended the course under the self-finance scheme from Andhra Pradesh (India). The Valedictory function was organized on January 1, 2014.





## 5. Academic Programmes of the Current Year

### (i) Masters Degree Programme in Human Resource Planning and Development

Duration of the programme: One year

(February 1, 2014 to January 31, 2015)

The programme is being coordinated by Mrs. Renu Lal.

The above programme is being attended by 32 participants from 19 countries (Afghanistan, Cameroon, Egypt, Ethiopia, Ivory Coast, Lesotho, Liberia, Maldives, Mauritius, Mongolia, Nepal, Nigeria, Russia, Sierra Leone, South Sudan, Sri Lanka, Tanzania, Vietnam, and Zambia). The participants are sponsored by MEA, Government of India under ITEC/SCAAP/TCS scheme.

### (ii) Advanced Diploma in Human Resource Planning and Development (HRP&D)

Duration of the programme: Six months

(March 1, 2013 to August 24, 2013)

The programme is being coordinated by Mrs. Gayati Pandey.

The above programme is being attended by 22 participants from 17 countries (Ethiopia, Fiji, Ghana, Lesotho, Liberia, Lithuania, Madagascar, Mongolia, Myanmar, Nigeria, Oman, Poland, Russia, Sierra Leone, Tanzania, Uganda, and Zimbabwe). These participants are sponsored by MEA, Government of India under ITEC/SCAAP schemes.

## II. MANPOWER DATABASES

### Manpower Profile India Yearbook

Manpower Profile is a comprehensive yet concise data book presenting the diverse aspects of human resource development. The data collected from various government data-generating agencies are compiled and the information ranging from the demographic pattern to manpower formation process, utility, characteristics and economic returns are furnished in the profile. The yearbook refines the information with regard to the magnitude, quality and resource base of the country examining the qualitative and quantitative data on education, health, migration pattern, rural-urban disparities, etc. The yearbook also reflects relevant labour market features, gender issues, and reveals significant parameters of human development by comparing the developed and developing countries in terms of achievements and deprivations.

Manpower Profile is divided into seven sections on the basis of secondary data sources. The first section deals with the structure and composition of population, its trends and vital statistics. The second section looks into the manpower formation process concerning education, health and labour force participation. The third section captures manpower utilization and characteristics by closely examining the resource base for manpower utility, employment characteristics including child labour, and activities of population above the age of sixty. The fourth section gauges the economic returns from manpower utilization in terms of per capita and national income,





labour productivity, etc. The fifth section contains specific labour market features, i.e. wages and wage differentials, unemployment, regional disparities in income and earnings, etc. The sixth section deals with gender issues with a focus on disparities in education, employment etc. This section also elucidates various poverty alleviation programmes for empowerment of women. The seventh and final section of the profile provides cross-country comparisons with special focus on human development parameters of South Asian Association for Regional Cooperation (SAARC) countries.

### **III. RESEARCH ACTIVITIES**

#### **1. Studies Completed during Year 2013-2014**

During the period under reporting, the following studies were completed. The research studies were designed under the supervision of Dr. Santosh Mehrotra, Director-General, IAMR.

##### **(i) Vocational Education and Training Reforms in India: Business Needs in India and Lessons to be Learned from Germany**

The study was commissioned by the Bertelsmann Stiftung Foundation, Germany. The present study on the issues of reforms in the Indian vocational education and training (VET) has been undertaken at a time when the country faces both opportunities and challenges in India's growth story. While the opportunities are in terms of a demographic dividend, the challenges are posed by persisting skill gaps: hardly 2 per cent of the Indian workforce has formally acquired skills and another 2.4 per cent workers have some technical education. It is estimated that nearly 291 million workers are required to be skilled by 2022 if India is to be a leading manufacturing economy in the world. A drastic restructuring of the Indian VET has been suggested as one of the key conduits through which the persisting skills gaps could be plugged and inclusive growth could be pursued in the midst of a demographic and structural economic transformation.

##### **The three major objectives of the study thus are:**

- a) to understand the skill related issues of Indian and German companies operating in four sectors (chemicals, automobiles, electrical and electronics, and IT) in India;
- b) to give an overview of the German dual system of education and examine the replicability of some elements of the same in the Indian context; and
- c) to develop workable recommendations on how an effective Indian model in terms of skill enhancement, standards and work-effectiveness could be developed and advanced.

##### **Methodology**

The methodology adopted in the primary survey is a sectoral approach with a focus on four sectors – automobiles, chemicals, electronics, and IT – spread across four city clusters of economic (especially manufacturing) activity in India: Chennai, Bangalore, Pune, and Mumbai. The survey was done in three states. Forty-three firms were surveyed, of which 12 were German companies, 7 joint ventures, 20 were Indian companies and the rest (4) were joint companies with other countries. Thirty-two of the 43 enterprises in our sample employed more than 100 workers (and hence were relatively large); the rest, employ less than 100 workers (and are called 'small'



when we report our survey findings). In terms of sectors, 38 companies were in manufacturing, while five of them were in services. Similarly, out of 38 total manufacturing firms surveyed, 22 were from Auto and auto related firms which accounted for the largest share in the sample. Nine were from Electrical and Electronics while about five firms were from chemical sector. If we look at the distribution of firms in terms of nature of products (capital goods, intermediate goods and consumer durables etc.), we find that most of the firms (35) are in the intermediate sector, followed by an equal distribution of firms in capital goods and consumer durables. Many of the firms belonging to the intermediate sector are suppliers of electronics, brake systems, chemicals, ICT and manufacturer of machine tools.

### Findings

1. Thirty-six firms out of 43 surveyed revealed that they were facing some sort of skill related problems, both in number and quality of skill.

Smaller companies are facing a major shortage of skilled persons. Small firms generally face competition for low-end skills such as fitters and electricians. Large companies face the problem of quality of skills. However, given the relatively small size of our sample, one cannot necessarily generalize across manufacturing in India.

The nature of training and availability of infrastructure varies according to the size of firms. Larger firms have fully equipped training centers, while smaller ones give functional and work-oriented training to freshers, based on their immediate skill needs.

2. A frequently cited deficiency in the current system of vocational education training (VET) were that there was a lack of linkage between theory and practice that needs to be resolved.
3. To meet the skill gaps, companies resort to on-the-job training for new recruits and many firms have an in-house training programme on factory premises. They also resort to technological changes; in other words, firms replace labour with new machines.

Thirty out of 43 companies surveyed reported in-house training of some description; among these 27 were large companies (employing more than 100 workers) and the rest 3 were small and medium companies.

In-house training was being given in all four main sectors surveyed. Out of 22 companies in automobile sector, 15 had in-house training center. Within the 9 companies in the electrical and electronic sector, 7 had some form of training facilities. The remaining 8 which were having training facilities are in chemical and IT sectors.

4. Twenty- seven companies of the 43 surveyed have expressed interest in working with other companies in skill development. Some of the companies expressed a reservation in regard to joint-funding models as firms were unwilling to share their “proprietary knowledge”.

Firms expect government to coordinate between firms and contain the *free rider* problems. Firms expressed willingness to be part of such cooperation in case of some generalized basic training. Twenty-three companies



expressed their interest in working with the government with respect to joint funding; but small firms are reluctant to make any major investments in training.

Smaller firms expressed interest in cluster training for skills needs in specific industry. They expect government to play an active role in coordination or building nodal agencies to impart training.

5. Some firms expressed a desire that government can ensure a return on firms, investment on training by changing regulations or provide incentive to those firms which provide training.
6. Several enterprises suggested that changes in the Apprenticeship Act are required to make the remuneration and duration of training more flexible.

## **Recommendations**

### **i. Vocational education in the school system**

Germany's dual system of education is embedded in the school system, and at least half of all school children are part of the vocational stream. This fact offers an important lesson for India, since Indian school system did not allow (until the recent rollout of the vocational qualification framework by the Ministry of Human Resource Development) Vocational Education at secondary level (classes 9-10).

### **ii. Assuring Duality Principles**

The dual principle is needed to be implemented in India in order to meet the serious skill shortage Indian firms are facing.

Drawing on the spirit of Euler's duality principle the German experience steps are required to be taken by the Government to bridge the gap between theory and practice, and private enterprises need to proactively collaborate in this task.

### **iii. Partnership between Government and Private Enterprises**

A significant element of the dual system in Germany is active collaboration between Governments and private enterprises which is desirable and replicable in the Indian context. There have been many initiatives for such a collaboration on the PPP model (public-private partnership) in respect of government Industrial Training Institutes (ITIs) since 2009. The National Skill Development Council (NSDC) which is owned 51 per cent by industry chambers and 49 per cent by the Government of India has been a successful initiative in this sphere. However, the most promising example of partnership (found in our survey), which provides training to a large number of trainees was that of Tata Motors, which has adopted over 100 government ITIs in the auto trade, and both trainees and the company have benefitted from this collaboration. The other excellent example of government/private enterprise participation in training is the 'Campus Connect' programme of Infosys, the Indian software giant, which is a first of its kind industry-academia interaction programme. Sixty engineering colleges all over India have taken part in this programme, with more than 2,75,000 students and nearly 10,000 faculty members benefitting from an aligning process between engineering talents and industry requirements. SAP labs India (P) Ltd. too has tie-ups across colleges in India.



#### **iv. Funding: public-private participation**

The most significant element in the German dual system which is most desirable in the Indian context is the partnership between government and business in sharing the vocational training cost. Almost four-fifths of the total cost of VET in Germany is borne by the private sector – which alone should be a salutary lesson to private firms in India. In order to attract private investments in the training sector, the government would do well to introduce the necessary institutional-legal governance structures. There has already been action in this direction. Members of the Federation of Indian Chamber of Commerce and Industries (FICCI), individual firms like Tata Motors and so on have already adopted many Industrial Training Institutes (ITIs) in India and have expressed interest in running many more.

Industries and their associations should be encouraged to help revamp teaching materials, practical training and occupational standards in the light of their skill needs. Even before the National Skills Qualification Framework becomes mandatory, local industry must contribute in the following four ways: a) offer teachers/trainers from industry to vocational school courses and to ITIs to meet the shortfall of teachers/trainers who have practical industry experience; b) local industry must be encouraged proactively by the central and state governments to introduce new courses relevant to the needs of local industry, and contribute to the design of curriculum for such courses; c) industry should be required as part of its corporate social responsibility (as articulated in the new Company Law passed by the Parliament in 2013) to provide internships to both students of vocational education in schools as well as ITIs; and d) based on such application of the duality principle, enterprises should provide counseling to the students of such vocational schools/ITIs in respect of job placement. All these actions can be taken immediately, without waiting for any law.

In our primary survey we found that while large firms have the financial muscle to conduct in-firm training, smaller firms do not have so. Therefore, appropriate mechanisms need to be developed to facilitate training for smaller firms.

What is important in this context is that the duality principle should be made mandatory in which the state and industry associations should play a key role. The government and private companies should come to a consensus regarding the norms to be followed with respect to the structure and content of the course and how they should be rendered integral to the practical training.

#### **v. Cluster-based training for small firms**

Small firms can develop cluster based approaches; industry associations are required to support such approaches through offers of funds with the help of state initiatives. This would supplement the work of the central government's Ministry of Micro, Small and Medium Enterprises (MSME), which runs cluster-development programmes for MSMEs.

#### **vi. A National Training Fund (NTF)**

The German construction industry pays a small tax, earmarked for use by the industry for the purposes of training. In fact, 63 other countries of the world have an earmarked tax on companies, which is used to



reimburse the training costs of firms. India should similarly adopt a National Training Fund (which has been proposed in the 12<sup>th</sup> Five Year Plan's chapter on skill development (Planning Commission, 2013). NSDC, FICCI and CII should cooperate with think-tank's working on employment/employability issues to develop the design of a NTF for India to address the long-term problem of skill shortages.

### **vii. A legally-embedded VET system**

Germany has had a VET Act for several decades, which underlines the importance accorded to VET by the state. China has had a similar Act since 1996.

India is in urgent need for such a legally-embedded VET system. It would be particularly helpful in mandating private sector participation in training. It could also provide legal sanction to the introduction of joint certification by government and private institutions of skills, which is another feature of Germany's VET system.

Such certification would facilitate the placement of students/trainees in enterprises, as the latter would have greater confidence in the competencies of trainees who they have certified.

The report was prepared by a team led by Dr. Santosh Mehrotra, Director-General, IAMR. The team members were Dr. Raviraman, Mr. Kalaiyasan A., Ms. Neha Kumra and Bertelsmann Stiftung. Dr. P.K. Saxena, Dr. A. Kamala Devi, Mr. S.K. Yadav and Vijay K. Saxena assisted them in the primary survey.

### **(ii) Understanding Skill Development and Training in China: Lessons for India**

This study was sponsored by the Planning Commission, Government of India.

#### **The broad objectives of the study are as follows:**

- a) To understand the systematic reforms undertaken by China like qualification framework, national occupational standards and labour market information system; and
- b) To understand the role of enterprises/industry in the Chinese vocational education & training system.

#### **Methodology**

The study was conducted based on both primary and secondary data. For primary data collection, a team of researchers visited three Chinese cities –Beijing (the capital city), Taiyuan (Shanxi province – a relatively less developed province) and Chongqing, the largest city and one of the municipal corporations in China. In addition to this, a visit to Haihe education-park in Tianjin (another municipal corporation) was also made. Detailed discussions and interviews were held with officials of the Ministry of Education, Ministry of Human Resources and Social Security, officials of education bureaus at the provincial as well as local government levels, representatives from the industry association to get the industry perspective; and vocational schools, colleges and vocational training institutes in the four cities.

For secondary data, literature/studies available on TVET in China were reviewed and data from the China Statistical Yearbooks 2004 and 2012 were analyzed. In addition, discussions were held with China experts in India.



## Findings

1. The efficiency of the Chinese Technical and Vocational Education and Training (TVET) system in improving the skills set of graduates and the state's commitment towards TVET through Law and monetary support to the students are critical in explaining the sustained high growth of manufacturing.
2. If China is a manufacturing giant in the world, it has partly to do with the policymakers' ability to:
  - a) build a foundation of VET over many years; and
  - b) continuously upgrade the TVET system in response to China's growing manufacturing share in world manufacturing output. The most important lesson from the Chinese experience is that the sheer scale and size of their TVET system dwarfs India's.
3. Half of all children completing 9 years of compulsory schooling in China enters senior secondary vocational schools. In India the comparable share at senior Secondary level is 3 per cent.
4. One of the most important initiatives by the Chinese government has been the enactment of the 1996 Vocational Education Law of the People's Republic of China. The law provides the legal backing for vocational education and training in the country. The Law not only encourages students to take up vocational stream post junior secondary education, but also clearly demarcates the different roles and responsibilities of the various stakeholders in the TVET system. It also contains provisions for development of the rural economy by promoting technology and rural vocational education. India's 12th Five Year Plan builds the case for a Vocational Education and Training Act (Planning Commission, 2013). More thought needs to be given in this matter to devise a Law that suits Indian conditions and encourages greater industry participation in all aspects of VET – curriculum design, teacher training, practical training, certification etc.
5. Encouraging students to opt for vocational stream in secondary high schools through measures like stipend for rural students for boarding and lodging, waiving off the tuition fee (since 2009) for all students have shown very positive outcomes for China's vocational education. Around 95 per cent employment rate of senior secondary vocational school graduates speaks volume for the external efficiency of China's TVET system.
6. Another very significant achievement of China's TVET system has been the element of training of teachers/trainers at the vocational education and training schools and institutes. Teachers in vocational schools are required to undergo one-month training in industry each year, or two months every two years for their career progression and promotion. The practical training at the enterprises equips them with latest technology and evolving industry needs. Collaboration with Chinese training institutes to send Indian vocational instructors for their training can be given some thought.
7. The Chinese TVET system has flexibility in curriculum design for each trade has a local content. To ensure that curriculum is responsive to industry demands, the focus and distribution of trades in the curriculum for primary, secondary and tertiary sectors is in line with the economic structure.





### **(iii) Low Female Employment in the period of High Growth: Insights from Primary Survey in Uttar Pradesh & Gujarat**

The study has been sponsored by the International Labour Organization (ILO).

There was a sudden spurt in the number of women labourers in India during 1999-2000 to 2004-05, with rural women showing a remarkable participation in paid work. Since then, however, there had been a drastic and persistent fall in female labour force at the time, particularly when the economy was experiencing unprecedented growth. Creating productive non-farm jobs is crucial for any growth process to sustain. In India, even though the economy grew at a very high rate during second half of the 2000s, it was not translated into a concomitant increase in employment – a phenomenon described as jobless growth.

The sharp decline in female employment has raised concerns among the policy makers regarding gender equality, women empowerment, and women livelihood strategies. Women's employment is a critical factor in their economic empowerment and their overall status in society. This study has been undertaken as a response to the growing concern over declining female employment in India, with the objective of understanding some of the reasons behind this phenomenon.

#### **Objectives**

The broad over-arching objective of this study is to get insights as to what determines female work participation (push and pull factors) in rural and urban areas of the study locations. The sub-components of this broad over-arching objective are:

- a. To map the major occupational activities of females having different levels of education in the locations under study;
- b. To analyze female work opportunities and conditions of work in the locations under study;
- c. To analyze the constraints that deter female participation in the workforce;
- d. To reflect upon the problems that women encounter as a result of their participation in the workforce; and
- e. To explore the daily time schedule of females and its possible implication for their participation in paid employment.

#### **Methodology**

States of Uttar Pradesh and Gujarat, along with Bihar and Karnataka experienced significant decline in female employment in both principal as well as subsidiary status. In the present context two broad classification of States have been used viz., States with low poverty and above average work participation rate (in short well off States), and States with high poverty and below average work participation rate (in short, economically backward States). For this study, Gujarat has been selected as the well-off State and Uttar Pradesh has been selected as the economically backward State. Analysis of NSS data (2009-10 as compared to 2004-05) on female workers has already pointed out to a significant decline in their numbers in both these States as per usual



principal activity status as well as usual subsidiary activity status. It may be noted that Gujarat has a higher labour force participation rate (LFPR) and workforce participation rate (WFPR) for females than the national average, while Uttar Pradesh has lower LFPR and WFPR as compared to the national average.

## **Key Findings**

### **Major findings from the survey were as follows:**

1. The incidence of illiteracy was quite high among females, both in rural and urban areas of both the states despite significant improvements in literacy rates in the last two decades. There was a gradual decline with age in the proportion of females educated at successively higher standards, the sharpest being from secondary to higher secondary level. Socially deprived groups fare extremely poorly in education, thus ending up doing low end marginal jobs.
2. In urban UP, relation between the level of education and proportion of females working was U-shaped. Illiterates have to work for their survival, and with improvement in educational attainment, females tend to continue in education provided there are opportunities around. Such opportunities exist in urban areas and those attaining slightly higher educational level continue to remain in education with the hope of getting a better job. This is certainly a positive phenomenon as it could possibly ensure better quality jobs for the educated females in future. Also, females with post-graduate and above level of education have greater opportunities of work in the urban areas, particularly in the services sector. The survey revealed that participation of poorly educated women in the labour force was driven by necessity, while employment opportunities determined the participation of highly educated females in the labour force. There is an interplay between social stigma (of participating in a low end job with relatively better education), and to some extent positive income effect (females who can attain more years of education generally belong to well-off families which are not in dire financial need of female members' earning). On attaining higher level of education their participation in the workforce increases in relatively well paying, decent and services sector jobs (with some career goals in mind). The perception of work is different in the two States. In Gujarat, females not economically active identified themselves as unemployed (implying they were looking for work), while in Uttar Pradesh such females generally reported household chores as their primary responsibility (and hence did not see themselves even looking for work). This does not mean that women in Gujarat had less domestic responsibilities. It is how women identify themselves. Thus, the reporting about perceptions of employment status differs in two States.
3. The study revealed that in Uttar Pradesh within the age-group of up to 14 years, a relatively higher share of children, were too young (and were yet to start going to school) as compared to that in Gujarat. For the next two age cohorts (15 to 29, and 30 to 59) the proportion of females who were working was much higher in Gujarat as compared to that in Uttar Pradesh (underlying higher female work participation in Gujarat as compared to that in Uttar Pradesh). In other words, higher proportion of working age females was gainfully employed in Gujarat as compared to that in Uttar Pradesh. In rural areas where the majority of population is still dependent on agriculture, higher agricultural growth in Gujarat provided more





employment opportunities for the working age females. In urban areas, growth of industries has ensured higher working age female participation in the workforce. In Gujarat, one-fifth of working age females reported to be unemployed implying improving workforce participation rates for females would require greater creation of employment opportunities in the non-agricultural sector.

4. In Uttar Pradesh (both rural and urban), the proportion of females in the age-group of 15 to 29 years who were in education was one-third, which was much higher than that in Gujarat (one-fifth). Therefore, the pull factor contributing towards low female WFPR was much stronger in Uttar Pradesh than in Gujarat. There exists segregation in the nature of employment based on social group, and to a large extent this segregation was guided by educational attainment. Further, an improvement is seen in the nature of employment (higher participation in the service sector) once females attained more years of schooling, at least to higher secondary level. Broadly speaking, attainment of higher education was essential for getting better quality employment. However, benefits of education vary across regions and to a large extent are dependent on the local economy. However, one over-arching policy conclusion suggested by the survey could be extending financial support (scholarship) to female students at least up to the higher secondary level.
5. The study further noted that workers with less education were more likely to experience a transition in the opposite direction – from non-farm work to agriculture. In order to ensure better employment for females, it is necessary to increase their enrolment at college and university level. One way of achieving this is to establish more women colleges at the district level with special emphasis on technical and vocational education.
6. The survey clearly indicates occupational segregation as well as gender based wage disparity in most of the occupations except in construction works in the selected study locations. In vast majority of cases, female workers did not have any social security benefits to fall back on. Household responsibilities, social obligations, and security concerns often forced females to accept rather unfavourable work conditions in terms of low wage and long working hours. Further, in many occupations their economic contribution was not even factored in despite putting no less effort as compared to males. This was particularly true in case of home-based work where men were also involved but the men dealt mainly with the traders.
7. There is a complete lack, and often open violation, of decent work conditions, mainly in the unorganized sector of the economy which is out of reach of any legal entity.
8. Conveyance-related security problems seem to be an important hurdle to go to the workplace for most of the women in both Gujarat and Uttar Pradesh. This is coupled with long working hours which hinders women's active participation in the labour market. Household responsibility was considered to be a major hindrance in female work participation.
9. Another important factor which dampens female employability was the lack of skill training. The record of formal skill training in India is such that NSS shows only 2-3 percent of the workforce receive formal training. Female participation in skill training programmes in Uttar Pradesh was particularly low, and mostly not related to the demand from the market. On the other hand, participation was reasonably



high in Gujarat, and almost half of the females participating in such programmes got some employment opportunities (either as piece-rate workers or as home based worker).

10. The importance of the time-use analysis in the survey lies in the fact that it clearly brings out certain qualitative aspects about women work and time disposition, the hardship they face in their day-to-day life without much recognition in labour statistics or in the society. In India, goods produced and consumed by the households are not being covered in System of National Accounts (SNA). Women are generally involved in this. Time spent by males is higher in SNA activities in both rural and urban areas. The trend reverses with respect to Extended SNA and non-SNA activities. Therefore, at one point, women contribute indirectly to the income generating activities of males. Second, their participation in the labour market is greatly constrained by their responsibilities in households which also restrict them from looking for jobs in areas beyond their immediate neighbourhood.
11. There is reasonably good awareness among the people in the study regions of both the States about various government programmes and schemes (with the exception of tribals in Gujarat who remained excluded from the mainstream of the society for several centuries. Even if the tribals were aware of certain schemes, they were denied access at the local level through the practice of caste hierarchy. The real problem lies in programme implementation which often become complicated by the caste hierarchy at the local level. Among all government programmes, in both the States, benefits mainly accrue from nutrition programmes. In Uttar Pradesh, 64 percent and 26 percent of households report that they were aware of employment programmes and social security programmes respectively but were not benefited out of it. The corresponding figures for Gujarat are 16 percent and 45 percent respectively.

The team members of the study were Dr. Santosh Mehrotra (team leader), Dr. A. Kamala Devi, Dr. Partha Saha, Mrs. Sharmistha Sinha, Ms. Ankita Gandhi, and Ms. Neha Kumra. Dr. Bimal Kishore Saho and Vijay K. Saxena was involved in the primary data collection and focus group discussion.

**(iv) Contract Labour: A Review of Law and proposal for amendment in the contract labour (regulation and abolition act), 1970 and other applicable labour law**

This study was sponsored by the Planning Commission, Government of India.

Contract labour is one of the most exploited sections of human labour. It generally refers to workers engaged through an intermediary and is based on a triangular relationship between the user enterprises (principal employer), the contractor (including the sub-contractor) and the contract labourer. They generally work at the mercy of the contractor. The contractors hire men and women (contract labour) who do the work on the premises of the principal employer but are not deemed to be the employee of the principal employer.<sup>1</sup> Be that as it may, they are also denied various benefits and amenities such as gratuity, bonus, leave, medical facilities, subsidies, food and housing, to which the regular workmen of the company are entitled. Further, there is no job security.

<sup>1</sup> Government of India, Ministry of Labour, Report on the National Commission on Rural Labour, Vol.II, p.20



## **Objectives of the Study**

In order to assess the emerging issues related to Contract Labour law, the following objectives may be kept in view:

- a. Identify the problems of contract labour.
- b. Examine the approach of the social partners and see if there is any change in their attitude.
- c. Examine the approaches of Indian Judiciary and to evaluate the impact of the decision of the courts.
- d. Examine other labour legislations including law relating to industrial relations, social security and minimum standards of employment.
- e. Identify the cases involving the interpretation of legislation dealing with contract labour due to violation of the Contract Labour (Regulation and Abolition) Act, 1970.
- f. Examine the issues relating to implementation of Contract Labour (Regulation and Abolition) Act, 1970.
- g. Propose/suggest amendments to the Contract Labour (Regulation and Abolition) Act, 1970.

## **Research Methodology adopted in the study**

**For this endeavour following methodology was followed:**

1. Analysis of the various provisions of the Contract Labour (Regulation & Abolition) Act, 1970 in order to identify the problems involved therein.
2. To examine the application of various social security and minimum standard legislation applicable to contract labour.
3. To examine the impact of judicial interpretation rendered by the Supreme Court and High Courts and their implications.
4. To see the effect and implications of relevant case study undertaken by various agencies.
5. To examine the relevance of various recommendations made by Commission/ Committees and other studies undertaken on the subject.
6. To examine the attitude and approaches of social partners on the issues relating to contract labour.

## **2. Research Studies Initiated**

During the period under reporting, the following studies were initiated. The research studies were designed under the supervision of Dr. Santosh Mehrotra, Director-General, IAMR.

### **a) Human Development Indices: Development of HDI for SCs, OBCs, PwDs, and Senior Citizen**

This study was sponsored by the Ministry of Social Justice and Empowerment, Government of India.

## **Objectives and Methodology**

The Human Development Index (HDI), first introduced in the 1990 Human Development Report (UNDP: 1990), was in response to the need for a measure that could better represent human achievements in several



basic capabilities (what people can do and be) than income based indices of growth and development and could provide a credible alternative to them. The human development (HD) story of India is unique in its kind. Through the preparation of Human Development Reports (HDR), not only at national, but also at sub-national level, India has decentralised and integrated the human development concept into its development agenda at national, state, as well as district and municipality level. The Human Development Reports use three indices to measure progress on human development. The first Human Development Report in 1990 introduced a new way of measuring development by combining indicators of life expectancy, educational attainment and income into a composite HDI. Over a period of time, the detailed composition of each index in the HD family has been subject to change as methodological advances have been incorporated. It is against this background that at the instance of the Ministry of Social Justice and Empowerment, the study was conducted to develop Indices for Scheduled Castes (SCs), Other Backward Classes (OBCs), Persons with disabilities (PwDs) and senior citizens. In the study, the indices for various categories are computed separately by taking a simple average of health, education and standard of living. For computing HDI for different categories, varying dimensions of these three variables are taken into account. The sources of data used are National Sample Survey Organization (NSSO), Central Statistical Organization (CSO) and National Family Health Survey (NFHS).

## **Findings**

### **1. HDI for Scheduled Castes, Other Backward Classes and other categories**

Kerala is the top performer for All and General category, Maharashtra being the top ranker for SC and Punjab for OBC in 2011-12. For rural India, Kerala is the best performer for All and General category, Himachal is at the top for SC and OBC in 2011-12. In 2011-12, among the major states, for urban India, Himachal performed the best for all categories; Karnataka scored the highest for SC, Tamil Nadu for OBC and Kerala for General category. Kerala's position somewhat worsened for OBC category in rural as well as whole of India in terms of HDI ranking in 2011-12 as compared to 1999-2000 period. For SC category, Kerala's position worsened in HDI ranking in the country in 2011-12 as compared to 1999-2000. It merits mention that in 2011-12, for Maharashtra, West Bengal and Tamil Nadu, the index for SC was higher than that of the General category. In the same year with the exception of Kerala and Haryana, all other states exhibited a better performance in human development for their OBC population than that of all categories.

### **2. HDI for Senior citizens/elderly population**

HDI is calculated for 1999-2000 and 2011-12. The education index is calculated on the basis of literacy rate, the health index on the basis of labour force participation rate (a proxy for health for senior citizens), and income index on the basis of monthly per capita expenditure (inflation and inequality adjusted). Participation rate in labour force signifies a better health condition for the elderly/ senior citizens, so labour force participation rate has been used as a proxy for health of senior citizens. Regarding health dimension, Himachal Pradesh secures the first position for rural and for all areas. Uttar Pradesh is the best performer in urban India in health related aspects of senior citizens. In terms of income dimension for senior citizens, Kerala exhibits the best performance for the country. Punjab is the best performer for rural area and Karnataka for urban India. The education index for elderly shows that Kerala is the best performer for rural, urban and for the country as a



whole. Regarding rural area, it is followed by Assam, while by West Bengal for urban all areas. It is found that over a period of time, there has been an improvement in HDI for senior citizens/elderly population both in rural and urban areas. In 1999-2000, the HDI for elderly population/senior citizens for all areas was 0.43, whereas for rural areas it was just below i.e., 0.38, but for urban area it was significantly high i.e. 0.61. During the period 1999-2000 to 2011-12, the HDI increased quite significantly. For all areas it increased to 0.56, whereas for rural area it remained just below i.e. 0.48, but for urban area it was significantly high i.e. 0.75. In 2011-12, Kerala appeared the best performer in terms of HDI. Himachal Pradesh had occupied the second rank in HDI for elderly in rural India. Tamil Nadu is the next best performer after Kerala for urban as well as for rural and urban areas together.

### **3. Index for Higher Education for Scheduled Castes, Other Backward Castes and other categories**

To compute the index for higher education, (a) gross enrolment ratio at graduation and above level (both technical and general), and (b) relative share of graduates and above (both technical and general) in labour force are taken into consideration. The index is computed at two points of time 1999-2000 and 2011-12 for SC, ST, OBC, General and for All categories of population. In rural India over the period of time, the scenario for higher education for all sections of population has improved quite reasonably. Rural Himachal is the top performer for SC and All categories. For OBC, Kerala is the best performer, whereas, Bihar performs the best for General category. Rural Haryana performs the best for ST category. Urban India shows that Himachal is the best performer in higher education for OBC and ST category and Gujarat for SC. The Urban area of Tamil Nadu secures the first rank for General category and Haryana for All categories. It is found that among the major states of rural India Himachal Pradesh is the best performer in terms of improving higher education. In urban India, the best performance is exhibited by Haryana. The index for all categories has increased from .07 to 0.15 during the period 1999-2000 to 2011-12, the index for general category being the highest at both point of time. The index for SC and ST are almost equal and that of OBC is higher than that of SC and ST. Among the states, Tamil Nadu performs the best for OBC, General and All categories. Haryana is the best performer for ST and Maharashtra for SC for the country taking rural and urban areas together.

### **4. Human Development Index for persons with disabilities**

The human development index for disabled persons is calculated taking health, education and income into consideration. Education index has been calculated on the basis of literacy rate for disabled population. Income index has been computed on the basis of monthly per capita expenditure (inflation and inequality adjusted) of disabled population. Health index is computed on the basis of infant mortality rate for all (a proxy for IMR for all in the absence of IMR for disabled population). A simple average of health, education and income is taken to compute HDI for disabled people of India. India has been able to promote human development for the disabled population over the years, both in rural and urban areas. The respective index for the country as a whole increased from 0.19 in 1999-2000 to 0.25 in 2011-12. During the same period, the respective index for rural India increased from 0.16 to 0.21. On the other hand, during the same period, the corresponding index for urban India increased from 0.30 to 0.34. For the disabled persons/differently-abled people, Kerala ranks first in human development ladder at both points of time. Kerala's performance is the best in rural, urban as well





as for the country taking rural and urban areas together in 1999-2000 and in 2011-12. Among the states, in 2011-12, Tamil Nadu was at the second position followed by Maharashtra. In rural India also, Tamil Nadu occupied the second position in terms of human development for disabled people. In urban India, Himachal Pradesh ranked second.

The distinction between consistently well performing states and the poor performing ones is evident. The poor performers in HDI have performed poor in health and education as well. In these poorly faring states, usually there is a concentration of marginalized and disadvantaged social groups. These states lack resources, infrastructure, basic health facilities, especially in the rural areas, perpetuate deprivation and inequalities for their inhabitants, in general and of backward communities, in particular. HDI ranking reflects performance in health, education and Income. Hence, the ranking in the HDI ladder has an impact on the policy of the state governments. To improve their ranking, the state governments could bring in policy changes to improve facilities for health and education, and subsequently improving opportunities for employment and income enhancements.

The team consisted of Dr. Jajati K. Parida, Dr. Sanchita Bhattacharya, and Ms. Neha Kumra.

#### **b) Policy Review of Technical Vocational Education and Training in India**

The study has been sponsored by the United Nations Educational, Scientific and Cultural Organization (UNESCO).

#### **Objectives and Methodology**

TVET in India, like in many other countries, has been accorded a secondary status by society in comparison to general and higher education and therefore vocational schools are considered second-class, suitable for those who do not do well in general education.

However, the non-aspirational character of vocational education is not an issue specific to India, it afflicts China as well, and to a limited extent even Germany. However, they have found ways of overcoming this barrier by ensuring jobs at the end of training and/or stipends during training. More successful countries than India also allow vertical mobility to VET students in the education system – which is still difficult in India. Though India's educational system has introduced some provisions that allow graduates of vocational education in schools to proceed to higher levels, the number of school leavers that take the opportunity is still limited. The problem is compounded by the discriminatory employment opportunities that are available.

Furthermore, TVET in India, to the extent it is operated by the government, has historically been generally supply-driven. The experience of other countries shows that a demand-driven system with a pro-active involvement of the private sector is more successful. The idea of a larger role for the private sector in the skill development effort has been gaining momentum in India. Rapid growth of Industrial Training Institutes (ITIs) in the private sector in recent years, participation of industries in the management of ITIs and the establishment of sector skill councils by the National Skill Development Corporation for the purpose of mobilizing the private sector are examples of this trend.



In addition, the National Skill Development Policy (2009) identifies the National Vocational Education Qualification Framework (NVEQF), now the National Skills Qualification Framework (NSQF), as the main instrument for linking various educational levels and training pathways. The NSQF organizes qualifications according to a series of knowledge, skills and aptitude and is a nationally integrated education and competency based skills framework that provides for multiple pathways linking one level of learning to another higher level. The NSQF discourse has brought all the relevant stakeholders into the skill discussion on the same platform.

This report reviews the TVET system in India and examines TVET policies and systems in India in order to identify various options available and strategies for improving these policies and systems to make them more efficient and effective.

### **Findings**

1. Success and effectiveness of TVET system depends upon its outreach and accessibility, quality of curricula and delivery system, development of both soft and hard skills relevant to the market, adequacy and availability of funds and comparability of the skills attained. Evaluation of the Indian TVET system shows that it lags behind on each of these fronts. Outreach and access is limited, curricula are unable to meet the standards, delivery mechanisms are traditional and uninteresting to the learner, students coming out of the institutions lack communication and other soft skills, funds are inadequate and comparability in competencies is yet to be standardized.
2. It is also found that the National Skill Development Policy (2009), though quite elaborative and comprehensive, does not spell out how the youth will be mobilised to join vocational education programme as this would require change in traditional deep rooted mind-sets. It is also silent on the outcomes of skill development efforts. No specific outcomes have been spelt out. The policy does not provide a focus upon development of local entrepreneurship integrating the concept of inclusion. Since the role of private institution is extremely important, the policy should recognise the efforts of private stakeholders. Policy should also clearly spell out the gender sensitive efforts in skill development. With the adoption of NSQF, there is a need to revise policy document clearly addressing the governance issue. There is a new draft National Skills Policy that has been formulated, but its finalisation will depend on the approach of the new government which assumed office in May 2014.

### **Recommendations**

- i. Industry participation, both in terms of curriculum design and financial contribution is needed to enhance the capacity of the VET system. TVET, at present, is financed primarily by the government, though in recent years there has been an increasing participation of private players. The National Skill Development Policy (2009) sets before itself the ambitious target of creating a pool of 500 million skilled persons by 2020. This requires expansion of the VET infrastructure on an unprecedented scale. It will not be possible for the government alone to fund such an expansion. Possibilities of levying a cess on industries can be explored to develop a National Training Fund (NTF). Industries can be given some incentives so that they come forward to contribute to the training fund, which must be managed by industry and not the government if the private sector is to show any enthusiasm for such a proposal.



- ii. The financially well-off trainees can meet the cost of training by themselves while others not so well-endowed would require stipends, which the fund could finance. For instance, in China all students receive a stipend to pursue vocational education at senior secondary level. In this way, even though vocational schools are not aspirational, they are never short of aspirant trainees. The Twelfth Five Year Plan makes a mention of this type of mechanism. It may be worth noting here that more than 60 countries in the world have successfully implemented such NTFs, based on an earmarked tax upon companies. It is to be noted that the Indian Companies Act (2013) also prescribes an expenditure of 2 per cent of profits on Corporate Social Responsibility activities.
- iii. The NSQF with focus on quality in learning outcomes, needs to be implemented in full earnestness. Vocational education in schools needs to be expanded and made relevant. It is essential that vocational education and training is tuned to the changing needs of the economy and latest technology. Student trainees must be provided an opportunity for practical training in an industry setting. Quality has to be assured at the formative stage in VET institutions by engaging well-qualified teachers. Studies have shown that non-availability of good teachers is a major lacuna in vocational education in schools in India. Moreover, there should be continual up-gradation of the teaching quality by allowing opportunities to teachers to learn the latest in the industry, for which they require industry exposure on a regular basis. Teachers should also change their teaching strategies to be more participative and practice oriented. Industry must be encouraged to offer practical instructions and provide internships to trainees.
- iv. The Apprenticeship Training Scheme (ATS) needs to be reformed. The recruitment method for apprentices is too much dependent upon government involvement, and is too restrictive; the Act specifies in great detail the ratio between existing workers and apprentices, even within very specific trades/job roles. The existing infrastructure in training institutions and establishments (for apprenticeship training) needs to be strengthened to make ATS more effective. Moreover, with the changing global scenario and technological advancements, the existing curriculum has become less relevant for the needs of the industry and global markets. To meet the new and emerging challenges, the curriculum needs to be modified or up-dated periodically. The Labour Marketing Information System should be dovetailed with apprenticeship scheme to enable industries to publish their trade-wise needs. The Apprenticeship Act needs to be revised. The Act of 1961 upon which the formal apprenticeship system in India is based needs to be radically re-written.
- v. A VET Act, as exists in countries like China and Germany, is proposed (and this could perhaps incorporate a revised apprenticeship system). This would mandate private sector participation in training. It is argued that the private sector should work in greater coordination with the government on the issue of skill development. Some examples of Public Private Partnership (PPP) initiatives include FICCI and CII's adoption of several ITIs and Tata Motors has adopted about 137 ITIs across India.
- vi. Last but not the least, it is suggested that effective entrepreneurship development programmes should be launched on massive scale. At present, various government ministries are providing entrepreneurship training but these programmes do not come as a complete package including soft skill development and training in other aspects of business to enable a person to be entrepreneur. Forward linkages are also needed.





The team members of the study were Dr. Santosh Mehratra, Dr. Rashmi Agrawal, Dr. P.K. Saxena, Dr. Shachi Joshi, Ms. Neha Kumra and Mrs. Akita Gandhi.

#### **IV. Manpower Journal**

Manpower Journal is the flagship Journal of IAMR published since 1965. The quarterly Manpower Journal features select refereed articles, book reviews and other information relating broadly to human resource planning and development and allied areas. A combined issue consisting of the following volumes of the journal was published during the year 2013-14.

Vol. 46, No. 4, October – December, 2011

Vol. 47, No. 1, January – March, 2012

#### **V. Knowledge Resource Centre (KRC)**

##### **Library and Documentation**

The Knowledge Resource Centre (KRC) of IAMR has developed its collection in the form of documentary and electronic resources. The total number of resources of the KRC is 31,334 up to years 2013-14. The detailed are as under:

Documentary Resources (Books & Reports) = 31,058

Electronic Resources (CD-ROM's) = 276

The holdings of the KRC can be accessed from Online Public Access Catalogue (OPAC) of the Institute through Libsys Software, which is Intranet based connectivity. The same bibliographical information about the resources may be accessed across the world through Delnet (Developing Library Network) website through login and password, as this institute is an institutional member of the Delnet which is one of the best library networks in India. The KRC has received approximately 357 issues of Journals/magazines during the above – said period which also includes online journals.

##### **(i) Online Electronic Resources**

###### **Databases**

- Indiastat.com (single user)
- JSTOR (Arts & Sciences VI) – consists of 215 Journals.

###### **E-Journals**

- American Journal of Evaluation
- Economic Development and Cultural Change
- Economist



- EPW
- Gender & Development
- Indian Economic Journal (Abstract)
- Indian Economic Review (Abstract)
- Indian Journal of Economics (Abstract)
- Indian Journal of Gender Studies (Abstract)
- Indian Journal of Industrial Relations
- International Labour Review
- Journal of Children & Poverty
- Journal of Human Development & Capabilities
- Journal of Human Resources
- Man and Development
- Reserve Bank of India Bulletin
- Science Technology & Society
- Seminar
- South Asia Economic Journal
- South Asian Survey

## **Library Network**

The KRC of the Institute accesses the Delnet (Developing Library Network) database, which covers Union Catalogue of Books (approx 1 million bibliographic records); Union List of Current Periodicals; Union Catalogue of Periodicals. Database of Periodicals, Articles, etc. which are very useful research tool for the researchers.

### **(ii) Library Documentation**

The KRC brings out a monthly, Current Documentation Bulletin in the form of Current Awareness Service for keeping its readers a breast of the latest information related to manpower and allied subjects. It provides the bibliographical information about the books/reports/CD-ROMs and articles from journals received in the library. It also contains the Book Review and Book Notes, which is prepared based on Newspaper/Journal-Book Review/Publishers' Catalogues etc. The following issues of the Bulletin were published during the year:

Vol. 41 (4-6)	April-June, 2013
Vol. 41 (7)	July, 2013
Vol. 41 (8)	August, 2013



Vol. 41 (9)	September, 2013
Vol. 41 (10-12)	October - December 2013
Vol. 41 (Special Issue)	January – March 2014

**(iii) Newspaper Clippings Index**

Apart from the Bulletin, KRC brings out monthly Newspaper Clippings Index (with Subjects), which is prepared from the selected newspapers received in the KRC during the concerned months.

**(iv) Article Alerts (With Abstract)**

The KRC brings out monthly Article Alerts, which consist of the latest articles with abstract for disseminating the latest information to the researchers of the Institute. The articles are selected from the Journals received in the KRC during the concerned period.

**(v) Library Services**

The Library provides services to its readers in the following forms:

<b>Name of service</b>	<b>Mode of services</b>
Current Awareness Service (CAS)	Online & Offline
Newspaper Clippings Service (with subjects)	Online & Offline
Reference Service	Online & Offline
Selective Dissemination of Information (SDI)	Online & Offline
Article Alerts (with abstract)	Online & Offline
Inter-Library Loan	Offline
Reprography Service	Offline



**Other Support Services, Hindi Cell, HRD Cell  
and Personnel Matters**





## **Hindi Cell**

This cell is headed by Dr. Lalit Latta, Joint Director. The Administration provides support to the Hindi Cell. Action is being continuously taken for progressive use of Hindi in all the official work of the Institute. The Institute celebrated the Hindi Divas on September 17, 2013. Dr. Rashmi Agrawal, Director, Institute of Applied Manpower Research, was the Chief Guest of the Hindi Divas Celebration. The cell organized Hindi Pakhwara during the period. A number of competitions was organized during the Pakhwara such as essay competition, typing work competition, Hindi work competition for faculty and non-faculty of the institute. Twenty eight winners of competitions had been distributed cash prize, memento, and appreciation certificates. A workshop was organized on Official Language Policy and official correspondence in the institute and training was provided to 34 faculty and non-faculty by Shri Ved Prakash, Joint Director (Official Language), Planning Commission, Government of India. The India Human Development Report, 2011 was translated which was edited by Dr. Lalit Latta, Late Shri S. K. Sharma, Shri Marshal Birua, Dr. Indu Shekhar and Shri Vijay K. Saxena. By persuasion, KRC of the Institute purchased three books in Hindi Language on different topics.

## **HRD Cell**

The Institute conducted Faculty Development Programme during March-April, 2013 at the Narela campus for all faculties.

## **Celebration of National Days**

Every year National days are celebrated in the IAMR campus along with International participants of Education & Training Unit. In both the occasions (15th August, Independence Day and 26th January, Republic Day) senior faculty of IAMR hoisted the National Flag at IAMR campus (Dr. K. S. Rao on Independence Day and Dr. Lalit Latta on Republic Day). All staff residing in the campus along with their family members, international participants, and other staff living in the surrounding areas participated in both the occasions. International participants shared their country's experiences during the celebrations of both days. School-going children in the campus sang songs on national integrity. Games were organized separately for children, staff and international participants. On these occasions, prizes were given away to the winners of the games events and sweets were distributed to all present.

## **Personnel/staff Matters**

### **Appointments**

1. Dr. Jajati Kesheri Parida appointed as Deputy Director w.e.f. 01.07.2013.
2. Ms. Neha Kumra appointed as Assistant Director w.e.f. 01.07.2013.
3. Mrs. Sharmishtha Sinha appointed as Deputy Director w.e.f. 05.07.2013.
4. Dr. K. Ravi Raman appointed as Director w.e.f. 24.07.2013.
5. Dr. A. Kamala Devi, Deputy Director appointed as Joint Director w.e.f. 10.09.2013.
6. Mr. Kalaiyasan A., appointed as Assistant Director w.e.f. 10.09.2013.



7. Dr. P. Mahendra Varman appointed as Director w.e.f.14.11.2013.
8. Dr. Purna Chandra Parida appointed as Director w.e.f. 03.02.2014.

#### **Deputation/ Lien**

1. Dr. I.C. Awasthi, Joint Director on lien from 25.10.2013.
2. Mrs. Vandana Shukla, System Analyst on deputation from 20.12.2013.

#### **Retirement/ Relieving**

1. Mrs. Chander Thukral, Assistant took voluntary retirement on 03.09.2013.
2. Mr. S.K. Sharma, Deputy Director expired on 19.09.2013.
3. Mrs. Dulari, M.T.S. retired on 30.11.2013.
4. Mrs. Aditi Roy, Assistant Director retired on 31.01.2014.
5. Mrs. Ankita Gandhi Mehta, Assistant Director relieved on 13.01.2014.

#### **Promotion**

1. Dr. Chaitali Roy, Research Associate promoted as Assistant Director w.e.f. 12.06.2013.
2. Mr. Radhey Shyam, Research Associate promoted as Assistant Director w.e.f. 12.06.2013.
3. Shri Vijay K. Saxena, Research Associate promoted as Assistant Director w.e.f. 12.06.2013.
4. Dr. Ved Prakash, Research Associate promoted as Assistant Director w.e.f. 15.7.2013.
5. Dr. Lalit Latta, Deputy Director promoted as Joint Director w.e.f. 07.11.2013.
6. Dr. Sanchita Bhattacharya, Asstt. Director promoted as Deputy Director w.e.f. 07.11.2013.
7. Mr. D. Indra Kumar, Asstt. Director promoted as Deputy Director w.e.f. 07.11.2013.
8. Mr. A.P. William Wordsworth, Research Associate promoted as Assistant Director w.e.f. 02.02.2014.

#### **Academic Activities of Director General**

##### **Dr. Santosh Mehrotra**

Books *Human Development in India's Tribal Areas: Striking a balance between Justice and Security* ed. SAGE Publishers, forthcoming in 2014

##### **Labour and Informal Sector**

1. *Skills for Employability: Reforming Vocational Training in India* (ed.), Oxford University Press, forthcoming in 2014 (3 of 8 chapters co-authored)
2. *Land Policies for Agricultural Growth with Equity: Transforming Agrarian Relations in Uttar Pradesh*, ed. (co-authored with and Ajit Singh, Sage Publishers, Delhi, California and London, forthcoming in 2014



### **Trade, Industry and Growth**

1. *Policies to Achieve Inclusive Growth in India: Realizing the Demographic Dividend* (sole author) Cambridge University Press, (manuscript in final stages, in discussion)

### **Recent papers**

#### **Labour and informal sector**

1. “Estimating the Skill Gap on a Realistic Basis for 2022”, *Economic and Political Weekly (Special Article)*, ISSN 0012-9976, April 2013
2. “Joblessness & Informalization: Challenges to Inclusive Growth in India” (Special Article), *Economic and Political Weekly*, ISSN 0012-9976, June 2013

#### **Monitoring and Evaluation**

3. “A Monitoring and evaluation system in India: work in progress”, paper commissioned by the Independent Evaluation Group, World Bank, Washington, D.C., 2013. (All World Bank research papers have ISSN numbers – awaited)

### **Papers/Presentations**

#### **International Conferences**

1. Invited by Mexican Foundation to deliver series of lectures at the Mexican Foundation for Government and Business Innovation and Skill Development Institutions, on strategy and financing of skill development in India and Asia over 12 September to 27 September 2013.
2. Invited by Evaluation Office of the United Nations Development Programme (UNDP) and Brazilian National Secretariat of Evaluation and Information Management of the Ministry of Social Development and Fight Against Hunger (MSD) to make a presentation in the 3rd International Conference on National Evaluation Capacities (NEC) from 27 September to 2 October, 2013 in Sao Paulo, Brazil.
3. Invited by UNDP and National University of Sciences & Technology (NUST), Islamabad to speak in a South Asian Regional Consultation on the 2014 Human Development Report and discussion on human development in South Asia, 30-31 October, 2013 at NUST campus, Kashmir Highway, H-12, Islamabad, Pakistan.
4. Invited by the Centre for Learning on Evaluation and Results (CLEAR) for Spanish-speaking Latin America to speak in the “South-South Roundtable on the Demand and Use of Evidence in Policymaking and implementation” from 11-13 November, 2013 in Pretoria, South Africa.





## **Faculty Members' Academic Activities\***

**Agrawal, Rashmi, Director**

### **Research papers published**

1. "Human Resource Planning for Agriculture Growth" (in a joint authorship) in *Agriculture Education & Knowledge Management* by Dr. H.S. Hansra & P.K. Jain (eds.), DPS Publishing House, New Delhi, 2013.
2. "Agriculture Forecasting and Educational Planning" (in a joint authorship), in *International Journal on Agriculture Education and Extension*, Rutledge Taylor & Francis Group, 2013.
3. "Forecasting Manpower Requirements in India Veterinary and Animal Husbandry Sector" in *The India Journal of Animal Sciences*, Vol. 83, and No.7, pp. 665-772, July, 2013.
4. A paper has been on "Resource Crunch Evaluation and Mindsets", published in *Development Evaluation in Times of Turbulence- Dealing with Crisis that Endanger Our Future* brought out by the World Bank, 2013.
5. "Forecasting Agricultural Engineering Manpower Requirement in India" in *Journal of Agricultural Engineering*, April-June, 2013.
6. "Integrated Approach to Human Resource Forecasting: An Exercise in Agriculture Sector" in *Agricultural Economics Research Review*, July-December, 2013.

### **Lectures/Workshops/Seminars**

1. Organized a workshop on Focus Group Discussion for qualitative Research by Staff Training Institute, All India Radio.
2. Presented a paper on "Evaluation as Catalyst to Bridge Inequalities" during IDEAS' Global Assembly organized during 6<sup>th</sup> to 9<sup>th</sup> May in Barbados.
3. Designed a poster on Utilization of Evaluation Thematic Group and displayed in the IDEAS Conference.
4. Participated as discussant in the panel on Evaluation Strategies for Reducing Gender Inequalities, IDEAS Conference.
5. Participated in SLEVA Conference during 24<sup>th</sup> to 25<sup>th</sup> July in Sri Lanka and made a presentation on the Panel on Evaluation for Change: An Enabling Environment (Policy and Planner's perspective).
6. Presented a paper on 'Architecture of Evaluation System in India' in the Evaluation Conclave in Pakistan.

### **Books**

1. *Human Capital Needs in Agriculture and Allied Sector*, published by Education Division of ICAR.

### **Consultancy Services provided**

1. Nominated for the expert group on Convergence for Enhance Merit Based Funding for Skill Development Programme of Jan Shikshan Sansthan. Attended a number of meetings and provided technical inputs as a member of the expert group.



### **Awasthi, I.C., Joint Director**

#### **Research papers published**

1. “Rural Non-Farm Employment in Uttarakhand Hill Economy: Empirical Evidences”, in *Indian Economic Journal*, Vol. 59 (4), January-March, 2012 (published in September, 2013).
2. “Monitoring Public Investment: Lessons from India”, in *Evaluation Connections*, Newsletter of European Evaluation Society, June, 2013 Prague 4, Czech Republic.
3. “Forecasting Agricultural Engineering Manpower Requirement in India”, Co-authored in *Journal of Agricultural Engineering*, 50(2) (April-June), 2013 issue.

### **Bhattacharya, Sanchita, Assistant Director**

- (1) “Planning Human Resources for inclusive Development of Small and Marginal Farmers”, Co-authored with Dr. Rashmi Agrawal and Shri D. Rama Rao, selected for publishing in *The Indian Economic Journal* Volume, 60(3).

### **Devi, Dr. A. Kamala, Deputy Director**

1. Editor of Manpower Journal. Edited papers of combined issue of *Manpower Journal*, Vol. 46, No. 4 October-December, 2011 & January-March, 2012 Vol.47, No.1.

### **Joshi, Dr. G.P., Deputy Director**

1. “Human Resource Planning for Agriculture Growth”, (in Joint authorship) published in *Agriculture Education & Knowledge Management* by Dr. H. S. Hansra & P.K. Jain (eds.) DPS Publishing House New Delhi, 2013.
2. “Agriculture Forecasting and Educational Planning”, in joint authorship published in *International Journal on Agriculture Education and Extension*, Rutledge Taylor & Francis group, 2013.
3. “A King Size Indian Flagship scheme has a minor impact across the country: A case study, CMS Social and Management Solutions Vol. 8, Issue 1, June, 2013.

### **Joshi, Dr. Shachi, Deputy Director**

#### **1. Research Papers Published**

- i. Co-authored of three chapters: “India’s Skills Challenge: Reforming Vocational Education and Training to Harness the Demographic Dividend” by Dr Santosh Mehrotra (ed.), under print.
- ii. A paper “Gender differentials in Employment in Rural India” accepted for publication in December 2013 – June 2014 issue of Social and Management Solutions Vol. 10, Issue 1.

#### **2. International Training Attended**

Attended one-month training course on “International Programme on Development Evaluation Training organized by World Bank and Carleton University, at Canada, from 1st June, 2013 to 5th July, 2013.



**Kalaiyasan, A., Assistant Director**

**Research papers published**

1. “A Comparison of Developmental Outcomes in Gujarat and Tamil Nadu”, *Economic and Political Weekly* (special article), April 12, 2014.
2. “Caste as Social Capital: The Thiruppur Story”, *Economic and Political Weekly*, March 08, 2014.
3. Presented a paper “Discriminations, Disparities and Labour Market: An Empirical Analysis of Tamil Nadu: Presented” in 55<sup>th</sup> Annual Conference of ISLE, JNU, and New Delhi.

**Kumar, D. Indra, Deputy Director**

**Research paper published**

1. “Labour Market Situation on Agricultural Manpower” (in co-authorship) in *Employability of Fresh Engineers: Issues and Challenges* Dr. Sabu Thomas (ed.). M.D. Publication Pvt. Ltd. New Delhi, 2013.
2. “Human Resource Planning for Agricultural Growth” in joint authorship in *Agriculture Education & Knowledge Management* by B.S. Hansra et.al (eds.), D.P.S. Publishing House, New Delhi, 2013
3. “Females and Higher Education in India: Shortcomings and Challenges”, *South Asian Journal of Socio-Political Studies*, Vol. 13, No.2 January- June, 2013.
4. “Forecasting Manpower Requirement in Indian Veterinary and Animal Husbandry Sector”, (in joint authorship) *The Indian Journal of Animal Sciences*, Vol.83 No 7.
5. “Role of Vocational Education in Shaping Socio-Economic Landscape in India” (in co-authorship), *Indian Journal of Industrial Relations (IJIR)*, Vol.49, No.3, January, 2014.
6. “Relevance of Vocational Education and Training for Employment: A Comparative Study of three districts in Indian States” (co-authored), *Indian Journal of Vocational Education*, Vol.19, No. 1, April –September, 2013.
7. “Information System (MIS) of Indian Government’s Flagship Programmes: Are they an adequate monitoring tool?” IAMR (in joint authorship) Occasional Paper No. 5/2012.

**Parida, Dr. Jajati Keshari, Deputy Director**

1. “Why a jobs turnaround despite slowing growth”, (in joint authorship) IAMR Occasional Paper 1/2014.
2. “Economic Well-being and spending behavior of Households in India: Does Remittance Matter?”, *Migration and Development*, Routledge, (in joint authorship) March 3 2014.

**Prakash, Dr. Ved, Asstt. Director**

1. A book titled *Sadgun Aur Vikas* (based on Ph.D. Thesis) (ISBN No. 978-93-80318-50-9) published by M/s. Neha Publishers & Distributers, New Delhi.



### **Rao, Dr. K.S., Joint Director**

1. “The Vocational Training System: An Employer’s Perspective”, Chapter published in *India’s Skill Challenge: Reforming Vocational Education and Training to Harness the Demographic Dividend* by Santosh Mehrotra (ed.) Oxford University Press India, Delhi, 2013 (under print).
2. “The Indian Vocational Education and Training System: An Overview” Chapter published in *India’s Skill Challenge: Reforming Vocational Education and Training to Harness the Demographic Dividend* by Santosh Mehrotra (ed.), Oxford University Press India, Delhi, 2014 (under Print).
3. “Comparison of Apprenticeship training for the crafts with those for technicians/graduates” Chapter published in *India’s Skill Challenge: Reforming Vocational Education and Training to Harness the Demographic Dividend* Santosh Mehrotra (ed.), Oxford University Press India, Delhi, 2013 (under print).
4. “Education and Social Exclusion in India: Role of Government Programmes in Combating Social Exclusion” in *CSMS journal of Management Solutions*, March, 2014 (under print).

### **Roy, Dr. Chaitali, Assistant Director**

1. Compiled the Manpower News for the combined issue of Manpower Journal, Vol. 46, No. 4 2011 & Vol. 47, No. 1, 2012.

### **Saxena, Dr.P. K., Joint Director**

1. Presented a paper “Implementation of Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS) in Dahod District: Some emerging Concerns” in Second Northern Regional Social Science Congress, organized by GIDS, Lucknow during 27-28 February, 2014 and 1<sup>st</sup> March, 14.

### **Saxena, Vijay K., Assistant Director**

1. Worked as Editorial team member for Manpower Journal, Annual Report of IAMR and other printable documents of IAMR.
2. Edited India Human Development Report-2011 (Hindi version).
3. “Information System (MIS) of Indian Government’s Flagship Programmes : Are they an adequate monitoring tool?”, (Co-authored), Occasional Paper No.5/2012.

### **Sinha, Sharmistha, Deputy Director**

#### **Research Paper Published**

1. “Why a jobs turnaround despite slowing growth” (joint authorship), IAMR Occasional Paper 1/2014.
2. “Through the Streets of Her Krakow”, *Economic and Political Weekly*, September 21, 2013.
3. “A Scheme without Clarity”, *The Hindu*, October 31, 2013.
4. “Bound Feet”, *The Telegraph*, February 17, 2013.



**Varshney, H.K., Deputy Director**

Presented the paper, “Gender Disparity in Literacy in India- Reflections from Census Data” in the Second Northern Regional Social Science Congress (27-28 February and 1<sup>st</sup> March, 2014), organized by Northern Regional Centre, ICSSR in collaboration with Giri Institute of Development Studies at Lucknow.

**Yadav, S.K., Deputy Director**

**Paper Published**

1. “Perception of Vocational Passouts on Relevance of Vocational Education and Training for employment: A comparative study of selected Districts of Indian States”, in joint authorship in *Indian Journal of Vocational Education*, Vol.19, Issue 1, April-September, 2013.

**Publications of Supporting Staff**

**Kumar, Ajit, Documentation Officer**

**Book/Paper Published**

1. “Knowledge Audit: its Learning Lessons”, Published by LAP LAMBERT Academic Publishing, Germany: 2013 (ISBN-978-3-659-49483-3).

**Paper Published**

1. “Cloud Computing in Library Arena with Special Reference to University Libraries in India”, in *Journal of Library and Information Science*, Vol.38, No.1, June, 2013, pp. 28-40 (ISSN:0970-714).
2. “Electronic Information Resources for the Legal Fraternity: Brief Information”, in *Vidhigya: The Journal of Legal Awareness*, Vol. 8, No.1, January-June, 2013, pp. 36-44. (ISSN:0973-3825; E-ISSN:0974-4533).
3. “Knowledge Management: Concepts, Issues and its implications on Human Resources and Organization”, in *Lingaya’s Journal of Professional Studies*, Vol.7, No. 2, January-June, 2014, pp:80-87 (ISSN:0975-539X).



## **ANNEXURES**





**Annexure – I**

**COMPOSITION OF GENERAL COUNCIL (AS ON 31.03.2014)**

**(Vide Rule 3)**

- (a) President **Shri Montek Singh Ahluwalia**  
Deputy Chairman  
Planning Commission  
Yojana Bhawan, New Delhi – 110001
- (b) Vice-President **Dr. Narendra Jadhav**  
Member (HRD, LEM,  
Social Justice & Empowerment)  
Planning Commission  
Yojana Bhawan, New Delhi – 110001
- (c) Chairman (Executive Council) **Smt. Sindhushree Khullar, IAS**  
Secretary  
Planning Commission  
Yojana Bhawan, New Delhi – 110001
- (d) Director-General **Dr. Santosh K. Mehrotra**  
Director-General  
IAMR, Narela, New Delhi – 110040
- (e) Treasurer of the Institute **Shri Binod Kumar**  
Director (Finance)  
Planning Commission  
Yojana Bhawan, New Delhi – 110001
- (f) **One representative each of**  
i) Planning Commission **Shri Pawan Agarwal, IAS**  
Adviser (HE)  
Planning Commission  
Yojana Bhawan, New Delhi-110 001





- ii) Ministry of Finance  
Secretary (Expenditure)  
Ministry of Finance  
Department of Expenditure  
North Block, New Delhi – 110 001
- iii) Ministry of Human Resource Development  
**Shri Ashok Thakur, IAS**  
Secretary  
Ministry of Human Resource Development  
Shastri Bhawan, New Delhi
- iv) Ministry of External Affairs  
**Mr. Kumar Tuhin, IAS**  
Joint Secretary (DPA-II)  
Ministry of External Affairs  
Janpath, New Delhi
- v) Ministry of Industry  
**Shri Saurabh Chandra, IAS**  
Secretary  
Department of Industrial Policy & Promotion  
Ministry of Industry, New Delhi – 11
- vi) Ministry of Labour (DGE&T)  
**Shri Shikhar Agrawal, IAS**  
Joint Secretary & Director General  
Directorate General of Employment  
& Training (DGE&T)  
Ministry of Labour & Employment  
New Delhi-110001
- (g) **One representative each of**
- i) Central Statistical Organization  
**Dr. T.C. A. Anant**  
Secretary  
Ministry of Statistics & Programme  
Implementation  
Sardar Patel Bhawan, New Delhi –110001
- ii) University Grants Commission  
**Prof. Ved Prakash**  
Chairman  
University Grant Commission (UGC),  
Bahadur Shah Zafar Marg,  
New Delhi-110002



- iii) Indian Statistical Institute **Prof. Bimal K. Ray**  
Director  
Indian Statistical Institute  
7, SJS Marg, New Delhi-110016
- iv) National Council for Applied Economic Research **Dr. Shekhar Shah**  
Director General  
NCAER, Parisila Bhawan  
11, IP Estate, New Delhi – 110002
- v) Institute of Economic Growth **Prof. Manoj Panda**  
Director, IEG  
University of Delhi Enclave  
North Campus, Delhi – 110007
- vi) National University of Educational Planning and Administration **Prof. R. Govinda**  
Vice-Chancellor  
National University of Educational Planning and Administration (NUEPA)  
17-B, Sri Aurobindo Marg  
New Delhi – 110016
- (h) **Three representatives of State Governments: One from each Zone on rotation basis for a period of two years in each case**

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Sl. No.	Zone	State/Union	Name of Nominee Territory
1.	Northern Zone	Uttar Pradesh	<b>Shri Jawed Usmani, IAS</b> Chief Secretary Government of U.P. Lucknow
2.	Southern Zone	Tamil Nadu	<b>Smt. Sheela Balakrishan, IAS</b> Chief Secretary Government of Tamil Nadu Public Department Secretariat Chennai-600009

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3. Western Zone Gujarat **Dr. Varesh Sinha, IAS**  
Chief Secretary  
Government of Gujarat  
Sachivalaya, Gandhinagar – 382020

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**(i) One representative each of**

i) Federation of Indian Chamber of  
Commerce and Industry Ltd. **Dr. A. Didar Singh**  
Secretary General, FICCI  
Federation House  
1, Tansen Marg, New Delhi – 110001

ii) Confederation of Indian Industry **Shri Chandrajit Banerjee**  
Director-General  
Confederation of Indian Industry  
The Mantosh Sondhi Centre  
23, Institutional Area  
Lodi Road, New Delhi-110003

iii) National Skill Development Corporation **Shri Dilip H.M. Chenoy**  
CEO & Managing Director  
National Skill Development Corporation  
D-4, Clarion Collection  
Qutab Hotel, SJS Marg  
New Delhi-110016

**(j) Two representatives of Labour Unions nominated by Government for two years at a time but extendable**

**Dr. G. Sanjeeva Reddy (MP)**  
President (INTUC)  
Shramik Kendra  
4, Bhai Veer Singh Marg  
New Delhi – 110001



**Shri Harbhajan Singh Sindhu**

General Secretary  
HMS Delhi State Council  
Hind Mazdoor Sabha  
120, Babar Road, New Delhi-110001

- (k) **One Member of Senior Faculty of the Institute on 2-yearly rotation basis (to be nominated by the Director General from amongst Senior Faculty Members)**

**Dr. K. Ravi Raman**

Director, IAMR  
Delhi-110040

- (i) **Co-option of representatives of other organizations/institutions which may be concerned with the work or programme of Institute and individuals with special knowledge or interest in the work or programme of the Institute**

Co-opted Members by President, IAMR GC

**1. Shri S. Ramadorai**

Advisor to PM on  
Skill Development  
NBCC, 2nd Building, 9th Floor  
NDMC, Palika Kendra  
New Delhi

**2. Shri Deepak Mohan Spolia, IAS**

Chief Secretary  
Government of NCT  
Delhi Secretariat,  
New Delhi-110002



**Annexure – II**

**COMPOSITION OF EXECUTIVE COUNCIL (AS ON 31.03.2014)**

**(Vide Rule 5)**

- (a) **Chairman** **Mrs. Sindhushree Khullar, IAS**  
Secretary, Planning Commission  
Yojana Bhawan  
New Delhi – 110001
- (b) **Director General** **Dr. Santosh K. Mehrotra**  
Director General  
Institute of Applied Manpower Research  
Delhi – 110040
- (c) **One representative each of**
- (1) **Planning Commission** **Shri Pawan Agarwal, IAS**  
Adviser (HE)  
Planning Commission  
Yojana Bhawan  
New Delhi – 110001
- (2) **Ministry of Finance** Secretary  
Department of Expenditure  
Ministry of Finance  
North Block, New Delhi-110001
- (d) **Not more than one member, not exceeding one representative from the following group**
- (i) **National Skill Development Corporation** **Shri Dilip H.M. Chenoy**  
CEO & Managing Director  
National Skill Development Corporation  
New Delhi-110016



(e) **Not more than three members of the General Council of whom one shall be from the faculty of IAMR**

(i) Nominated by General Council

1. **Shri Binod Kumar**

Director (Finance)  
Planning Commission and  
Treasurer, IAMR  
Planning Commission  
Yojana Bhawan, New Delhi-110001

2. **Shri S. Ramadorai**

Advisor to PM on  
Skill Development  
NBCC, 2nd Building, 9th Floor  
NDMC, Palika Kendra  
New Delhi

(ii) IAMR Faculty on General Council

**Dr. K. Ravi Raman**

Director, IAMR  
Narela, Delhi – 110040



**Annexure – III**

**Composition of SCRP**

1. **Dr. Narendra Jadhav** Chairman  
Member, Planning Commission  
Yojana Bhawan, New Delhi-110 001
2. **Shri Saumitra Chaudhuri** Member  
Member, Planning Commission
3. **Shri Arun Maira** Member  
Member, Planning Commission.
4. **Dr. Ashok Sahu** Member  
Principal Adviser (LEM Division)  
Planning Commission
5. **Prof Ravi Srivastava** Member  
Professor of Economics  
Centre for the Study of Regional Development  
JNU, New Delhi
6. **Prof. T.S. Papola** Member  
Ex-Adviser (LEM), and Visiting Professor  
Institute for Studies in Industrial Development (ISID)  
New Delhi
7. **Dr. Ajit Ghose** Member  
Senior Fellow  
Council for Development Studies (CDS)  
Lodi Road, New Delhi
8. **Dr. Santosh Mehrotra** Member-Secretary  
Director-General, IAMR, and  
Member Secretary SCRP (IAMR)



**Annexure – IV**

**COMPOSITION OF THE COMMITTEE ON ADMINISTRATION  
OF THE IAMR CPF**

- |    |  |                  |
|----|--|------------------|
| 1. | Director-General<br>IAMR   | Chairman         |
| 2. | Ex-officio Treasurer<br>IAMR   | Member           |
| 3. | A Representative of the Executive Council<br>of IAMR<br><b>Dr. K. Ravi Raman, Director</b> | Member           |
| 4. | Representative of IAMR Employees<br><b>Shri Radhey Shyam</b><br>Assistant Director         | Member           |
| 5. | Joint Director (Finance)<br>IAMR   | Member-Secretary |





## ACADEMIC PROFILE OF THE FACULTY AND THEIR AREAS OF SPECIALISATION

**Agrawal, Dr. Rashmi**, M.A., Ph.D. (Psychology), P.G. Diploma in Counseling; P.G. Diploma in Personnel Management & Industrial Relations; International Course in Monitoring and Evaluation

Monitoring and evaluation, skill identification surveys, training

**Awasthi, Dr. I.C.**, M.A. (Economics), Ph.D. (Economics), Certificate in Manpower Planning (University of Sussex, U.K.) International Programme for Development Evaluation Training, Carleton University, Ottawa (Canada)

Livelihood analysis, human resource development and management

**Bhattacharya, Dr. Sanchita**, M.A. (Economics), M.Phil. (Economics), Ph.D. (Economics)

Agricultural economics, agricultural growth and instability, agricultural credit, rural marketing

**Birua, Marshal**, M.A. (Personnel Management & Industrial Relations), NET (UGC), L.L.B.

Personnel management and social security

**Chauhan, J.S.**, M.A. (Economics)

Employment planning for science & technology, manpower employment generation through decentralization planning

**Gandhi, Ankita**, M.A. (Economics)

Forecasting & development economics

**Indrakumar, D.**, M.A. (Economics), M. Phil. (Economics)

Manpower planning, market oriented research

**Joseph, Jerry**, M.A. (Political Science), M. Phil. (Political Science)

Development Studies, Local Self Governments, Vocational Education



**Joshi, Dr. G.P.**, M.A. (Economics), Ph. D. (Economics)

Manpower Assessment Surveys, work studies, Monitoring and Evaluation, Identification of training needs, Master Degree teaching in HRP & EP&P etc,

**Joshi, Dr. Shachi**, M.A. (Economics), Ph.D. (Agricultural Economics)

National manpower accounts, micro-economics and agricultural economics

**Kalaiyasan, A.**, M.Phil (Economics)

Development economics

**Kakkar, Dr. (Ms.) Anita T.**, M.A. (Economics), Ph.D. (Economics)

Child labour, social security, human resource development

**Kamala Devi, Dr. (Smt.) A.**, M.A. (Sociology), Ph.D. (Sociology)

Population studies, gender issues and technical manpower information system

**Kumar, Arun**, M.A. (History), M.A. (Sociology), L.L.B.

Manpower survey and statistics, Manpower information system

**Kumar, Yogesh**, M.A. (Hons.) Economics, M. Tech. (Urban and Regional Planning)

Annual review of employment and unemployment in India, urban development issues, environmental assessment & management plans

**Kumra, Neha**, M.A. (Development Economics)

Development economics and labour economics

**Lal, Smt. Renu**, M.A. (Sociology)

Human resource development of women workers, training in manpower planning and development

**Latta, Dr. Lalit**, M.A. (Sociology), Ph.D. (Sociology), Certificate Course on Leadership & Management with Gender Perspective, All India Management Association and Gender Training Institute, New Delhi

Human resource development planning, sociological studies on regional development and tribal identification, tribal related studies



**Mathur, A.K.**, M. Sc., M. Phil. (Statistics) Statistical Inference

National technical manpower information system, human resource information system

**Pandey, Smt. Gayatri**, M.A. (Mathematics)

Statistical analysis of data sources related to manpower planning

**Parida, Jajati Keshari**, Ph.D. (Economics)

Labour economics, migration and regional development

**Parida, Purna Chand**, Ph.D. (Economics)

Macro modeling, forecasting and policy analysis, infrastructure and economic development, employment and skill development analysis

**Prakash, Dr. Ved**, B. Sc. (Agriculture), M. A. (Sociology), M.A. (Philosophy), Ph.D. (Philosophy)

Research methodology, interview techniques, market research, development of official language (Hindi) in an organization, HRD at organizational level, identification of training needs

**Prasad, Dr. M.R.**, B. Tech., M. Tech. (I.I.T., Kharagpur), Ph. D. (I.I.Sc.)

Sectoral studies, Science & Technology developments, assessment of emerging technologies, manpower implications and entrepreneurship

**Rao, Dr. K. Srinivasa**, M.A. (Economics), Ph.D. (Economics)

Rural development and human development areas

**Roy, Ms. Aditi**, M.Sc. (Physics), Junior Certificate Course in Official Statistics, Central Statistical Organization, New Delhi, Course on Sociological Research Methods, V.V. Giri National Labour Institute, NOIDA

Human development, rural development, gender and technology & information systems

**Roy, Dr. (Mrs.) Chaitali**, M.A. (Political Science), M.A. (Public Administration), Ph. D. (Public Administration), Diploma in Human Resource Management

Decentralization, rural and urban development, development administration, human resource management



**Saxena, Dr. P.K.,** M.A. (Economics), Ph.D. (Economics), Certificate in Basic Management and Application of Work Study Techniques

Assessment of entrepreneurship and potential entrepreneurs, utilization pattern of scientific and technical personnel, women's employment, assessment of workload and evolution of staffing norms at the enterprise level and organizing training programmes in manpower planning

**Saxena, Vijay K.,** M.A. (Economics), M.A. (Sociology)

Assessment of time utilization pattern and evaluation of staffing norm at the organization level, cost analysis & management accounts, human resource assessment, human resource group statistics, human resource information system, rural and urban human resource planning & development, self-employment prospects

**Sharma, Radhey Shyam,** M.A. (Sociology)

Socio-economic development, manpower planning and human development

**Shekhar, Dr. Indu,** M.A. (Sociology), Ph.D. (Sociology)

Rural power elite, education, qualitative research, sectoral studies, human resource planning, diaspora, development studies

**Sharma, S.K.,** M.A. (Sociology)

Area-specific manpower studies, scientific and technical manpower planning, employment in the services sector, information system and macro level manpower planning

**Sinha, Sharmistha,** M.Sc. and M.Phil. (Economics)

Employment, skill development, poverty, governance, gender based discrimination, unpaid work, skewed sex ratio and economics of health

**Singh, Bhoop,** M.A. (Economics), L.L.B.

Manpower planning and development, demographic characteristics and manpower statistics

**Singh, Laxman,** M.A. (Economics)

Manpower planning and development, sectoral studies

**Varman, Mahendra P.,** M.S. (Applied Econometrics), M. Phil. and Ph.D. (Applied Economics)

Macro-economics, banking & microfinance, employment, rural development, impact evaluation



**Varshney, H.K.**, M.Sc. (Mathematics), Certificate in Statistics, Indian Statistical Institute, P.G. Diploma in Human Resource Management, IGNOU

Studies in the field of education sector specially related to the development of teaching manpower at school stage, and educated unemployment and socio-economic inequalities in education, voluntary retirement schemes, public policy, estimation of manpower demand and supply

**Wordsworth, A.P. William**, M.Com, M. Phil. (Japanese Studies)

Human resource Management, rural development, social security & social protection in organized/unorganized sector, human resources accounting

**Yadav, Dr. Anil K.**, M.A. (Economics), Ph.D. (Economics)

Development Economics, Econometrics, Research Methodology, International Business Management and Manpower Planning

**Yadav, S.K.**, M.A. (Economics), M.B.A. (HRM)

Informal sector employment, work study techniques, socio-economic conditions of workers engaged in minor forest produce/products and human development indices

## **FINANCIAL MATTERS**





**G.S. KOHLI & CO.**  
CHARTERED ACCOUNTANTS

## **Auditor's Report**

### **THE MEMBERS**

**INSTITUTE OF APPLIED MANPOWER RESEARCH**

### **Report on the Financial Statements**

We have audited the accompanying financial statements of 'INSTITUTE OF APPLIED MANPOWER RESEARCH, Plot No.25, Sector A-7, Institutional Area, Narela, New Delhi-110040', which comprise the Balance Sheet as at March 31, 2014, and the Income & Expenditure Account for the year then ended and a summary of significant accounting policies and other explanatory information.

### **Management's Responsibility for the Financial Statements**

Management is responsible for the preparation of these financial statements that give a true and fair view of the financial position and financial performance of the Institute in accordance with the applicable Accounting Standards. This responsibility includes the design, implementation and maintenance of internal control relevant to the preparation and presentation of the financial statements that give a true and fair view and are free from material misstatement, whether due to fraud or error.

### **Auditors' Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with the Standards on Auditing issued by the Institute of Chartered Accountants of India. Those Standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Institute's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of the accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.





### Opinion

In our opinion and to the best of our information and according to the explanations given to us, the financial statements give the information and give a true and fair view in conformity with the accounting principles generally accepted in India:

- a) In the case of the Balance Sheet, of the state of affairs of the Institute as at March 31, 2014;
- b) In the case of the Income & Expenditure Account, of the deficit for the year ended on that date.

We further report that:

**i. Advances on account of :**

a) CPWD for Campus Construction	Rs 32,30,614
b) Ex- Engineer North DDA for Sewer connection	Rs 26,82,759
c) NIC computers	Rs 38,015

aggregating to Rs. 59,51,388/- has not been adjusted since long which results in overstatement of Current assets and understatement of Capital Assets by the said amount.

**ii. Fixed Asset Fund relating to FCRA account are not reconciled :**

Balances of FCRA studies in Fixed Assets Fund (Main Balance Sheet) :	Rs 2,00,549
Balances as per Fixed Assets Fund in : FCRA Balance Sheet	Rs 1,96,286
Unreconciled Balance	Rs 4,263

For and on behalf of  
**G.S. KOHLI & CO.**  
Chartered Accountants

**(PUNEET KUMAR)**

**Partner**

M/No. 529367

Firm No.001442N

Place: New Delhi

Date: 26<sup>th</sup> July 2014



**INSTITUTE OF APPLIED MANPOWER RESEARCH**

Plot No. 25, Sector A-7, Institutional Area, Narela, Delhi-110040

**BALANCE SHEET AS ON 31ST MARCH 2014**

(Figures in Rupees)

	Schedule	Current Year	Previous year
		2013-14	2012-13
<b>CORPUS/CAPITAL FUND AND LIABILITIES</b>			
Corpus/Capital Fund	1	204,956,493	228,152,706
Current Liabilities & Provisions	2	99,390,494	81,528,730
<b>Total</b>		<b>304,346,987</b>	<b>309,681,436</b>
<b>ASSETS</b>			
Fixed Assets	3	231,567,057	238,777,995
Current Assets, Loans & Advances	4	72,779,930	70,903,441
<b>Total</b>		<b>304,346,987</b>	<b>309,681,436</b>

Significant Accounting Policies	13
Notes on Accounts and Contingent Liabilities	14

Notes form an integral part of Accounts in terms of our Audit Report of even date annexed herewith.

**FOR G.S.KOHLI & CO.**  
Chartered Accountants  
FR No. 001442 N

Sd/-  
**NEENA KAPOOR**  
Joint Director (Finance)  
IAMR

Sd/-  
**Dr. SANTOSH MEHROTRA**  
Director General  
IAMR

Sd/-  
**PUNEET KUMAR**  
Partner  
M. No. 529367

Place : Delhi  
Date : 26-07-2014



INSTITUTE OF APPLIED MANPOWER RESEARCH

## INSTITUTE OF APPLIED MANPOWER RESEARCH

Plot No. 25, Sector A-7, Institutional Area, Narela, Delhi-110040

### INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31-03-2014

(Figures in Rupees)

	Schedule	Current Year 2013-14	Previous year 2012-13
<b>INCOME</b>			
Income from Studies/Research/Projects	5	54,689,123	66,548,959
Grants/Subsidies	6	70,285,266	59,780,618
Interest earned	7	1,474,808	1,421,984
Other Income	8	5,486,912	697,053
<b>Total (A)</b>		<b>131,936,109</b>	<b>128,448,614</b>
<b>EXPENDITURE</b>			
Establishment Expenses (Main)	9	90,791,312	75,438,816
Administrative Expenses (Main)	10	16,025,965	17,943,871
Establishment Expenses (Project/Studies)	11	2,376,254	7,419,719
Administrative Expenses (Project/Studies)	12	41,524,819	39,546,082
Depreciation (As per Schedule 3)		10,903,525	11,646,322
<b>Total (B)</b>		<b>161,621,875</b>	<b>151,994,810</b>
Balance being excess of Expenditure over Income		(29,685,766)	(23,546,196)
Prior period Adjustment		-	(81,298)
Balance being deficit carried to capital fund		<b>(29,685,766)</b>	<b>(23,627,494)</b>

**FOR G.S.KOHLI & CO.**  
Chartered Accountants  
FR No. 001442 N

Sd/-  
**NEENA KAPOOR**  
Joint Director (Finance)  
IAMR

Sd/-  
**Dr. SANTOSH MEHROTRA**  
Director General  
IAMR

Sd/-  
**PUNEET KUMAR**  
Partner  
M. No. 529367

Place : Delhi  
Date : 26-07-2014



**INSTITUTE OF APPLIED MANPOWER RESEARCH**  
**SCHEDULE FORMING PART OF BALANCE SHEET AS ON 31-03-2014**

**SCHEDULE-1**  
**(Figures in Rupees)**

	Current Year		Previous Year	
	2013-14		2012-13	
<b>CAPITAL FUND</b>				
Balance B/F	<b>24,810,849</b>		<b>22,325,297</b>	
Add: Additions during the year	407,660		262,891	
Add: Interest earned during the year	2,389,306	<b>27,607,815</b>	2,222,661	<b>24,810,849</b>
<b>CAPITAL FUND RESERVES &amp; SURPLUSES</b>				
Balance B/F	<b>(35,436,138)</b>		<b>(23,454,965)</b>	
Add : Additions during the year	-		-	
Less : Deficit carried from Income & Expenditure A/c	(18,782,241)	(54,218,379)	(11,981,173)	<b>(35,436,138)</b>
<b>FIXED ASSET FUND MAIN</b>				
Gross Block	<b>307,860,921</b>		<b>288,990,653</b>	
Add: Additions During the year	4,053,807		20,022,212	
Less: Assets sold/written off during the year	(390,220)		(704,032)	
Amount adjusted during the year	401,316		(307,912)	
Less: Depreciation Reserve	(85,344,386)	(226,581,438)	(75,255,350)	<b>(232,745,571)</b>
<b>NTMIS</b>				
Gross Block	<b>11,732,392</b>		<b>11,840,421</b>	
Add: Additions During the year	-		-	-
Less: Assets sold during the year	-		-	-
Amount adjusted during the year	-		(108,029)	
Less: Depreciation Reserve	(11,125,495)	<b>606,897</b>	(11,028,287)	<b>704,105</b>
<b>TRAINING/PGDC</b>				
Gross Block	<b>10,638,105</b>		<b>10,096,789</b>	
Add: Additions During the year	29,000		140,000	
Less: Assets sold during the year				-
Amount adjusted during the year	(401,316)		401,316	
Less: Depreciation Reserve	(6,660,495)	<b>3,605,294</b>	(6,023,594)	<b>4,614,511</b>



<b>SPONSORED STUDIES</b>				
Gross Block	<b>982,957</b>		<b>982,957</b>	
Add: Additions During the year			-	
Less: Assets sold during the year			-	
Less: Depreciation Reserve	(881,774)	<b>101,183</b>	(864,295)	<b>118,662</b>
<b>CONSULTANCY STUDIES</b>				
Gross Block	<b>120,527</b>		<b>105,902</b>	
Add: Additions During the year tfr from Main A/c			-	
Less: Assets sold during the year			-	
Amount adjusted during the year	-		14,625	
Less: Depreciation Reserve	(102,381)	<b>18,146</b>	(99,580)	<b>20,947</b>
<b>NAIP WORLD BANK- STUDIES</b>				
Gross Block	<b>600,000</b>		<b>600,000</b>	
Add: Additions During the year			-	
Less: Assets sold during the year			-	
Less: Depreciation Reserve	(146,450)	<b>453,550</b>	(117,160)	<b>482,840</b>
<b>FCRA STUDIES</b>				
Gross Block	<b>1,148,767</b>		<b>1,148,767</b>	
Add: Additions During the year			-	
Less: Assets sold during the year			-	
Less: Depreciation Reserve	(948,218)	<b>200,549</b>	(917,408)	<b>231,359</b>
<b>Total</b>		<b>204,956,493</b>		<b>228,292,706</b>



**INSTITUTE OF APPLIED MANPOWER RESEARCH**

**SCHEDULE FORMING PART OF BALANCE SHEET AS ON 31-03-2014**

**SCHEDULE 2 - CURRENT LIABILITIES & PROVISIONS**

(Figures in Rupees)

	<b>Current Year</b>	<b>Previous Year</b>
	<b>2013-14</b>	<b>2012-13</b>
<b>A. CURRENT LIABILITIES</b>		
1. Sundry Creditors	1,878,785	2,644,587
2. Other Current Liabilities	21,180,399	11,907,842
<b>TOTAL - A</b>	<b>23,059,184</b>	<b>14,552,429</b>
<b>B. PROVISIONS</b>		
1. Death-Cum Retirement Gratuity	45,523,977	40,018,749
2. Leave Encashment	30,807,333	26,957,552
<b>TOTAL - B</b>	<b>76,331,310</b>	<b>66,976,301</b>
<b>TOTAL - A+B</b>	<b>99,390,494</b>	<b>81,528,730</b>



**INSTITUTE OF APPLIED MANPOWER RESEARCH**  
**SCHEDULE FORMING PART OF BALANCE SHEET AS ON 31-03-2014**

**SCHEDULE - 2**

**A. CURRENT LIABILITIES**

( Figures in Rupees)

	Current Year	Previous Year
	2013-14	2012-13
<b>1. SUNDRY CREDITORS</b>		
Earnest Money - Main	202,684	210,184
Earnest Money - NTMIS	28,090	28,090
Security Deposits from PGDC Students	84,000	98,000
Receipts for projects under progress	1,564,011	2,308,313
<b>TOTAL - 1-SUNDRY CREDITORS</b>	<b>1,878,785</b>	<b>2,644,587</b>
<b>2. OTHER CURRENT LIABILITIES</b>		
DCRG Withheld	212,226	42,064
Salary Payable to Staff	-	6,746
Unspent Plan Grant	13,461,021	8,332,444
Security Deposit	3,348,900	5,000
Outstanding liabilities	4,158,252	3,521,588
<b>TOTAL - 2 - OTHER CURRENT LIABILITIES</b>	<b>21,180,399</b>	<b>11,907,842</b>
<b>TOTAL - 1+2</b>	<b>23,059,184</b>	<b>14,552,429</b>

**B. PROVISIONS**

1. Death Cum Retirement Gratuity	45,523,977	40,018,749
2. Leave Encashment	30,807,333	26,957,552
<b>TOTAL - PROVISIONS</b>	<b>76,331,310</b>	<b>66,976,301</b>
<b>TOTAL - CURRENT LIABILITIES &amp; PROVISIONS</b>	<b>99,390,494</b>	<b>81,528,730</b>



**INSTITUTE OF APPLIED MANPOWER RESEARCH**  
**SCHEDULE FORMING PART OF BALANCE SHEET AS ON 31-03-2014**  
**Schedule - 3, Fixed Assets**

(Figures in Rupees)

DESCRIPTION	GROSS BLOCK			DEPRECIATION			NET BLOCK			
	Cost/valuation as at 1-4-2014	Additions during the year	Deductions	Cost/valuation at the 31-3-2012	Rate	As at the beginning of the year	During the year	Total up to the Year-end	As at the Current year-end	As at the Previous year-end
<b>A. FIXED ASSETS:</b>										
<b>LAND:</b>										
Leasehold - Narela	30,240,000	-	-	30,240,000	-	-	-	-	30,240,000	30,240,000
<b>BUILDING</b>										
On Leasehold Land- Narela	1,60,670,340	-	-	1,60,670,340	2%	31,348,476	2,586,437	33,934,913	1,26,735,427	1,29,321,864
On Leasehold Land-IP- Estate	13,006,558	-	-	13,006,558	2%	1,900,128	222,129	2,122,257	10,884,301	11,106,430
Electric Installation - Narela	1,088,000	-	-	1,088,000	10%	708,638	37,936	746,574	341,426	379,362
Substation at IIPA Campus	1,476,407	-	-	1,476,407	10%	1,138,651	33,776	1,172,427	303,980	337,756
<b>VEHICLES/CYCLE</b>										
Vehicle & Cycle- Main Grant	605,429	-	-	605,429	20%	403,683	40,349	444,032	161,397	201,746
Vehicle & Cycle-NTMIS	440,350	-	-	440,350	20%	416,103	4,849	420,952	19,398	24,247
Vehicle & Cycle Training/PGDC	2,923,953	-	-	2,923,953	20%	1,341,005	316,590	1,657,595	1,266,358	1,582,948
<b>FURNITURE &amp; FIXTURE</b>										
Furniture -Main Grant	3,436,696	-	-	3,436,696	10%	1,121,208	231,549	1,352,757	2,083,939	2,315,488
Furniture -DG Office	412,428	-	-	412,428	10%	141,186	27,124	168,310	244,118	271,242
Furniture -Guest House	224,124	-	-	224,124	10%	77,076	14,705	91,781	132,343	147,048
Furniture-Hostel-Main	2,987,331	-	-	2,987,331	10%	1,392,407	159,492	1,551,899	1,435,432	1,594,924
Library Furniture-Main Grant	62,720	-	-	62,720	10%	43,038	1,968	45,006	17,714	19,682
Furniture-NTMIS	706,528	-	-	706,528	10%	531,287	17,524	548,811	157,717	175,241
Furniture -Training/PGDC	2,535,389	-	-	2,535,389	10%	960,025	157,536	1,117,561	1,417,828	1,575,364
Furniture- Sponsored Studies	20,793	-	-	20,793	10%	14,268	653	14,921	5,872	6,525
Furniture-NAIP	50,000	-	-	50,000	6.33%	12,660	3,165	15,825	34,175	37,340
Furniture-FCRA	257,569	-	-	257,569	10%	174,320	8,325	182,645	74,924	83,249
<b>OFFICE EQUIPMENT</b>										
Equipment - Main Grant	7,704,347	328,528	-	8,032,875	15%	4,561,650	520,684	5,082,334	2,950,541	3,142,697
Air Conditioners -Main Grant	1,758,993	-	-	1,758,993	15%	477,090	192,285	669,375	1,089,618	1,281,903
Air Conditioner Equipments-NTMIS	423,219	-	-	423,219	10%	406,060	1,716	407,776	15,443	17,159
Library Equipment- Main Grant	1,175,545	-	-	1,175,545	10%	701,256	47,429	748,685	426,860	474,289
EPABX-Main Grant	1,185,269	-	-	1,185,269	15%	866,496	47,816	914,312	270,957	318,773
Equipments- NTMIS	922,087	-	-	922,087	15%	867,934	8,123	876,057	46,030	54,153
Equipment- Training/PGDC	4,750,335	29,000	-	4,779,335	15%	3,699,305	162,005	3,861,310	918,025	1,051,030
Equipment-Consultancy	21,225	-	-	21,225	10%	14,404	682	15,086	6,139	6,821
Equipment-NAIP	500,000	-	-	500,000	4.75%	95,000	23,750	118,750	381,250	405,000





Equipment-FCRA	222,368	-	-	222,368	15%	184,463	5,686	-	190,149	32,219	37,905
<b>COMPUTERS/PERIPHERALS</b>											
Computer/Printers - Main Grant	15,997,104	-	390,220	15,606,884	15%	10,171,217	873,883	343,041	10,702,059	4,904,825	5,825,887
Software - Main Grant	5,065,209	-	-	5,065,209	15%	2,664,744	360,070	-	3,024,814	2,040,395	2,400,465
DTP System-Main Grant	1,725,419	-	-	1,725,419	15%	1,597,305	19,217	-	1,616,522	108,897	128,114
Computer Accessories - NTMIS	9,240,207	-	-	9,240,207	15%	8,806,903	64,996	-	8,871,899	368,308	433,304
Computer - Consultancy	99,302	-	-	99,302	15%	85,176	2,119	-	87,295	12,007	14,126
Computer - Sponsored	953,403	-	-	953,403	15%	842,782	16,593	-	859,375	94,028	110,621
Computer -FCRA	623,762	-	-	623,762	15%	518,928	15,725	-	534,653	89,109	104,834
<b>LIBRARY BOOKS</b>											
Library Books -Main Grant	3,767,993	364,845	-	4,132,838	20%	2,469,762	332,615	-	2,802,377	1,330,461	1,298,231
Library Books-FCRA	45,068	-	-	45,068	20%	39,697	1,074	-	40,771	4,297	5,371
CD-ROM for Library-Main Grant	960,467	-	-	960,467	15%	530,583	64,483	-	595,066	365,401	429,884
C.D. ROM for Library -Sponsored	7,654	-	-	7,654	15%	6,257	210	-	6,467	1,187	1,397
Library Books - NAIP	50,000	-	-	50,000	4.75%	9,500	2,375	-	11,875	38,125	40,500
Library Books - Sponsored	1,107	-	-	1,107	20%	988	24	-	1,012	95	119
Library Books - Training/PGDC	27,112	-	-	27,112	20%	23,259	771	-	24,030	3,082	3,853
<b>ASSETS - PLAN GRANT</b>											
Information Technology	2,291,598	732,735	-	3,024,333	10%	940,028	208,430	-	1,148,458	1,875,875	1,351,570
Library Books/network	2,654,360	-	-	2,654,360	20%	1,604,627	209,947	-	1,814,574	839,786	1,049,733
Guest House	875,876	-	-	875,876	10%	370,510	50,537	-	421,047	454,829	505,366
Director's Office	396,459	-	-	396,459	10%	185,764	21,070	-	206,834	189,625	210,695
Essential Infrastructure on Campus-Plan	48,493,566	2,627,699	-	51,121,265	10%	9,839,827	4,128,144	-	13,967,971	37,153,294	38,653,739
<b>TOTAL OF CURRENT YEAR</b>	<b>333,083,669</b>	<b>4,082,807</b>	<b>390,220</b>	<b>336,776,256</b>		<b>94,305,674</b>	<b>11,246,566</b>	<b>343,041</b>	<b>105,209,199</b>	<b>231,567,057</b>	<b>238,777,995</b>
<b>TOTAL OF PREVIOUS YEAR</b>	<b>313,405,489</b>	<b>20,022,212</b>	<b>344,032</b>	<b>333,083,669</b>		<b>82,659,352</b>	<b>11,975,222</b>	<b>328,900</b>	<b>94,305,674</b>	<b>238,777,955</b>	<b>231,106,137</b>



**INSTITUTE OF APPLIED MANPOWER RESEARCH**  
**SCHEDULE FORMING PART OF BALANCE SHEET AS ON 31-03-2014**

**CURRENT ASSETS, LOANS & ADVANCES**

**SCHEDULE - 4**

( Figures in Rupees)

	<b>Current Year</b>	<b>Previous Year</b>
<b>A.CURRENT ASSETS</b>	<b>2013-14</b>	<b>2012-13</b>
<b>1. Inventories</b>		
Closing Stock of Stationery	551,219	530,708
(At cost as certified by management)	<b>551,219</b>	<b>530,708</b>
<b>2. Sundry Debtors</b>		
a) Payments on projects under progress	-	414,904
b) Receivable from Sponsors	20,420,525	20,762,330
	<b>20,420,525</b>	<b>21,177,234</b>
<b>3. Postage in Hand</b>	-	-
<b>Petty Cash in Hand</b>	-	-
<b>4. Bank Balances with Scheduled Bank</b>		
<b>on Saving Account</b>		
- UCO Bank - 5163	800,831	178,713
- Corporation Bank - 2472	13,438,207	11,566,704
- Corporation Bank - 3600	640,281	226,106
- Corporation Bank - 5200	322,903	295,977
- FDR with Corporation Bank (Corpus Fund)	26,421,972	24,269,211
- FDR with UCO Bank (FCRA)	1,800,000	1,800,000
- FDR with Corporation Bank (Main)	3,400,000	6,397,253
- Interest Accrued on FDR	935,075	948,878
<b>TOTAL</b>	<b>47,759,269</b>	<b>45,682,842</b>
<b>GRAND TOTAL</b>	<b>68,731,013</b>	<b>67,390,784</b>

**INSTITUTE OF APPLIED MANPOWER RESEARCH****SCHEDULE FORMING PART OF BALANCE SHEET AS ON 31-03-2011****SCHEDULE- 4A****2. Advances and other amounts recoverable in cash or in kind or for value to be received****(Figures in Rupees)**

	<b>Current Year</b>	<b>Previous Year</b>
	<b>2013-14</b>	<b>2012-13</b>
<b>A. ADVANCE ON CAPITAL ACCOUNTS</b>		
Main - CPWD for Campus Construction	3,230,614	3,230,614
Advance to NIC for Computers	38,015	38,015
Advance to Exe.Engineer, North DDA for sewer connection	2,682,759	2,682,759
Ex-Engineer (E) , CPWD	9,061,661	9,061,661
Exec.Engineer.DAD, CPWD	3,652,311	6,280,010
<b>TOTAL - A</b>	<b>18,665,360</b>	<b>21,293,059</b>
<b>B. OTHERS</b>		
Main - Petrol/CNG Deposits	30,500	30,500
Telephone Deposits with MTNL	44,479	44,479
Security Deposits DVB	1,350,000	1,350,000
Security Deposits CSD for Rent	567,000	567,000
Security Deposit Sr AO, DDO (Water connection)	5,000	5,000
GSLI Recoverable from Staff	4,817	4,054
T.D.S. Receivable	1,457,069	804,338
Advances to Employees (Computer/Festival/Cycle/Scooter etc)	87,192	98,167
Misc.Advances for studies	1,840,550	5,200,025
Misc.Advances for services	566,968	953,703
<b>Total B</b>	<b>5,953,575</b>	<b>9,057,266</b>
<b>TOTAL - A+B</b>	<b>24,618,935</b>	<b>30,350,325</b>
<b>LESS: Provision for unadjusted advances (Plan Fund)</b>	<b>(20,570,018)</b>	<b>(26,837,668)</b>
<b>Total Current Assets,Loans, Advance etc.</b>	<b>72,779,930</b>	<b>70,903,441</b>



**INSTITUTE OF APPLIED MANPOWER RESEARCH**

**SCHEDULE FORMING PART OF INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED ON 31-03-2014**

**INCOME**

(Figure in Rupees)

<b>SCHEDULE 5 - INCOME FROM STUDIES/ RESEARCH/PROJECTS</b>	<b>Current year 2013-14</b>	<b>Previous Year 2012-13</b>
Main	16,138,200	16,382,400
PGDC	33,218,246	48,548,202
Consultancy Studies	5,740,337	1,881,248
	<b>55,096,783</b>	<b>66,811,850</b>
Less: Transfer to corpus fund	407,660	262,891
	<b>54,689,123</b>	<b>66,548,959</b>
<b>SCHEDULE-6-GRANTS</b>	<b>Current year</b>	<b>Previous Year</b>
Grant in Aid - Non-Plan	63,200,000	53,250,000
NTMIS (AICTE)	-	-
	<b>63,200,000</b>	<b>53,250,000</b>
Transfer from Plan Grant (to the extent of expenditure)	7,085,266	6,530,618
	<b>70,285,266</b>	<b>59,780,618</b>
<b>SCHEDULE 7 - INTEREST</b>	<b>Current Year</b>	<b>Previous Year</b>
<b>(a) Schedule Banks</b>		
Non Plan	475,476	659,075
FCRA	9,294	57,691
NAIP study	12,935	39,026
Interest on FDR	862,009	982,925
	<b>1,359,714</b>	<b>1,738,717</b>
Refund of interest on Plan Grant to PC	-	323,760
	<b>1,359,714</b>	<b>1,414,957</b>
<b>(b) On Loans/Staff</b>		
Penal interest on Advances	14,534	7,027
Interest on Income Tax Refund	22,680	-
Interest on Security Deposits	77,880	-
	<b>115,094</b>	<b>7,027</b>
<b>TOTAL</b>	<b>1,474,808</b>	<b>1,421,984</b>
<b>SCHEDULE 8 - OTHER INCOME</b>	<b>Current Year</b>	<b>Previous Year</b>
Rent from NIT	5,023,350	-
Leave Salary Contribution	51,823	76,160
Licence Fees for Quarters - Main	107,963	137,844
Sale of Asset	7,500	38,513
Misc. Receipts -NP	296,276	444,536
<b>Total</b>	<b>5,486,912</b>	<b>697,053</b>
<b>GRAND TOTAL</b>	<b>131,936,109</b>	<b>128,448,614</b>

**INSTITUTE OF APPLIED MANPOWER RESEARCH****SCHEDULES FORMING PART OF INCOME & EXPENDITURE ACCOUNT FOR THE YEAR  
ENDED ON 31-03-2014****EXPENDITURE****(Figures in Rupees)**

<b>SCHEDULE 9 - ESTABLISHMENT EXPENSES</b>	<b>Current Year</b>	<b>Previous Year</b>
	<b>2013-14</b>	<b>2012-13</b>
<b>(a) Salaries &amp; Wages</b>	<b>68,186,342</b>	<b>56,141,993</b>
<b>(b) Allowances &amp; Bonus</b>		
Tuition Fee	752,806	764,159
Overtime Allowance	2,970	25,211
LTC	594,053	523,099
Leave Salary & Pension Contribution	-	-
DLIS	-	78,000
Bonus	249,274	250,279
Honorarium	3,500	14,500
<b>Total (b)</b>	<b>1,602,603</b>	<b>1,655,248</b>
<b>(c) Contribution to Provident Fund</b>	<b>2,826,382</b>	<b>2,775,103</b>
<b>(d) Staff Welfare Expenses</b>		
Medical	1,000,374	665,757
CGHS Contribution	638,611	589,489
Salary to Canteen staff	3,190,891	2,182,805
<b>Total (d)</b>	<b>4,829,876</b>	<b>3,438,051</b>
<b>(e) Exp on Employees Retirement &amp; Terminal Benefits</b>		
Leave Encashment	1,986,380	991,391
DCRG	2,004,720	1,181,583
Provision for DCRG	5,505,228	5,720,914
Provision for Leave Encashment	3,849,781	3,534,533
<b>Total (e)</b>	<b>13,346,109</b>	<b>11,428,421</b>
<b>Grand Total</b>	<b>90,791,312</b>	<b>75,438,816</b>

**INSTITUTE OF APPLIED MANPOWER RESEARCH****SCHEDULE FORMING PART OF INCOME & EXPENDITURE ACCOUNT FOR THE YEAR  
ENDED ON 31-03-2014****EXPENDITURE****(Figures in Rupees)**

<b>SCHEDULE 10- OTHER ADMINISTRATIVE EXP.</b>	<b>Current Year</b>	<b>Previous Year</b>
	<b>2013-14</b>	<b>2012-13</b>
<b>NON-PLAN</b>		
1. House Keeping	940,453	889,564
2. Electricity	6,776,607	6,958,582
3. Annual Maintenance Contract	121,652	121,125
4. Repairs & Maintenance of Office Equipments	737,883	605,915
5. MCD Property Taxes - New Campus	807,707	807,707
6. Ground Rent	756,000	756,000
7. Postage	30,636	43,966
8. Telephone	634,756	655,116
9. Stationery	352,813	708,126
10. Printing	349,810	291,125
11. Petrol consumption on staff car & Maintenance	416,463	325,131
12. Petrol consumption on Diesel Gen. Set	-	18,144
13. Petrol/CNG consumption on Staff Bus & maintenance	226,401	222,189
14. TA/DA	141,107	176,043
Local Conveyance	26,808	25,129
Transfer TA	-	24,041
15. Audit Fees	51,124	59,551
16. Security Charges	2,489,367	2,247,395
17. Uniform Expenses	134,128	100,012
18. Legal & Professional Charges	206,654	153,172
19. Other Administrative expenses	602,741	665,832
20. Expenditure on Library	32,463	59,719
21. Exp. on Studies/Research/Projects-Ref.Sch-11 & 12	-	-
22. Advertisement	137,096	109,532
23. Salary to Daily Wages	23,463	113,362
24. Hindi Day Expenses	25,483	12,250
25. Advances/Asset written off	-	718,571
26. Horticulture work at IAMR	-	512,595
27. Electrical Maintenance work at IAMR	-	543,177
28. Penalty - Income tax	4,350	20,800
<b>Total</b>	<b>16,025,965</b>	<b>17,943,871</b>

**INSTITUTE OF APPLIED MANPOWER RESEARCH****SCHEDULE FORMING PART OF INCOME & EXPENDITURE  
ACCOUNT FOR THE YEAR ENDED ON 31-03-2014****EXPENDITURE (PROJECTS)**

(Figures in Rupees)

<b>SCHEDULE 11 - ESTABLISHMENT EXPENSES</b>	<b>Current Year</b>	<b>Previous Year</b>
	<b>2013-14</b>	<b>2012-13</b>
<b>(a) Salaries &amp; Wages</b>	<b>2,348,409</b>	<b>7,333,860</b>
<b>(b) Allowances &amp; Bonus</b>		
Honorarium	-	-
Overtime Allowance	350	4,389
LTC Expenses	-	-
Bonus	-	-
<b>Total (b)</b>		<b>4,389</b>
<b>(c) Contribution to Provident Fund</b>	<b>27,495</b>	<b>81,470</b>
<b>(d) Staff Welfare Expenses</b>		
Medical Expenses	-	-
CGHS Contribution	-	-
<b>Total (d)</b>	-	-
<b>(e) Exp on Employees Retirement &amp; Terminal Benefits</b>		
Leave Encashment	-	-
<b>Total (e)</b>	-	-
<b>Grand Total</b>	<b>2,376,254</b>	<b>7,419,719</b>



**INSTITUTE OF APPLIED MANPOWER RESEARCH**

**SCHEDULE FORMING PART OF INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED ON 31-03-2014**

**EXPENDITURE (PROJECTS)**

(Figures in Rupees)

SCHEDULE 12- OTHER ADMINISTRATIVE EXP	Current Year	Previous Year
	2013-14	2012-14
<b>NTMIS &amp; PGDC</b>		
1. Repair & Maintenance	133,187	220,260
2. Valedictory Function	234,810	281,713
3. Telephone	22,575	43,126
4. Stationery & Printing	267,536	171,021
5. Incidental cost	727,936	754,770
6. TA/DA	3,556	81,369
Local conveyance	43,866	2,293
Transport Charges	-	-
7. Enrolment Fees	400,000	-
8. Misc. Exp.	469,549	810,181
9. Consultancy	-	15,000
10. Living Allowance	22,189,966	24,257,793
11. Medical allowance	29,233	394,476
12. Project Allowance	475,370	469,686
13. Field Visit	2,994,721	2,750,512
14. Travel Exp.	185,693	141,345
15. Book allowance	902,669	933,131
16. Accommodation charges *	-	-
17. Electricity Charges - City Office	116,997	-
18. Rent of City Office	2,587,050	850,500
<b>PLAN</b>		
19. Upgradation of Library	605,407	15,000
20. Research & Professional charges	42,925	897,191
21. Modernisation of IT	541,794	667,076
22. DGE & T Study	-	42,647
23. Horticulture work at IAMR	598,620	273,340
24. Electrical & Civil Maintenance work at IAMR	584,948	-
25. Engineers Growth (Pilot Study NTMIS)	176,558	96,848
26. ATS MHRD	41,852	517,181
27. Factors impacting Non-Agriculture Emp. Growth	1,882,375	440,208
28. Rural Non- Farm Employment	1,523,912	1,152,278
29. Labour laws	177,345	30,000
30. Cluster Development - employment intensity	9,530	1,680,278
31. Rent of City Office (Plan)	900,000	-
32. Skill Dvt. & Training in China- Study	905,916	-
<b>Expenditures on Other studies:</b>		
33. ILO Study	72,871	1,238,660
34. HDI-Dvt. of Indices for SC's ST's Sr. citizens	432,620	-
35. NSDC	-	19,800
36. GENEVA	-	55,602
37. Assess. of future human req. in agriculture (NAIP)	18,292	324,095
38. UNICEF Seminar	122,765	-
39. UNESCO Seminar on TVET Policy	281,591	-
40. GERMAN VET	405,880	-
41. Jhajjar Study (2010-11)	72,223	-
42. Lakshdeep Study (2010-11)	70,034	-
43. Strengthening Capability (Trg. & Monitoring) (2006-07)	272,647	-
<b>Total</b>	<b>41,524,819</b>	<b>39,627,380</b>

\* Refer Note 2 of Schedule - 14.



**INSTITUTE OF APPLIED MANPOWER RESEARCH**  
**Plot No. 25, Sector A-7, Institutional Area, Narela, Delhi-110040**  
**RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED ON 31-03-2014**



INSTITUTE OF APPLIED MANPOWER RESEARCH

(Figures in Rupees)

RECEIPTS	Current Year 2013-14	Previous Year 2012-13	PAYMENTS	Current Year 2013-14	Previous Year 2012-13
<b>I. Opening Balance</b>					
<b>a) Bank Balances</b>			<b>I. Expenses</b>		
(i) Savings Accounts	44,733,964	42,298,768	a) Establishment Expenses(Main)	78,245,412	66,165,360
<b>II. Grants Received</b>			b) Administrative Expenses(Main)	18,474,650	16,340,137
a) Government of India - Non Plan			<b>II. Exp. on Projects/Research/studies</b>		
Non -Plan Grant Salary	45,200,000	45,200,000	a) Establishment Expenses	2,376,254	7,419,719
Non-Plan Grant - General	18,000,000	8,050,000	b) Administrative Expenses	38,779,146	38,753,281
b) Government of India - Plan	10,000,000	-	c) Capital Expenditure	29,000	140,000
c) AICTE - NTMIS			<b>III. Refund of Interest on Plan Grant</b>		323,760
<b>III. Interest Received</b>			<b>IV. Refund of Plan Grant 2010-11</b>		587,483
a) On Bank Deposits	3,749,020	3,012,498	<b>V. Exp. on Fixed Assets</b>	1,426,108	3,276,641
b) On Staff Advances	115,094	7,027	<b>VI. Loans &amp; Advances(Liab.)</b>	2,647,244	1,841,120
<b>IV. Other Income</b>			<b>VII. Loans &amp; Advances(Assets)</b>	1,242,848	4,824,797
Instt. Fees/Project Fees etc.	54,731,003	79,110,207	<b>VIII. Closing Balance</b>		
<b>V. Other Receipts</b>	5,648,452	658,540	<b>a) Bank Balances</b>		
<b>VI. Sale of Fixed Assets</b>	7,500	38,513	(i) Savings Accounts & Fixed Deposit	46,824,194	44,733,964
<b>VII. Loans &amp; Advances(Asset)</b>	4,340,594	5,901,561	<b>TOTAL</b>	<b>190,044,856</b>	<b>184,406,262</b>
<b>VIII. Loans &amp; Advances(Liab.)</b>	3,519,229	129,148			
<b>TOTAL</b>	<b>190,044,856</b>	<b>184,406,262</b>			

**FOR G.S.KOHLI & CO.**  
Chartered Accountants  
FR No. 001442 N

Sd/-  
**PUNEET KUMAR**  
Partner  
M. No. 529367

Place : Delhi  
Date : 26-07-2014

Sd/-  
**NEENA KAPOOR**  
Joint Director (Finance)  
IAMR

Sd/-  
**Dr. SANTOSH MEHROTRA**  
Director General  
IAMR



## INSTITUTE OF APPLIED MANPOWER RESEARCH

Sector A-7, Institutional Area, Narela, Delhi-110040

### SCHEDULE - 13: SIGNIFICANT ACCOUNTING POLICIES (FOR THE FINANCIAL YEAR 2013-2014)

#### 1. ACCOUNTING CONVENTION

The financial statements are prepared on the basis of historical cost convention, unless otherwise stated and on the accrual method of accounting.

#### 2. FIXED ASSETS

Fixed assets are shown at cost of acquisition (inclusive of inward freight, duties, taxes, incidental and direct expenses related to acquisition) less accumulated depreciation.

#### 3. DEPRECIATION

Depreciation on Fixed Assets is charged on written down value method, based on the age of assets determined by the Institute. The effective rates of depreciation work out as follows: -

(i) Building	2%	(iv) Motor cars, scooters & cycle	20%
(ii) Furniture, fixture etc.	10%	(v) Computers/Peripherals	15%
(iii) Office, equipment, air Conditioners, EPABX etc.	15%	(vi) Library books	20%

Except on the Fixed Assets of new project NAIP, following rates are prescribed by them:-

(i) Building, roads, bridges, Sewerage & drainage	1.63%	(iii) Vehicles & vessels	9.50%
(ii) Electrical installation & Equipments, Plant & Machinery, Laboratory apparatus and scientific Equipment, library books	4.75%	(iv) Furniture & fixtures	6.33%
		(v) Office equipments, computers / peripherals / accessories, Audio Visual Equipment, farm & field equipments	4.75%

#### 4. REVENUE RECOGNITION

- In Case of receipt of advances towards projects, 75% of advances to be recognized as income on receipt basis and the balance 25% are booked on completion of Project.
- Tuition Fee & Accommodation Charges from M.E.A. booked as income on completion of project.



**5. GOVERNMENT GRANTS/SUBSIDIES**

Government grants/subsidies are accounted for in Books of Accounts normally on Receipt basis.

**6. APPORTIONMENT OF OVERHEAD COST TO PROJECTS**

Accommodation charges per participant per day are charged by crediting Accommodation Charges – Main Grant A/c and debiting PGDC Project Income A/c.

**7. RETIREMENT BENEFITS TO STAFF**

Liability towards gratuity payable on death/retirement of employees is accrued, based on the actuarial valuation. Provision for accumulated leave encashment benefits for the employees is also accrued, based on the actuarial value.\

**8. PROJECT ACCOUNTING**

In case of specific projects/studies, receipts & expenses are transferred to income & expenditure account on completion of projects.



**INSTITUTE OF APPLIED MANPOWER RESEARCH**  
**Sector A-7, Institutional Area, Narela, Delhi-110040**

**SCHEDULE - 14: NOTES ON ACCOUNTS AND CONTINGENT LIABILITIES**  
**FORMING PART OF FINAL ACCOUNTS**

1. Corpus Fund includes the sales proceeds, Rs.24,46,956.00 of Building at I.P. Estate already transferred directly to this Corpus Fund A/c during the Financial Year 2006-2007 instead of reducing the value of Building by the Institute since final formalities relating to it's transfer/sale have not been completed as yet, the cost of Building, under-question, appearing in the Assets side of Balance Sheet in Schedule-3 shall be adjusted after the completion of necessary formalities.
2. A sum of Rs. 1,61,38,200/- (previous year Rs.1,63,82,400/-) have been debited to PGDC project Income during the year on account of accommodation charges, calculated @ Rs. 600.00 per participant per day by crediting to Accommodation Charges-Main Grant A/c. Accordingly, the same adjustment have no impact on the surplus/deficit of the Institute.
3. As per Circular No. LEM17/10/2002-MP from Planning Commission, 15% of Consultancy receipts (other than Non Plan Grant from Planning Commission and Grant from Ministry of HRD/NTMIS) were to be transferred to Corpus Fund.  
In current year an amount of Rs.4,07,660/- of Total Receipts from Projects (previous year Rs. 2,62,891/-) transferred to Corpus Fund .Additional savings after meeting present & future cost could not be ascertainable.
4. The AICTE in current financial year released NIL Grant towards NTMIS. The NTMIS staff now merged with Non-Plan and the difference of salary component was paid by the IAMR from its own savings.
5. Plan Grant received from Planning Commission during the Financial Year 2003-04 ,2011-12 and 2013-14 has not been utilized so far to the extent of Rs.1,34,61,021.00 as shown under the head "Other Current Liabilities" Schedule-2 in Balance Sheet, as detailed below:



S.No.	Year	Received For	Unutilized Amount	Remarks
1	2011-12 (i)	<b>Infrastructural facilities to IAMR</b> Grants in aid – General Rs.47,28,331.00	47,28,331	Full amount has been committed for exp. upto Balance sheet date.
	(ii)	Grants for creation of capital assets Rs.NIL		
2	2013-14	<b>Infrastructural facilities to IAMR</b>	71,15,449	
	(i)	Grants in aid – General Rs.56,15,449.00		Full amount has been committed for exp. upto Balance sheet date.
	(ii)	Grants for creation of capital assets Rs.15,00,000.00		Full amount has been committed for exp. upto Balance sheet date.
3	2004-05	Sewer Line etc.	16,17,241	O/s since completion certificate from DDA is awaited.
	<b>Total</b>		<b>1,34,61,021</b>	

The Balance of Grant-in-aid for 2011-12 & 2013-14 will be utilized for purpose of study and committed expenditure as per sanction.

6. The following amounts are receivable from Sponsors as on 31/03/2014.

S. No.	Name of Project	Amount	Year
1	State Dev. Report	7,230	2005-06
2	Youth Study	68,500	2005-06
3	GERMAN Study	646,120	2013-14
4	MEA (PGDC)	1,22,53,843	2011-12,12-13 & 2013-14
5	WHO	32,000	2005-06
6	Workshop	2,90,000	2005-06
7	HRD-AICTE (NTMIS)	64,25,582	2010-11
8	IDERA Study	24,750	2005-06
9	Gurgaon Study	3,25,000	2005-06
10	Labour Stats.	32,000	2005-06
11	Educational Index	2,40,000	2005-06
12	NCB	31,700	2005-06
13	Krishna Distt.	43,800	2005-06
	<b>TOTAL</b>	<b>2,04,20,525</b>	



The total amount of Rs.10,94,980/- outstanding of year 2005-06 seems to be doubtful for its recovery.

7. In current year amount standing under Receipts from Project under progress on account of closed studies of CAPART(Skill Development) Rs. 16,16,238/- and Lakshdeev Study Rs.3,16,000/- transfer under Income from consultancy studies head of income & expenditure account.
8. In current year amount of Rs. 4,14,904/-standing under payments on projects under progress on account of closed studies i.e. Strengthening capability (Trg. &Monitoring) Rs.2,72,647/-,Jhajjar study Rs. 72,223/- and Lakshdeev Study Rs.70,034/- transferred to income & expenditure account under Expenditure on studies.
9. (i) Following amounts, appearing as Advance on Capital A/c, are still pending, and same has not been adjusted yet:

S.No	Particulars	Amount (Rs.)	Year
1	CPWD for Campus Construction	32,30,614	2003-04
2	Ex-Engineer North DDA for Sewer connection	26,82,759	2004-05
3	Ex-Engineer (Elec.), CPWD	90,61,661	2009-10, 2010-11,2011-12
4	Executive Director (DAD), CPWD	36,52,311	2011-12
5	NIC Computers	38,015	2004-05

(ii) Advances to staff and corporate as detailed below have been outstanding since a considerable period has not been adjusted in the books of accounts till date:

- |       |   |                 |
|-------|---|-----------------|
| (i)   | Dr. K.S.Rao                                       | Rs. 30,000/-    |
| (ii)  | Dr. Indu Shekhar                                  | Rs. 15,000/-    |
| (iii) | Institute of Development<br>Alternatives, Chennai | Rs. 18,23,300/- |
| (iv)  | BATA  | Rs. 7,188/-     |
| (v)   | Habitat World                                     | Rs. 4,500/-     |

10. Provision of Unadjusted Advances carried forward have been provided & adjusted advances & other amount recoverable in cash or in kind or for value to be received as applicable in schedule -4A of Balance Sheet.



11. In the opinion of the Institute, current assets, loans and advances of the Institute have a realizable value to the extent shown in the Books of Accounts and the provisions made for all known liabilities are adequate.
12. (i) Balances outstanding at the year-end are subject to confirmation & reconciliation.  
(ii) Fixed Assets as per schedule – 3 of Balance Sheet are subject to reconciliation with Fixed Assets Register and needs periodical verification at reasonable intervals.
13. Previous years' figures have been regrouped/rearranged/recasted, wherever considered necessary to make them comparable with those of current years' figures.
14. Schedule 1 to 14 are annexed to and form an integral part of the Balance Sheet as on 31.03.2014 and the Income and Expenditure Account for the year ended on the date.

**FOR G.S.KOHLI & CO.**  
**Chartered Accountants**  
**FR No. 001442 N**

**Sd/-**  
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**PUNEET KUMAR**  
**Partner**  
**M. No. 529367**  
**Place : Delhi**  
**Date : 26/07/2014**

## **Institute of Applied Manpower Research**

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