

ANNUAL PROGRAMME REVIEW AND ACTION PLAN DOCUMENT

*Draft for Discussion in the Departmental Advisory
Committee Meeting Scheduled for 21st February, 2018*

2018-19

The document has two parts. Part 1 reviews the implementation status of the action plan of the Department of Educational Planning (DEP) for 2017-18 covering five broad areas, i.e. research, teaching, publications, training and technical support to national and state governments. The major outputs/products of the Departmental Action Plan for 2017-18 have also been reported in this section.

Besides reporting the medium-term development perspectives of the department, Part 2 briefly discusses the strategic priorities of the Department for 2018/19, and accordingly, proposes new training, research and other initiatives of the Department. Part 2 contains proposals for undertaking new research projects, technical support to National/State governments and capacity building activities for 2018-19.

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Annual Programme Review and Action Plan 2018-19

1. Introduction

1.1 About the Department

The Department of Educational Planning (DEP), one of the fundamental divisions of NIEPA, strives to promote evidence based educational planning in the country with the ultimate mission of contributing towards advancement of human development. The focus of the Department, therefore, has been on generating and disseminating new knowledge on various planning models and techniques, particularly those that facilitate decentralized planning in education. With the shift in emphasis towards decentralized planning for delivery of education, the main effort of the DEP has been to study approaches, frameworks, inputs, processes and products of planning at institutional, district, state and national levels so as to understand and improve educational planning in the country.

Efforts to understand educational planning have helped the DEP to conceptualize

Our Mission:

The Department of Educational Planning seeks to advance human development by creating and disseminating knowledge through research, teaching and capacity development programmes that impact educational policy and programme planning locally, nationally and globally.

planning models at elementary and secondary levels. Moreover, with the increasing emphasis on education as a means of reducing poverty and promoting sustainable development, the DEP considers the expanded scope of educational planning not only to cover the institutionalization of strategic planning at the macro level but also promoting decentralization and use of local level planning techniques such as school mapping, micro planning and school improvement planning for

improving quality of investment in education. Promoting sector-wise approach (SWAp) in strategic planning in school education is another key mandate of the DEP. Needless to mention, creating and disseminating knowledge and skills to advance strategic policy and programme planning in education are the major focus of the activities of the DEP.

Accordingly, the DEP conducts capacity development programmes, and undertakes research in related areas, and provides professional support and consultancy to various sub-national, national and international bodies.

Focus Areas of the DEP

There has been significant progress made over the years as far as access to education and participation in school education is concerned, with enrolments rates at the school education sector reaching very near to the desired targets. This has been possible primarily due to the planned interventions made through flagship programmes such as the SSA and the RMSA. The activities of the DEP are aligned to the post-2015 agenda focusing on outcome and quality related targets (as under SGD 4) , where the focus is on ensuring inclusive and equitable education and promote lifelong learning for all. Achieving inclusive and equitable quality education for all will require increasing efforts in a vast and diverse country like India.

Over the past several years, the focus areas of the Department of Educational Planning (DEP) included promoting decentralized strategic planning through empirical and action research and comprehensive capacity development activities; and monitoring and appraisal of education development plans in the school education sector. Keeping in view the above Sustainable Development Goal 4, the focus area of the Department of Educational Planning will be on capacity building, developing related material and research in the following areas;

- (i) Promoting evidence based (using EMIS data) decentralized planning and management in school education with focus on sector wide approach;
- (ii) Promoting School based management system with focus on School Improvement Planning models and Strategic Planning models for higher educational institutions.
- (iii) Supporting and strengthening sub-national level institutions, by developing planning modules for teacher education and looking into supply and demand of teachers.
- (iv) Focus on strengthening research capacity of faculty members of SCERT and DIETs through research methodology programmes focused on both qualitative and quantitative techniques.
- (v) Making planning and management practices in school education outcome-based using RFD and log frames.
- (vi) Thematic application of GIS based planning, through spatial planning techniques for planning and management of school education.

The **medium-term plan** of the Department would focus on capacity building of institutions and functionaries including strengthening of SIEMATs, developing planning framework following a Sector Wide Approach (SWAp), developing related training material and undertaking research in the following areas:

- (i) Developing and Implementing Strategic planning framework following a sector-wide approach in school education and building the capacity of the states and UT's in the same. Developing related training material to build the capacity at the sub-national level for the implementation of strategic planning approaches in school education;
- (ii) Undertaking empirical Research and developing evidence-based tools for monitoring of School Education;
- (iii) Building Strategic Planning and monitoring capacities at sub-national level in collaboration with SIEMATs: To prepare core state resource group/master trainers for undertaking capacity building activities at the sub-national levels;
- (iv) Research on status and functioning of SIEMATs and capacity building of faculty of SIEMATs;
- (v) Building Capacity of SCERT and DIET faculty for undertaking decentralized planning in School Education and conducting Research in Education Planning and Management;
- (vi) Research on school size, standards and socio-economic status and learning outcomes; and
- (vii) International Seminar on Strategic Planning in School Education in South Asia region.

The long-term perspective plan of the Department of Educational Planning would focus on capacity building, developing related material and research in the following areas:

- (i) Socio-economic status, schooling incentives and student outcomes: A panel study based on student-wise data from UDISE;
- (ii) Developing capacity at sub-national levels for implementation of SWAp in planning and monitoring school education;
- (iii) Revisiting the online course on advanced planning techniques in education transacted for PGDEPA programme; and
- (iv) Development and transaction of online capacity building programme for District level Education officers/faculty members of DIETs and SIEMATs.

1.2 Faculty Profile

Professor S.M.I.A. Zaidi (Ph. D in Sociology) from Aligarh Muslim University, Aligarh heads the DEP. He specializes in decentralized and micro-planning in education and plan appraisal.



Professor K. Biswal has a Ph. D Economics of Education from the JNU, New Delhi. He is Professor in the DEP. He specializes in economics of education, educational decentralization, project planning, and local level planning techniques (i.e. school mapping, micro planning, & school improvement planning).



Dr. N. K. Mohanty has a Ph. D. in Economics from IIT Roorkee, Uttarakhand. He is Assistant Professor in the DEP. He specializes in economics of education, decentralized planning in education, manpower planning, quantitative techniques and forecasting methods.



Dr. Suman Negi has a Ph. D in Geography from the Centre for Studies of Regional Development, JNU, New Delhi. She is Assistant Professor in the DEP. She specializes in population studies and educational mobility.



Part I: Annual Review of Departmental Activities: 2017-18

1. Overview of the Programmes Approved for 2017-18

The approved programmes of the DEP for the year 2017-18

Table 1: List of approved programmes of the DEP for 2014-15

| Sl. No. | Programme Details | Type of Programme | Responsible Faculty |
|---------|--|-------------------|--|
| 1. | Capacity Building Programme on Planning for Teacher Education for Heads of Teacher Education Institutes (TEIs) of Odisha. July 17-21, 2017. | Workshop | S.M.I.A. Zaidi K. Biswal N.K. Mohanty |
| 2 | Training Programme on Planning and Monitoring of School Education Programmes (For all the States and UTs other than North-Eastern States). August 21-25, 2017. | Training | Dr. N. K Mohanty Prof. K Biswal |
| 3. | National Level Sharing Workshop on Lessons Learnt from the Action Research and the Model for Planning for Secondary Education at the District Level. (scheduled but not conducted) | Workshop | S.M.I.A. Zaidi K. Biswal N.K. Mohanty |
| 4. | Training Programme on Planning and Monitoring of School Education Programmes in North-Eastern States. September 03-08, 2017 | Training | Prof. K Biswal Dr. N. K Mohanty |
| 5. | Orientation Programme on Planning and Designing Research Projects for faculty of SCERT and DIET's of Sikkim. January 29- February 02, 2018. | Training | Dr. Suman Negi |
| 6. | Orientation Programme on Planning for School Education in Meghalaya. (Scheduled but not conducted) | Training | Dr. N.K. Mohanty Dr. Suman Negi |
| 7. | Evaluation of the Implementation of the Infrastructure Development in Minority Institutions (IDMI) | Research Study | Dr. N.K Mohnaty Dr. Suman Negi Prof. S.M.I.A Zaidi |

3. Current Status of the Approved Programmes.

In the following sections the attempt is to report the current implementation status of the approved programmes of the DEP listed in Table 1 (2017-18) along with the current status of the ongoing research projects approved in the previous years.

During the current financial year, the DEP has been successful in implementing most of its planned activities. Besides, the DEP has also attended to several requests of the state governments and MHRD for providing professional support.

We sincerely look forward to the DAC to intervene and enable us to align the Action Plan 2018-19 of the DEP to the development concerns in education in the country.

3.1 Research

| Sl. No | Research/Study | Responsible Faculty | Current Status |
|-----------------------------------|--|---|---|
| Approved Research Projects | | | |
| 1. | Action Research Project on Development of District Secondary Education Plan under RMSA in Tamil Nadu and Odisha | Prof. S.M.I.A. Zaidi, Prof. K. Biswal Dr. N. K. Mohanty | Phase I of the study has been completed and the report has been finalised. In Phase II, all the 4 sample District Research Teams of Tamil Nadu and Odisha are finalising their Model District Secondary Education Plans which they will present in the National Level Sharing Workshop to be held at NIEPA in August, 2017. After this workshop, the four District Research Teams will submit their final DSEPs. The report of Phase I along with 4 DSEPs will be submitted to NIEPA to mark the completion of the project. |
| 3. | A Spatial Perspective on the Causes and Consequences of Higher Educational Out-Migration: A Case Study of Himachal Pradesh | Dr. Suman Negi | Most of the work as proposed has been completed. Some aspects related to the primary data are being arranged and analysed and the final report is being drafted. |
| 3. | Public-Private Mix in Secondary Education in India: Size, In-school Facilities and Intake Profile. | Dr. N.K Mohanty Prof. S.M.I.A Zaidi | Till now, related literature has been reviewed, secondary data and information from U-DISE and other sources have been collected. The data analysis and report writing is in progress. |

| Sl. No | Research/Study | Responsible Faculty | Current Status |
|---------------|--|--|---|
| 4. | An Education Atlas on Gender: A District Level Representation | Dr. Suman Negi Prof. Mona Khare | The data has been collected and arranged. Some maps have also been generated and at the district level. The Chapters of the report are being finalized. |
| 5 | Evaluation of the Implementation of the Infrastructure Development in Minority Institutions (IDMI) | Dr. N.K Mohnaty Dr. Suman Negi Prof. S.M.I.A Zaidi | The study report has been submitted to MHRD on 1 st December, 2017. |

3.2 Teaching

| Sl. No. | Courses in Teaching Programmes | Current Status |
|---------|---|----------------|
| 1. | PGDEPA Course No. 903: Educational Planning | Completed |
| 2. | M. Phil Course – CC6: Educational Planning | On- going |
| 3. | IDEPA Course No: 204 Educational Planning: Concepts, Types and Approaches | On- going |
| 4. | IDEPA Course No. 205: Methodology and Techniques of Educational Planning | On-going |
| 5. | PGDEPA Advanced Course on Educational Planning | Scheduled |

3.3 Supervision of M. Phil/Ph. D Work¹

| Sl. No | Title of the M. Phil/Ph. D Work | Name of the Research Scholar | Faculty Supervisor | Current Status |
|--------|--|------------------------------|---------------------|----------------|
| 1 | A Study of GIS based School Mapping in Elementary Education in India | Nidhi Rawat | Prof. K. Biswal | On-Going |
| 2. | Equality of Educational Opportunity and School Peogression among Socially Disadvantaged Groups: An Ethnographic study of Scheduled Caste children. | Khushboo Singh | Prof. S.M.I.A Zaidi | On-Going |
| 3. | School Based Management and Community Participation in West Bengal: A Study of Select Secondary Schools in Burdwan and Purulia Districts | Deepender Kumar Phathak | Prof. K. Biswal | On-Going |
| 4. | An Analysis of Participation and Expenditure Patterns of Private Coaching at School Education level in India | Sonam Arora | Dr. N.K Mohanty | On-Going |
| 5. | School Consolidations and its Impact on Student Outcomes: An Analysis of the Rajasthan School Merger Policy | Aysha Malik | Dr. Suman Negi | On-Going |

¹ Besides, the DEP faculty also supervises DEPA and IDEPA dissertation work every year.

3.4 Training

| Sl. No | Training Programmes/ Workshops/ Seminars/Conferences | Current Status | Major Output, if any |
|--------|--|---|--|
| 1. | Capacity Building Programme on Planning for Teacher Education for Heads of Teacher Education Institutes (TEIs) of Odisha. | July 17-21, 2017 Bhubneshwar, Odisha | <ul style="list-style-type: none"> 40 participants comprising of heads/Principals of DIETs, CTEs, IASEs and Teacher Training Colleges |
| 2. | Training Programme on Planning and Monitoring of School Education Programmes (For all the States and UTs other than North-Eastern States). | August 21-25, 2017. | <ul style="list-style-type: none"> 35 participants comprising of State Planning and EMIS Coordinators of SSA and RMSA |
| 3. | Training Programme on Planning and Monitoring of School Education Programmes in North-Eastern States. | September 04-08, 2017 Guwhati, Assam | <ul style="list-style-type: none"> 34 participants comprising of State Planning and EMIS Coordinators of SSA and RMSA in NE states participated in the programme |
| 4. | Orientation Programme on Planning and Designing Research Projects for faculty of SCERT and DIET's of Sikkim. | January 29-February 02, 2018. Gangtok, | <ul style="list-style-type: none"> 37 faculty members from SCERT and DIETs of Sikkim participated in the programme. This was one the first programmes of this nature held in Sikkim and the response of participant was very positive and encouraging. |

| | | | |
|--|--|--------|--|
| | | Sikkim | <ul style="list-style-type: none"> • Research activities at the district level are almost negligible and programmes of this nature have initiated some discussion. As a follow up measure all the district teams are expected to submit a detailed research proposal which will further be pursued by the team. |
|--|--|--------|--|

3.5 Major Engagements in Teaching and Development Activities of NIEPA and Technical Support to States and the Central Government in 2017-18

- (i) DEP faculty was extensively engaged in the restructuring of M. Phil/Ph.D and DEPA/PGDEPA courses;
- (ii) DEP faculty spent substantial time on management of M. Phil/Ph.D programmes;
- (iii) DEP faculty responsible for management of NIEPA research studies and GIA activities
- (iv) DEP faculty provided technical and professional support to various states in conducting their capacity development programmes, plan development and appraisal
- (v) DEP faculty was responsible for development and up-dating of the RMSA Results Framework Document for the MHRD, GOI; and
- (vi) DEP faculty worked closely with the RMSA-TCA for implementation of its various activities.

3.6 Publications/Mimeos

| Sl. No. | Title of the Publication/Mimeo | Name of Faculty | Type of Publication |
|---------|---|-----------------|----------------------|
| 1. | 'Development of Elementary Education in North-East India:Trends, issues and Challenges' paper published in Anupam Hazra (Ed.) Sustainable Development in North-East India: Issues, Challenges and Policy Measures, Concept Publishing House 2017. | S.M.I.A. Zaidi | Paper in Edited book |
| 2. | Revisiting Educational Development in Himachal Pradesh, <i>Journal of Indian Education</i> , November 2017 , NCERT, New Delhi (Under Print) | Dr. Suman Negi | Journal Article |
| 3. | Minorities and Education in North East India, <i>Man and Development</i> , Centre for Research in Rural and Industrial Development (CRRID), Chandigarh. (June/September 2017 issue -Under Print) | Dr. Suman Negi | Journal Article |
| 4. | Understanding Educational Out-Migration: A Case Study of Himachal Pradesh. IGNOU, (Under Print) | Dr. Suman Negi | Edited Book chapter |
| 5. | Status of School Education in Sikkim: Development, Issues and Challenges and Identification of Areas for Research- Status paper as a part of reading material for training programme. | Dr. Suman Negi | Mimeo |

3.7 Participation in National and International Conferences and Seminars

| Sl. No | Particulars of the Seminar/ Conference | Particulars of papers presented | Faculty |
|--------|---|---|----------------|
| 1. | Participated in ANRIEP Regional Workshop on 'Educational Administration and Management: Existing Practices and Innovations' and also chaired one session, organized by NIEPA at New Delhi on April 19-21, 2017 | Chaired a session | S.M.I.A. Zaidi |
| 2. | Attended 'National Conference in Innovations in Educational Administration' and chaired a session, organised by NIEPA at New Delhi on March 05-07, 2017. | Chaired a session | S.M.I.A. Zaidi |
| 3. | National Conference on Innovation in Educational Administration, organized by NUEPA at Vigyan Bhawan, New Delhi from November 28-29, 2014. | Participated and acted as a Resource Person | S.M.I.A. Zaidi |
| 4. | Project Approval Board Meetings of the RMSA held at MHRD, Shastri Bhavan, New Delhi during May, 2016 to February, 2017. | Attended as a Member | N.K. Mohanty |
| 5. | Meeting of 5 th Executive Committee of Noor Society to discuss and approve the Integrated AWP&B of RMSA for the year 2016-17, organized by Directorate of Rashtriya Madhyamik Siksha Abhiyan, Government of J & K on 09.02. 2016 at Civil Secretariat, Jammu, Jammu & Kashmir. | Participated and acted as a Resource Person | N.K. Mohanty |
| 6. | Workshop on Open Data and knowledge for Transparency, Advocacy and Research, World Bank Office, New Delhi April 18-19, 2017. | Participated in Workshop | Suman Negi |

3.8 Organizational Responsibility

| Sl. No | Particulars of organizational responsibility | Responsible faculty |
|--------|---|---------------------|
| 1. | Chairman, Steering Committee for Management of M. Phil and Ph. D Programmes | S.M.I.A. Zaidi |
| 2. | Chairman, Admission Committee for M. Phil and Ph. D Programmes | S.M.I.A. Zaidi |
| 3. | Convener, Committee for Allotment of Supervisors M.Phil and Ph.D scholars | S.M.I.A. Zaidi |
| 4. | Member, Standing Advisory Committee of Doctoral Studies | S.M.I.A. Zaidi |
| 5. | Member, Committee on Review of Six monthly progress of M.Phil and Ph.D scholars. | S.M.I.A. Zaidi |
| 6. | Chairman, Standing Purchase Committee of NIEPA | S.M.I.A. Zaidi |
| 7. | Member, NIEPA Committee for preparing question papers for admission test of M. Phil and Ph. D programmes. | K. Biswal |
| 8. | Member, NIEPA Sub-committee for Evaluating Answer Sheets of the written test for admission to M. Phil and Ph. D programmes. | K. Biswal |
| 9. | Member of the Works Review and Advisory Committee of NIEPA. | K. Biswal |
| 10. | Member of the Publication Advisory Committee of NIEPA. | K. Biswal |
| 11. | Member of the Committee for launching the NIEPA Policy Briefs Series | K. Biswal |
| 12. | Member, Admission Committee for Management of M. Phil and Ph. D Programmes | N.K. Mohanty |
| 13. | Member, Steering Committee for Management of M.Phil and Ph.D Programmes | Suman Negi |
| 14. | Member, Committee for initial screening of applications of M.Phil and Ph.D Programmes | Suman Negi |

Part 2: Action Plan: 2018-19

1. Development Perspective and Strategic Priorities of the DEP for 2017/18

Apart from its regular mandate, the DEP has kept in view the suggestions made in the earlier DAC meeting in revising its development perspective and has taken into consideration all areas suggested by the DAC (listed in Section 2). The DEP involved in generating empirical evidences relating to structure and expansion of secondary education, and equity and affordability and efficiency of secondary schooling to feed into policy and programme planning at the national and state levels. The other important component of the DEP's perspective is providing institutional and cultural explanations of decentralized planning through its action research. It is also a staff development strategy, which would help the faculty to grow up as trainers.

The important shift in the capacity development strategy of the DEP is to look at its training programmes as long-term interventions (for at least 2-3 years), which should ultimately produce concrete results in terms of skill formation and/ or material development at the sub-national levels. Given the geo-physical and socio-economic diversity, the DEP has gone for a spatial/regional approach in designing its training programmes. Each of its training programmes are in fact backed by a follow-up action plan to make it sustainable and result oriented. Following this strategy, the DEP has been engaged in the NE region to develop planning competencies in school education since 2013-14.

Given the changing perspective of the DEP, the following new programmes have been proposed for the year 2018-19 for consideration and advice of the DAC.

4.1 Research

4.1.1 Study on roles and functions of SIEMATs

Decentralisation of educational planning and management is a major concern in India. Hence, the translation of the idea of decentralization into an operational practice required creation of necessary organizational arrangements to make the practice administratively feasible and professionally supportive. As a result, SIEMATs were established as organizational arrangements to professionalise educational planning and management activities at the state, district and sub-district levels. It was envisaged that (i) SIEMATs will be a separate institute to centre around developing planning and management competencies of educational

functionaries; (ii) SIEMATs with full fledged faculty and departments will be able to provide regular support to planning activities; (iii) SIEMATs would deal with

educational planning and management needs of school education; (iv) SIEMATs would provide support to policy planning at the state level. This can be facilitated through providing an advisory supportive role to the state governments through conducting research in the area of concern for policy making and implementation at the state level and conducting orientation programmes for senior level educational administrators at the state level; and (v) SIEMATs would be an academic institution having its own autonomy and remain outside the administrative boundary of Directorate of Education. It may also be noted that the organizational structure of the SIEMAT depended on its expected role to be played which varied from state to state. Each state government was asked to set-up the institution and evolve organizational structure based on their specific requirements.

Though SIEMATs were expected to play a very supportive role in the planning and management of school education, the experience so far, does not seem to be encouraging. Even after more than 20 years of evolution of SIEMATs, a good number of states do not have SIEMATs and in some other states the SIEMATs are not fully functional. Further, in some states, even if the SIEMATs have become fully operational, their involvement in the planning and management of school education is very limited and inadequate. Hence, the present study makes an attempt to examine the roles played by the SIEMATs or the extent of involvement of SIEMATs in planning and management of school education. This would not only help in delineating the inefficiencies of SIEMATs but may also help in strengthening the SIEMATs and facilitating them to play effective and significant role in planning and management of school education at the state, district and sub-district levels in the states.

The specific objectives of the present study are :

1. To examine the present status of functioning of SIEMATs in the states since their establishment;
2. To examine the extent of involvement of the SIEMATs in the planning and management of school education; and
3. To critically examine the capacity of the SIEMAT faculty in providing support to teacher management at school education level.

4.1.2 Developing the Strategic Planning Framework for school education following a sector wide approach

Strategic planning is an organizational management activity that is used to set priorities, focus energy and resources, strengthen operations, ensure that employees and other stakeholders are working toward common goals, establish agreement around intended outcomes/results, and assess and adjust the organization's direction in response to a changing environment. It is a disciplined effort that produces fundamental decisions and actions that shape and guide what an organization is, who it serves, what it does, and why it does it, with a focus on the future. Effective strategic planning articulates not only where an organization is going and the actions needed to make progress, but also how it will know if it is successful. A strategic plan is a document used to communicate with the organization the organizations goals, the actions needed to achieve those goals and all of the other critical elements developed during the planning exercise.

There are many different frameworks and methodologies for strategic planning and management. While there are no absolute rules regarding the right framework, most follow a similar pattern and have common attributes. Many frameworks cycle through some variation on some very basic phases: 1) analysis or assessment, where an understanding of the current internal and external environments is developed, 2) strategy formulation, where high level strategy is developed and a basic organization level strategic plan is documented 3) strategy execution, where the high level plan is translated into more operational planning and action items, and 4) evaluation or sustainment / management phase, where ongoing refinement and evaluation of performance, culture, communications, data reporting, and other strategic management issues occurs. The quality of the strategic plan can only be judged in the long-run by looking at the degree of achievement of the long term objectives and the progress in moving towards the final vision for the department. However, if the process of developing a strategy is robust, the probability of achieving the final goals of the strategy increases exponentially.

Both under SSA and new RMSA guidelines, planning requires an integrated approach, which subsumes all related Centrally Sponsored Schemes. The new RMSA guidelines also emphasize on results based planning that not only relates the plan interventions to correlates of priority secondary education development issues under consideration in a state/district plan but also identifying indicators of success that help to measure results of the plan interventions. These implementation guidelines of *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) have been formulated in light of the recent revision of the scheme and more importantly the learning's available from its implementation since 2009, by the States. Specifically, the focus of the new guidelines is to put together implementation strategies in the plan, which can be adopted by States with emphasis on outcomes/deliverables and mapping them onto

an impact that is tangible with reference to outcomes (indicators). Hence, there is the need for developing secondary education plans in states using the results framework to make them more strategic.

Now, with the merger of SSA and RMSA, there is a definite need to develop a planning framework which would facilitate the achievement of the developmental objectives of school education at the national, state, district and sub-district levels. Hence, the DEP would make an effort to develop a planning framework for development of school education at the national, state, district and sub-district levels.

4.2 Training

4.2.1 National Level Sharing Workshop on Lessons Learnt from the Action Research and the Model for Planning for Secondary Education at the District Level.

| | |
|------------------------------|--|
| Coordinators: | K. Biswal and N.K. Mohanty |
| Workshop duration and venue: | 03 days at NIEPA, New Delhi |
| Workshop dates: | May, 2018 |
| Target group/participants: | Around 40 participants comprising of Planning Teams of project states; senior RMSA officials of project states and other select major states, representatives of MHRD, RMSA-TSG, NCERT, funding agencies like the WB, DFID, European Commission. |
| Resource Persons: | Mostly from NIEPA and a few from outside. |

Why conduct this workshop?

- ✚ To share the experiences and findings of the action research with the larger group of national and state level stakeholders;
- ✚ To seek comments and suggestions on the planning practices adopted in developing the model plan and the framework and contents of the model plans;
- ✚ Explore possibilities of scaling up the broad framework and methodology adopted in the secondary education model plans across the country by

- making necessary changes in the institutional framework for planning at state and district levels; and
- ✚ To agree on a common framework for capacity building at national and sub-national levels for improving planning practices and outcomes.

What are the expected outcomes of the workshop?

- ✚ Key stakeholders at national and sub-national levels are made aware of the role of institutions in shaping planning practices in school education leading to better planning practices at sub-national levels

4.2.2. Training Programme on Monitoring of School Education Outcomes for Major States.

| | |
|-------------------------------|--|
| Coordinators: | N.K. Mohanty and K Biswal |
| Programme duration and venue: | 01 week at NIEPA, New Delhi |
| Programme dates: | July, 2018 |
| Target group/participants: | State Planning and EMIS Coordinators of SSA and RMSA |
| Resource Persons: | Mostly from NIEPA and a few from outside. |

Why conduct this programme?

Both the planning framework under SSA and the new RMSA guidelines emphasize on monitoring as an integral part of planning exercise. Social Science Institutes of national stature have been given the responsibility of Monitoring of implementation of Sarva Shiksha Abhiyan (SSA) in States & UTs. In larger States more than one Institute have been assigned the task of Monitoring. These Monitoring Institutes (MIs) are required to make field visit and report on progress of SSA at the ground level every six months. The Sarva Shiksha Abhiyan also follows a community-based monitoring system. The Educational Management Information System (EMIS) has provision for correlation of school level data with community-based information from micro planning and household surveys. Besides this, every school may have a notice

board showing all the grants received by the school and the details thereof. All reports sent to the Block and the District level with regard to enrolment, attendance, incentive, etc. are displayed on the school notice board. Reporting formats have been simplified so that the output is demystified and anyone can understand the data. A school is required to display the information it sends up so that attendance and performance of pupils is public knowledge. **The EMIS forms the basis of the periodic reporting system.** The State Implementation Societies (SIS) also undertakes intensive monitoring.

Similarly as per new RMSA guidelines, planning requires an integrated approach, which subsumes all related Centrally Sponsored Schemes under the RMSA. The new guidelines also emphasize on results based planning that not only relates the plan interventions to correlates of priority secondary education development issues under consideration in a state/district plan but also identifying indicators of success that help to measure results of the plan interventions. These implementation guidelines of *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) programme have been formulated in light of the recent revision of the scheme and more importantly the learning's available from its implementation since 2009, by the States. Specifically, the focus of the new guidelines is to put together implementation strategies in the plan, which can be adopted by States with emphasis on outcomes/deliverables and mapping them onto an impact that is tangible with reference to outcomes (indicators). Hence, there is the need for developing secondary education plans in states using the results framework to make them more strategic.

Now, with the proposed merger of SSA and RMSA , there would be need to create the basic enabling conditions, including the database and professional capacity at the sub-national levels to plan for school education following an integrated approach and making monitoring an integral part of planning exercise. Keeping this in view, following are the main objectives of the proposed training programme

- ✚ To sensitize participants about the planning methods and monitoring frameworks followed under SSA and RMSA programmes;
- ✚ To orient the participants about monitoring framework including key performance indicators as monitoring tool in school education; and

- ✚ To discuss about using monitoring framework for further improving the methodology for developing School Education Plans.

What are the expected outcomes of the programme?

- ✚ Participants acquire necessary knowledge and skills to estimate, interpret and use the key performance indicators (KPIs) in school education for performance monitoring and assessment.

What are we going to transact in the training programme?

- ✚ Monitoring tools and frameworks in general and those currently used in India;
- ✚ The Results Framework as a monitoring and communication tool
- ✚ Database and KPIs for performance monitoring in school education
- ✚ Working in groups to estimate and interpret KPIs in school education using U-DISE data

4.2.3. Training Programme on Planning and Designing Research Projects for faculty of SCERT

| | |
|------------------------------|--|
| Coordinator: | Suman Negi |
| Workshop duration and venue: | 01 week at NIEPA, New Delhi |
| Workshop dates: | August, 2018 |
| Target group/participants: | 40 participants comprising of faculty members from SCERT |
| Resource Persons: | Mostly from NIEPA and a few from outside. |

Why conduct this programme?

- ✚ To orient the faculty of SCERT with various approaches and perspectives to Educational Research;
- ✚ To familiarise the participants with available educational statistics and their use in educational research;
- ✚ To expose the participants to the methods used in conducting educational research and

- ✚ To expose them to the use of appropriate Statistical tools and software packages for data analysis.

What are the expected outcomes of the programme?

- ✚ A better understanding of conducting empirical research.
- ✚ Proficient in designing and conducting research studies at the sub-national level.
- ✚ Participants will be able to handle large data sets such as U-DISE with the help of different software.

What are we going to transact in the training programme?

The following themes will be discussed during the programme

- ✚ Identifying the Research Agenda for Teacher Education Institutions
- ✚ Development, Issues and Challenges of School Education at the Sub-National Level: Identifying of areas for Research:
- ✚ Basic Quantitative and Qualitative Methods in Education Research
- ✚ Sampling Techniques and Data Collection Methods
- ✚ Basic Statistical tools and software packages for data analysis
- ✚ Research Proposal writing and drafting of Research Report

4.2.4. Training Programme on Planning and Designing Research Projects for faculty of SCERT of the North Eastern States.

| | |
|------------------------------|---|
| Coordinator: | Suman Negi |
| Workshop duration and venue: | 01 week at Guwhati, Assam |
| Workshop dates: | September, 2018 |
| Target group/participants: | 40 participants comprising of faculty members from SCERTs of the eight North Eastern States |
| Resource Persons: | Mostly from NIEPA and a few from outside |

Why conduct this programme?

- ✚ To orient the faculty members of SCERT with various approaches and perspectives to Educational Research;
- ✚ To familiarize the participants with available educational statistics and their use in educational research;
- ✚ To expose the participants to the methods used in conducting educational research and
- ✚ To expose them to the use of appropriate statistical tools and software packages for data analysis.

What are the expected outcomes of the programme?

- ✚ A better understanding of conducting empirical research.
- ✚ Proficient in designing and conducting research studies at the sub-national level.
- ✚ Participants will be able to handle large data sets such as U-DISE with the help of different software.

What are we going to transact in the training programme?

The following themes will be discussed during the programme

- ✚ Identifying the Research Agenda for Teacher Education Institutions
- ✚ Development, Issues and Challenges of School Education at the Sub-National Level: Identifying areas for Research:
- ✚ Basic Quantitative and Qualitative Methods in Education Research
- ✚ Sampling Techniques and Data Collection Methods
- ✚ Basic Statistical tools and software packages for data analysis
- ✚ Research Proposal writing and drafting of Research Report

4.2.5 National Level Workshop for finalizing the strategic planning framework in School Education

Coordinators: K. Biswal and N.K. Mohanty

Workshop duration and venue: 01 week at NIEPA, New Delhi

Workshop dates: December, 2018

Target group/participants: State Planning and EMIS Coordinators of SSA and RMSA.

Resource Persons: Mostly from NIEPA and a few from outside.

Why conduct this workshop?

- ✚ Because of the move towards outcome/result based strategic planning in education using a whole school approach;
- ✚ Merger of the SSA, RMSA, TE and other central sector schemes into one centrally sponsored scheme in school education, which would entail use of SWAp in the planning and monitoring framework
- ✚ Building capacity of the sub-national level functionaries to implement the central sector initiatives.

What are the expected outcomes of the workshop?

- ✚ A suggestive strategic planning framework developed following a SWAp for developing District School Education Plans; and
- ✚ Key stakeholders made aware of the shift in the focus of public investment in school education to outcomes and results and the importance of Centre-State partnerships to bring down transaction cost of implementing central sector initiatives.

What are we going to discuss in the workshop?

- ✚ Decentralized governance of education in India and related institutional arrangement.
- ✚ Planning and monitoring practices at sub-national levels, particularly district level.
- ✚ Strategic planning in school education following a SWAp.
- ✚ Use of Results Framework and MTEF (Medium Term Expenditure Framework) in designing a strategic district planning framework
- ✚ Data, KPIs and strategic planning at district level.
- ✚ Institutional and capacity building implications for adopting a SWAp in planning and monitoring school education.

4.2.6 Sharing of findings of the study on the roles and functions of SIEMATs and Identifying Training needs for SIEMAT faculty

Coordinators: K. Biswal, N. K. Mohanty and Suman Negi

Workshop duration and venue: 04 days at NIEPA, New Delhi

Workshop dates: February, 2019

Target group/participants: Faculty from selected/functional SIEMATs

Resource Persons: Mostly from NIEPA and a few from outside.

Why conduct this workshop?

- ✚ Making key stakeholders aware of the current status and engagement of SIEMATs in the management of education at sub-national levels; and
- ✚ Sharing the roadmap for extending support to strengthen SIEMATs in the next three to five years.

What are the expected outcomes of the workshop?

- ✚ Strengthening institutional capacity of States to better plan and manage their education systems.
- ✚ An action plan to support SIEMATs with focus building the professional competencies of their faculty.

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(Department of Educational Planning)**

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