

FEBRUARY 21, 2019

# ANNUAL PROGRAMME REVIEW AND WORK PLAN DOCUMENT, FY 2019/20

AGENDA FOR DISCUSSION IN THE DEPARTMENTAL ADVISORY  
COMMITTEE MEETING SCHEDULED FOR FEBRUARY 21, 2019



**DEPARTMENT OF EDUCATIONAL PLANNING**  
NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION  
17-B, Sri Aurobindo Marg, New Delhi-110016

## **Members of the Departmental Advisory Committee, FY 2019/20**

1. Prof. D. Malathy  
Department of Humanities and Social Sciences,  
Indian Institute of Technology  
Chennai, Tamilnadu-600036  
Email: mdurai@iitm.ac.in
2. Prof. H. Ramachandran  
National Fellow, ICSSR,  
C-1675, Palam Vihar  
Gurgaon-122017, Haryana  
Email: Hariharan\_ramachandran@hotmail.com
3. Prof. Praveen Jha  
Centre for Economic Studies and Planning  
School of Social Sciences, Jawaharlal Nehru University  
New Delhi-110067  
Email: Praveen@mail.jnu.ac.in, praveenjha2005@gmail.com
4. Prof. Mohd. Muzammil  
Department of Economics  
University of Lucknow  
Lucknow-226007, Uttar Pradesh  
Email: mmuzammil@rediffmail.com
5. Shri Bhupendra Singh Poonia, IAS  
State Project Director, Samagra Shiksha  
OPEPA, Government of Odisha  
Sikshya Soudha, Unit-V, Bhubaneswar, Odisha
6. Professor K.S. James  
Director  
International Institute for Population Sciences (IIPS)  
Govandi Station Road, Deonar, Opposite Sanjona Chamber  
Mumbai - 400088, Maharashtra
7. Professor P.M. Kulkarni,  
102, Sapthagiri Meadows  
24<sup>th</sup> Main J P Nagar, 7<sup>th</sup> Phase  
Bengaluru -560078, Karnataka
8. Professor M. P. Gupta  
Head, Department of Management Studies  
Indian Institute of Technology, Delhi  
IV<sup>th</sup> Floor, Vishwakarma Bhavan  
Saheed Jeet Singh Marg, New Delhi - 110016

9. Professor Shridhar Shrivastava  
Dean (Coordination), NCERT  
Sri Aurobindo Marg, New Delhi-110016
  
10. Professor S.M.I.A. Zaidi,  
House No. 104,Manzar Apartment  
NAPIER Colony, Mahala Mufti Ganj  
Lucknow – 226009, Uttar Pradesh
  
11. Prof. Arun C. Mehta  
Head, Department of Educational Management Information System  
NIEPA, 17-B,Sri Aurobindo Marg,  
New Delhi-110016

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## **Abstract**

The document has two parts. Part I reviews the implementation status of the approved programmes of the Department of Educational Planning (DEP) for the year 2018/19 covering five broad areas – i.e. research, teaching, publications, training and professional support to national and state governments. Major outcomes of the Departmental Action Plan for 2018/19 have also been reported in this section.

Besides reporting the medium-term development perspectives of the department, Part II briefly discusses the strategic priorities of the Department for 2019/20, and accordingly, proposes new training, research and other initiatives of the Department. Part II contains proposals for undertaking research, and capacity building activities, and providing technical support to National/State Governments in 2019/20.

### **Medium-term Priorities of the DEP**

The Department would focus on programme interventions related to capacity building of state level institutions and education functionaries, including SIEMATs, SCERTs and DIETs; developing results based planning framework in school education following a Sector Wide Approach (SWAp), and strategic planning framework for HEIs; and developing related training material and undertaking research in the following areas:

- (i) Developing and implementing strategic planning framework for formulating District School Education Plan under the Samagra Shiksha following a SWAp and building the capacity of educational functionaries at state and district levels;
- (ii) Developing related training material to build the capacity at the sub-national level for the implementation of results based planning approach in school education;
- (iii) Undertaking empirical research and developing evidence-based tools for monitoring outcomes in school education;
- (iv) Analyzing U-DISE and SDMIS data for bring out the publication entitled ‘Flash Statistics on School Education 2017/18’ and updating other related online publications; and preparing a State/UT-wise analytical report on status and performance of school education using U-DISE data from 2012/13 to 2017-18 and SDMIS data from 2016/17 and 2017/18;
- (v) Building strategic planning and monitoring capacities at sub-national levels in collaboration with SPOs, SIEMATs, SCERTs, etc.
- (vi) Preparing state level core resource group/master trainers for undertaking capacity building activities at the sub-national levels;

- (vii) Research on status and functioning of SIEMATs and capacity building of faculty of SIEMATs in educational planning;
- (viii) Building Capacity of SCERT and DIET faculty for undertaking decentralized planning for teacher management and conducting research in education planning and management;
- (ix) Research on spatial and social distribution of educational opportunities, school size, standards and socio-economic status of learners and learning outcomes; and
- (x) Regional Seminar on Strategic Planning in School Education in South Asia.

**Table 1: Implementation status of approved programmes of DEP, FY 2018/19**

Sl. No.	Programme Details	Type of Programme	Responsible Faculty	Remarks
<b>A.</b>	<b>Training Programmes/Workshops/Consultative Meetings, etc.</b>			
1.	Orientation Programme on Planning for School Education in Meghalaya	Training	S.M.I.A. Zaidi N.K. Mohanty Suman Negi	Conducted during <b>April 9-13, 2018 at Shillong, Meghalaya</b>
2	National Level Sharing Workshop on Lessons Learnt from the Action Research and the Model for Planning for Secondary Education at the District Level. (Spillover of 2017-18 programme)	Training	S.M.I.A. Zaidi K. Biswal N.K. Mohanty	Conducted during <b>June 4-6, 2018 at NIEPA, New Delhi</b>
3.	Training Programme on Planning and Monitoring of School Education Programmes (For all the States and UTs other than North-Eastern States).	Training	S.M.I.A. Zaidi K. Biswal N.K. Mohanty	Conducted during <b>July 30-August 03, 2018 at NIEPA, New Delhi</b>
4.	Training Programme on Planning and Designing Research Projects for faculty of SCERTs	Training	Suman Negi	Conducted during <b>August 27-31, 2018 at NIEPA, New Delhi</b>

Sl. No.	Programme Details	Type of Programme	Responsible Faculty	Remarks
5.	Training Programme on Planning and Designing Research Projects for faculty of SCERT of the North Eastern States.	Training	Suman Negi N.K. Mohanty	Conducted during <b>September 10-14, 2018 at Guwahati, Assam</b>
6.	State Level Orientation Programme on Development of District School Education Plan under Samagra Shiksha	Training	K. Biswal N.K. Mohanty	Not scheduled but conducted during <b>September 24-28, 2018 at Chennai, Tamil Nadu</b>
7.	National Level Workshop for finalizing the strategic planning framework in School Education	Workshop	K. Biswal N.K. Mohanty Suman Negi	Shifted to 2019/20, subject to decision of the MHRD to develop the planning framework and the related manual
8.	Consultative Meet of the Study on the Roles and Functions of SIEMATs	Consultative meeting	K. Biswal N.K. Mohanty &Suman Negi	<b>Scheduled but not conducted and shifted to 2019/20</b>
<b>B. Progress of Research Activities in 2018-19</b>				
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	<b>Completed, the final report is being revised</b>
3.	A Spatial Perspective on the Causes and Consequences of Higher Educational Out-Migration: A Case Study of Himachal Pradesh		Dr. Suman Negi	The final report is being drafted and the project will be completed by March 2019

Sl. No.	Programme Details	Type of Programme	Responsible Faculty	Remarks
3.	Public-Private Mix in Secondary Education in India: Size, In-school Facilities and Intake Profile.	Research study	Dr. N.K Mohanty Prof. S.M.I.A Zaidi	Phase I is expected to be completed by March 2019
4.	An Education Atlas on Gender: A District Level Representation	Research study	Dr. Suman Negi Prof. Mona Khare	Data has been collected and arranged. Some maps have also been generated and at the district level
5.	U-DISE Project	Developmental Project	Prof. K. Biswal	Most of the scheduled activities of 2018/19 completed

**Table 2a: Proposed training programmes of the DEP for FY 2019/20**

Title of the programme	Date & Venue	Participants/Target Groups	Name of the Prog. Director/ Coordinators
1. Consultative Meet of the Study on the Roles and Functions of SIEMATs	May, 2019  (3 days)	Faculty from both functional and non-functional SIEMATs	K. Biswal N. K. Mohanty Suman Negi
2. Results Based Planning Methodology in School Education: Implications for Developing District School Education Plan under the Samagra Shiksha in Odisha	June 2019, in Odisha  (One Week)	Around 40 State Planning and EMIS Coordinators of Samagra Shiksha programme	N.K. Mohanty K. Biswal
3. Training Programme on Analytical	July, 2019 at NIEPA, New Delhi	Around 40 State Planning and EMIS Coordinators of	K. Biswal N.K. Mohanty Suman Negi



Framework and Techniques of School Education Sector Diagnosis (for major states)	(One Week)	Samagra Shiksha	
4. Training Programme on Analytical Framework and Techniques of School Education Sector Diagnosis(for North Eastern States)	August, 2019 at Guwahati, Assam  (One Week)	Around 40 State Planning and EMIS Coordinators of Samagra Shiksha programme	N.K. Mohanty K. Biswal Suman Negi
5. Research Methodology Course on Large Scale Survey: Data Analysis and Tools	26 <sup>th</sup> August to 6 <sup>th</sup> September, 2019at NIEPA  (2 Weeks)	Around 30 researchers including faculty and research students working in research institutes and universities	P. Geetha Rani
6. Results Based Planning Methodology in School Education: Implications for Developing District School Education Plan under the Samagra Shiksha in Assam	September 2019 At Guwahati, Assam  (One Week))	Around 40 State Planning and EMIS Coordinators of Samagra Shiksha	Suman Negi N.K. Mohanty

**Table 2b: Proposed research programmes of the DEP for FY 2019/20**

<b>Title of the Programme</b>	<b>Objectives</b>	<b>Faculty In charge</b>
1. Study on roles and functions of SIEMATs	<ol style="list-style-type: none"> <li>1. To examine the present status of functioning of SIEMATs in the states since their establishment;</li> <li>2. To examine the extent of involvement of the SIEMATs in the planning and management of school education; and</li> <li>3. To critically examine the</li> </ol>	Suman Negi N.K. Mohanty K. Biswal

	capacity of the SIEMAT faculty in providing support to teacher management at school education level.	
2. U-DISE Project at NIEPA, 2019/20	Analyze U-DISE and SDMIS data for publishing Flash Statistics on School education 2017/18 and maintaining the websites of U-DISE and SDMIS	K. Biswal and U-DISE Team
3. Technical Support to Select States for Developing District School education Plan under Samagra Shiksha in Collaboration with UNICEF India Country Office, New Delhi	Supporting select States for developing District School Education Plan under <b><i>Samgra Shiksha</i></b>	DEP in collaboration with UNICEF India Country Office, New Delhi

# Annual Programme Review and Work Plan, FY 2019/20

## 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 in India. 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 outcomes 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 planning models at elementary and secondary levels. Moreover, with the increasing emphasis on education as a means of reducing poverty and promoting sustainable

#### **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.**

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 and institutional planning in higher education are other key mandates of the DEP. Needless to mention, creating and disseminating knowledge and skills to advance strategic policy and programme planning in education for addressing issues relating to equity, inclusion and quality of learning outcomes 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.

## 1.2 Medium-Term Focus Areas of the DEP

Over the years, India has witnessed significant progress in access and participation in both school and higher education. This has been possible primarily due to planned interventions made through flagship programmes such as the SSA, the RMSA and the RUSA. However, low internal efficiency and poor quality of learning outcomes continue to bother policy and programme planners. Therefore, in recent years, there has been a paradigm shift in planning and monitoring frameworks in the education sector with renewed focus on allocative and productive efficiency of public investment in education in India. Not only that sub-sectoral approach to planning in school education has given way to Sector Wide Approach, but also result-based planning and monitoring frameworks have replaced the traditional project based input oriented planning approach. Accordingly, the DEP has reoriented its programmes to facilitate development of result-based planning framework in school education following a Sector Wide Approach. Besides, the DEP is engaged both at the national and sub-national levels to institutionalize the use of Results Framework both as a strategic planning and monitoring tool.

At the same time, the activities of the DEP are also being 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. The DEP recognizes the fact that achieving inclusive and equitable quality education for all will require increasing efforts in a vast and diverse country like India, particularly for creating institutional and individual capacity at the sub-national levels as a necessary condition for translating programme interventions into desirable outcomes.

The focus areas of the Department of Educational Planning (DEP) also includes promoting strategic planning through empirical and action research and comprehensive capacity development activities at state and district levels; and monitoring and appraisal of education development plans in the school education sector. Keeping in view the Sustainable Development Goal 4, the focus area of the Department of Educational Planning in the medium term (2019/20 to 2023/24) will be on capacity building, developing related material and research in the following areas;

- (i) Results based planning in school education for promoting evidence based management of education;
- (ii) School based management with focus on school improvement planning models and strategic planning models for higher education institutions;
- (iii) Planning modules for teacher management, particularly for looking into supply and demand of teachers in the school education sector;
- (iv) Building institutional capacity at state and district levels for management of programme interventions in school and higher education sub-sectors;

- (v) Thematic application of GIS based planning in school education.

Accordingly, the **medium-term plan** (2019/20 to 2023/24) of the Department would focus on programme interventions related to capacity building of state level institutions and education functionaries, including SIEMATs, SCERTs and DIETs; developing results based planning framework in school education following a Sector Wide Approach (SWAp), and strategic planning framework for HEIs; and developing related training material and undertaking research in the following areas:

- (xi) Developing and implementing strategic planning framework for formulating District School Education Plan under the Samagra Shiksha following a SWAp and building the capacity of educational functionaries at state and district levels;
- (xii) Developing related training material to build the capacity at the sub-national level for the implementation of results based planning approach in school education;
- (xiii) Undertaking empirical research and developing evidence-based tools for monitoring outcomes in school education;
- (xiv) Analyzing U-DISE and SDMIS data for bring out the publication entitled 'Flash Statistics on School Education 2017/18' and updating other related online publications; and preparing a State/UT-wise analytical report on status and performance of school education using U-DISE data from 2012/13 to 2017-18 and SDMIS data from 2016/17 and 2017/18;
- (xv) Building strategic planning and monitoring capacities at sub-national levels in collaboration with SPOs, SIEMATs, SCERTs, etc.
- (xvi) Preparing state level core resource group/master trainers for undertaking capacity building activities at the sub-national levels;
- (xvii) Research on status and functioning of SIEMATs and capacity building of faculty of SIEMATs in educational planning;
- (xviii) Building Capacity of SCERT and DIET faculty for undertaking decentralized planning for teacher management and conducting research in education planning and management;
- (xix) Research on spatial and social distribution of educational opportunities, school size, standards and socio-economic status of learners and learning outcomes; and
- (xx) Regional Seminar on Strategic Planning in School Education in South Asia.

**The long-term perspective plan** of the DEP 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 U-DISE;
- (ii) Developing capacity at sub-national levels for implementation of results based approach in planning and monitoring school education;
- (iii) Revisiting and strengthening the online course on advanced planning techniques in education transacted for PGDEPA programme for making it an online certificate course; and
- (iv) Development and transaction of online capacity building programme for District Education Officers/faculty members of SIEMATs, SCERTs and DIETs.

### 1.3 Faculty Profile

**Professor K. Biswal** has a Ph. D in Economics of Education from JNU, New Delhi. He has received training in educational planning from IIEP, Paris. Currently, he is heading the Department. As In-charge, he has been managing the Unified District Information System for Education (U-DISE) and the Student Database Management Information System (SDMIS) at NIEPA since January 2017.



He specializes in Economics of Education, Educational Decentralization, Strategic Planning, Project Planning, and local level planning techniques – i.e. School Mapping and Micro Planning, & School Improvement Planning. He had the opportunity to act as the Secretary to the Committee for Evolution of the New Education Policy 2016 chaired by former Cabinet Secretary Shri T.S.R. Subramanian. He has authored/co-authored five books and published several research papers, including the number of background papers of the EFA Global Monitoring Report. He is also the lead author of the End of Decade Notes on Education for All Goal 2 in Asia-Pacific Region published by the UNESCO in 2013.

Dr. P. Geetha Rani is currently Associate Professor at Department of Educational Planning, NIEPA, New Delhi. Prior to that she served as Professor and Head at Department of Economics, Central University of Tamil Nadu, on deputation from NIEPA. Her core competencies include research, teaching, training and consultancy in the area of Development Economics, Economics and Financing of Education. She has published more than fifty research papers in national and international journals of repute.



**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, FY 2018/19**

### **2. Implementation Status of the Approved Programmes for FY 2018/19**

This section reports the implementation status of the approved programmes of the DEP listed in Table 1 (FY 2018/19) along with the current status of the ongoing research projects approved in FY 2018/19.

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.

#### **2.1 Training Programmes, Workshops and Consultative Meetings**

The approved programmes and their implementation status of the DEP for the FY 2018/19 are given in Table 1.

**Table 3: Implementation status of approved programmes of the DEP for FY 2018/19**

<b>Sl. No.</b>	<b>Training Programmes/ Workshops/ Seminars/ Conferences</b>	<b>Current Status</b>	<b>Major Output, if any</b>
1.	Orientation Programme on Planning for School Education in Meghalaya	April 9-13, 2018 at Shillong, Meghalaya	<ul style="list-style-type: none"> <li>37 participants comprising of Heads/Principals of DIETs, Lecturers of DERT, District School Education Officers and Sub-Divisional School Education Officers oriented about conceptual framework, approaches, methodology and techniques of planning for school education</li> </ul>
2.	National Level Sharing Workshop on Lessons Learnt from the Action Research and the Model	June 4-6, 2018 at NIEPA, New Delhi	<ul style="list-style-type: none"> <li>The district action research teams of Tamil Nadu and Odisha shared the gains and lessons learnt from the action research and presented their</li> </ul>

Sl. No.	Training Programmes/ Workshops/ Seminars/ Conferences	Current Status	Major Output, if any
	for Planning for Secondary Education at the District Level. (Spillover of 2017-18 programme)		<p>model district secondary education plans exploring the possibility of upscaling or replicating it across the country in the changing context of planning and management of school education.</p> <ul style="list-style-type: none"> <li>• After this workshop, the four District Research Teams have submitted their final DSEPs.</li> </ul>
3.	Training Programme on Planning and Monitoring of School Education Programmes (For all the States and UTs other than North-Eastern States).	July 30-August 03, 2018 at NIEPA, New Delhi	<ul style="list-style-type: none"> <li>• 41 participants comprising of Deputy State Project Directors, Assistant Directors (Planning), State Planning and EMIS Coordinators of SSA and RMSA were oriented about planning framework and methodology of results based planning and monitoring of school education under Samagra Shiksha</li> </ul>
4.	Training Programme on Planning and Designing Research Projects for faculty of SCERTs	August 27-31, 2018 at NIEPA, New Delhi	<ul style="list-style-type: none"> <li>• 39 faculty members from SCERT and DIETs of 19 states participated in the programme and sensitized about various approaches and perspectives of educational research and introduced to various quantitative and qualitative methods used in conducting educational research</li> </ul>
5.	Training Programme on Planning and Designing Research Projects for faculty of SCERT of the North Eastern States.	September 10-14, 2018 at Guwahati, Assam	<ul style="list-style-type: none"> <li>• 30 faculty members from SCERT and DIETs of 7 North Eastern states participated in the programme and sensitized about various approaches and perspectives of educational research and introduced to various quantitative and qualitative methods used in conducting educational research</li> </ul>



Sl. No.	Training Programmes/ Workshops/ Seminars/ Conferences	Current Status	Major Output, if any
6.	State Level Orientation Programme on Development of District School Education Plan under Samagra Shiksha  <b>(Not scheduled, but conducted)</b>	September 24-28, 2018 at Chennai, Tamil Nadu	<ul style="list-style-type: none"> <li>• <b>64 Chief Education Officers</b> and District Education Officers, <b>62 ADPCs</b> and Assistant Programme Officers and <b>77 Block Resource Teacher Educators</b> and Education District Coordinators and State Coordinators were sensitized about the key features of Samagra Shiksha including its planning framework; and oriented about the results based planning methodology including key performance indicators for planning and monitoring of Samagra Shiksha</li> </ul>
7.	National Level Workshop for Finalizing the Strategic Planning Framework in School Education  <b>Shifted to FY 2019/20</b>	Scheduled, but not conducted	-
8.	Consultative Meet of the Study on Roles and Functions of SIEMATs  <b>Shifted to 2019/20</b>	Scheduled, but not conducted	-

## 2.2 Research

**Table 2: Implementation status of approved research studies of the DEP, FY 2018/19**

Sl. No	Research/Study	Current Status
1.	Action Research Project on Development of District Secondary Education Plan under RMSA in Tamil Nadu and Odisha	Phase I of the study was completed and the report was finalized in 2015/16. In Phase II, the Action Research Teams of the sample districts in Tamil Nadu and Odisha were engaged in developing the Model District Secondary Education Plans.

Sl. No	Research/Study	Current Status
	<p><b>Investigators:</b></p> <p>Prof. S.M.I.A. Zaidi, Prof. K. Biswal Dr. N. K. Mohanty</p>	<p>It took more than two years to get the Model Secondary Education Plans developed in sample districts due to policy instability (i.e. frequent transfer of SPDs of RMSA and DEOs and members of the Action Research Team at the district level. In 2016, the model DSEPs were shared in state level workshops in Chennai and Bhubaneswar and the District Action Research Teams were asked to revise their plans in the light of comments and suggestions received in the state level workshops.</p> <p>The District Research Teams of Tamil Nadu and Odisha (04 sample districts) finalized their Model District Secondary Education Plans and presented the same in the National Level Sharing Workshop held at NIEPA, New Delhi from June 4-6, 2018. After this workshop, the four District Research Teams have submitted their final DSEPs.</p> <p>The major findings of the research were also shared in the national level workshop for discussion and finalization. Currently, the draft report of the study is being revised based on the feedback from the participants in the sharing workshop held at NIEPA, New Delhi from June 4-6, 2018.</p> <p>The final report of the action research (Phase I &amp; II) along with 4 model DSEPs will be submitted to NIEPA within next three months to mark the completion of the project.</p>
3.	<p>A Spatial Perspective on the Causes and Consequences of Higher Educational Out-Migration: A Case Study of Himachal Pradesh</p> <p><b>Investigator:</b> Dr. Suman Negi</p>	<p>Most of the work as proposed has been completed. Some aspects related to the primary data are being analyzed.</p> <p>The final report is being drafted and the project will be completed by March 2018.</p>

Sl. No	Research/Study	Current Status
3.	Public-Private Mix in Secondary Education in India: Size, In-school Facilities and Intake Profile  <b>Investigators:</b> 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. Data analysis and report writing is in progress and the Phase I is expected to be completed by March 2019.
4.	An Education Atlas on Gender: A District Level Representation  <b>Investigators:</b> Dr. Suman Negi Prof. Mona Khare	Data have been collected and arranged. Some maps have also been generated and at the district level.  Chapters are being prepared and the project should be completed by March 2019.

### 2.3 Teaching Programmes, FY 2018/19

Sl. No.	Courses Transacted	Current Status
1.	PGDEPA Course No. 903: Educational Planning	Completed
2.	M. Phil Course No. CC6: Educational Planning	Completed
3.	M. Phil Course on Educational Planning, Research Methodology	Completed
4.	IDEPA Course No: 204 Educational Planning: Concepts, Types and Approaches	Completed
5.	IDEPA Course No. 205: Methodology and Techniques of Educational Planning	Completed
6.	PGDEPA Advanced Course on Educational Planning	Completed
7.	Online Refresher Course on Educational Planning and Administration as a MOOC in SWAYAM Portal	The course is going on. Transaction of Units I, II & III

		completed
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#### 2.4 Supervision of M. Phil/Ph. D Work<sup>1</sup>

Sl. No	Title of the M. Phil/Ph. D Work	Name of the Scholar	Faculty Supervisor	Current Status
1.	Equality of Educational Opportunity and School Progression among Socially Disadvantaged Groups: An Ethnographic study of Scheduled Caste children  (Ph. D Dissertation)	Khushboo Singh	S.M.I.A. Zaidi	Submitted
2.	A Study of GIS based School Mapping in Elementary Education in India  (Ph. D Dissertation))	Nidhi Rawat	Prof. K. Biswal	On-going
3.	School Based Management and Community Participation in West Bengal: A Study of Select Secondary Schools in Burdwan and Purulia Districts  (Ph. D Dissertation)	Deepender Kumar Pathak	Prof. K. Biswal	On-going
4.	A Study of Inequality of Opportunity in Education and Labour Market Outcomes in India  (Ph. D Dissertation)	Suhail Ahmad Mir  (Part-time)	Prof. K. Biswal	On-going
5.	An Analysis of the Effect of School Merger Policy in Rajasthan	Aysha Malik	Prof. K. Biswal	On-going
6.	An Analysis of Participation and Expenditure Patterns of Private Coaching at School Education level in India  (M. Phil Dissertation)	Sonam Arora	Dr. N. K Mohanty	Awarded in July 2018

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

7.	The Perception on Need and Impact of Private Supplementary Tutoring in School Education in Urban India: An Exploratory Study  (M. Phil Dissertation)	Harshita Sharma	Dr. N. K Mohanty	On-Going
8.	School Consolidation and Its Impact on Student Outcomes: An Analysis of the Rajasthan School Merger Policy  (M. Phil Dissertation)	Aysha Malik	Dr. Suman Negi	Awarded in July 2018
9.	A Study on the Educational Experiences of Tibetan Refugee Children in India  (M. Phil Dissertation)	Tsering Lhamo	Suman Negi	On-going

## 2.5 Major Engagements in Development Activities of NIEPA and Technical Support to States and the Central Government in FY 2018/19

- (i) DEP was involved in developing the Concept Note for merger of the SSA and the RMSA, and it was represented in the MHRD Committee for Formulation of the Framework for Implementation of Samagra Shiksha;
- (ii) DEP faculty participated in various Peer Review Committees of the UGC and NAAC;
- (iii) DEP faculty were represented in the MHRD Steering Committee of Shaala Kosh;
- (iv) DEP faculty were represented in the MHRD Steering Committee of Diksha;
- (v) DEP faculty was extensively engaged in the restructuring of M. Phil/Ph. D and PGDEPA courses;
- (vi) DEP faculty spent substantial time on management of M. Phil/Ph. D programmes;
- (vii) DEP faculty responsible for management of NIEPA research studies and GIA activities;

- (viii) DEP faculty provided technical and professional support to various states in conducting their capacity development programmes, plan development and appraisal; and
- (ix) DEP faculty were responsible for development and up-dating of the RMSA Results Framework Document for the MHRD, GOI.

## 2.6 Publications/Mimeos

Sl. No.	Title of the Publication/Mimeo	Name of Faculty	Type of Publication
1.	U-DISE Flash Statistics on School Education, 2016/17, NIEPA, New Delhi	K. Biswal (with U-DISE Team)	Flash Statistics
2.	Financing Higher Education and Education Loans in India: The Stylized Facts, University News, 2018, Vol56, No.28, pp.10-22.	P. Geetha Rani	Article
3.	Contributed a Chapter titled, Determinants of Interest Subsidy on Student Loans for Financing Higher Education in India: A Quantile Regression Approach, in <i>Contemporary Issues on Globalization and Sustainable Development</i> , (ed.), Serials Publications, New Delhi, 2018.	P. Geetha Rani	Chapter in a Book
4.	Understanding Educational Out-Migration: A Case Study of Himachal Pradesh, Global Research Forum on Diaspora and Transnationalism, Vol 3 No.1 January 2017, ISSN 2424-3675. Pg 3-20.	Suman Negi	Research Monograph Series
5.	Revisiting Educational Development in Himachal Pradesh, <i>Journal of Indian Education</i> , Vol XLIII No. 3 November 2017, ISSN No. 0377-0435, NCERT, New Delhi. Pg-69-94.	Suman Negi	Journal Article
6.	Minorities and Education in North East India, <i>Man and Development</i> , Vol. XL No.2 June 2018, Centre for Research in Rural and Industrial Development (CRRID), Chandigarh. ISSN 0258-0438Pg. 19-36.	Suman Negi	Journal Article

## 2.7 Participation in National and International Conferences and Seminars

Sl. No	Particulars of the Seminar/ Conference	Particulars of papers presented	Faculty
1.	South Asian Conference on the Learning Generation and the Delivery Approach, organized by UNICEF in Kathmandu, Nepal from May 07-09, 2018	The conference sought to advance the recommendation of the Education Commission's report on the Learning Generation and the Delivery approach in the South Asian region. It looked at ways to increase domestic and international financing to deliver a learning generation across South Asia and ensure every child learns. The Conference provided a platform for sharing information and strategic options aimed at facilitating South Asian countries' determination of their education progress pathway.	K. Biswal
2.	Regional Workshops on U-DISE and SD MIS organized by the MHRD-TSG in Mumbai, Lucknow, New Delhi, Bhubaneswar, and Shillong	Participated as a Resource Person	K. Biswal
3.	National Level Training of Trainers Programme on SGD Monitoring organized by UNICEF in collaboration with MoSPI from December 5-7, 2018 in New Delhi	Presentation on metadata of a few SDG critical indicators related to education- <b>Goal 4</b> in the National Indicator Framework	K. Biswal
4.	Meeting of the UNICEF Delegation of Data Specialists from Asia, Africa, Europe, and Latin America organized by UNICEF India Country Office in New Delhi in May 2018	Presentation on EMIS in India: An Introduction to U-DISE and SD MIS on 30 <sup>th</sup> May 2018	K. Biswal
5.	Presented a joint paper titled, Determinants of School Dropouts in India		P. Geetha Rani

<b>Sl. No</b>	<b>Particulars of the Seminar/ Conference</b>	<b>Particulars of papers presented</b>	<b>Faculty</b>
	in the National Seminar on the subjects covered during 71st & 72nd Rounds of NSS scheduled during 23-24 August 2018 at Andhra University, Vishakhapatnam, Andhra Pradesh.		
6.	Workshop on Leadership Development in Higher Education for University Administrators during 7-9 January, 2019. Conducted the Group Work on the Theme “Strategies for improving Quality: Accreditation, Teaching, Research and use of Technology”		P. Geetha Rani
7.	Mobilizing and Managing Financing in the Institution of Higher Education in the Workshop cum Orientation Programme on Leadership in Educational Administration for Academic Administrators in Universities and Colleges from 14-16 January 2019		P. Geetha Rani
8.	National Seminar on ‘Shifting Paradigm in Education Financing- Concerns of Quality, Equity and Employability’ on 13-14 December, 2018.	Key Note Speaker and Paper Presenter on “Provision and Financing of Higher Education: Interstate Disparity”	P. Geetha Rani



<b>Sl. No</b>	<b>Particulars of the Seminar/ Conference</b>	<b>Particulars of papers presented</b>	<b>Faculty</b>
9.	National Seminar on the subjects covered during 71st & 72nd Rounds of NSS during 23-24 August 2018 at Andhra University, Vishakhapatnam, Andhra Pradesh	Presented a joint paper titled “Determinants of School Dropouts in India”	P. Geetha Rani
10.	Project Approval Board Meetings of the RMSA held at MHRD, Shastri Bhavan, New Delhi during May, 2017 to February, 2018.	Attended as a Member	N.K. Mohanty
11.	Meeting of 5 <sup>th</sup> Executive Committee of Noor Society to discuss and approve the Integrated AWP&B of RMSA for the year 2017-18, organized by Directorate of Rashtriya Madhyamik Shiksha Abhiyan, Government of J & K at Civil Secretariat, Jammu, Jammu & Kashmir.	Participated and acted as a Resource Person	N.K. Mohanty
12.	Speaker at the workshop on ‘The use of cross-sectional data linkage to inform analysis of the social determinants in health in low and middle-income countries’ organized by the Center for Study of Regional Development, School of Social Sciences, JNU in collaboration with University of Glasgow, UK, at Jawaharlal Nehru University, New Delhi on March 12, 2018	Was a Resource person at the workshop	Suman Negi

<b>Sl. No</b>	<b>Particulars of the Seminar/ Conference</b>	<b>Particulars of papers presented</b>	<b>Faculty</b>
13.	Participated in the national launch of the Global Education Monitoring (GEM) Report, UNESCO, 20 November, 2018, at UNESCO Office New Delhi	Participated	Suman Negi
14.	Attended the first Refresher Course on Teacher Educators at Human Resource Development Centre, Jamia Millia Islamia, 3-22 December 2018, New Delhi	Participated	Suman Negi

## **2.8 Organizational Responsibility of DEP Faculty**

<b>Sl. No</b>	<b>Particulars of organizational responsibility</b>	<b>Responsible faculty</b>
1.	Chairman, Steering Committee for Management of M. Phil and Ph. D Programmes (up to 30.06.2018)	S.M.I.A. Zaidi
2.	Chairman, Admission Committee for M. Phil and Ph. D Programmes (up to 30.06.2018)	S.M.I.A. Zaidi
3.	Convener, Committee for Allotment of Supervisors M. Phil and Ph. D scholars (up to 30.06.2018)	S.M.I.A. Zaidi
4.	Member, Standing Advisory Committee of Doctoral Studies (up to 30.06.2018)	S.M.I.A. Zaidi
5.	Member, Committee on Review of Six monthly progress of M. Phil and Ph. D scholars (up to 30.06.2018)	S.M.I.A. Zaidi
6.	Chairman, Standing Purchase Committee of NIEPA (up to 30.06.2018)	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.	K. Biswal

<b>Sl. No</b>	<b>Particulars of organizational responsibility</b>	<b>Responsible faculty</b>
	D programmes.	
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 of the Steering Committee for Management of M. Phil and Ph. D Programmes	K. Biswal
13.	Expert Member: A Study on Financing Higher Education, NIEPA, New Delhi, 2016-2018	P. Geetha Rani
14.	Member, Admission Committee for Management of M. Phil and Ph. D Programmes	N.K. Mohanty
15.	Member, Steering Committee for Management of M. Phil and Ph. D Programmes	Suman Negi
16.	Member, Committee for initial screening of applications of M. Phil and Ph. D Programmes	Suman Negi
17.	Member, Standing Purchase Committee, NIEPA	Suman Negi

## **Part 2: Programme Proposals of the DEP, FY 2019/20**

### **3. Development Perspective and Strategic Priorities of the DEP for FY 2019/20**

Apart from its regular mandate, the DEP has kept in view the suggestions made in the earlier DAC meeting in revising its development perspective. The DEP has been involved in generating empirical evidences relating to structure and expansion of school education, and equity and affordability and efficiency of 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 institutional 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 3-5 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 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 approach to planning in Samagra Shiksha, the DEP has been engaged in developing the capacity at the sub-national level for development of results based District School education Plan. The Department also envisages to promote strategic planning in higher education in India.

Given the changing perspective of the DEP, the following new programmes have been proposed for FY 2019/20 for consideration and advice of the DAC.

#### **3.1 Research**

##### **3.1.1 Study on Roles and Functions of SIEMATs**

###### **1.1 Background**

The National Policy on Education 1986, proposed an overhaul of the system of planning and management of education with emphasis on the development of a long term perspective, decentralization and autonomy. It further laid down that special attention would be paid to training of educational planners and administrators and head of Institutions. The POA 1992 further emphasized the need to establish a separate state level mechanism to orient and train state, district and block level educational planners and administrators. Decentralization of educational planning and management therefore was a major agenda as well as a concern, as translating the idea of decentralisation into an

operational practice required creation of necessary organisational arrangements to make the practice administratively feasible and professionally supportive (Varghese, 2000). Apart from the function of training such a mechanism would also promote, sponsor, conduct research including action research in areas related to planning and management of education, provide professional and resource support to the State and district level agencies as well as undertake evaluative studies of various programmes and activities.

In the 1990s the efforts towards decentralised planning in education, keeping the district as a unit for planning, took a more concrete shape. The District Primary Education Programme (DPEP) was initiated with the help of external aid as an effort towards the decentralization process, which further provided a chance to setup State Institution of Educational Management and Training (SIEMAT) as a separate institution. With the initiation of such large scale externally funded educational projects in primary education, the demand for local level capacity to prepare district plans in education increased. This necessitated developing professional competency in educational planning at the local level which needed support from institutions at the state level. As a result, SIEMATs were established as organizational arrangements to professionalise educational planning and management activities at the state, district and sub-district levels.

## **1.2 Brief Historical Overview- SIEMAT's**

Various efforts were made in the past to create such an institutional structure at the state level. When the State Institutes of Education were established in the 1960s, there was an expectation that a wing specifically focusing on educational planning and management will be created. In the 1980s as a follow-up to the National Policy on Education, there was an effort to create State Institute of Educational Planning and Administration (SIEPA) at the state level. However, these efforts did not materialise. Interestingly, when DIETs came into existence in the late 1980s, a department/branch of educational planning and management was created and hence, an arrangement at the district level became a reality (Varghese 2000).

At the national level, the National Institute of Educational Planning and Administration (NIEPA) had been directly engaged in research, training and consultancy in the area of educational planning and management. However, with the introduction of large scale

educational projects in several States of the country and the consequent demands for inputs in educational management, the task of developing and organizing training programmes for educational functionaries at different levels, orienting local self-government institutions and conducting research in areas of planning and management is too large to be managed by any one institute. In view of the enormity of the task there is a need to provide facilities for educational planning and management in the States that are sustainable.

The District Primary Education Programme (DPEP) not only emphasized but financed the strengthening of State capacities in the area of educational planning and management which would inter-alia included setting up a separate SIEMAT, which augmented State level structures such as SCERT, by creating an additional unit for the purpose or contracting services of existing resource institutions in the State such as IIMs for training, research and related activities. Most States had new structures that addressed the particular needs of educational planning and management.

SIEMAT and SCERT had different functions and goals to achieve. SIEMAT focused on the management aspects of education including training of functionaries at various levels, planning, implementation, research and evaluation. SCERT on the other hand focused on the pedagogical aspects of school education which included curriculum, text books and teacher training.

The major functions envisaged for SIEMT were:

- To organise training programmes and workshops for educational planning and management in the State.
- To conduct and facilitate research on educational management issues.
- To provide technical support for educational planning and management.
- To create data base for monitoring, undertake assessment of learner achievement levels and evaluation.
- To provide technical and training support for district and micro level planning.

### **Setting up of SIEMATs as a Separate institution**

Varghese (2000) in his note on SIEMATs outlines the need to have SIEMATs as a separate institution, he also clearly points out some major factors for the same that can be categorised as follows.

- Educational planning and management he states is a less developed area of specialization in India, with very few universities or institutions imparting education and training on the area. On the other hand, there are many departments and institutions in the country which impart education and training for improving pedagogical skills of educational functionaries (teachers). Therefore he stated that it would be a better idea to have state level arrangement as a separate institute which would be centered on developing planning and management competencies of educational functionaries.
- With the progress towards decentralization of educational planning and management, the number of functionaries involved in the planning process had increased and further required professional support and academic orientation to formulate plans and to develop implementation designs. Which he said was a massive effort, wherein the planning process had expanded from the district to the sub-district levels, demanding an increase in the professional support. Therefore, he suggested that only a separate institute with full-fledged faculty and departments will be able to provide regular support to planning activities.
- He also highlighted that an institutional arrangement relating to educational planning and management needs to take into account all levels of education. It may not be desirable and possible to develop separate institutions for various levels of education. Therefore, while visualizing an institute, one may have to keep a long-term development of the educational system of the state in mind rather than the short-term demands put by any particular sector of education.
- The immediate demand for setting up such an Institute, he mentioned came from the DPEP, the funding support too was provided by the DPEP. He also mentioned that it may not be a desirable proposition to setup the institute strictly within the framework of the DPEP. This he pointed out was important because DPEP is envisaged in a "project mode". He further added that an institution to undertake research and impart training in educational planning and administration may not be viewed in a project mode. Such an institutional framework needs to be continued even after the project period and therefore, the commitment of the state

governments to continue with such a an institutional arrangements even after the support is over is very important, therefore it may not be a desirable to have them as separate a institute.

- SIEMAT, he said is an academic institution and any academic institution requires an element of autonomy in its operation to develop it into a professional institution. Keeping this institute as part of the Directorate of Education may imply that it becomes a part of the administrative arrangement rather than an academic support system. He argues that unless sufficient autonomy is given to these units from the very beginning, there is a possibility that the very purpose of setting up of these institutions may be lost.

The above mentioned factors Varghese argued were strong grounds for setting up SIEMAT as a separate institute. However, he also mentioned that it is left to the state governments to decide on the nature of organisational arrangements to be created at the state level. SIEMATs, hence forth were set up as independent management institution in many states. The States under DPEP phase I was implemented in 1993-94 in 42 districts across 7 states including those of Assam, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra and Tamil Nadu which grew to 17 states later cover 271 districts.

SIEMATs in the states of Assam, Kerala, Madhya Pradesh, Maharashtra Uttar Pradesh and Orissa were proposed a as independent management institutions, while the states Haryana, Karnataka, Andhra Pradesh, Gujarat, Tamil Nadu and Himachal Pradesh proposed to set up management departments as a part of the State Project Directorate or SCERTs.

Table 1 below highlights the category of institution under which the SIEMATs were opened or proposed to be opened as on September 1997, in a brief report prepared on the Status of SIEMATs (DPEP-I, DPEP-II & Uttar Pradesh), September 1997, by the Technical Support Group (TSG).



**Table 3.1: Status of SIEMATs**

Sl.No.	Details	Independent Institution/ part of SCERT
1	Assam	Independent Institution.
2	Haryana	SIEMAT as part of SCERT at Gurgaon
3	Karnataka	SIEMAT as part of SCERT
4	Kerala	Independent SIEMAT
5	Madhya Pradesh	Independent institution, as registered Society (an autonomous institution)
6	Maharashtra	Independent Institution (MIEPA) Registered under the Societies Registration Act, 1860, Vide Regd. No. MAH/ABO/43/95 dt- 17.1.1995
7	Tamil Nadu	Part of State Project Directorate both academically and administratively. Attached to State Project Directorate.
8	Andhra Pradesh	Educational Planning & Management Wing at SCERT.
9	Gujarat	A part of GCERT- Planning & Management Cell established as a wing of the GCERT.
10	Himachal Pradesh	SIEMAT set-up within SCERT as a separate department on Planning Management.
11	Orissa	SIEMT established as an independent and autonomous institution
12	Uttar Pradesh	Independent autonomous institution (SIEMAT) Registered under societies registration act 1860.

*Source: Report on the Status of SIEMT (DPEP-I, DPEP-II & Uttar Pradesh, September 1997, TSG (Ed.CIL)*

The same report on the basis of the information collected from these states that had either set up or had proposed to set up SIEMATs had outlined some of the major objectives as visualised by these states to make the SIEMAT an effective management institution at the state. Listed below are some of the main objectives:

- To develop training courses/modules for educational administrators.
- To build capacities of heads of schools, supervisory officials and project functionaries in planning, management and supervision of education.
- To undertake research and evaluation in planning and management.
- To develop database and decision support systems for education for all. To provide professional and resource support in educational planning and management at all levels of administration.

- To devise guidelines and training programmes in areas like school mapping, micro-planning, institutional planning etc.
- To develop approaches for convergence of services at the village level among various departments.
- To develop innovative approaches for effective supervision and school evaluation and to document and disseminate State, National and International innovations and information in the areas of educational planning, management and assessment.
- To establish a network with the government and the non-governmental organisations, institutions and agencies within and outside the State of training, research, monitoring and evaluation in the area of educational, planning and assessment.

Some of the central functions of SIEMATs as envisaged by these states in the report are as follows:

- Training programmes/workshops
  - Train/orient functionaries at different levels in different dimensions of educational planning and management.
  - Seminars, conferences and workshops in the area of educational policy, planning and management of education
- Research and evaluation
  - Identify conduct and sponsor research and evaluation studies, the findings of which can be utilised in the implementation of various policy measures.
  - Undertake action research projects.
- Data base, monitoring and surveys
  - Design and develop systems of monitoring and evaluation
  - Build up a strong and reliable database renewable on a continuing basis.
  - Develop schedules for sample surveys and undertake, directly or through other agencies, surveys to collect information to fill data gaps in educational statistics.
- Documentation and Dissemination
  - Develop a documentation center in the field of planning, management, research and innovations.
  - Publish journals/newsletters.
  - Disseminate and share the findings of research studies as well as innovative experiments.
- Assessment of learning achievement and impact of programmes
  - Design and conduct achievement tests to measure levels of learner achievement on regular basis.

- Design instruments for impact evaluation on DPEP interventions.

The states also specified their target groups in these SIEMATs for the training programmes whom they would be catering to which are listed below:

- State, District, Block, Cluster and Village level functionaries.
- Heads of educational institutions, representatives from DIET, BEOs, BRCs, CRCs.
- Principals/Head Teachers.
- Community leaders.
- Officers of the other departments in the development sector, such as Women and Child Development Department, Harijan and Tribal Welfare Department, Health Department.

### **1.3 Current Status of SIEMATs**

Although SIEMATs were established as a component of the DPEP to strengthen planning and management functionaries at the district and sub-districts level, following which many states also establish the institution. These institutions were established with the help of initial central grant through the DPEP, after which the states had to take the financial responsibility themselves. Following which many states proposed to set up their own SIEMAT but the irony was that many could not sustain on their own and have SIEMATs available in the form of structures but not all the states have functional SIEMATs. Through some preliminary information gathered through meagre available sources suggests that less than 12 states in the country have functional SIEMATs that regularly undertake capacity building activities at the state level. These states include Uttar Pradesh, Kerala, Rajasthan, Chhattisgarh, Karnataka, Telangana, Tamil Nadu, Maharashtra, Uttarakhand, Odisha and Madhya Pradesh. In some states like Punjab, Haryana, Assam, Bihar, Himachal Pradesh etc. the SIEMAT buildings are being used by other government departments and SIEMATs in these states do not exist practically.

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 satisfactory. Even after more than 20 years of evolution of SIEMATs, majority of states do not have SIEMATs and in some other states the SIEMATs have not become fully operational.

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 or 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.

#### **1.4 Objectives of the Study**

The specific objectives of the present study were:

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

#### **1.5 Methodology/ Study Design**

##### **1.5.1 Study Design**

The proposed study on the roles and functions of SIEMATs will be mainly exploratory in nature and use mixed methods of impact assessment. As such, the study will follow a mixed method for data analysis and will use both qualitative and quantitative techniques. Besides, desk research will be done to assess various documents like vision documents and JRM/PAB reports of MHRD, Government of India from time to time. In addition, relevant secondary data and literature review shall be done for comparative analysis and report writing.

##### **1.5.2 Sampling Design**

The study will be conducted in all those states where there is a SIEMAT irrespective of whether it is functional or non-functional. However, at present, there are around SIEMATs in many states (Kerala, Uttar Pradesh, Maharashtra, Telengana, Uttarakhand, Tamil Nadu, Bihar, Odisha, ) out of which some are functional and many are non-

functional. In the states where SIEMATs are non-functional, the Education Departments are running some other offices under Education Department in the SIEMAT buildings constructed under the SIEMAT grant, the study will help identify these other functions.

### **1.5.3 Fieldwork and Data Collection**

The study will be based on both primary and secondary data. Since the study focuses on the role and functioning of SIEMATs in the states and their involvement in the planning and management of school education, the data and information will be collected from the SIEMATs by using structured questionnaires. To achieve the objectives of the study survey tools will be developed for SIEMATs to collect basic data and information about the infrastructure facilities available in the DIETs, internal structure, staff and faculty position, research and field experimentation, management, current activities and programmes that they conduct etc. as well as information about the extent of their involvement in the planning and management of school education. However, the data and information will also be collected from the SIEMATs through discussions and by personally interviewing the faculty and staff of SIEMATs in the workshop to be held in one of the SIEMATs. The main purpose of the discussion with the officials of SIEMATs will be to take their views about the extent of involvement of SIEMATs and also the factors hampering their involvement in the planning and management of school education and also providing support to teacher management.

### **1.5.4 Data Analysis and Drafting the Study Report**

Data collected from the field and from secondary sources will be subjected to multivariate analysis on the basis of the data analysis plan. Quantitative data will be analyzed using EXCEL and SPSS software. The data analysis would focus on giving a comprehensive picture of the functioning of SIEMATs in the states including their training needs. This will lead to a capacity development plan to strengthen SIEMATs to enable them to play their roles effectively in the planning and management of school education at the state and district levels.

### 1.5.5 Project Duration

The project would take about 7 months from the date of its implementation. The detail of the implementation schedule is given in Table 2 below.

**Table 3.2: Tentative timeframe for implementation of the project**

Activities	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7
Recruitment of Staff							
Preparation of Tools							
Data Collection and field work							
Processing of data, Tabulation and Analysis							
Preparation of the Report							

### 1.5.6 Proposed Budget for the Study

An amount of **Rs. 13,87,100/-** would be required to implement the project. The details of the financial requirements of the project are given in Table 2 below:

**Table 3.3: Estimated budget of the proposed project, including related workshops, meetings, and salary of Project Staff etc.**

Project Designation	No. of person	Period of involvement (Months)	Amount [Rs]	Total Amount in Rs
Junior Project Consultant	1	03	30,000	90,000.00
Field Visit to selected SIEMATs				1,92,000.00
Three days consultative workshop*		03 days		9,79,000.00
<b>Total</b>				12,61,000.00
<b>Contingency @ 10% of Total</b>				1,26,100.00
<b>Grand Total</b>				<b>13,87,100.00</b>

\*The budget for conducting the workshop is given below, the budget has also been reported under the training budget.

### **Break-up of Workshop Budget**

T.A. for NIEPA Faculty & Resource Persons (@ Rs. 15000 per person * 4 persons)	Rs. 60,000.00
T.A. for Participant (@ Rs. 15000 per person * 30 persons)	Rs. 4,50,000.00
Lodging Charges for NIEPA Faculty and Resource Persons and Participants (@ Rs. 3000 * 3 days * 35 persons)	Rs. 3,15,000.00
Boarding Charges for NIEPA Faculty and Staff and Participants (@ Rs. 600 * 4 days * 35 persons)	Rs.84,000.00
Honorarium to Resource Persons and Support Staff	Rs. 20,000.00
Contingency Expenses, - (Stationery, Reading Material Folder/Bag, Banner, Local conveyance, Group Photograph, Daily programme tea (twice) and Photocopying Expenses etc.,)	Rs. 50,000.00
<b>Total</b>	<b>Rs. 9,79,000.00</b>

### **1.5.7 Project Management Team**

The project will be implemented by the Department of Educational Planning of NIEPA. A team consisting of Dr. Suman Negi, Dr. N. K. Mohanty and Prof. K. Biswal, one Project Consultant would be engaged in the project for duration of three months. The Planning Department's Advisory Committee would play a key role by providing guidance and feedback on the project implementation and in scaling up its findings.

### Project Team at NIEPA (Department of Educational Planning)

<i>S. No.</i>	<i>Name ad Designation</i>	<i>Signature</i>
1.	Dr. Suman Negi Assistant Professor	
2.	Dr. N.K. Mohanty Assistant Professor	
3.	Prof. K. Biswal. Professor	

## 3.2 Training Programmes

### 3.2.1 Consultative Meet of the Study on the Roles and Functions of SIEMATs and Identifying Training Needs of SIEMAT Faculty

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

Workshop duration and venue: 03 days at NIEPA, New Delhi

Workshop dates: May 2-4, 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.



### **3.2.2 Training Programme on Results Based Planning Methodology in School Education: Implications for Developing District School Education Plan under the Samagra Shiksha in Odisha**

Coordinators:	K. Biswal and N.K. Mohanty
Workshop duration and venue:	01 week at Bhubaneswar, Odisha
Workshop dates:	June, 2019
Target group/participants:	Around 40 State Planning and EMIS Coordinators of Samagra Shiksha
Resource Persons:	Mostly from NIEPA and a few from outside.

#### **Why conduct this programme?**

- ✚ To sensitize the participants about the results based planning methodology in school education;
- ✚ To orient the participants about the Results Framework (RF) as a planning and monitoring tool) in school education, and the estimation and interpretation of the related Key Performance Indicators (KPIs); and
- ✚ To discuss the implications of the results based planning and monitoring frameworks for developing the District School Education Plan under the Samagra Shiksha

#### **What are the expected outcomes of the programme?**

- ✚ State and District Level Planning Coordinators of Odisha acquire necessary knowledge and skills to develop results based District School Education Plan under the Samagra Shiksha.

### **3.2.3 Training Programme on Analytical Framework and Techniques of School Education Sector Diagnosis (for major states)**

Coordinators:	K Biswal, N.K. Mohanty and Suman Negi
Programme duration and venue:	01 week at NIEPA, New Delhi
Programme dates:	July, 2018

Target group/participants: Around 40 State Planning and EMIS Coordinators of Samagra Shiksha

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

### **Why conduct this programme?**

Both the planning framework of the Samagra Shiksha and related guidelines emphasize on results based planning exercise. Developing a results based plan requires clear understanding of the structure and performance of the education system. It also requires data and evidence on factors that facilitate or come in the way of improving the performance of the education system.

As a necessary condition, strategic planning in school educations entails sector studies to generate evidence for improving allocative efficiency of public investment in education. Besides, the outcomes of the sector study in school education not only help identify high priority areas for intervention in school education, it also provides the base line status of key performance indicators for monitoring progress during the plan period. Our engagement with educational planners and managers at the sub-nation levels for capacity building reveals that most of state and district level functionaries responsible for planning and monitoring school education have little or no skills to undertake sector studies. The basic purpose of the training programme is to develop the knowledge and skills of state and district level planners for estimation, interpretation and use of KPIs in developing District School Education Plan under the Samagra Shiksha.

The specific objectives of the proposed programme, therefore, are the following:

- ✚ To sensitize the participating officers about the analytical framework and techniques of education sector diagnosis;
- ✚ To orient the participants about the data requirements; sources of administrative and survey data; and estimation methods and interpretation of key performance indicators to assess the performance of school education; and
- ✚ To train the participants about the tools and techniques for synthesizing the outcomes of sector analysis, and prioritizing areas for development interventions

### **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 planning, performance monitoring and assessment.

### **What are we going to transact in the training programme?**

- ✚ Data requirements and methods of estimating KPIs in school education;
- ✚ Use of KPIs for analysis of the status and performance of the education system;
- ✚ 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

### **3.2.4 Training Programme on Analytical Framework and Techniques of School Education Sector Diagnosis (for North-Eastern states)**

Coordinators:	N.K. Mohanty, K Biswal and Suman Negi
Programme duration and venue:	01 week at Guwahati, Assam
Programme dates:	August, 2018
Target group/participants:	Around 40 State Planning and EMIS Coordinators of Samagra Shiksha
Resource Persons:	Mostly from NIEPA and a few from outside.

### **Why conduct this programme?**

Both the planning framework of the Samagra Shiksha and related guidelines emphasize on results based planning exercise. Developing a results based plan requires clear understanding of the structure and performance of the education system. It also requires data and evidence on factors that facilitate or come in the way of improving the performance of the education system.

As a necessary condition, strategic planning in school educations entails sector studies to generate evidence for improving allocative efficiency of public investment in education. Besides, the outcomes of the sector study in school education not only help identify high

priority areas for intervention in school education, it also provides the base line status of key performance indicators for monitoring progress during the plan period. Our engagement with educational planners and managers at the sub-nation levels for capacity building reveals that most of state and district level functionaries responsible for planning and monitoring school education have little or no skills to undertake sector studies. The basic purpose of the training programme is to develop the knowledge and skills of state and district level planners for estimation, interpretation and use of KPIs in developing District School Education Plan under the Samagra Shiksha.

The specific objectives of the proposed programme to be conducted for northeastern states, therefore, are the following:

- ✚ To sensitize the participating officers about the analytical framework and techniques of education sector diagnosis;
- ✚ To orient the participants about the data requirements; sources of administrative and survey data; and estimation methods and interpretation of key performance indicators to assess the performance of school education; and
- ✚ To train the participants about the tools and techniques for synthesizing the outcomes of sector analysis, and prioritizing areas for development interventions

#### **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 planning, performance monitoring and assessment.

#### **What are we going to transact in the training programme?**

- ✚ Data requirements and methods of estimating KPIs in school education;
- ✚ Use of KPIs for analysis of the status and performance of the education system;
- ✚ 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

### **3.2.5 Research Methodology Course on Large Scale Survey: Data Analysis and Tools**

Coordinator:	P. Geetha Rani
Course duration and venue:	02 weeks at NIEPA, New Delhi
Course dates:	August 26 -September 6, 2019
Target group/participants:	Around 30 researchers including faculty and research students working in research institutes and universities
Resource Persons:	Mostly from NIEPA and a few from outside.

#### **Why conduct this course?**

This Research Methodology course is designed to provide an introduction to the data source, analytical tools on social and educational research studies. The central aim is to assist the participants in viewing education, its processes and outcomes through understanding and analysing the existing nationally representative large scale surveys.

The objectives of the course are;

- ✚ To enable the participants to appreciate and apply quantitative techniques to analyze educational issues; and
- ✚ To introduce the database and to facilitate the application of quantitative or econometric techniques to the issues of education

#### **What are we going to discuss in the course?**

The following themes would be covered during the course;

- ✚ Introduction to Data sources in Education including Large Survey Data, Example NSS, NFHS, IHDS, DHS, etc
- ✚ Tabulation and cross tabulation, Descriptive Statistics, Correlation, ANOVA, etc
- ✚ Bivariate and Multiple Linear Regression and Violation of the Assumptions
- ✚ Limited Dependent Variable models

### **3.2.6 Results Based Planning Methodology in School Education: Implications for Developing District School Education Plan under the Samagra Shiksha in Assam**

Coordinators:	N.K. Mohanty and Suman Negi
Workshop duration and venue:	01 week at Guwahati, Assam
Workshop dates:	September, 2019
Target group/participants:	Around 40 State Planning and EMIS Coordinators of Samagra Shiksha programme
Resource Persons:	Mostly from NIEPA and a few from outside.

#### **Why conduct this programme?**

- ✚ To sensitize the participants about the results based planning methodology in school education;
- ✚ To orient the participants about the Results Framework (RF) as a planning and monitoring tool) in school education, and the estimation and interpretation of the related Key Performance Indicators (KPIs); and
- ✚ To discuss the implications of the results based planning and monitoring frameworks for developing the District School Education Plan under the Samagra Shiksha

#### **What are the expected outcomes of the programme?**

- ✚ State and District Level Planning Coordinators of Assam acquire necessary knowledge and skills to develop results based District School Education Plan under the Samagra Shiksha.

## **4. U-DISE Project at NIEPA**

### **4.1 Current Status of U-DISE and SDMIS at NIEPA and Proposal for FY 2019/20**

#### **1. Unified District Information System for Education (U-DISE)**

The **Unified District Information system for education (U-DISE)**, covering the entire school education sector (i.e. pre-school to grade XII), is the single largest school based









EMIS in the country currently being managed by NIEPA (at the national level) in collaboration with State/UT Governments. As a developmental project, it was created by merging DISE and SEMIS in 2012/13 for promoting evidence based management of school education by producing, managing and disseminating educational statistics ([www.dise.in](http://www.dise.in)). U-DISE is the outcome of two and half decade's efforts at state and national levels to create a comprehensive database on school education.

Currently, U-DISE is serving as an important database for planning and management of country-wide school education development programmes like SSA, RMSA, Teacher Education; MDM; and Vocational Education; and also for enforcing the RTE Act 2009, both at Central and State/UT levels. It is the major source for reporting official statistics on school education. Now, U-DISE and SDMIS also serve as the key data sources for planning and monitoring Samagra Shiksha.

In 2016/17, MHRD decided to upgrade the U-DISE and introduced the Student Tracking System (i.e. the SDMIS, a longitudinal database). In consultation with the MHRD and State/UT Governments, the SDMIS was designed and implemented by NIEPA in 2016. Accordingly, a Student Portal (<http://student.udise.in>) was developed for hosting the SDMIS for more than 260 million children studying in grades I to XII. Student-wise data collection under the SDMIS was initiated on 30<sup>th</sup> September 2016. In 2016/17, more than 210 million student records were uploaded in the SDMIS portal.

Some of the major outcomes of the efforts in U-DISE during the last two and half decades are as follows:

- (i) **Institutionalizing MIS Units:** Through concerted efforts, the MIS Units have been made operational both at the district and state levels across the country and is equipped with necessary hardware and software. U-DISE collects data from schools on more than 4000 variables.
- (ii) **Expanding Coverage:** Over a period of time, the number of schools covered under the DISE increased significantly. During 2014-15, data has been collected from more than 1.5 million schools (*including 327 thousand private schools*), with a comprehensive profile of more than 8.5 million teachers also being maintained by the DISE. U-DISE receives data from more than 680 districts spread over 36 State & UTs from as many as 82 thousand Clusters and 7.2 thousand Blocks from across the country.

- (iii) **Reducing Time-Lag in Reporting Data:** What is more remarkable about the DISE is that it has drastically reduced the time-lag in the availability of educational statistics, which is now down from 7-8 years to about a year at the national level and only a few months at the district and state levels.
- (iv) **Upgrading U-DISE Software:** The U-DISE software, developed in-house at NIEPA, is now operational in all the districts of the country (36 States and UTs) and is providing vital information for preparation of district elementary education plans annually.
- (v) **Incorporating State Specific Requirements by Adding Supplementary Variables:** Now, states and UTs have flexibility of adding a large number of number of supplementary/additional variables depending upon their specific requirements.
- (vi) **Aligning Data Products to Monitor Implementation Status of RTE, 2009, besides facilitating monitoring of SSA and RMSA:** It may also be observed that the DISE is perhaps the most comprehensive source of information on elementary education and can provide all such information which may be required for efficient monitoring of the RTE Act, 2009. RTE grading can be seen in School Report Cards in case of all schools covered under U-DISE.
- (vii) **Eliminating Data Gaps in School Education:** The DISE has eliminated data gaps as comprehensive information is now available on all aspects of universal school education at different levels.
- (viii) **Making Disaggregated Data Available for Policy and Programme Planning and Management:** Time-series as well as disaggregated data on all aspects of schools education is available at school, cluster, block, district, state and also at the national level.
- (ix) **Putting in Place a Robust System of Dissemination of U-DISE Data and Products:** As part of the U-DISE activities, District and State Report Cards on elementary and secondary education is being released annually. The major online and off-line U-DISE based publications currently being brought out annually are as follows:
-  Elementary Education in India: Progress towards UEE: DISE Flash Statistics (Printed)
  -  Elementary Education in Rural India: Analytical Tables
  -  Elementary Education in Urban India: Analytical Tables
  -  Elementary Education in India: Where do we stand?, District Report Cards, Volume I
  -  Elementary Education in India: Where do we stand?, District Report Cards, Volume II
  -  Elementary Education in India: Where do we stand? State Report Cards
  -  Elementary Education in India: Progress towards UEE, Analytical Tables
  -  Elementary Education in India : A Graphic Presentation



- ✚ Secondary Education in India: Progress towards USE: DISE Flash Statistics
- ✚ Secondary Education in India: Where do we stand? State Report Cards
- ✚ Elementary Education in India : Thematic Maps Based on DISE Data

- (x) **Improving Data Utilization:** Every effort was made to promote the use of U-DISE data for planning, management and monitoring of the SSA through case studies, orientation and training workshops of educational planners and administrators. More than 8,600 users from across the World are registered for downloading of raw data and quite a good number of researchers are exclusively working on DISE data. District Elementary as well Secondary Education Plans across the country (600+ districts) is being developed annually are exclusively based on U-DISE data.
- (xi) **Creating Demand for Data:** Concerted efforts have been made to create demand for the DISE data which has created awareness about the DISE data. More than 8,600 users from across the World have been registered for downloading of the raw data.
- (xii) **Validating Data through Sample Checking:** With the aim of further improving the quality and reliability of data, it has been made mandatory for all the States & UTs to get the DISE data sample checked by an independent agency from the year 2006-07 onwards, for which NIEPA suggested the sampling methodology and developed a special data capture format for Post-Enumeration Survey (PES). Summary of state-specific reports are made available at [www.dise.in](http://www.dise.in).
- (xiii) Launching of U-DISE Data Visualization App with support from UNICEF for improving data dissemination and use at national and sub-national levels.
- (xiv) **Awards and Accolades Earned by the U-DISE:** The U-DISE has earned the following accolades for this contribution:
- ✚ e-Governance 2009-10 National Award
  - ✚ eINDIA 2010 National Award
  - ✚ Manthan Award South Asia 2010 and
  - ✚ EMPI-Indian Express Indian Innovation Award

Till August 2018, U-DISE at NIEPA was jointly funded by UNICEF (project staff salary; technical support; operating costs and capacity development interventions) and the MHRD (hardware and software; faculty positions for National Centre for School Statistics; and other related components). Now, the MHRD has decided to make the annual school census online. Accordingly, the MHRD has launched the U-DISE+ portal for collection of school-wise data from 2018/19 onward.

U-DISE staff are currently engaged in collecting, collating, and processing the U-DISE and SD MIS data for 2017/18; developing online U-DISE software and reporter modules; providing technical support to States/UTs on matters related to U-DISE and SD MIS on daily basis; supporting MHRD in monitoring SSA and RMSA; providing data and related inputs to MHRD for replying to Lok Sabha and Rajya Sabha Questions and meeting the information needs of PMO; providing support to NITI Aayog (particularly on SEQI); processing data for U-DISE publications; attending to requests for data from a cross section of stakeholders, including researchers, activities, practitioners, state governments, research institutions, etc. A **School Directory Management System** (an Android based application) has been developed with technical support from UNICEF for maintaining a master list of schools in India. Efforts are being made to pilot the SDMS in six states located across all regions of the country.

## **2. Student Database Management Information System (SD MIS)**

Reliability of enrolment data is perceived as a major concern in U-DISE. Despite considerable improvements over the past one decade, dropout rates at certain levels of school education are still reported in negative in some states. In some states transition and retention rates are found to be more than 100%. All these indicate that enrolment statistics reported under the U-DISE is not free from the inconsistencies, and therefore, need improvement.

In addition, in 2014-15, more than 26 states reported a decline in the primary level enrolment, and 20 states, in upper primary level enrolment. One of the common reasons for the decline in enrolment is the demographic transition. Several states have also reported that enrolment in government schools is declining, because children are migrating to private schools. A few other states reported that the decline is due to fake, duplicate and over-reporting of enrolment statistics. While reporting aggregate enrolment, it is, often, not possible to identify specific reasons of decline for which student tracking could be a possible solution.

Keeping in view the above concerns, the Government of India decided to collect detailed student-wise data on more than 35 variables in-sync with the U-DISE from the year 2016-17. Name, mother's & father's name, social category, class in which studying,

incentives received, repetition, Aadhaar number, BPL status, date of birth, gender etc. are some of the variables on which information about each student is being collected.

Some of the salient features of the SDMIS are as follows:

- ✚ Initially, aggregate enrolment statistics reported under the U-DISE in its existing form would continue until successful implementation of student-wise information system. This exercise would help improve both enrolment statistics reported under the U-DISE and student-wise data reported under the SDMIS.
- ✚ Student-wise data are being collected from all schools irrespective of the school category, management, school type and location. *Madarsas* are being covered under the SDMIS.
- ✚ The SDMIS helped create database not only for 2016/17 cohort, but also created a database of cohorts by grade, gender, location, management and the like which helps track schooling status of its members in the coming years.
- ✚ From the year 2017/18, only new entrants to grade I and lateral entry/in-transfers to subsequent grades were added to the existing SDMIS database.

In 2018/19, the SDMIS portal was redesigned to track the schooling status of students to make it a longitudinal database. Currently, data collection under the SDMIS for 2017/18 is in progress. As of now, schooling status of more than 100 million students in 2017/18 have been tracked in the SDMIS portal.

### **3. Programme Proposal and Budget Estimates of the U-DISE Project at NIEPA for FY 2019/20**

On the basis of the recommendations of the MHRD Review Committee, the Data Capture Formats (DCFs) of U-DISE, Student Database Management Information System (SDMIS) and Vocational Education Data Capture Formats (DCFs) were synchronized into one and the same was finalized in September 2017. The integrated U-DISE DCF was used to initiate the U-DISE data collection process for the year 2017/18 in October 2018.

Besides, the **School Directory Management System (SDMS)**, an online application, was launched in October 2017 to facilitate preparation and revision of the Master List of Schools covered in the U-DISE. The portal ([www.sdms.udise.in](http://www.sdms.udise.in)) helps register new schools and to assign them U-DISE code.

Accordingly, the U-DISE software was revised and State/UT and District MIS Coordinators were oriented; they were introduced to the new DCF and the software in

various national and regional workshops. A ‘whole school approach’ is being adopted in collecting data in U-DISE 2017-18 to meet the demand for data and information for planning and management of **Samagra Shiksha**.

In 2018/19, the **framework for publishing the Flash Statistics of U-DISE 2016-17** was revised to support the information needs of **Samagra Shiksha**. Besides the key performance indicators at the sub-sectoral levels (i.e. primary, upper primary, secondary and higher secondary), a number of KPIs taking the ‘school as a unit’ have been included. Subsequently, **U-DISE 2016/17 Flash Statistics on School Education** was published.

In 2018/19, the **U-DISE Data Visualization App (DVA)** was launched to promote utilization of data on school education, particularly that of the U-DISE for evidence based planning and management of school education in India. Besides, performance monitoring and assessment of school education system at national and sub-national levels, the DVA provides a platform for key stakeholders and the general public to access key information on school education for promoting advocacy and participation in the management of development interventions. Select key performance indicators mostly based on U-DISE data in the App provide information on the current status and performance trends, among others, in access, participation, student flow, international efficiency, quality and equity of school education up to the district level disaggregated by location, school management, gender, social category, etc. Besides U-DISE data, the DAV uses data from other secondary sources like the Census of India, NFHS, NAS, National Achievement Survey (NAS) and the Economic Survey in its Dashboard. The App, it is expected, would be very useful for policy-makers, senior government officials, academia, researchers and other stakeholders for its ready to use and informative features. The Data Visualization App has been developed by NIEPA with technical support from the UNICEF India Country Office.

In 2018/19, the SDMIS application was revised to make it a student tracking system from 2017/18. The revised SDMIS application 2017/18 helps to track the schooling status and outcomes of 2016/17 Student Cohort in 2017/18, besides adding new entrants and lateral entries to the school system every year. The student-wise data collected using the revised

SDMIS application are expected to be extremely useful in assessing the cost-effectiveness of central sector interventions, particularly effect of incentives and other student support measures on the student flow and schooling outcomes. Such information would give critical insights into and evidences of effectiveness of central sector interventions in improving the internal efficiency of school education in India.

**It may be underlined that, as per the decision of the Department of School Education and Literacy, MHRD, NIEPA has stopped collecting U-DISE data from the academic year 2018/19 onwards.** Currently, NIEPA is in the process of collating, cleaning and analyzing 2017/18 U-DISE data for publishing the Flash Statistics on School Education, 2017/18 and updating other online publications. Besides, NIEPA has been maintaining four websites for facilitating the U-DISE and SDMIS operations, which include two main portals – i.e. [www.udise.in](http://www.udise.in) and [www.student.udise.in](http://www.student.udise.in).

The following web applications and websites are managed by NIEPA for facilitating the U-DISE and SDMIS operations and disseminating U-DISE data on select variable:

(i) [www.udise.in](http://www.udise.in) (main website of the U-DISE)

The [www.udise.in](http://www.udise.in) website has been designed and developed to disseminate educational statistics based on the data collected under the U-DISE. It disseminates data in the form of various publications i.e.: Flash Statistics, State Report Cards, District Report Cards, Analytical Reports, Thematic Maps, Graphics Publications disaggregated by location of schools (i.e. rural/urban). Besides sharing the data, this website is the hub for various activities performed under U-DISE.

(ii) [www.schooreportcards.in](http://www.schooreportcards.in)

This website has been designed and developed to disseminate School Report Cards of more than 1.5 million schools, and also for giving access to U-DISE raw data on more than 600 variables to government departments and organizations; policy and programme planners; NGOs engaged in the developmental actives in the education sector in partnership with government departments; and researchers.

(iii) [www.sdms.udise.in](http://www.sdms.udise.in)

The SDMS website has been developed for initializing new schools under the U-DISE before collecting data every year. It helps prepare and update the Master List of schools at various levels, starting from Block, District, State and National levels. In SDMS, schools can be initialized by the School itself and the Cluster and Block level Users/Officials. After the school is approved by the block and district level officials, a unique U-DISE code is assigned to the school.

**Steps to initialize a new school under SDMS:**

- (a) Schools visit the online SDMS ([SDMS.UDISE.IN](http://SDMS.UDISE.IN)) application to get the U-DISE code and provide the required details on School Registration Page.
- (b) After submitting the school details, Cluster Level user verifies the details of school and assign the verified school to Block Level User/Official for his/her approval.
- (c) Schools approved by the Block Level Officer/BEO get the provisional U-DISE code and Block Level User/BEO mark the schools to District Level User/DEO for their final approval.
- (d) Final U-DISE code is assigned to a school only after obtaining approval from the District Level User/DEO.

(iv) [www.student.udise.in](http://www.student.udise.in) (SDMIS portal)

The SDMIS envisages to be a longitudinal database, which collects student-wise data online from schools every year, and tracks the schooling status of around 210 million students. The SDMIS provides details regarding students, their demographic data, schooling status and incentives. Each student is identified by a unique ID and mapped to the parent school. It is designed as a student tracking system. The data obtained through SDMIS portal help validate enrolment data reported in the school DCF of the U-DISE.

Presently, NIEPA is in the process of analyzing the U-DISE 2017/18 data for bringing out the publication entitled, ‘**U-DISE Flash Statistics on School Education, 2017-18**’, and updating the other online publications and reporting modules. Besides, data and information available in the above-mentioned U-DISE websites are to be updated based on U-DISE 2017/18 data.

Keeping the above in view, the following activities under the U-DISE projects are proposed for the FY 2019/20:

**Table 4.1: Proposed activities in U-DISE and SD MIS and key deliverables in FY 2019/20**

Sl. No.	Proposed Interventions/Activities	Key Deliverables	Timeline
1.	Publication of <b>U-DISE Flash Statistics on School Education, 2017/18</b>	Flash statistics on school education based on U-DISE data	May 2019
2.	Publication on <b>School Demographics in India</b> based on SD MIS data	Statistics on school demographics for better understanding of the socio-economic background of students, school choices, etc.	August 2019
4.	Updating online publications of U-DISE	All online publications of U-DISE updated using 2017/18 data	September 2019
5.	Updating the reporter module of U-DISE on the basis of 2017/18 data	Existing U-DISE reporter module updated on the basis of the revised U-DISE DCF	June 2019
6.	Updating and maintaining the U-DISE Data Visualisation App	U-DISE Data Visualisation App updated by including KPIs for 2017/18	July 2019
7.	Updating and maintain all websites of U-DISE and the U-DISE and SD MIS Software at NIEPA Data Centre	All websites, related hardware and software maintained all through the FY 2019/20	April 2019 to March 2020

**Table 4.2: Staff requirements of U-DISE project at NUEPA for FY 2019/20**

Sl. No.	Designation	Number	Salary Range#/ Unit Cost (In INR)	Estimated Total Salary (In INR)
1.	<b>Project Consultant</b> (Technical Support for data compilation, dissemination and for web-enabled publications based on U-DISE and STS data, including	03	INR. 45,000.00 * 12 months * 03	16,20,000.00

Sl. No	Designation	Number	Salary Range#/ Unit Cost (In INR)	Estimated Total Salary (In INR)
	<a href="http://www.schoolreportcards.in">www.schoolreportcards.in</a> (Salary Range: INR 40,000-49,000)			
2.	<b>Project Consultant (Publications)</b> (Salary Range: INR 40,000-49,000)	01	INR 45,000.00 * 12 months * 01	5,40,000.00
3.	<b>Project Junior Consultant</b> (Technical Support/Data Analysis and to meet data requirements from users from across the world) (Salary Range: INR 30,000-39,000)	01	INR 35,000.00 * 12 months * 04	4,20,000.00
4.	<b>Project Data Entry Operator</b> (Salary: INR 17,000 with provision for increment in long-term development projects)	01	INR 18,000.00 * 12 months * 03	2,16,000.00
5.	<b>Project Attendant/MTS</b> Salary: INR 12,000/- per month)	01	INR 12,000.00 * 12 months * 01	1,44,000.00
	<b>Total</b>	<b>12</b>	<b>-</b>	<b>29,40,000.00</b>

Note: # While hiring the project staff NIEPA may consider a salary range and negotiate the salary of a particular staff on the basis of his expertise and work experience.

### Budget Estimates

An estimated amount of **INR 91,40,000/- (Indian Rupees 91 Lakh Forty Thousand only)** would be required for implementing the activities of the U-DISE project in 2019/20. Table 4.3 provides budget estimates for the FY 2019/20.

**Table 4.3: Budget estimates of the U-DISE project at NIEPA, FY 2019/20**

Sl. No.	Heads of Expenditure/ Activity Description	Total Cost (In INR)
1.	Staff Salary	29,40,000.00
2.	Coast of maintenance of Online Student Portal and adding	4,00,000.00



Sl. No.	Heads of Expenditure/ Activity Description	Total Cost (In INR)
	SMS pack, customization of drop-box, drill down status view, developing reporter module and other additions as per users/states suggestions in the portal	
3.	Payments to ADS Softek, Secunderabad for updating and maintaining the SDMIS software since 2017/18, including the AMC of SDMIS for 2019/20 <sup>2</sup>	45,00,000.00
4.	Publication of U-DISE Flash Statistics 2017/18 and other publications	10,00,000.00
5.	Cost of dispatch of Publications & Miscellaneous expenditures (Consumables/Workshops/CD Replication/Contingency/UPS Battery Replacement, payment of toll-free monthly call charges, AMC of Photocopy & Scanner machines and other unforeseen project activities)	3,00,000.00
	<b>Grand Total</b>	<b>91,40,000</b>

#### **5. Technical Support to Select States for Developing District School Education Plan under Samagra Shiksha in Collaboration with UNICEF India Country Office, New Delhi**

The UNICEF India Country Office has expressed its willingness to collaborate with DEP, NIEPA for providing technical support to select states, preferably states with relatively low planning and monitoring school education under Samagra Shiksha. The technical support programme with funding support from UNICEF would entail working closely with the State and District Planning Teams of these select states for building their competency for formulating the strategic and operational District School Education Plans under the *Samgra Shiksha*. Besides, developing Results Framework Document for monitoring progress in school education would be another component of the proposed intervention.

If agreed in principle, a detailed proposal would be developed for review and funding by UNICEF India Country office.

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<sup>2</sup> Award of AMC of SDMIS portal to ADS Softek in 2019/20 is subject to the final decision of the MHRD about the continuity of the SDMIS operations at NIEPA.