ANNUAL PROGRAMME REVIEW AND WORK PLAN DOCUMENT, FY 2020/21

AGENDA FOR DISCUSSION IN THE DEPARTMENTAL ADVISORY COMMITTEE MEETING SCHEDULED FOR FEBRUARY 18, 2020

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Contents

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 2019/20 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 2019/20 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 2020/21, 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 2020/21.

Medium-term Priorities of the DEP

All the activities of the Department of Educational Planning have been aligned to the NIEPA's Perspective Plan for 2020-30, with an emphasis on core mandates related to research, teaching, capacity building, and technical support to the MHRD and State/UT governments. The programme proposals of the DEP for 2020/21 aim at contributing towards the realization of the strategic objectives of NIEPA's perspective plan for 2020-30, which are as follows:

- Promoting evidence based decision-making in education;
- Improving planning and management of education at national and sub-national levels;
- Deepening understanding of educational planning and capacity for formulating strategic development plans in education;
- Generating and disseminating knowledge for better understanding and governance of education; and
- Institutional networking at national and international levels for knowledge sharing and collaborative learning.

Accordingly, the Department focuses on programme interventions related to strengthening EMIS for facilitating evidence based policy and programme planning, 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 Development Plan (DSEDP) under the *Samagra Shiksha*;

(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 and strategic planning at HEIs;

(iii) Preparing e-contents and audio-video material for launching an online course on educational planning;

(iv) Undertaking empirical research and developing evidence-based tools like the Results Framework for planning and monitoring outcomes in school education;

(v)   Analyzing U-DISE and SDMIS data for promoting evidence based management of school education, and bringing out thematic publications;

(vi)   Building competencies of research scholars and young faculty of HEIs for analyzing and using large scale survey data in educational research;

(vii)   Building strategic planning/results based management and monitoring capacities at sub-national levels in collaboration with SPOs, SIEMATs, SCERTs, etc.

(viii) Undertaking research on status and functioning of SIEMATs and capacity building of faculty of SIEMATs in educational planning;

(ix)   Building Capacity of SCERT and DIET faculty for undertaking decentralized planning for teacher management and conducting research in education planning and management;

(x)   Undertaking research on spatial and social distribution of educational opportunities, school size, standards and socio-economic status of learners and learning outcomes; and

(xi)   Organizing national seminar on school education with thematic focus on impact of development policy and programmes on access, equity, internal efficiency, inclusion, learning outcomes, governance and financing.

Implementation Status of Approved Programmes, FY 2019/20

The implementation status of the approved programmes of the DEP in FY 2019/20 has been summarized in Tables 1a & 1b.

Table 1a: Implementation status of approved training/capacity development programmes of the DEP, FY 2019/20

Sl. No.	Programme Details	Type of Programme	Respon-sible Faculty	Remarks	Partici-pants
1.	Consultative Meet of the Study on Roles and Functions of SIEMATs	Consultative Meet	K. Biswal N. K. Mohanty Suman Negi	Conducted from June 6-8, 2019 at NIEPA, New Delhi	21
2.	Training Programme on Analytical Framework and Techniques of School Education Sector Diagnosis (for major states)	Training	K. Biswal N.K. Mohanty Suman Negi	Conducted from July, 15-19, 2019 at NIEPA, New Delhi	20

3.	Results Based Planning Methodology in School Education: Implications for Developing District School Education Plan under the Samagra Shiksha in Odisha (request programme)	Training	N.K. Mohanty K. Biswal	Conducted from July 29 - August 02, 2019 at Bhubaneswar, Odisha	41
4.	Training Programme on Analytical Framework and Techniques of School Education Sector Diagnosis for North Eastern States	Training	N. K. Mohanty K. Biswal Suman Negi	Conducted from August 19-23, 2019 at Guwahati, Assam	35
5.	Research Methodology Course on Large Scale Survey: Data Analysis and Tools	Workshop	P. Geetha Rani	Conducted from 26th August to 6th September, 2019 at NIEPA, New Delhi	28
6.	Results Based Planning Methodology in School Education: Implications for Developing District School Education Plan under the Samagra Shiksha in Assam (request programme)	Training	Suman Negi N.K. Mohanty	Conducted from September 16-20, 2019 at Guwahati, Assam	45
Unscheduled Programmes Conducted in 2019/20					
7.	Training Programme on Analytical Framework and Techniques of School Education Sector Diagnosis in Manipur	Training	K. Biswal N. K. Mohanty	Conducted from November 6-8, 2019 at Imphal, Manipur	61

Table 1b: Implementation status of research studies, FY 2019/20

Sl. No.	Programme Details	Type of Programme	Responsible Faculty	Remarks
1.	Action Research Project on Development of District Secondary Education Plan under RMSA in Tamil Nadu and Odisha	Research Study	Prof. S.M.I.A. Zaidi, Prof. K. Biswal Dr. N. K. Mohanty	Completed, the report is being further revised after the national level sharing workshop
3.	A Spatial Perspective on the Causes and Consequences of Higher Educational Out-Migration: A Case Study of Himachal Pradesh	Research Study	Dr. Suman Negi	Completed, the final report is being revised
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 2020
4.	An Education Atlas on Gender: A District Level Representation	Research study	Dr. Suman Negi	Completed, the final Report is being revised
5.	U-DISE Project	Developmental Project	Prof. K. Biswal	U-DISE Flash Statistics 2017/18 has been finalized for both online and offline publication; most of the scheduled activities of 2019/20 completed

Teaching, Supervision and Technical Support of the DEP, FY 2019/20

(i) Unit II of the ARPIT Course on Educational Planning and Administration designed, developed and transacted on SWAYAM portal;

(ii) Two courses on M. Phil/PhD programmes (CC-6, and CC-3) transacted;

(iii) Two courses on educational planning transacted in IDEPA 2019;

(iv) Two courses on educational planning transacted in PGDEPA 2019/20;

(v) Ten M. Phil/PhD dissertation/thesis were supervised; and

(vi) Technical/professional support extended to several States/UTs, NACC, UGC, and MHRD.

Proposed Programmes, FY 2020-21

The proposed programmes of the DEP for FY 2020/21 have been summarized in Tables 2a and 2b.

Table 2a: **Proposed training programmes of the DEP for FY 2020/21**

S. No.	Title of the Programme	Date & Venue	Participants/Target Groups	Programme Director/ Coordinator(s)
1.	National Workshop on Developing Framework for Outcome Based District Planning in School Education	April 22-24, 2020 (03 days) at NIEPA, New Delhi	Around 40 State Planning and EMIS Coordinators of Samagra Shiksha programme, and select external planning experts	K. Biswal P. Geetha Rani N. K. Mohanty Suman Negi
2.	Annual Meeting of SIEMAT Directors	May 20-22, 2020 (Three Days) at Thiruvananthapuram, in collaboration with SIEMAT, Kerala	Around 30 SIEMAT/ SCERT Directors/ their representatives	K. Biswal N.K. Mohanty Suman Negi
3.	Training Programme on Methodology of Formulating Outcome Based District School Education Plan under Samagra Shiksha in Himachal Pradesh (Request Programme)	June 15-19, 2020 (Five Days) at Dharmasala, H.P. in collaboration with HPSES (Samagra Shiksha), Himachal Pradesh	Around 40 district level officers engaged in planning and management of school education in Himachal Pradesh	K. Biswal N.K. Mohanty Suman Negi
4.	Training Programme on Methodology of Formulating Outcome Based District School Education Plan under Samagra Shiksha in Andhra Pradesh (Request Programme)	July 24-28, 2020 (Five Days) at Vishakhapatnam	Around 40 district level officers engaged in planning and management of school education in Andhra Pradesh	K. Biswal N.K. Mohanty Suman Negi
5.	Training Programme on Methodology of Formulating	August 24-28, 2020 (Five Days) at Guwahati, Assam	Around 40 state and district level officers including Planning and EMIS	K. Biswal N.K. Mohanty Suman Negi

	Outcome Based District School Education Plan in North-Eastern States		Coordinators engaged in planning in Northeastern states	
6.	Training Programme on Methodology of Formulating Outcome Based District School Education Plan in Manipur (Request Programme)	September 21-25, 2020 (Five Days) at Imphal, Manipur	Around 40 state and district level officers including Planning and EMIS Coordinators engaged in planning and management of school education in Manipur	K. Biswal N.K. Mohanty Suman Negi
7.	Research Methodology Course on Large Scale Survey: Data Analysis and Tools in collaboration with the Indian Econometric Society (TIES)	December 14-25, 2020 (Two weeks) at NIEPA, New Delhi	Around 35 researchers including young faculty and research scholars of HEIs	P. Geetha Rani
8.	National Seminar on Development Trends and Challenges in School Education in India	Three days: 22-24th Feb, 2021 at NIEPA, New Delhi	Around 35 researchers including faculty and research scholars of HEIs	P. Geetha Rani K. Biswal N. K. Mohanty Suman Negi

Table 2b: Proposed research programmes of the DEP for FY 2020/21

Title of the Programme	**Objectives**	**Investigator(s)**
1. Study on roles and functions of SIEMATs (One of the approved programmes of FY 2019/20; to be reviewed by external experts prior to notification)	1. To examine the current status of functioning of SIEMATs and their areas of engagement 2. To examine the extent of involvement of SIEMATs in planning and management of school education; and 3. To critically look into the capacity of the SIEMAT faculty in providing support to planning and management of school education	Suman Negi N.K. Mohanty K. Biswal

2. U-DISE Project at NIEPA, 2020/21	1. To analyze available U-DISE and SDMIS data for publishing thematic reports on school education; 2. To update the U-DISE online publications and the Data Visualization App on the basis of analysis of latest available data 3. To update and maintain websites of U-DISE – i.e. udise.in; schoolreportcards.in; sdms.udise.in; udise.schooleduinfo.in 4. To provide raw data on request to various government departments, HEIs and individual researchers for improving utilization of U-DISE data for evidence based management of school education.	K. Biswal
3. Development of e-contents and audio-video resources for launching the online course on educational planning, and training modules on district planning in school education adopting a 'managing for development results' (MfDR) framework	1. To leverage the learnings from designating and transacting the ARPIT Course on Educational Planning and Administration, prepare e-contents and training material, including audio-video material on strategic planning in education in a modular fashion, which would include the following: - Theoretical principles guiding educational planning; - Strategic planning practices in education in India - Methodology and techniques of outcome based planning in education; - Analytical framework and techniques of sector analysis and estimation methods of KPIs; - Constructing results chain and developing results framework for formulating medium-term strategic plan; - Logical Framework Analysis (LFA) for designing development interventions - Costing and Budgeting 2. To try out the draft material in training programmes of NIEPA and with experts for revision	K. Biswal P. Geetha Rani N. K. Mohanty Suman Negi

Annual Programme Review and Work Plan, FY 2020/21

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 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 strategic planning in education. With the shift in emphasis towards decentralized planning for managing for development results in 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 practices in the country.

With the increasing emphasis on education as a means of reducing poverty and promoting sustainable development, the DEP considers the expanded scope of educational planning not only to cover the institutionalization of strategic planning 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.

Our Mission:

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

Most of the activities of the DEP have been aligned with the strategic objectives and thematic focus areas of the Perspective Plan of NIEPA (2020-30). Research and training, *inter alia*, are core functions of NIEPA and its perspective plan identifies key thrust areas for the same, which include:

(a) Equity, diversity and inclusion;
(b) Quality and learning, and employment outcomes;
(c) Technology and teaching learning; and
(d) Governance, financing and accountability.

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, quality of learning outcomes, financing and accountability and use of technology for improving education delivery are the major focus areas 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, now the *Samagra Shiksha*, 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 and management for development results.

Not only that sub-sectoral approach to planning in school education has given way to Sector Wide Approaches (SWAps), but also result-based planning and monitoring frameworks have replaced the traditional project based input oriented planning approach. Accordingly, the DEP has reoriented is programmes to facilitate development of result-based planning framework in school education following the Sector Wide Approach. Besides, the DEP is engaged both at national and sub-national levels to institutionalize the use of Results Framework both as a strategic planning tool as well as a 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 and the thematic focus areas for intervention in NIEPA's Perspective Plan (2020-30), the focus areas of the Department of Educational Planning in the medium term (2020/21 to 2024/25) are 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 (SBM) with focus on school improvement planning models and strategic planning models for HEIs;

  (iii) Material development, especially training modules and e-contents on strategic planning in school education and HEIs, including teacher management with focus on the methodology of looking into supply and demand of teachers in the school education sector;

(iv) Building institutional capacity at state and district levels (like SIEMATs, SCERTs, DIETs, etc.) for strategic management of school and higher education sub-sectors;

(v) Thematic application of GIS based planning in school education; and

(vi) Analysis of available U-DISE and SDMIS data for generating evidence to support programme planning and management in school education by publishing thematic analytical reports.

Accordingly, the **medium-term plan** (2020/21 to 2024/25) of the Department focuses on programme interventions in the following areas:

(a) Developing and implementing strategic/results based planning framework for formulating District School Education Plan under the *Samagra Shiksha* following a SWAp;

(b) Building capacity of related organizations (like SPO, SIEMAT, SCERT, DEO, DIET, etc.) and educational functionaries at state and district levels;

(c) Developing related training material to build the capacity at the sub-national level for the implementation of results based planning approach in school education;

(d) Preparing e-contents and audio-video material for launching an online course on educational planning;

(e) Undertaking empirical research and developing evidence-based tools like the Results Framework Document (RFD) for monitoring outcomes in school education and at HEIs;

(f) Analyzing U-DISE (202/13 to 2017/18) and SDMIS data (2026/17 and 2017/18) for bringing out thematic publications – i.e. State/UT-wise analytical report on status and performance of school education with focus on: structure of school education; changing pattern of participation and school choice; analyzing school demographics; trends and variations in access, international efficiency, equity, and cycle completion rates;

(g) Research on status and functioning of SIEMATs and capacity building of faculty of SIEMATs in educational planning;

(h) Building Capacity of SCERT and DIET faculty for undertaking decentralized planning for teacher management and conducting research in education planning and management;

(i) Research on spatial and social distribution of educational opportunities, school size, standards and socio-economic status of learners and learning outcomes;

(j) Building competencies of research scholars and young faculty of HEIs for analyzing and using large scale survey data in educational research;

(k) Organizing national seminar on school education with thematic focus on impact of development policy and programmes on access, equity, internal efficiency, inclusion, learning outcomes, governance and financing.

1.3   Faculty Profile

Professor K. Biswal has a PhD in Economics of Education from JNU, New Delhi. He has received training in educational planning from IIEP, Paris and . 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, Micro Planning, & School Improvement Planning. He has been actively involved in programme planning and implementation of central sector flagship programmes like the SSA, RMSA and *Samagra Shiksha*. He is a co-author of the manual for formulating the DSEP under the RMSA entitle, "Secondary Education Planning and Appraisal Manual" first published in 2012. He had the opportunity to work in several working groups/sub-groups of the MHRD for formulation of five-year plans as well as development of implementation frameworks of flagship school education development programmes.

He also had the opportunity to act as the Secretary to the Committee for Evolution of the New Education Policy 2016 constituted by the MHRD, GoI under the chairmanship of former Cabinet Secretary, Shri T.S.R. Subramanian. He has authored/co-authored five books and published several research papers and articles, 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 Professor at Department of Educational Planning, NIEPA, New Delhi. She served as Professor and Head at Department of Economics, Central University of Tamil Nadu, on deputation from NIEPA. She has contributed to the financial memorandum for Right to Education Bill under Central Advisory Board on Education (CABE), the highest advisory body to advise the Central and State Governments in the field of education, constituted by the Ministry of Human Resources Development (MHRD) and the financial implications of national and state wise estimates of Right to Education (RTE) Act, submitted to the 13th Finance Commission. She has co-edited a volume on Right to Education in India, published by Routledge, UK. 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 sixty research papers in national and international journals of repute. Further details can be accessed from the following link: https://www.researchgate.net/profile/Geetha_Rani3.

Dr. N. K. Mohanty has a PhD in Economics from IIT Roorkee, Uttarakhand. He is Assistant Professor in the DEP. He specializes in economics of education, decentralized planning in education, strategic planning, manpower planning, project planning, quantitative techniques and forecasting methods. He has authored/co-authored two books and published several research papers articles in national and international journals of repute.

Dr. Suman Negi has a PhD in Population Studies from the Centre for Study of Regional Development, Jawaharlal Nehru University, New Delhi. She is currently working as an Assistant Professor in the Department of Educational Planning, at the National University of Educational Planning and Administration, New Delhi. Dr. Negi during her PhD worked on spatial and socio-economic factors affecting access to education. Having specialized in population studies, she is currently working on a project on educational out-migration and her research work mainly focuses on education and its related aspects. She is also preparing an education atlas on gender. She is mainly involved in teaching and capacity building activities for students and officials from state education departments in the area of educational planning. She has also published in several research papers in reputed journals.

Part I: Review of Departmental Activities, FY 2019/20

2.   Implementation Status of the Approved Programmes for FY 2019/20

This section reports the implementation status of the approved programmes of the DEP listed in Table 3 (FY 2019/20) along with the current status of the ongoing research projects. During the current financial year, the DEP has been successful in implementing all its planned activities. Besides, the DEP has also attended to several requests of the state governments and MHRD for providing professional support in areas related to educational planning.

2.1   Training Programmes, Workshops and Consultative Meetings

The approved programmes and their implementation status of the DEP for the FY 2019/20 are given in Table 3.

Table 3:   Implementation status of approved programmes of the DEP for FY 2019/20

Sl. No.	Training Programmes/ Workshops/ Seminars/ Conferences	Current Status	Major Output, if any
1.	Consultative Meet of the Study on the Roles and Functions of SIEMATs	June 6-8, 2019 at NIEPA, New Delhi	21 senior level officers, including SIEMAT Directors, State Project Directors (in states where SIEMAT or alternate structures for capacity development are being managed by the SPO), Directors of SCERTs having additional charge of SIEMAT, participated in the consultative meet.
2.	Training Programme on Analytical Framework and	July 15-19, 2019, in	20 State/District Planning and MIS Coordinators engaged in planning

	Techniques of School Education Sector Diagnosis for major states	NIEPA, New Delhi	and management of school education under the *Samagra Shiksha* participated in the programme.
3.	Results Based Planning Methodology in School Education: Implications for Developing District School Education Plan under the Samagra Shiksha in Odisha	July 29- August 02, 2019, Bhubaneswar, Odisha	41 state and district level Planning Coordinators and MIS Coordinators engaged in planning and management of school education under the *Samagra Shiksha* in Odisha participated in the programme.
4.	Training Programme on Analytical Framework and Techniques of School Education Sector Diagnosis for North Eastern States	August 19- 23, 2019 Guwahati, Assam	35 State/District Planning and MIS Coordinators from seven North Eastern States engaged in planning and management of school education under the *Samagra Shiksha* are would participate in the programme.
5.	Results Based Planning Methodology in School Education: Implications for Developing District School Education Plan under the *Samagra Shiksha* in Assam	September 16-20, 2019 Guwahati, Assam	45 state and district level Planning Coordinators and MIS Coordinators engaged in planning and management of school education under the *Samagra Shiksha* in Assam participated in the programme.
6.	Research Methodology Course on Large Scale Survey: Data Analysis and Tools	26th August to 6th September, 2019 at NIEPA, New Delhi	28 Research Scholars and Young faculty members from colleges and universities of different states participated in the programme.
7.	Training Programme on Approaches and Techniques of Sector Diagnosis in School Education in Manipur	November 6-8, 2019 Imphal, Manipur	55 Planning and EMIS State/District Level Coordinators of Manipur

2.2 Research

Table 4: Implementation status of approved research studies of the DEP, FY 2019/20

Sl. No.	Research/Study	Current Status
1.	Action Research Project on Development of District Secondary Education Plan under RMSA in Tamil	Completed. Phase I of the study was completed and the report was finalized in 2016/17. 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. It took more than two years to get the Model Secondary Education

	Nadu and Odisha **Investigators:** Prof. S.M.I.A Zaidi Prof. K. Biswal Dr. N.K Mohanty	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 2017/18, 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. 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, 2018. After this workshop, the four District Research Teams submitted their final DSEPs. The major findings of the research were also shared in the workshop held at NIEPA, New Delhi in 2018. The revised report of the action research (Phase I & II) along with 4 model DSEPs are being finalized and would be submitted within next three months.
2.	A Spatial Perspective on the Causes and Consequences of Higher Educational Out-Migration: A Case Study of Himachal Pradesh **Investigator:** Dr. Suman Negi	Most of the work as proposed has been completed. The final report is being drafted and the project will be completed by March 2020.
3.	Public-Private Mix in Secondary Education in India: Size, In-school Facilities and Intake Profile **Investigators:** Dr. N.K Mohanty and 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 are in progress and the Phase I is expected to be completed by March 2020.
4.	An Education Atlas on Gender: A District Level Representation **Investigators:** Dr. Suman Negi	Data have been collected and analyzed. Maps have also been generated. Chapters are being prepared and the project report would submitted by March 2020.

2.3 Teaching Programmes, FY 2019/20

The teaching programmes offered by the DEP in FY 2019/20 have been listed in Table 5.

Table 5: Courses offered by the DEP in 2019/20

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 Research Methodology	On-going
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 offered in blended mode	Completed
7.	Online Annual Refresher Programme in Teaching (ARPIT) Course on Educational Planning and Administration designed and offered on SWAYAM portal. The DEP designed and offered Unit II (i.e. Educational Planning) of the refresher course	Completed

2.4 Supervision of M. Phil/Ph. D Work[1]

Details of the M. Phil/PhD work supervised by the DEP faculty are given in Table 6 below:

Table 6: M. Phil/PhD work supervised by the DEP faculty in FY 2019/20

Sl. No	Title of the M. Phil/Ph. D Work	Name of the Scholar	Faculty Supervisor	Current Status
1.	A Study of GIS based School Mapping in Elementary Education in India (PhD Thesis)	Nidhi Rawat	Prof. K. Biswal	Pre-submission seminar presentation was made on Dec. 16, 2019
2.	School Based Management and Community Participation in West Bengal: A Study of Select Secondary Schools in Burdwan and Purulia Districts (PhD Thesis)	Deepender Kumar Pathak	Prof. K. Biswal	Pre-submission seminar presentation was made on Feb. 3, 2020

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[1] Besides, the DEP faculty also supervises PGDEPA and IDEPA dissertation work every year.

Sl. No	Title of the M. Phil/Ph. D Work	Name of the Scholar	Faculty Supervisor	Current Status
3.	A Study of Inequality of Opportunity in Education and Labour Market Outcomes in India (PhD Thesis)	Suhail Ahmad Mir (Part-time)	Prof. K. Biswal	On-going
4.	A GIS Based Analysis of the Outcome of the School Merger Policy in Rajasthan (PhD Thesis)	Ayesha Malik	Prof. K. Biswal	On-going
5.	Education Reform, Implementation and Multiple Accountability Relationships: A study of Reform Implementation in Government School of South Delhi (PhD Thesis)	Kaavya Chandra	Prof. K. Biswal	On-going
6.	Academic Capitalism and Reorientation of Academic Culture through the lens of Capability Approach: A Study of Student Experiences in Higher Education (PhD Thesis)	Jitsun Lamo	Prof. Geetha Rani	On-going
7.	Federalism and Governance of Higher Education in India: An Analysis of Changing Role and Functions of Union Government since 1977 (M. Phil Dissertation)	Sonu Priya	Prof. K. Biswal	On-going
8.	An Inquiry into Employment and Employability Skill: A Study of New Central Universities in East India (M. Phil Dissertation)	Jnyan Ranjan Sahoo	Prof. Geetha Rani	On-going
9.	Inequality in School Education: A Study to Assess the Regional Disparities in Universalization of Elementary Education in India (M. Phil Dissertation)	Raj Gaurav	Dr. Suman Negi	Ongoing
10.	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	Awarded in July 2019

Sl. No	Title of the M. Phil/Ph. D Work	Name of the Scholar	Faculty Supervisor	Current Status
11.	A Study on Educational Experiences of Tibetan Refugee Children in India (M. Phil Dissertation)	Tsering Lhamo	Suman Negi	Awarded in July 2019

2.5 Major Engagements in Development Activities of NIEPA and Technical Support to States and the Central Government in FY 2019/20

(a) DEP was in 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;

(b) DEP faculty participated in various Peer Review Committees of the UGC and NAAC;

(c) DEP faculty were represented in the MHRD Steering Committee of Shaala Kosh;

(d) DEP faculty were represented in the MHRD Steering Committee of Diksha;

(e) DEP faculty was extensively engaged in the restructuring of M. Phil/Ph. D and PGDEPA courses;

(f) DEP faculty spent substantial time on management of M. Phil/PhD programmes;

(g) DEP faculty responsible for management of NIEPA research studies and GIA activities;

(h) DEP faculty provided technical and professional support to various states in conducting their capacity development programmes, plan development and appraisal; and

(i) 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, 2017/18, NIEPA, New Delhi	K. Biswal (with U-DISE Team)	Flash Statistics 2017/18
2.	Online publications of U-DISE updated on the basis of analysis of 2017/18 data	K. Biswal (with U-DISE Team)	Online U-DISE publications updated; U-DISE Data Visualization App is being updated
2.	Household Expenditure on Higher Education in India: What do we know & What do recent data have to say? (co-authored) *Economic and Political Weekly*, 2019, vol. 54	Prof. Geetha Rani	Journal Article

	(20), 18th May, 2019, pp.52-60;		
3.	Enrolment by academic discipline in higher education: differential and determinants, (co-authored), *Journal of Asian Business and Economic Studies*, DOI 10.1108/JABES-12-2018-0104.	Prof. Geetha Rani	Journal Article
4.	Contributed a chapter titled Accessibility and Availability of Educational Facilities in Himachal Pradesh in Population Dynamics in Contemporary South Asia: Health, Education and Migration (ed.,) Springer, 2020.	Dr. Suman Negi	Chapter in a Book

2.7   Participation in National and International Conferences and Seminars

Sl. No	Particulars of the Seminar/ Conference	Particulars of papers presented	Faculty
1.	National Conference on Out-of-School Children organized by UNICEF at IHC, New Delhi from December 02-03, 2019	As participant/expert	Prof. K. Biswal
2.	Annual Conference of Comparative Education Society of India at JNU, December 09-11, 2019	As a Panelist in the Economics of Education Research Interest Group	Prof. K. Biswal
3.	56th Annual Conference of the Indian Econometric Society (TIES), 8-10, January, 2020, organized by the School of Econometrics, Madurai Kamaraj University, Madurai.	Presented a joint paper titled "Returns to Skills in India: The Role of Digital Access and Usage"	Prof. Geetha Rani
4.	Research Methodology Workshop on Quantitative Research Methods in Social Science organised by Department of Education, University of Delhi under	Was a Resource Person for the workshop	Dr. Suman Negi

	agies of IASE, MHRD, March 11-16, 2019		
5.	SPSS workshop, Centre for Culture, Media & Governance Jamia Millia Islamia April 1, 2019	Was a Resource Person for the workshop	Dr. Suman Negi
6.	Multidisciplinary National Seminar on *Emerging Trends in Education For Sustainable Future(ETESF-2019)* organized by Faculty of Education, GLA University, Mathura (U.P.), held on April 12, 2019.	Made a presentation titled 'Education and Sustainable Development'.	Dr. Suman Negi
7.	National workshop on Advanced Quantitative Research Methods (AQRM) in social Sciences, organised by Department of Education, University of Delhi (9-15th December, 2019)	Was a Resource Person for the Workshop	Dr. Suman Negi

2.8   Organizational Responsibility of DEP Faculty

Sl. No	Particulars of organizational responsibility	Responsible faculty
1.	Member, NIEPA Committee for preparing question papers for admission test of M. Phil and Ph. D programmes	K. Biswal
2.	Member, NIEPA Sub-committee for Evaluating Answer Sheets of the written test for admission to M. Phil and Ph. D programmes.	K. Biswal
3.	Member of the Works Review and Advisory Committee of NIEPA.	K. Biswal
4.	Member of the Publication Advisory Committee of NIEPA.	K. Biswal
5.	Member of the Committee for Launching the NIEPA Policy Briefs Series	K. Biswal
6.	Member of the Standing Advisory Committee for Management of M. Phil and PhD Programmes	K. Biswal

7.	Member, Committee for Allotment of Supervisors (CAS) of M. Phil and PhD Programmes	K. Biswal
8.	Member of the Committee for Revising the Remuneration of Project Staff at NIEPA	K. Biswal
9.	Chairperson, Sub-Committee on Research and Innovation Policy at NIEPA	K. Biswal
10.	Member of the Committee for Developing Guidelines for Disbursement of NIEPA Fellowships	K. Biswal
11.	Member of the Committee for Developing Guidelines for NIEPA Publications	K. Biswal
12.	Member of the Interview Board for Admission to M. Phil/PhD programme of NIEPA	K. Biswal
13.	Expert Member: A Study on Financing Higher Education, NIEPA, New Delhi, 2016-2018	P. Geetha Rani
14.	Member NAAC Core Team	P. Geetha Rani
15.	Member, Admission Committee for Management of M. Phil and Ph. D Programmes	N.K. Mohanty
16.	Member, Steering Committee for Management of M. Phil and Ph. D Programmes	Suman Negi
17.	Member, Standing Purchase Committee, NIEPA	Suman Negi
18.	Member, Examination Committee, of the M.Phil-PhD Programme	Suman Negi
19.	Member, Equal Opportunities Cell	Suman Negi
20.	Member NAAC Core Team	Suman Negi

Part II: Programme Proposals of the DEP, FY 2020/21

3. Development Perspective and Strategic Priorities of the DEP for FY 2020/21

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 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 and state specific 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 Development 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 2020/21 for consideration and advice of the DAC.

3.1   Training Programmes

3.1.1   National Workshop on Developing Framework for Outcome Based District Planning in School Education

➢ **Introduction**

Strategic planning is the process of setting goals, deciding on actions to achieve those goals and mobilizing the resources needed to take those actions while recognizing the critical role of the socio-economic and institutional context of change management. A strategic plan formalizes the district's mission, vision, values, goals, and objectives. The nature of these goals and restrictions suggest that strategic planning in education is, and must be, different than the process used in the business sector. Districts of all sizes benefit from this approach that helps them achieve goals to improve student outcomes as well as become a more efficient and effective organization.

Needless to mention, strategic planning in education entails greater emphasis on management for development results by nesting short term interventions (and their outputs) to the medium term developmental results. Since 2018, the Central Government supported flagship programmes like the *Samagra Shiksha* and RUSA have shifted their approach input accounting

to management for development results. Effective implementation of *Samagra Shiksha* and RUSA calls for building necessary planning and management capacity at individual and organizational levels in States/UTs. Till date, the Framework for Implementation of the Samagra Shiksha does on provide any methodology and related guidelines for formulating outcome based district school education development plans.

➢ Themes

The following themes would be covered during the workshop;

- Results framework for management of educational reform programmes;
- Methodology of results based district planning in school education;
- Analytical framework and techniques of school education sector analysis;
- Constructing Problem Tree and prioritizing development interventions;
- RFD for setting cumulative targets for development results and outcome-based planning and monitoring in school education;
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- RFD in school education: Key Performance Indicators and methodology of estimation;
- Data requirements for RFD and U-DISE;
- Group work on use of U-DISE data for estimation of various indicators in the RFD at the state and district levels;
- Use of RF in formulation of AWP&B at state/district level;
- Group work on using RFD in monitoring progress in school education at state/district level;
- Logical framework matrix for designing development interventions; and
- Planning for implementation and reporting tools and methods.

➢ Learning Objectives

- The following are the objectives of the workshop:
- To sensitize the participants about the results based management approach and the importance and use of the Results Framework for planning and monitoring of school education;
- To present and discuss the draft framework for formulating the results based DSEDP; and
- To present and discuss the suggested draft RFD as a planning and monitoring tool, and reflect on data sources and computation methods of KPIs in the suggested RFD.

➢ Competencies to be developed

- Participants understand the importance of outcome-based planning and monitoring of school education using the RF;

- Participants acquire necessary competencies for estimating and interpreting key performance indicators of the RFD at state/district level; and

- Draft framework and methodology of results based district planning in school education reviewed and feedback of States/UTs and MHRD received for finalization of the document

➢ **Participants/ Target Group**

Around 40 participants comprising of members of State Resource Team and state and district level officers including planning and EMIS coordinators engaged in planning and management of school education in different states and UTs, and representatives of MHRD/TSG and national level resource organizations

➢ **Programme Duration, Date and Venue:** June 08-10, 2020 (03 days) at NIEPA, New Delhi

➢ **Programme Coordinator(s):** K. Biswal, Geetha Rani, N. K. Mohanty and Suman Negi

➢ **Budget Estimates**

Budget Estimates	Amount (Rs.)
a) T.A. for Participant (@ Rs. 15000 per person * 40 persons)	Rs. 6,00,000.00
b) Boarding & Lodging of Participants (@ Rs. 800 * 4 days * 40 persons)	Rs. 1,28,000.00
c) Local Conveyance and Honorarium to Resource Persons	Rs. 20,000.00
d) Travel and Hospitality to Outstation Resource Persons	Rs. 20,000.00
e) TA/DA, Boarding/Lodging, Transport etc. to NIEPA Faculty	
f) Expenditure on Stationery, photocopying, Bags, Folders, Pen Drives, High Tea, Special Lunch/Dinner etc.	Rs. 1,00,000.00
g) Transport arrangements for local/outstation field visit	Nil
h) Contingency Expenditures, if any -	
Total	Rs. 8,68,000.00

3.1.2 Annual Meeting of SIEMAT Directors

➢ **Introduction**

The three-day Annual Meeting of SIEMAT Directors is being organized to discuss and understand the current statues of SIEMATs or alternate organizational structure in terms of their involvement in planning and management of school education at the state and district levels. This meeting is also expected to provide a forum for rethinking strategies for capacity development of SIEMATs/alternate to steer Capacity Development in the education sector.

➢ **Learning Objectives**

- 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

➢ **Themes**

The meet will mainly facilitate sharing of experiences of states, where SIEMATs are fully or partially functional as a means to understand the enabling factors and institutional settings and reflect on the challenges at the systems level in making them a critical driver of capacity development efforts in states.

➢ **Learning Outcomes:**

➕   To understand the extent of involvement of SIEMATs in strategic planning and management of school education; and

➕   To identify the capacity building needs of SIEMATs, particularly in areas related to planning and management of school education

➢ **Competencies to be developed:**

➢ **Expected Outcomes:**

➕   Better understanding of institutional capacity of SIEMATs in areas relating to outcome based planning and management of school education; and

➕   Preparation of an action plan to support SIEMATs with focus on building the planning and management competencies of their faculty.

➢ **Participants / Target Group:** Around 30 SIEMAT/ SCERT Directors or their representatives

➢ **Program duration, Date and Venue:** May 20-22, 2020 (Three Days) at Thiruvananthapuram, Kerala in collaboration with SIEMAT, Kerala.

➢ **Program Coordinator(s):** Prof. K. Biswal, Dr. N.K Mohanty and Dr. Suman Negi

➢ **Budget Estimates:**

Budget Estimates	Amount (Rs.)
a) T.A. for Participant (@ Rs. 20000 per person * 30 persons)	Rs. 6,00,000.00
b) Boarding & Lodging of Participants (@ Rs. 6000 * 3 days * 30 persons)	Rs. 5,40,000.00
c) Local Conveyance and Honorarium to Resource Persons	Rs. 20,000.00
d) Travel and Hospitality to Outstation Resource Persons	Rs. 20,000.00
e) TA/DA, Boarding/Lodging, Transport etc. to NIEPA Faculty	Rs. 1,50,000.00
f) Expenditure on Stationery, photocopying, Bags, Folders, Pen Drives, High Tea, Special Lunch/Dinner etc.	Rs. 1,00,000.00
g) Transport arrangements for local/outstation field visit	Nil
h) Contingency Expenditures, if any -	
Total	Rs. 14,30,000.00

3.1.3 Training Programme on Methodology of Formulating Outcome Based District School Education Plan under *Samagra Shiksha* in Himachal Pradesh (Request Programme)

➢ **Introduction**

From the existing practice of focusing on delivery of most immediate results (i.e. outputs like creating school infrastructure, deploying teachers, getting children into school, providing incentives to retain children for a longer duration in the school, etc.) through project mode (as was the case in SSA, RMSA and teacher education programmes), the country went for a 'paradigm shift' in the reform strategy in school education by adopting a **Results Based Management (RBM)** approach in Samagra Shiksha in 2017/18. Consequently, three on-going flagship programmes -- i.e. *Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) and the Scheme of Restructuring and Reorganization of Teacher Education -- were merged, and the new flagship programme called the *Samagra Shiksha* (SS) was launched following the principles of SWAp and the Results Based Management (RBM) approach.

The RBM in the school education sector as one of the 'new public management' strategies aims at achieving improved performance of the sector by emphasizing on **development results** like equity, inclusion, quality of student outcomes rather than **organizational results** – viz., State Education Departments' too much focus on making input provisions (like creating school infrastructure, recruiting teachers, conducting in-service training programmes, distributing incentives, etc.) without aligning the same to the ultimate goal of the education sector thereby failing to establish the logic of their interventions. The RBM calls for rethinking the traditional model of public management by shifting its emphasis from **'procedure based logic'** to **'performance based logic'** in public administration, particularly in managing development programmes like the *Samagra Shiksha*. Strategic planning, monitoring and evaluation, therefore, come together as RBM, which aims at raising the quality of public expenditure and improved public sector accountability in delivering measurable development results. There is, therefore, need for building capacity of key stakeholders like Planning Coordinators and MIS Coordinators at state and district levels to enable them to adopt and deepen results/outcomes based planning, monitoring, and evaluation practices in school education under the *Samagra Shiksha*.

➢ **Themes**

The following themes will be covered in the programme:

- Sector Wide Approach (SWAp) and Results Based Framework (RBF) for Planning for School Education: Implications for Formulating Outcome Based District School Education Plan in Himachal Pradesh

- Planning Practices and Methodology of District Planning in School Education in Himachal Pradesh.

- Introduction to the Key Findings of the NAS 2017: Implications for Planning for Improving Learning Outcomes in School Education in Himachal Pradesh

- Methodology of formulating outcome based District School Education Plan (DSEP): Sector Analysis, Prioritization, Defining Results (i.e. change) and Developing the Results Matrix.

- School Education Sector Analysis: Key Performance Indicators (KPIs) of Access and Participation.

- School Education Sector Analysis: KPIs of Student Flow and Internal Efficiency (i.e. Apparent, Reconstructed and True Cohort Analysis).

- Cost and Financing of School Education: Data Sources, Computation Methods and Interpretation of related KPIs.

- Measuring Equity in School Education: Data Sources, Computation Methods and Interpretation of related KPIs.

- Developing and Using Results Framework (RF) as a District Planning Tool in School Education.

- Articulating Logic and Results Chain of Plan Interventions in the DSEP: Use of Logical Framework Matric (LFM) in Designing Plan Interventions.

➢ **Learning Objectives**

- To sensitize the participants about the methodology of formulating outcome based district school education plan;

- 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) for monitoring progress towards desired results; and

- To discuss the outcome based planning and monitoring frameworks for developing the District School Education Plan (DSEP).under the Samagra Shiksha in H.P.

➢ **Competencies to be developed**

- Participants understand the context and the importance of result-based planning and monitoring for development of school education outcomes under the *Samagra Shiksha* at state and district levels,

- Participants acquire necessary knowledge and skills for using the result-based methodology and techniques for formulating Perspective as well as Annual Work Plan and Budget and monitoring school education for effective implementation of the *Samagra Shiksha*

➢ **Expected Outcomes:** Around 40 State and District Level Planning and EMIS Coordinators of HP acquire necessary knowledge and skills to develop results based District School Education Plan under the Samagra Shiksha.

➢ **Participants / Target Group:** Around 40 state and district level officers including Planning/EMIS Coordinators, Deputy Directors, BEEOs and Principals engaged in planning and management of school education in Himachal Pradesh.

➢ **Program Duration, Date and Venue:** June 15-19, 2020 (Five Days) at Dharmasala, HP in collaboration with HPSES (Samagra Shiksha, Himachal Pradesh).

- ➢ **Program Coordinator(s):** Prof. K. Biswal, Dr. N.K Mohanty and Dr. Suman Negi

- ➢ **Budget Estimates:**

Budget Estimates	Amount (Rs.)
a) T.A. for Participant (@ Rs. 3000 per person * 40 persons)	Rs. 1,20,000.00
b) Boarding & Lodging of Participants (@ Rs. 3000 * 5 days * 40 persons)	Rs. 6,00,000.00
c) Local Conveyance and Honorarium to Resource Persons	Rs. 20,000.00
d) Travel and Hospitality to Outstation Resource Persons	Rs. 20,000.00
e) TA/DA, Boarding/Lodging, Transport etc. to NIEPA Faculty	Rs. 1,50,000.00
f) Expenditure on Stationery, photocopying, Bags, Folders, Pen Drives, High Tea, Special Lunch/Dinner etc.	Rs. 1,00,000.00
g) Transport arrangements for local/outstation field visit	Nil
h) Contingency Expenditures, if any -	Rs. 50,000.00
Total	**Rs. 10,60,000.00**

3.1.4 Training Programme on Methodology of Formulating Outcome Based District School Education Plan under Samagra Shiksha in Andhra Pradesh (Request Programme)

- ➢ **Introduction**

From the existing practice of focusing on delivery of most immediate results (i.e. outputs like creating school infrastructure, deploying teachers, getting children into school, providing incentives to retain children for a longer duration in the school, etc.) through project mode (as was the case in SSA, RMSA and teacher education programmes), the country went for a 'paradigm shift' in the reform strategy in school education by adopting a **Results Based Management (RBM)** approach in Samagra Shiksha in 2017/18. Consequently, three on-going flagship programmes -- i.e. *Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) and the Scheme of Restructuring and Reorganization of Teacher Education -- were merged, and the new flagship programme called the *Samagra Shiksha* (SS) was launched following the principles of SWAp and the Results Based Management (RBM) approach.

The RBM in the school education sector as one of the 'new public management' strategies aims at achieving improved performance of the sector by emphasizing on **development results** like equity, inclusion, quality of student outcomes rather than **organizational results** – viz., State Education Departments' too much focus on making input provisions (like creating school infrastructure, recruiting teachers, conducting in-service training programmes, distributing incentives, etc.) without aligning the same to the ultimate goal of the education sector thereby failing to establish the logic of their interventions. The RBM calls for rethinking the traditional model of public management by shifting its emphasis from **'procedure based logic'** to **'performance based logic'** in public administration, particularly in managing development programmes like the *Samagra Shiksha*. Strategic planning, monitoring and evaluation, therefore,

come together as RBM, which aims at raising the quality of public expenditure and improved public sector accountability in delivering measurable development results. There is, therefore, need for building capacity of key stakeholders like Planning Coordinators and MIS Coordinators at state and district levels to enable them to adopt and deepen results/outcomes based planning, monitoring, and evaluation practices in school education under the *Samagra Shiksha*.

➢ **Themes**

The following themes will be covered in the programme:

- Sector Wide Approach (SWAp) and Results Based Framework (RBF) for Planning for School Education: Implications for Formulating Outcome Based District School Education Plan in Andhra Pradesh

- Planning Practices and Methodology of District Planning in School Education in Andhra Pradesh.

- Introduction to the Key Findings of the NAS 2017: Implications for Planning for Improving Learning Outcomes in School Education in Andhra Pradesh

- Methodology of formulating outcome based District School Education Plan (DSEP): Sector Analysis, Prioritization, Defining Results (i.e. change) and Developing the Results Matrix.

- School Education Sector Analysis: Key Performance Indicators (KPIs) of Access and Participation.

- School Education Sector Analysis: KPIs of Student Flow and Internal Efficiency (i.e. Apparent, Reconstructed and True Cohort Analysis).

- Cost and Financing of School Education: Data Sources, Computation Methods and Interpretation of related KPIs.

- Measuring Equity in School Education: Data Sources, Computation Methods and Interpretation of related KPIs.

- Developing and Using Results Framework (RF) as a District Planning Tool in School Education.

- Articulating Logic and Results Chain of Plan Interventions in the DSEP: Use of Logical Framework Matric (LFM) in Designing Plan Interventions.

➢ **Learning Objectives**

- To sensitize the participants about the methodology of formulating outcome based district school education plan;

- 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) for monitoring progress towards desired results; and

- To discuss the outcome based planning and monitoring frameworks for developing the District School Education Plan (DSEP).

- ➢ **Competencies to be developed**
  - ♣ Participants understand the context and the importance of result-based planning and monitoring for development of school education outcomes under the *Samagra Shiksha* at state and district levels,
  - ♣ Participants acquire necessary knowledge and skills for using the result-based methodology and techniques for formulating Perspective as well as Annual Work Plan and Budget and monitoring school education for effective implementation of the *Samagra Shiksha*
- ➢ **Expected Outcomes:** Around 40 State and District Level Planning/EMIS Coordinators of Andhra Pradesh acquire necessary knowledge and skills to develop outcomes based District School Education Plan under the Samagra Shiksha.
- ➢ **Participants / Target Group:** Around 40 state and district level officers including Planning and EMIS Coordinators engaged in planning and management of school education in Andhra Pradesh
- ➢ **Program duration, Date and Venue:** July 24-28, 2020 (Five Days) at Vishakhapatnam.
- ➢ **Program Coordinator(s):** Prof. K. Biswal, Dr. N.K Mohanty and Dr. Suman Negi
- ➢ **Budget Estimates:**

Budget Estimates	Amount (Rs.)
a) T.A. for Participant (@ Rs. 3000 per person * 40 persons)	Rs. 1,20,000.00
b) Boarding & Lodging of Participants (@ Rs. 4000 * 5 days * 40 persons)	Rs. 8,00,000.00
c) Local Conveyance and Honorarium to Resource Persons	Rs. 20,000.00
d) Travel and Hospitality to Outstation Resource Persons	Rs. 20,000.00
e) TA/DA, Boarding/Lodging, Transport etc. to NIEPA Faculty	Rs. 1,50,000.00
f) Expenditure on Stationery, photocopying, Bags, Folders, Pen Drives, High Tea, Special Lunch/Dinner etc.	Rs. 1,00,000.00
g) Transport arrangements for local/outstation field visit	Nil
h) Contingency Expenditures, if any -	Rs. 50,000.00
Total	**Rs. 12,60,000.00**

3.1.5. Training Programme on Methodology of Formulating Outcome Based District School Education Plan in North-Eastern States

- ➢ **Introduction**

From the existing practice of focusing on delivery of most immediate results (i.e. outputs like creating school infrastructure, deploying teachers, getting children into school, providing incentives to retain children for a longer duration in the school, etc.) through project mode (as was the case in SSA, RMSA and teacher education programmes), the country went for a 'paradigm shift' in the reform strategy in school education by adopting a **Results Based Management (RBM)** approach in Samagra Shiksha in 2017/18. Consequently, three on-going flagship programmes -- i.e. *Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan*

(RMSA) and the Scheme of Restructuring and Reorganization of Teacher Education -- were merged, and the new flagship programme called the *Samagra Shiksha* (SS) was launched following the principles of SWAp and the Results Based Management (RBM) approach.

The RBM in the school education sector as one of the 'new public management' strategies aims at achieving improved performance of the sector by emphasizing on **development results** like equity, inclusion, quality of student outcomes rather than **organizational results** – viz., State Education Departments' too much focus on making input provisions (like creating school infrastructure, recruiting teachers, conducting in-service training programmes, distributing incentives, etc.) without aligning the same to the ultimate goal of the education sector thereby failing to establish the logic of their interventions. The RBM calls for rethinking the traditional model of public management by shifting its emphasis from **'procedure based logic'** to **'performance based logic'** in public administration, particularly in managing development programmes like the *Samagra Shiksha*. Strategic planning, monitoring and evaluation, therefore, come together as RBM, which aims at raising the quality of public expenditure and improved public sector accountability in delivering measurable development results. There is, therefore, need for building capacity of key stakeholders like Planning Coordinators and MIS Coordinators at state and district levels to enable them to adopt and deepen results/outcomes based planning, monitoring, and evaluation practices in school education under the *Samagra Shiksha*.

➢ **Themes**

The following themes will be covered in the programme:

- ✚ Sector Wide Approach (SWAp) and Results Based Framework (RBF) for Planning for School Education: Implications for Formulating Outcome Based District School Education Plan in Northeastern states

- ✚ Planning Practices and Methodology of District Planning in School Education in NE states.

- ✚ Introduction to the Key Findings of the NAS 2017: Implications for Planning for Improving Learning Outcomes in School Education in NE states.

- ✚ Methodology of formulating outcome based District School Education Plan (DSEP): Sector Analysis, Prioritization, Defining Results (i.e. change) and Developing the Results Matrix.

- ✚ School Education Sector Analysis: Key Performance Indicators (KPIs) of Access and Participation.

- ✚ School Education Sector Analysis: KPIs of Student Flow and Internal Efficiency (i.e. Apparent, Reconstructed and True Cohort Analysis).

- ✚ Cost and Financing of School Education: Data Sources, Computation Methods and Interpretation of related KPIs.

- ✚ Measuring Equity in School Education: Data Sources, Computation Methods and Interpretation of related KPIs.

- ✚ Developing and Using Results Framework (RF) as a District Planning Tool in School Education.

- ✚ Articulating Logic and Results Chain of Plan Interventions in the DSEP: Use of Logical Framework Matric (LFM) in Designing Plan Interventions.

- ➢ **Learning Objectives**
  - ♣ To sensitize the participants about the methodology of formulating outcome based district school education plan;
  - ♣ 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) for monitoring progress towards desired results; and
  - ♣ To discuss the implications of outcome based planning and monitoring frameworks for developing the District School Education Plan (DSEP).

- ➢ **Competencies to be developed**
  - ♣ Participants understand the context and the importance of result-based planning and monitoring for development of school education outcomes under the Samagra Shiksha at state and district levels,
  - ♣ Participants acquire necessary knowledge and skills for using the result-based methodology and techniques for formulating Perspective as well as Annual Work Plan and Budget and monitoring school education for effective implementation of the Samagra Shiksha

- ➢ **Expected Outcomes:** Around 40 State and District Level Planning/EMIS Coordinators of NE States acquire necessary knowledge and skills to develop results based District School Education Plan under the Samagra Shiksha.

- ➢ **Participants / Target Group:** Around 40 state and district level officers including Planning and EMIS Coordinators engaged in planning and management of school education in NE States.

- ➢ **Program duration, Date and Venue:** August 24-28, 2020 (Five Days) at Guwahati, Assam

- ➢ **Program Coordinator(s):** Prof. K. Biswal, Dr. N.K Mohanty and Dr. Suman Negi

- ➢ **Budget Estimates:**

Budget Estimates	Amount (Rs.)
(a) T.A. for Participant (@ Rs. 10000 per person * 40 persons)	Rs. 4,00,000.00
(b) Boarding & Lodging of Participants (@ Rs. 4000 * 5 days * 40 persons)	Rs. 8,00,000.00
(c) Local Conveyance and Honorarium to Resource Persons	Rs. 20,000.00
(d) Travel and Hospitality to Outstation Resource Persons	Rs. 20,000.00
(e) TA/DA, Boarding/Lodging, Transport etc. to NIEPA Faculty	Rs. 1,80,000.00

(f) Expenditure on Stationery, photocopying, Bags, Folders, Pen Drives, High Tea, Special Lunch/Dinner etc.	Rs. 1,00,000.00
(g) Transport arrangements for local/outstation field visit	Nil
(h) Contingency Expenditures, if any -	Rs. 50,000.00
Total	**Rs. 15,70,000.00**

3.1.6. Training Programme on Methodology of Formulating Outcome Based District School Education Plan in Manipur (Request Programme)

➢ **Introduction**

From the existing practice of focusing on delivery of most immediate results (i.e. outputs like creating school infrastructure, deploying teachers, getting children into school, providing incentives to retain children for a longer duration in the school, etc.) through project mode (as was the case in SSA, RMSA and teacher education programmes), the country went for a 'paradigm shift' in the reform strategy in school education by adopting a **Results Based Management (RBM)** approach in Samagra Shiksha in 2017/18. Consequently, three on-going flagship programmes -- i.e. *Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) and the Scheme of Restructuring and Reorganization of Teacher Education -- were merged, and the new flagship programme called the *Samagra Shiksha* (SS) was launched following the principles of SWAp and the Results Based Management (RBM) approach.

The RBM in the school education sector as one of the 'new public management' strategies aims at achieving improved performance of the sector by emphasizing on **development results** like equity, inclusion, quality of student outcomes rather than **organizational results** – viz., State Education Departments' too much focus on making input provisions (like creating school infrastructure, recruiting teachers, conducting in-service training programmes, distributing incentives, etc.) without aligning the same to the ultimate goal of the education sector thereby failing to establish the logic of their interventions. The RBM calls for rethinking the traditional model of public management by shifting its emphasis from **'procedure based logic'** to **'performance based logic'** in public administration, particularly in managing development programmes like the *Samagra Shiksha*. Strategic planning, monitoring and evaluation, therefore, come together as RBM, which aims at raising the quality of public expenditure and improved public sector accountability in delivering measurable development results. There is, therefore, need for building capacity of key stakeholders like Planning Coordinators and MIS Coordinators at state and district levels to enable them to adopt and deepen results/outcomes based planning, monitoring, and evaluation practices in school education under the *Samagra Shiksha*.

➢ **Themes**

The following themes will be covered in the programme:

➕ Sector Wide Approach (SWAp) and Results Based Framework (RBF) for Planning for School Education: Implications for Formulating Outcome Based District School Education Plan in Manipur.

➕ Planning Practices and Methodology of District Planning in School Education in Manipur.

- Introduction to the Key Findings of the NAS 2017: Implications for Planning for Improving Learning Outcomes in School Education in Manipur.

- Methodology of formulating outcome based District School Education Plan (DSEP): Sector Analysis, Prioritization, Defining Results (i.e. change) and Developing the Results Matrix.

- School Education Sector Analysis: Key Performance Indicators (KPIs) of Access and Participation.

- School Education Sector Analysis: KPIs of Student Flow and Internal Efficiency (i.e. Apparent, Reconstructed and True Cohort Analysis).

- Cost and Financing of School Education: Data Sources, Computation Methods and Interpretation of related KPIs.

- Measuring Equity in School Education: Data Sources, Computation Methods and Interpretation of related KPIs.

- Developing and Using Results Framework (RF) as a District Planning Tool in School Education.

- Articulating Logic and Results Chain of Plan Interventions in the DSEP: Use of Logical Framework Matric (LFM) in Designing Plan Interventions.

➢ Learning Objectives

- To sensitize the participants about the methodology of formulating outcome based district school education plan;

- 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) for monitoring progress towards desired results; and

- To discuss the implications of outcome based planning and monitoring frameworks for developing the District School Education Plan (DSEP).

➢ Competencies to be developed

- Participants understand the context and the importance of result-based planning and monitoring for development of school education outcomes under the Samagra Shiksha at state and district levels; and

- Participants acquire necessary knowledge and skills for using the result-based methodology and techniques for formulating Perspective as well as Annual Work Plan and Budget and monitoring school education for effective implementation of the Samagra Shiksha.

- **Expected Outcomes:** Around 40 State and District Level Planning/EMIS Coordinators of Manipur acquire necessary knowledge and skills to develop results based District School Education Plan under the Samagra Shiksha.

- **Participants/Target Group:** Around 40 state and district level officers including Planning and EMIS Coordinators engaged in planning and management of school education in Manipur.

> **Program duration, Date and Venue:** September 21-25, 2020 (Five Days) at Imphal, Manipur

> **Program Coordinator(s):** Prof. K. Biswal, Dr. N.K Mohanty and Dr. Suman Negi

> **Budget Estimates:**

Budget Estimates	Amount (Rs.)
a) T.A. for Participant (@ Rs. 10000 per person * 40 persons)	Rs. 4,00,000.00
b) Boarding & Lodging of Participants a. (@ Rs. 4000 * 5 days * 40 persons)	Rs. 8,00,000.00
c) Local Conveyance and Honorarium to Resource Persons	Rs. 20,000.00
d) Travel and Hospitality to Outstation Resource Persons	Rs. 20,000.00
e) TA/DA, Boarding/Lodging, Transport etc. to NIEPA Faculty	Rs. 1,80,000.00
f) Expenditure on Stationery, photocopying, Bags, Folders, Pen Drives, High Tea, Special Lunch/Dinner etc.	Rs. 1,00,000.00
g) Transport arrangements for local/outstation field visit	Nil
h) Contingency Expenditures, if any -	Rs. 50,000.00
Total	**Rs. 15,70,000.00**

3.1.7. Research Methodology Course on Large Scale Survey: Data Analysis and Tools in collaboration with the Indian Econometric Society (IES)

> **Introduction**

> 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.

> **Themes**

The following themes will be covered in the programme:

- 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: Logit, Probit

> **Learning Objectives**

- To enable the participants to appreciate and apply quantitative techniques to analyse educational issues;

- To introduce the database and to facilitate the application of quantitative or econometric techniques to the issues of education

> **Competencies to be developed**

- Understand and use the large survey data;

- 🞣 Apply appropriate statistical tools; and
- 🞣 Learn to use the software and derive estimated results.

- **Expected Outcomes:** Around 35 participants understand large survey data, apply appropriate quantitative tools, estimate and interpret the results that were arrived using the statistical tools.

- ➢ **Participants/Target Group:** Around 35 researchers including faculty and research students working in research institutes and universities

- ➢ **Program duration, Date and Venue:** December 14-25, 2020 (Two weeks) at NIEPA, New Delhi.

- ➢ **Program Coordinator(s):** P. Geetha Rani

- ➢ **Budget Estimates:**

Budget Estimates	Estimated Expenditure (in Rs.)
1. T.A. Per Participant (@ Rs. 20000 per person * 35 persons)	Rs. 7,00,000.00
2. T.A. Per Resource Person (@ Rs. 20000 per person * 5 persons)	Rs. 1,00,000.00
3. Boarding and Lodging (@ 2000 per person for 13 days for 35 persons)	Rs. 9,10,000.00
4. Miscellaneous Expenditure (Stationery, Folder, Tea (twice), Photocopying, etc)	Rs. 70,000.00
5. Institutional Overhead Charges (@ 10% of total expenditure)	Rs. 1,68,000.00
Total	**Rs.19,58,000.00**

3.1.8. National Seminar on Development Trends and Challenges in School Education in India

➢ **Introduction**

School education in India has shown remarkable progress over time especially since 1990s. Physical access to schooling is no more a challenge, and participating in school education has been improving over the years. Yet, many challenges remain, the most significant among them being the learning crisis. The National Seminar is designed to examine, explore and understand the experiences and outcomes of the planning and policy processes, their challenges, problems and prospects involved in the development of school education. The aim is to understand access, equity, governance and financing issues in the delivery of quality   schooling in India.

➢ **Themes**

- 🞣 Evolution of Polices and Programs on the Planning and Development of School Education in India since 1990s

- 🞣 Impact of the School Education Policies and Programs on:
    - ▪ Access, Equity and Internal Efficiency;
    - ▪ Learning Outcomes;

- Diversity and Inclusion;
- Governance; and
- Financing.

➢ **Learning Objectives**

- To understand the experiences of the planning and policy processes, their challenges, problems and prospects involved in the development of school education;

- To understand the impact of the policies and programs of school education on equity, diversity and quality dimensions; and

- To identify the experiences of different states / stakeholders in various development models / modes.

➢ **Competencies to be developed**

- Understand the changes in the policies and programs of school education and their intended outcomes vis-a-vis the resulting challenges; and

- Documenting what policies and programs work and how do they work in different contexts.

➢ **Expected Outcomes**

- Policy discussion and discourse on the Development of School Education in India; and

- Select seminar papers for publication in the form of a book.

➢ **Participants / Target Group:** Around 35 researchers including faculty and research students working in research institutes and universities.

➢ **Program duration, Date and Venue:** Three days: 22-24th Feb, 2021 at NIEPA/IHC New Delhi.

➢ **Program Coordinator(s):** Prof. P. Geetha Rani; Prof. K. Biswal; Dr. N. K. Mohanty and Dr. Suman Negi

➢ **Budget Estimates:**

Budget Estimates	Estimated Expenditure (in Rs.)
a) T.A. Per Participant (@ Rs. 20000 per person * 35 persons)	Rs. 7,00,000.00
b) T.A. Per Resource Person (@ Rs. 20000 per person * 5 persons)	Rs. 1,00,000.00
c) Boarding and Lodging (@ 2000 per person for 13 days for 35 persons)	Rs. 9,10,000.00
d) Honorarium for Paper Writers @ 10000 per person for 30 persons	Rs. 3,00,000.00
e) Miscellaneous Expenditure (Stationery, Folder, Tea (twice), Photocopying, etc) f)	Rs. 70,000.00

g) Institutional Overhead Charges (@ 10% of total expenditure)	Rs. 2,08,000.00	
Total	Rs.22,88,000.00	

4. Research

4.1 U-DISE as a Developmental Project at NIEPA: Current Status of U-DISE and SDMIS at NIEPA and Proposal for FY 2020/21

1. Introduction

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). The 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 30th September 2016. In 2016/17, more than 210 million student records were uploaded in the SDMIS portal.

In 2016, 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. In 2017-18, schooling status of more than 100.9 million students were tracked 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.*

(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:

(i)   e-Governance 2009-10 National Award
(ii)   (ii) eINDIA 2010 National Award
(iii)   Manthan Award South Asia 2010 and
(iv)   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.

The U-DISE staff are currently engaged in collating, and processing the U-DISE and SDMIS data for 2017/18; updating online U-DISE reporter modules; 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.   Programme Proposal and Budget Estimates of the U-DISE Project at NIEPA for FY 2020/21

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.

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' was 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' were included. Subsequently, U-DISE 2016/17 Flash Statistics on School Education was published. Currently, U-DISE 2017/18 Flash Statistics on School Education is being 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. Currently, the U-DISE Data Visualization App is

being updated on the basis of 2017/18 data.

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 analyzing 2017/18 U-DISE data for publishing the Flash Statistics on School Education, 2017/18 and updating other online publications, and select thematic analytical reports in school education . 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 and 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 (main website of the U-DISE)

The 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

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.

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) 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.

(iii)   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 2020/21:

1. To analyze available U-DISE and SDMIS data for publishing thematic reports on school education – viz., access, equity, internal efficiency, teacher profile and deployment, school demographics and school choice, etc.;

2. To update the U-DISE online publications and the Data Visualization App on the basis of analysis of latest available data;

3. To update and maintain websites of U-DISE – i.e. udise.in; schoolreportcards.in; sdms.udise.in; udise.schooleduinfo.in

4. To provide raw data on request to various government departments, HEIs and individual researchers for improving utilization of U-DISE data for evidence based management of school education.

Table 4.1: Proposed activities in U-DISE and SDMIS and key deliverables in FY 2020/21

Sl. No.	Proposed Interventions/Activities	Key Deliverables	Timeline
1.	Publication of thematic reports based on **U-DISE data from 2012/13 to 2017/18 and SDMIS data for 2016/17 and 2017/18**	Select thematic reports in school education	March 31, 2021
2.	Publication on **School Demographics in India** based on SDMIS data	Statistics on school demographics for better understanding of the socio-economic background of students, school choices, etc.	December 2020
4.	Updating online publications of U-DISE	All online publications of U-DISE updated using 2017/18 data	September 2020
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 2020

6.	Updating and maintaining the U-DISE Data Visualization App	U-DISE Data Visualization App updated by including KPIs for 2017/18	May 2020
7.	Updating and maintain all websites of U-DISE and the U-DISE and SDMIS Software at NIEPA Data Centre	All websites, related hardware and software maintained all through the FY 2019/20	April 2020 to March 2021

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.	**Project Consultant** (Technical Support for data compilation, dissemination and for web-enabled publications based on U-DISE and STS data, including www.schoolreportcards.in) (Salary Range: INR 40,000-49,000)	02	INR. 45,000.00 per month * 12 months * 02	10,80,000.00
2.	**Project Consultant (Publications)** (Salary Range: INR 40,000-49,000)	01	INR 45,000.00 * 12 months * 01	5,40,000.00
3.	**Project Junior Consultant** (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 per month * 12 months * 01	4,20,000.00
5.	**Project Attendant/MTS** Salary: INR 12,000/- per month)	01	INR 12,000.00 per month * 12 months * 01	1,44,000.00
	Total	**05**	**-**	**21,84,000.00**

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 88,98,000/- (Indian Rupees Eighty-eight Lakh Ninety-eight Thousand only)** would be required for implementing the activities of the U-DISE project in 2020/21. Table 4.3 provides budget estimates for the FY 2020/21.

Table 4.3: Budget estimates of the U-DISE project at NIEPA, FY 2020/21

Sl. No.	Heads of Expenditure/ Activity Description	Total Cost (In INR)
1.	Staff Salary	21,84,000.00
2.	Cost of maintenance of Online Student Portal and adding SMS pack, customization of drop-box, drill down status view, developing reporter module and other additions as per users/states suggestions in the portal	4,00,000.00
3.	Payments to ADS Softek, Secunderabad for updating and maintaining the SDMIS software since 2017/18, including the AMC of SDMIS for 2019/20[2]	45,00,000.00
4.	Publication of U-DISE thematic reports	15,00,000.00
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
	Grand Total	**88,98,000.00**

4.2   Material Development for Launching the Online Course on Educational Planning

It is proposed to develop e-contents and related resources for launching the online course on educational planning as well as training modules on district planning in school education adopting a 'managing for development results' (MfDR) framework. Leveraging the learnings from designating and transacting the ARPIT Course on Educational Planning and Administration, the DEP faculty would be engaged in preparing e-contents and training material, including audio-video material on strategic planning in education in a modular fashion, which would include the following:

- Theoretical principles guiding educational planning;

- Strategic planning practices in education in India

- Methodology and techniques of outcome based planning in education;

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[2] 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. This is a carry forward item of the last year's budget.

- Analytical framework and techniques of sector analysis and estimation methods of KPIs;

- Constructing results chain and developing results framework for formulating medium-term strategic plan;

- Logical Framework Analysis (LFA) for designing development interventions

- Costing and Budgeting.

Before finalizing the e-contents and training modules, the same would be tried out in NIEPA's training programmes and courses and shared with experts in review meetings. It is therefore proposed to have at least one review meeting for each module.

It would take at least 08 months to developed the e-contents and training material and another four months for review and try out. The course/training modules and related resources would be available for use by 31st March 2021.

Budget Estimates:

An amount Rs. 2,50,000/- may be provided for meeting the expenses related to meetings for reviewing the draft modules. This would include payment of TA/DA, honorarium and other related expenses of the meetings.

Responsible Faculty: K. Biswal, P. Geetha Rani, N. K. Mohanty and Suman Negi

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