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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 decentralized 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. The DEP looks at planning as one of the key components for the strategic management cycle of education at micro and institutional levels.

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 public investment in education. Promoting sector-wide approaches (SWAps) in strategic planning in school education and institutional planning in higher education are other key mandates of the DEP.

Accordingly, the DEP has been actively engaged in developing educational planning frameworks, methodologies and related techniques relevant to Indian setting since the early 1990s. Starting with its significant contributions to the development of the planning framework of the District Primary Education Programme (DPEP) in the early 1990s, the DEP has been playing a key role in shaping the planning methodology and practices in the Sarva Shiksha Abhiyan (SSA), the Rastriya Madhyamik Shiksha Abhiyan (RMSA), and to a large extent, the on-going *Samagra Shiksha*. In 2017/18, the Department played a key role in conceptualizing the alternate roadmaps for merging the SSA and the RMSA into an integrated school education development programme called the *Samagra Shiksha*. Working closely with States/UTs, the Department has been engaged in building necessary competencies at sub-national levels for developing strategic plans by adopting the ‘management for development results (MfDR)’ approach, which, in a way, is a ‘paradigm shift’ in planning practices in India. Introducing strategic management tools like the results framework (RF) and the logical framework approach (LFA) into the decentralized district planning methodology is another modest attempt made by the Department in the recent years to make public investment in education result oriented.

1.2 Medium-Term Focus Areas of the DEP

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), and the key recommendations of the NEP 2020 in the relevant thematic areas. 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.

Research, teaching 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.

Accordingly, 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 decentralised planning in school education for promoting strategic management of education for development results;
- (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;
- (iv) Institutional networking and building institutional capacity at state and district levels (like SIEMATs, SCERTs, DIETs, etc.) for creating sustainable strategic management capacity of these resource organisations; and
- (v) Analysis and dissemination of available U-DISE and SD MIS data for promoting evidence based policy and programme planning and management practices in school education.

Part I: Review of Departmental Activities, FY 2020/21

2. Implementation Status of the Approved Programmes for FY 2020/21

Due to the COVID-19 pandemic, the DEP has not been able to implement many of its planned capacity development activities during the current financial year. However, the Department could successfully complete various courses in M. Phil/PhD programme and long duration training programmes like the Post-Graduate Diploma in Educational Planning and Administration (PGDEPA), and International Diploma in Educational Planning and Administration (IDEPA). Academic supervision of the research work by the M. Phil/PhD scholars (details given at **Annex II**) and PGDEPA and IDEPA participants assigned to the Department was carried out by the faculty members.

The faculty members were also actively engaged in the management of the M. Phil/PhD programme and other organization development related activities. They also participated in several online events, including webinars, particularly those focusing on NEP 2020 implementation strategies.

Besides, the faculty members of the DEP were involved in preparing the following three chapters of the 'Implementation Strategies of NEP 2020' prepared by NIEPA and submitted to the MoE, GoI in 2020:

- (i) Attaining the NEP 2020 Enrolment Targets (Chapter 2);
- (ii) Vocationalization & Skill Development in School & Higher Education (Chapter 9);
and
- (iii) National Research Foundation (Chapter 13)

The faculty members were also engaged throughout the current financial year, including the nation-wide shutdown period, in research and publication activities, mostly working on the secondary data and related literature. Reports of a few research studies were also finalised and submitted. However, the field work component of the research activities has been affected due to the pandemic situation. The list of publications/mimeos of the DEP faculty in FY 2021/22 is given at **Annex III**.

The U-DISE Project at NIEPA

During the current financial year, besides meeting the information demands of the MoE, State/UT Governments, national and sub-national level resource organizations, university departments and research scholars from India and abroad, the U-DISE project of the Department was actively engaged in preparing and finalizing the U-DISE Flash Statistics 2017/18 and upgrading and maintaining the related websites and the U-DISE Dashboard. Particularly, several key performance indicators reported in the U-DISE Flash Statistics 2017 had to be estimated on the basis of the revised population estimated made by the Ministry of Health and Family Welfare (MoHFW) in 2019. Besides, the project technical staff were also engaged in providing data to NIEPA faculty engaged in preparing the NEP 2020 implementation strategy document. The online publications, reporter modules and the dashboard of the U-DISE were also updated on the basis of the latest estimated key performance indicators for the year 2017/18. The implementation status of the capacity development programmes and research studies of the DEP planned for 2020/21 are given in Tables 1 and 2 below.

Table 1: Implementation status of approved programmes of the DEP for FY 2020/21

Sl. No.	Training Programmes/ Workshops/ Seminars/ Conferences	Date and Venue	Status
1.	Annual Meeting of SIEMAT Directors	September 16-18, 2020 at NIEPA, New Delhi	Not conducted
2.	Training Programme on Methodology of Formulating Outcome Based District School Education Plan under <i>Samagra Shiksha</i> in Himachal Pradesh (Request Programme)	October 5-9, 2020 (Dharmasala, Himachal Pradesh)	Not conducted
3.	Training Programme on Methodology of Formulating Outcome Based District School Education Plan in North-Eastern States	November 2-6, 2020 at Guwahati, Assam	Not conducted
4.	Research Methodology Course on Large Scale Survey: Data Analysis and Tools in collaboration with the Indian Econometric Society (IES)	December 7-18, 2020 at NIEPA, New Delhi	Not conducted
5.	Training Programme on Methodology of Formulating Outcome Based District School Education Plan under <i>Samagra Shiksha</i> in Manipur (Request Programme)	January 4-8, 2020 at Manipur, Imphal	Not conducted
6.	National Workshop on Developing Framework for Outcome Based District Planning in School Education	January 20-22, 2021 at NIEPA, New Delhi	Not conducted

Table 2: Implementation status of approved research studies of the DEP, FY2020/21

Sl. No.	Research/Study	Current Status
1.	Action Research Project on Development of District Secondary Education Plan under RMSA in Tamil Nadu and Odisha Investigators: Prof. S.M.I.A Zaidi, Prof. K. Biswal and Dr. N.K Mohanty	<p>Completed, the final study report is being revised.</p> <p>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 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.</p> <p>The District Research Teams of Tamil Nadu and Odisha (04 sample districts) finalized their Model District Secondary Education Plans and presented the same in the National Level Sharing Workshop held at NIEPA, New Delhi from June, 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.</p>
2.	A Spatial Perspective on the Causes and Consequences of Higher Educational Out-Migration: A Case Study of Himachal Pradesh Investigator: Dr. Suman Negi	<p>Most of the work as proposed has been completed. The final report is being drafted and the project will be completed by March 2021.</p>
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	<p>Study has been completed and the report of Phase I of the study has been submitted in September 2020. Some of the major findings of the study are as follows;</p> <ul style="list-style-type: none"> ▪ Between 2009-10 and 2016-17, the growth rate of enrolment of girls is more than that of boys in a majority of states. Besides, the growth rate of enrolment in government secondary schools is more than that of private managed secondary schools. ▪ Out of the total teachers in position at the secondary level in 2016-17, government and aided institutions having nearly 75 per cent of the enrolment in classes IX-X had only 67 per cent of the teachers available at the secondary level (i.e. for classes IX-X) in 2016-17 which means that teacher shortage is a major issue at the secondary level in government and aided institutions in India.

	<ul style="list-style-type: none"> ▪ Besides shortage of teachers, availability of trained teachers (i.e. the required pre-service training) is also an issue at secondary level of education in India. The share of female teachers in position at the secondary level is relatively low across rural schools and schools managed by both government and private bodies. ▪ Although, there have been considerable improvement in the provision of all these facilities in the secondary schools, particularly in government schools rather than private managed schools between 2009-10 and 2016-17, still the situation is far from satisfactory in majority of states. ▪ The results of the public/board examination in class 10 show that there has been improvement in the performance of students between 2009-10 and 2016-17. The pass percentage of students of government secondary schools are higher than that of private secondary schools in most of the states. Girls are performing better than boys as reflected by pass percentage of girls at secondary level in majority of states in the country. ▪ Reform programmes like the RMSA and other CSS have been able to make considerable impact in achieving equity and quality in secondary education. However, there exist large variations across and within regions and states in the secondary schooling provisions, which need attention.
4.	<p>An Education Atlas on Gender: A District Level Representation Investigator: Dr. Suman Negi</p>
<p>Data have been collected and analyzed. Maps have also been generated. Chapters are being prepared and the project report would submit by March 2021.</p>	

Part II: Programme Proposals of the DEP, FY 2021/22

Given the changing perspective of the DEP and the priority areas for intervention in the NEP 2020 and the NIEPA Perspective Plan, capacity development and research programmes have been proposed for FY 2021/22 for consideration and advice of the DAC.

A. Teaching Programmes

The teaching programmes of the DEP would remain the same as that of the current year. The DEP would be offering the following courses in the FY 2021/22:

- (i) PGDEPA Course No. 903: Educational Planning
- (ii) PGDEPA Course No. 907: Advanced Course on Educational Planning (offered in blended mode)
- (iii) M. Phil/PhD CC1: Perspectives in Education (Economic Perspective)
- (iv) M. Phil/PhD CC5: Research Methodology
- (v) M. Phil/PhD CC6: Educational Planning
- (vi) M. Phil/PhD OC11- Economics and Financing of Education
- (vii) M. Phil/PhD Workshop on Use of Software Application in Educational Research
- (viii) IDEPA Course No. 204: Educational Planning Concepts, Types and Approaches

(ix) IDEPA Course No. 205: Methodology and Techniques of Educational Planning

B. Capacity Development Programmes

It may be noted that, in view of the COVID-19 pandemic situation, most of the capacity development programmes, which are more of skill-oriented interventions, have been proposed to be implemented from July 2021 onwards. The expected outcomes/outputs and the related interventions proposed for FY 2021/22 are given below:

Output 1: Building strategic planning competencies at the sub-national levels, with focus on NE region for promoting decentralized strategic management for education development results (MfEDR)

Intervention 1.1 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.

➤ **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.
- **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:** August, 2021 (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

Intervention 1.2 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.

- 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:** September, 2021 (Five Days) at Guwahati, Assam
- **Program Coordinator(s):** Prof. K. Biswal, Dr. N.K Mohanty and Dr. Suman Negi

Intervention 1.3 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.

➤ **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).
- 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:** November, 2021 (Five Days) at Imphal, Manipur
- **Program Coordinator(s):** Prof. K. Biswal, Dr. N.K Mohanty and Dr. Suman Negi

Intervention 1.4 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 suggests 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 not provide any methodology and related guidelines for formulating outcome-based district school education development plans.

➤ **Learning Objectives**

- ✚ 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.

➤ **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:** January, 2022 (03 days) at NIEPA, New Delhi
- **Programme Coordinator(s):** K. Biswal, N. K. Mohanty and Suman Negi

Intervention 1.5 Annual Meeting of SIEMAT Directors

➤ **Introduction**

The three-day Annual Meeting of SIEMAT Directors is being organized to discuss and understand the current statuses 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

➤ **Expected 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

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

- **Program duration, Date and Venue:** February, 2022 (Three Days) at Thiruvananthapuram, Kerala in collaboration with SIEMAT, Kerala.

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

C. Research Programmes

The primary focus of the DEP in this component of its work plan is to complete the on-going research and to initiate a couple of large-scale research studies, mostly based on secondary/U-DISE data. The following ongoing and new research studies are proposed to be implemented by the DEP during the FY 2021/22:

Output 2: Promoting evidence-based management of school education and improving utilisation and dissemination of available EMIS/U-DISE data

Intervention 2.1 Completing the following on-going research studies:

- (i) **A Spatial Perspective on the Causes and Consequences of Higher Educational Out-Migration: A Case Study of Himachal Pradesh.**
- (ii) **Public-Private Mix in Secondary Education in India: Size, In-school Facilities and Intake Profile (Phase II)**

Phase II of the study would try to find answers to the following specific questions;

- What are the factors that influence the schooling decisions that households make as they navigate the complex school hierarchies within their communities?
- Do households differentiate between their sons and daughters while choosing schools? In particular, are boys more likely to be sent to schools that are perceived to be of better quality, i.e., private schools?
- Is the pro-male bias in private school choice (explored via the above question) linked to the cost difference between private and government schools?
- What is the extend of variations in the availability of teachers and teacher quality between public and private schools?
- Is there any relationship exist between schooling provisions and school performance? If so, what is the relationship between schooling provisions and school performance?
- Do the in-school facilities play any role in making a choice between public and private school? If so, how?

In order to find answers to these questions, the Phase II of the study attempts to explore the following: (i) meta-analysis of existing research; (ii) the need to collect and analyze primary data and (iii) collect information from relevant stakeholders in secondary education. It is expected that the arrived answers to the above questions based on the available and collected information would provide insights and implications for improving equity and quality of the secondary education delivery systems in the states of India. Hence, the Phase II of the study assumes significance.

(iii) An Education Atlas on Gender: A District Level Representation

(iv) Study on Role and Functions of SIEMATs

Intervention 2.2 Undertaking a large-scale research study entitled ‘Student Outcomes and Policy Issues in India: An Analysis of Performance of a Panel of Schools since 2012/13’ based on mainly the U-DISE data

Proposed Study Title	Student Outcomes and Policy Issues in India: An Analysis of Performance of a Panel of Schools since 2012/13
Rationale	<ul style="list-style-type: none"> ▪ Significant increase in programmatic interventions and public expenditure on school education in during the last decade ▪ Not only the coverage of the Centrally Sponsored Schemes has increased to include secondary and higher secondary segments of the school education sector, but also on strategies and interventions aimed at improving schools, including their internal efficiency and learning outcomes ▪ The RTE Act 2009 has been fully implemented since the 2012/13, when the SSA Framework was revised to implement the RTE provisions ▪ However, low student outcomes measured in their grade/cycle completion rates and learning outcomes continue to plague the school education sector. Besides, wide variations in student outcomes are

	<p>observed across and within states. Regional disparities in student outcomes in another development concern.</p> <ul style="list-style-type: none"> ▪ As of now, there is hardly any empirical evidence on whether our schools are improving or not to inform programme planning ▪ The NEP 2020 calls for creating special education zones by identifying educationally disadvantaged groups and their locations ▪ Hence, the need for reviewing the performance of a panel of schools, for which comprehensive data are available in the U-DISE since 2012/13 in terms of what has happened to the internal efficiency of these schools and the performance of these schools vary over time and across states in the country?
Scope and Coverage	<ul style="list-style-type: none"> ▪ It is proposed to include schools of all states and UTs of the country included in U-DISE in 2012/13, and track the performance of this panel of schools up to 2017/18 ▪ In this study, the performance of schools is proposed to be measured in terms of student outcomes such as their grade progression, retention, cycle completion, and wastage due to repetition and dropouts (excluding their learning outcomes) – i.e. internal efficiency of the panel of schools
Objectives	<ul style="list-style-type: none"> ▪ To review trends in the internal efficiency of the panel of schools since 2012/13 by type, management and location across region/states in the country; ▪ To estimate wastage due to repetition and dropout in school education by type, management and location across states; ▪ To correlate the performance trends of the panel of schools with the macro level key socio-economic indicators, if possible (as the number of observations would be < 40; at least scatter plots can be constructed); and ▪ To identify development issues and their location by identifying areas where non-performing schools are located.
Research Questions	<ul style="list-style-type: none"> ▪ Are our schools improving? What has been the trends in the internal efficiency of schools across management and states since 2012/13? ▪ How expensive it is to produce graduates at primary, upper primary, secondary and higher secondary levels? In other words, whether quality of public expenditure has improved by arresting wastage in school education due to repetition and dropouts? ▪ Does the context of schooling matter? If yes, what are the socio-economic factors (such as SGDP per capita; education expenditure per capita, % share of disadvantaged groups/minorities in the total population, % households living below poverty line, % schools lacking core facilities and/or core subject teachers, etc.) affecting school performance measured in terms of their internal efficiency? ▪ Which groups of student population, types of schools and locations need to be targeted on priority basis in programme planning for making our school system inclusive?
Study Design	<ul style="list-style-type: none"> ▪ Mainly quantitative; will have features of longitudinal and cross-sectional study designs ▪ Will have elements of descriptive and correlational research as the

	primary focus is to review performance of a panel of schools over time and by type, management, location across states
Methodology and Data	<ul style="list-style-type: none"> ▪ Take 2012 panel of schools by type, management and location and track their internal efficiency up to 2017/18 using the Reconstructed Cohort Method ▪ Constructing composite indices of core in-school facilities and core subject teachers, identifying key socio-economic development indicators at the macro level and correlating the same with school performance (at least constructing scatter plots for different points of time) ▪ Make use of secondary data mainly from the U-DISE (U-DISE+ if possible), NSSO (various rounds), Census of India, PLFS, NFHS, RBI publications, and other relevant publications of the MoSPI
Data Analysis	<ul style="list-style-type: none"> ▪ Estimate mainly the key performance indicators of internal efficiency adopting the reconstructed cohort method ▪ Indicators of internal efficiency would include, grade promotion, repetition, dropout, and survival rates; years-input per graduate, graduation rate, internal efficiency coefficient, wastage due to repetition and dropout ▪ Multivariate/factor analysis for constructing composite indices using the SPSS software ▪ Correlation analysis and related graphic methods like scatter plots using the SPSS software
Expected Outcomes	<ul style="list-style-type: none"> ▪ Empirical evidence on performance of schools across time and geography generated to inform strategic planning at the sub-national levels ▪ National level synthesis reports, and state-wise/region-wise reports on school performance trends (measured in terms of student outcomes) prepared
Timeline	12-18 months

Intervention 2.3 Extending the U-DISE as a Developmental Project at NIEPA for FY 2021/22 for meeting the school education information demands of government organizations, higher education institutions, wider dissemination of available data, and undertaking select thematic studies

Background

India has been witnessing phenomenal expansion of the school education system since 1950. As the school education sector grew, both the Central and State Governments realized the importance of reliable and disaggregated data for decision-making for efficient management of the system. In the early 1990s, an Education Management Information System (EMIS), called the District Information System for Education (DISE), was created for planning and monitoring the implementation of the District Primary Education Programme (DPEP) in educationally backward districts in select states. Beginning with 42 districts in seven states for collection, computerization, analysis and utilization of school level data, DISE was later on extended to cover all districts of the country. Subsequently, DISE was expanded to cover the entire school education sector (K-12) in 2011 and was renamed as the Unified DISE (U-DISE) as it was the result of the merger of DISE covering

grades K-8 and the Secondary Education Management Information System (EMIS) covering grades 9-12.

Since its inception in 1995, the National Institute of Educational Planning and Administration (NIEPA) had been managing the EMIS (i.e., the U-DISE) at the national level up to 2018 with support from the MHRD, GoI and State/UT Governments. Right from the beginning, the UNICEF India Country Office had been providing financial and technical assistance to NIEPA for managing U-DISE at the national level. However, after the transfer of U-DISE to the MoE in 2018 (which was again renamed as U-DISE+), NIEPA has stopped undertaking the data collection activities. The latest U-DISE database available with NIEPA is for the 2017/18, with 30th September 2017 as the reference date.

Evolution of the Unified District Information System for Education (U-DISE)

The **Unified District Information system for education (U-DISE)**, covering the entire school education sector (i.e., pre-school to grade XII), was the single largest school based EMIS in the country, which was managed by NIEPA (at the national level) in collaboration with State/UT Governments up to the year 2017/18. As a developmental project, the U-DISE (website: www.dise.in) was created by merging the DISE and the SEMIS in 2012/13 for promoting evidence-based management of school education by producing, managing and disseminating educational statistics. The U-DISE was the outcome of two and half decade's efforts at state and national levels to create a comprehensive database on school education.

Till the year 2018, the U-DISE as the most comprehensive EMIS was 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 was the major source for reporting official statistics on school education. Subsequently, the U-DISE and the SDMIS also served as the key data sources for planning and monitoring the *Samagra Shiksha*.

In 2016/17, the MHRD decided to upgrade the U-DISE and introduced the Student Tracking System (i.e., the SDMIS, as 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 **200 million student records** were uploaded in the SDMIS portal.

The U-DISE has been serving as an important database for planning and management of country-wide school education development programmes like SSA, RMSA, Teacher Education; MDM; Vocational Education and Samagra Shiksha; and also, for enforcing the RTE Act 2009, both at Central and State/UT levels. It was the major source for reporting official statistics on school education until 2017/18.

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

www.udise.in (all publications and studies). NIEPA continues to maintain this website.

www.schoolreportcrds.in (launched in the year 2008, has school report cards for all 1.6 million schools, school and teacher directory up to the village level). NIEPA continues to maintain this website, and supports governments, NGOs, INGOs, research scholars by making the U-DISE raw data on select variables available on request.

www.sdms.udise.in (School Directory Management System launched in August 2017 for providing U-DISE code to uncovered schools to improve coverage by independent school registration and approved by State/ District Officials). The website was closed down after the transfer of U-DISE to the MHRD in 2018.

www.student.udise.in (Student database portal launched in June 2016 for online collection of students' data across the country from pre-primary to XII grade on 44 variables and also tracking the students' schooling status). The SDMS data collection was discontinued after the transfer of the U-DISE to the MHRD in 2018.

<http://udise.schooleduinfo.in/> (Data visualization App comprising dashboards and Mobile Apps separately for both Elementary and Secondary stages with about 85 KPIs launched in May 2018 in collaboration with the UNICEF for wider dissemination and better utilization of the U-DISE data). NIEPA continues to maintain this website.

Time series data on more than 4000 variables data on school education are available in U-DISE from 2012/13 to 2017/18. In 2017, data of around **1.6 million schools, more than 9.2 million teachers, and around 100 million students** were captured in U-DISE.

Although the data collection operations of the U-DISE have been discontinued since 2018/19, there is still a lot of scope to improve the utilization and dissemination of available data to inform policy and programme planning, monitoring sector development results, and promoting transparency and accountability in school education.

Keeping the rich database in view and the need for promoting evidence based strategic management of school education, the following activities under the U-DISE project are proposed for the FY 2021/22:

- (i) To analyze available U-DISE and SDMS data for publishing thematic reports on school education.
- (ii) In FY 2021/22, it is proposed to undertake a **Panel Study of Schools by Management** from 2012/13 onwards for analyzing changes in their internal efficiency. Taking an input-output approach, such an analysis of U-DISE data would inform about the performance trends of schools across states during the last decade. Standard methodology (i.e., reconstructed cohort analysis) of estimating internal efficiency and the related KPIs would be used for disaggregated analysis of performance of schools during this period. This intervention is expected to help identify priority groups and grades requiring strategic intervention to improve students' grade progression and cycle completion rates.
- (iii) To update the U-DISE online publications and the Data Visualization App on the basis of analysis of latest U-DISE+ data, if made available by the MoE;
- (iv) To maintain websites of the U-DISE – i.e., udise.in; schoolreportcards.in; and udise.schooleduinfo.in
- (v) 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.

Keeping in view the above proposed activities, the minimum possible staff requirement in the U-DISE project for FY 2021/22 has been given in Table 3.

Table 3: Staff requirements of U-DISE project at NIEPA for FY 2021/22

Designation	Number	Consolidated pay	Total (In INR)
Project Junior Consultant	02	INR 30,000/- per month (pre-revised) * 12 months* 02	7,20,000.00
Total	02	-	7,20,000.00

Budget Estimates:

An estimated amount of **INR 55,20,000/- (Rupees Fifty-five Lakh and Twenty Thousand only)** would be required for implementing the activities of the U-DISE project in 2021/22 Table 4 provides budget estimates for the FY2020/21.

Table 4: Budget estimates of the U-DISE project at NIEPA, FY 2021/22

Sl. No.	Heads of Expenditure/ Activity Description	Total Cost (In INR)
1.	Staff Salary	7,20,000.00
2.	Cost of dispatch of Publications & Miscellaneous expenditures (Consumables/Workshops/CD Replication/Contingency/UPS Battery Replacement/renewal of websites, payment of toll-free monthly call charges, AMC of Photocopy & Scanner machines and other unforeseen project activities)	3,00,000.00
	Sub-total	10,20,000.00
3.	Payments (pending) to ADS Softek, Secunderabad for updating and maintaining the SDMIS software since 2017/18, including the cost of upgradation of SDMIS software features till 2018/19 (carried forward from the last year's approved budget)	45,00,000.00
	Grand Total	55,20,000.00

Output 3: Developing training modules on population and enrolment projections for building alternate scenarios of participation in school education for formulating decentralized education development plans

Intervention 3.1: Preparing the training module on population projections, with focus on arriving at reliable estimates of relevant school age child population at the district level up to 2030

Intervention 3.2: Preparing the training module on use of KPI for sector analysis, including their estimation methods, interpretations and use in planning and monitoring school education

Intervention 3.3 Preparing the training module on using results framework in setting cumulative targets in district school education development plan

Intervention 3.4 Preparing the training module on using Logical Framework Matrix (LFM) in designing interventions in state/district school education development plans

Output 4: Publishing an occasional paper on attaining NEP 2020 enrolment targets in school and higher education in India.

Besides, assessing the feasibility of attaining the NEP 2020 enrolment targets, the focus of the occasional paper will be on exploring the alternate methods of enrolment projection in school and higher education, particularly considering participation in HE as a function of both the flow of graduates from school education as well as, partly, the stock of higher secondary graduates in a given year. Structural dependency of the HE sector on school education for its expansion in terms of participation would be explored by considering the stage transition rates and the possible level lateral entry to HE.

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

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 East-West Centre, Honolulu, Hawaii. Currently, he is heading the Department. As In-charge, he has been managing the Unified District Information System for Education (U-DISE) 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 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, (Late) Shri T.S.R. Subramanian.



Prof. P. Geetha Rani is Professor at Department of Educational Planning, NIEPA, New Delhi. She is currently on deputation as ICCR Chair Professor at University of Technology, Papua New Guinea. She has contributed to the financial memorandum for Right to Education Bill under the CAGE and the financial implications of national and state wise estimates of the RTE Act, submitted to the 13th Finance Commission. Her core competencies include research, teaching, training and consultancy in the area of Development Economics, Economics and Financing of Education.



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.



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. 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.



Supervision of M. Phil/PhD Work by the DEP Faculty, 2020/21

Sl. No	Dissertation/Thesis Title	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	Evaluation reports of external examiners receives, viva-voce awaited
2.	School Based Management and Community Participation in West Bengal: A Study of Select Secondary Schools in Burdwan and Purulia Districts (PhD Thesis)	Dipendra Kumar Pathak	Prof. K. Biswal	Evaluation reports of external examiners receives, viva-voce awaited
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 Outcomes 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 Schools 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. P. 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	Did not complete, discontinued in 2020

Sl. No	Dissertation/Thesis Title	Name of the Scholar	Faculty Supervisor	Current Status
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	Awarded in July 2020
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	Awarded in August 2020
11.	Decentralization and its Impact on School Education in Rural India: A Study of Rajasthan	Ruchi Payal	Dr. Suman Negi	On-Going
12.	Diploma Disease and Education 2030: Understanding Technical and Vocational Education and Training (TVET) Policy through the lens of Human Capital, Rights, Capability and Social Justice Approaches (PhD Thesis)	Gowhar Rashid Ganie	Prof. K. Biswal	On-going, allotted in 2020, the synopsis is being revised on the basis of the comments received in the peer review seminar

Publications/Mimeos of the DEP Faculty, FY 2020/21

Sl. No.	Title	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
3.	Family Spending on Education in India: Pattern and Determinants	P. Geetha Rani	NIEPA Occasional Paper, forthcoming
4.	Operationalization of National Research Foundation	Geetha Rani, N.K. Mohanty, Suman Negi, Mythili and Anamika	Working Paper prepared for the NEP 2020 Implementation Strategy Document of NIEPA
5.	Pattern of Enrolment and Drop-out in School Education in India: Possible Inferences on Inclusive Quality Education	Geetha Rani and Mukesh	Journal of Educational Planning and Administration, Vol.33 (3), 2019, 219-247. ISSN 0971-3859.
6.	Vocationalization and skill development in school and higher education	Vineeta Sirohi V. P. S. Raju N. K. Mohanty Mona Sedwal V. Sucharita	Working Paper prepared for the NEP 2020 Implementation Strategy Document of NIEPA
7.	Attaining the NEP 2020 Enrolment Targets	K. Biswal P. Geetha Rani N.K. Mohanty Suman Negi	Working Paper prepared for the NEP 2020 Implementation Strategy Document of NIEPA
8.	Public-Private Mix in Secondary Education in India: Size, In-School Facilities and Intake Profile	N.K. Mohanty	NIEPA Occasional Paper, forthcoming
9.	Diversity in School Classrooms- What numbers say?	Suman Negi	Edited Book Chapter
10.	Educational Development, Issues and Challenges in	Suman Negi	Edited Book Chapter

Sl. No.	Title	Name of Faculty	Type of Publication
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