Training Programme
on

Methodology of District Planning in Education Under SSA

(Raipur : April 21-26, 2003)

R E P O R T

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Introduction

Since Independence, India has been making concerted efforts towards achieving the goal of education for all. The 93rd Constitutional Amendment making compulsory elementary education a fundamental right is yet another initiative that reflects the political urgency of achieving the goal. Over the last five decades, the school education in India has expanded remarkably. Even with considerable progress in basic education, a large number of children, particularly from deprived regions and socially disadvantaged groups, still remain out of school. Efforts in the recent past have been to ensure that children from these deprived regions and poor households are enrolled on a priority basis.

The National Policy on Education (1986/1992) considers decentralization of planning and management as a critical strategy for expansion and quality improvement of education in the country. Besides, several other efforts have also been initiated to facilitate decentralized planning. For example, the 73rd and 74th Constitutional Amendments provide legal authorities to local bodies both in rural and urban areas to plan, manage and supervise educational activities. It was envisaged that decentralized planning at the district level would make educational plans more local specific and participatory. It would also help

improve the operational efficiency of the education system. Accordingly, in the 1990s, decentralization of planning and management was one of the major strategies to implement externally funded basic education development projects in the country.

At present, district is considered as the most viable unit for initiating decentralized planning exercises. One of the major arguments in support of recognizing the district as the lowest viable unit for planning and management of school education is that, given the existing resource constraints, the required structures, planning machinery and the minimum level of capacity to carry out planning and management activities can be created at the district level. Hence, under the District Primary Education P rogramme (DPEP) and other state level externally funded basic education development programmes in the 1990s, efforts were made to make the planning process decentralized up to the district level. Though there have been changes in the planning approach, ef forts in the past have not led to visible results in the practice of decentralized educational planning. In other words, even when decentralization is emphasized in policy and programme documents, the practice of educational planning still continues to be less decentralized. The district educational plans in the real sense of the term are yet to evolve in many districts in India.

Why have we failed in decentralizing planning and management of elementary education? There are several social, political, admini strative, institutional and technical constraints in the decentralization process. However, to name a few, district educational plans could not be developed in a systematic fashion due to: (i) absence of planning machinery at district level to initiate and

operationalize district plans in education; (ii) lack of competencies to develop district education plans; and (iii) that decisions regarding resource allocations to various functions of the education sector still continue to be taken at the state and/or central level. Take for example, it was envisaged in the NPE (1986; 1992) that District Boards of Education (DBE) would be constituted to initiate and coordinate planning activities at the district level. However, this body is yet to be created.

Drawing from the past experiences of implementing basic education programmes and projects, decentralization of planning and management is once again considered a major strategy in the *Sarva Shiksha Abhiyan (SSA)* Programme of the Government of India. The *Sarva Shiksha Abhiyan* even envisages developing sub-district level educational plans – i.e. habitation, cluster and block level plans. These sub-district plans are supposed to be the basis for formulation district elementary education plans, particularly in setting plan targets, identifying focus groups and out-of-school children, and to evolve specific strategies for expansion and quality improvement of elementary education. The SSA has provisions for creating planning and management structures at the district and sub-district levels, down to habitation level that facilitates participation in planning and management of elementary education. However, the fact is that lack of planning competencies still continues as a major problem in formulating effective elementary education plans at the district level.

The National Institute of Educational Planning and Administration (NIEPA) has been focusing its attention on strengthening capacities for developing district level educational plans. The Institute has played a signi ficant role in facilitating

decentralized planning in general and in DPEP and other externally funded programmes in particular through its capacity building efforts. The Institute is also playing an important role in facilitating development of district le vel elementary education plans under the SSA. The Institute has conducted several training programmes on district planning in education at national and sub -national levels. This one-week training programme organized at Raipur for district educational functionaries was yet another effort of NIEPA to develop local level capacity for facilitating decentralized planning in education with particular reference to districts of Chhattisgarh state.

Objectives

The objectives of the training programme were as follow s.

(i) To sensitize participants to the context of decentralized planning.

(ii) To introduce them to the methodology of developing district level educational plans.

(iii) To train participants in drawing up District Elementary Educational Plans (DEEPs).

Themes

The following themes were covered in the training programme.

(i) Sarva Shiksha Abhiyan : An Introduction

(ii) District Planning in Education

(iii) Participatory Process in district planning

(iv) Data Requirements for district planning in education

(v) Indicators of UEE

(vi) Demographic, Enrolment and Teacher projections

(vii) EMIS and monitoring under SSA

(viii) Methodology of plan formulation

(ix) Planning for special focus groups : girls and disabled children

(x) Planning for Implementation

(xi) Micro-planning in Education

Participants

The training was meant for district level education functionaries who are involved in developing District Elementary Education Plans under SSA. In all 60 persons from 16 districts of Chhattisgarh state as well as from SPO and SCERT participated in the training.

Training Methodology

The training methodology consisted of classroom lectures and discussions, followed by group work and practical exercises. Besides a couple of introductory sessions on decentralized planning in education, the SSA, and participatory process in educational planning, the classroom lecture–discussions introduced concepts and methodology of district planning in education, techniques of diagnosis of educational development and projection of enrolment and teacher requirements, and other related aspects of plan formulation. Except the introductory sessions, all other sessions were followed by either practical exercise or group work. Participants worked in groups to develop district level

elementary education plans using real data sets of a district. As the programme was mainly skill-oriented, a major share of the time was spent on practical exercises and group work. The training schedule is given in Annexure I.

Resource Persons

The Resource Persons were mainly drawn from NIEPA. However some resource persons were also drawn from State Project Office, Rajiv Gandhi Shiksha Mission, Govt of Chhattisgarh. The list of Resource Persons is given in Annexure III.

Reading Materials

A set of reading materials covering all themes of the training programme was supplied to the participants. Copy of the set of Modules on District Planning in Education developed by NIEPA and 3 more modules focusing on elementary education were distributed to the participants. Besides, material for practical exercises and group works was also provided. The list of reading materials is given in Annexure IV.

Management of the Programme

The Sub-National Systems Unit of the Institute organized the programme. A taskforce under the Chairmanship of Prof. B.P. Khandelwal, Director, NIEPA provided the overall guidance for the conduct of the programme. A team consisting of Dr. S.M.I.A. Zaidi and Dr. Pramila Menon from NIEPA and Shri R.K.Tandon, Additional Mission Director, RGSM, Govt of Chhattisgarh and his staff looked after the day-to-day management of the programme.

Venue and Date

The programme was organized at Hotel Chidambara, Raipur (Chhattisgarh) during April, 21-26, 2003. The Inaugural session was held at 12.00 hrs. on April 21, 2003 and Prof. B. P. Khandelwal, Director, NIEPA delivered the inaugural address. The programme concluded on April 26, 2003 at 14.30 hrs. In the closing session Shri Sunil Kujur, Mission Director, Rajiv Gandhi Shiksha Mission was the chief guest who delivered valedictory address.

INAUGURAL SESSION

The training programme was inaugurated by Prof. B. P. Khandelwal, Director, NIEPA at 12.00 hrs on Monday, April 21, 2003. At the outset, Dr. Pramila Menon formally welcomed the participants as well as the Chief guest of the session. This was followed by a self-introduction by all participants and resource persons. Dr. A. C. Mehta gave a brief introduction of NIEPA to the participants.

Dr. S.M.I.A. Zaidi gave introduction to the training programme. He explained about the background and importance of this training. He discussed the objectives of the programme and also listed out the themes that are being covered to meet the objectives of this training. He further elaborated about the training methodology to be adopted, the resource persons who will interact with the participants, the background material to be given as well as the management of the programme.

The Chief guest of the session Prof. B. P. Khandelwal in his inaugural address highlighted the importance of the 6 days training programme organized at Raipur for district level planners of Chattisgarh state as it is a new state and capacity building of the district and state level functionaries of education is a real challenge. The speaker however appreciated the state government's seriousness to face this challenge for which they requested NIEPA to conduct this training programme at Raipur. This shows the commitment and enthusiasm of state

towards achieving the goal of universalisation of elementary education (UEE) which is a national commitment.

It was suggested by the speaker that it is necessary for the state government to retain all those who are attending this training programme in their respective districts till at the least District Elementary Education perspective plan is prepared and finalized by them under SSA. This is important in order to ensure the sustainability of the capacity building undertaken during this training. He further emphasized that all those who are attending this programme should participate with all sincerity and commitment so that they may get the maximum benefit from the training.

Highlighting the importance of education the speaker said that after World Wars I & II many countries while restructuring themselves gave much importance to education and considered it a priority to ensure overall development of the country. Many countries very seriously discussed and debated on what type of education should be imparted. The later development show that the international community took education very seriously and an International Commission on Education was set up by UNESCO. The report was submitted by the Commission, which is popularly known as Delor's Commission. The report highlights the four pillars of education namely learning to know, learning to do, learning to be and learning to live together. This shows the importance given in education on data and information, cognitive areas, skills development and peaceful co-existence

With regard to education in general and school education in particular movements started globally in the world. This includes the first historical EFA

meet at Jomtien (Thailand) in 1990 and second was the EFA meet in Dakar (Senegal) in 2000. Alongwith other countries India is also a signatory of both Jomtien and Dakar declarations. This is perhaps the reason that concrete steps have been taken in this country to fulfil the commitments given in these meets. Government of India launched District Primary Education Programme (DPEP) in 1994 with the goal of universal primary education as a follow up of Jomtien and launched Sarva Shikaha Abhiyan programme in 2001 as a follow up of Dakar. The SSA programme aims at achieving the goal of UEE by 2010 in a mission mode.

Another important step taken in the country was the Constitutional amendment to make elementary education a fundamental right. An act in this regard is in the process of making. Once it becomes act it will have implications for all state governments as well as for the Central Government. So State governments should prepare themselves to meet the challenge and make universal provision for elementary education in terms of access and participation.

The speaker highlighted the importance of decentralized planning with special reference to elementary education and said the goal of UEE can be achieved only when stake holders are involved in the process of planning and management of education. He made a distinction between deconcentration, delegation and decentralization and emphasized that in the present conditions decentralization is desirable. The decentralized planning will be successful only when we are able to involve the local community in this process and a bottom up approach is undertaken which has been envisaged in SSA program me. However

it is important to note that adopting participatory approach to plan for elementary education by ensuring peoples participation is an opportunity as well as a challenge. He hoped that the capacity building exercise started with this training programme will, to a great extent, equip the participants to face this challenge successfully.

In the end Shri Sunil Kujur, Mission Director, Rajiv Gandhi Shiksha Mission gave a key note address and the session was closed with a formal vote of thanks proposal by Shri R. K. Tandon, Additional Mission Director, Rajiv Gandhi Shiksha Mission, Government of Chhattisgarh.

BASIC FEATURES OF SARVA SHIKSHA ABHIYAN

BASIC FEATURES OF SARVA SHIKSHA ABHIYAN

Sarva Shiksha Abhiyan is an effort to universalise elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode.

WHAT IS SARVA SHIKSHA ABHIYAN

- A programme with a clear time frame for universal elementary education.
- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social just ice through basic education.
- An effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomo us Councils and other grass root level structures in the management of elementary schools.
- An expression of political will for universal elementary education across the country.
- A partnership between the Central, State and the local government.
- An opportunity for States to develop their own vision of elementary education

AIMS OF SARVA SHIKSHA ABHIYAN

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also anoth er

goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

Useful and relevant education signifies a quest for an education system that is not alienating and that draws on community sol idarity. Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also be a process of value based learning tha t allows children an opportunity to work for each other's well being rather than to permit mere selfish pursuits.

Sarva Shiksha Abhiyan realizes the importance of Early Childhood Care and Education and looks at the 0-14 age as a continuum. All efforts to support pre-school learning in ICDS centres or special pre-school centres in non ICDS areas will be made to supplement the efforts being made by the Department of Women and Child Development.

OBJECTIVES OF SARVA SHIKSHA ABHIYAN

- All children in school, Education Guarantee Centre, Alternate School, ' Back-to-School' camp by 2003;
- All children complete five years of primary schooling by 2007
- All children complete eight years of elementary schooling by 2010
- Focus on elementary education of satisfactory quality with emphasis on education for life
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010
- Universal retention by 2010

WHY A FRAMEWORK FOR IMPLEMENTATION (AND NOT A GUIDELINE)

- To allow states to formulate context specific guidelines within the overall framework

- To encourage districts in States and UTs to reflect local specificity
- To promote local need based planning based on broad National Policy norms
- To make planning a realistic exercise by adopting broad national norms.

The objectives are expressed nationally though it is expected that various districts and States are likely to achieve universalisation in their own respective contexts and in their own time frame. 2010 is the outer limit for such achievements. The emphasis is on mainstreaming out -of-school children through diverse strategies, as far as possible, and on providing eight years of schooling for all children in 6-14 age group. The thrust is on bridging of gender and social gaps and a total retention of all children in schools. Within this framework it is expected that the education system will be made relevant so that children and parents find the schooling system useful and absorbing, according to their natural and social environment.

SARVA SHIKSHA ABHIYAN AS A FRAMEWORK AND AS A PROGRAMME

Sarva Shiksha Abhiyan (SSA) has two aspects – I) It provides a wide convergent framework for implementation of Elementary Education schemes; II) It is also a programme with budget provision for strengthening vital areas to achieve universalisation of elementary education. While all investments in the elementary education sector from the State and the Central Plans will reflect as part of the SSA framework, they will all merge into the SSA programme within the next few years. As a programme, it reflects the additional resource provision for UEE.

BROAD STRATEGIES CENTRAL TO SSA PROGRAMME

- **Institutional Reforms** - As part of the SSA, the central and the State governments will undertake reforms in order to improve efficiency of the delivery system. The states will have to make an objective assessment of their prevalent education system including educational administration,

achievement levels in schools, financial issues, decen tralisation and community ownership, review of State Education Act, rationalization of teacher deployment and recruitment of teachers, monitoring and evaluation, status of education of girls, SC/ST and disadvantaged groups, policy regarding private schools and ECCE. Many States have already carried out several changes to improve the delivery system for elementary education.

- **Sustainable Financing** - The Sarva Shiksha Abhiyan is based on the premise that financing of elementary education interventions has to be sustainable. This calls for a long -term perspective on financial partnership between the Central and the State governments.
- **Community Ownership** - The programme calls for community ownership of school-based interventions through effective decentralis ation. This will be augmented by involvement of women's groups, VEC members and members of Panchayati Raj institutions.
- **Institutional Capacity Building** -The SSA conceives a major capacity building role for national, state and district level institutions like NIEPA / NCERT / NCTE / SCERT / SIEMAT / DIET.
- Improvement in quality requires a sustainable support system of resource persons and institutions.
- **Improving Mainstream Educational Administration** - It calls for improvement of mainstream educational adm inistration by institutional development, infusion of new approaches and by adoption of cost effective and efficient methods.
- **Community Based Monitoring with Full Transparency** - The Programme will have a community based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community-based information from micro planning and surveys. Besides this, every school will be encouraged to share all information with the community, including grants received. A notice board would be put up in every school for this purpose.

- **Habitation as a Unit of Planning** - The SSA works on a community based approach to planning with habitation as a unit of planning. Habitation plans will be the basis for formulating district pl ans.
- **Accountability to Community** - SSA envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency to the community.
- **Priority to Education of Girls** - Education of girls, especially those belonging to the schedul ed castes and scheduled tribes and minorities, will be one of the principal concerns in Sarva Shiksha Abhiyan.
- **Focus on Special Groups** - There will be a focus on the inclusion and participation of children from SC/ST, minority groups, urban deprived children disadvantaged groups and the children with special needs, in the educational process.
- **Pre-Project Phase** - SSA will commence throughout the country with a well-planned pre-project phase that provides for a large number of interventions for capacity d evelopment to improve the delivery and monitoring system. These include provision for household surveys, community-based micro planning and school mapping, training of community leaders, school level activities, support for setting up information system, o ffice equipment, diagnostic studies, etc.,
- **Thrust on Quality** - SSA lays a special thrust on making education at the elementary level useful and relevant for children by improving the curriculum, child-centered activities and effective teaching learning strategies.
- **Role of teachers** - SSA recognizes the critical and central role of teachers and advocates a focus on their development needs. Setting up of Block Resource Centres/Cluster Resource Centres, recruitment of qualified teachers, opportunities for teacher development through participation in curriculum-related material development, focus on classroom process and exposure visits for teachers are all designed to develop the human resource among teachers.
- **District Elementary Education Plans** - As per the SSA framework, each district will prepare a District Elementary Education Plan reflecting all the

investments being made and required in the elementary education sector, with a holistic and convergent approach. There will be a Perspective Plan that will give a framework of activities over a longer time frame to achieve UEE. There will also be an Annual Work Plan and Budget that will list the prioritized activities to be carried out in that year. The Perspective Plan will also be a dynamic document subj ect to constant improvement in the course of Programme Implementation.

PUBLIC-PRIVATE PARTNERSHIP IN SSA

Sarva Shiksha Abhiyan takes note of the fact that provision of elementary education is largely made by the government and government aided sc hools. There are also private unaided schools in many parts of the country that provide elementary education. Poorer households are not able to afford the fees charged in private schools in many parts of the country. There are also private schools that charge relatively modest fees and where poorer children are also attending. Some of these schools are marked by poor infrastructure and low paid teachers. While encouraging all efforts at equity and 'access to all' in well -endowed private unaided schools, eff orts to explore areas of public -private partnership will also be made. Government, Local Body, and government aided schools would be covered under the Sarva Shiksha Abhiyan, as is the practice under the Mid Day Meal scheme and DPEP. In case private sector wishes to improve the functioning of a government, local body or a private aided school, efforts to develop a partnership would be made within the broad parameters of State policy in this regard. Depending on the State policies, DIETs and other Government teacher-training institutes could be used to provide resource support to private unaided institutions, if the additional costs are to be met by these private bodies.

FINANCIAL NORMS UNDER SARVA SHIKSHA ABHIYAN

- The assistance under the programme of S arva Shiksha Abhiyan will be on a 85:15 sharing arrangement during the IX Plan, 75:25 sharing

arrangement during the X Plan, and 50:50 sharing thereafter between the Central government and State governments. Commitments regarding sharing of costs would be taken from State governments in writing.

- The State governments will have to maintain their level of investment in elementary education as in 1999-2000. The contribution as State share for SSA will be over and above this investment.
- The Government of India would release funds to the State Governments/Union Territories only and instalments (except first) would only be released after the previous instalments of Central government and State share has been transferred to the State Implementation Society.
- The support for teacher salary appointed under the SSA programme could be shared between the Central Government and the State government in a ratio of 85:15 during the IX Plan, 75:25 during the X Plan and 50:50 thereafter.
- All legal agreements regarding externally assisted projects will continue to apply unless specific modifications have been agreed to, in consultation with foreign funding agencies.
- Existing schemes of elementary education of the Department (except National Bal Bhawan and NCTE) will converge after the IX Plan. The National Programme for Nutritional Support to Primary Education (Mid-Day-Meal) would remain a distinct intervention with foodgrains and specified transportation costs being met by the Centre and the cost of cooked meals being met by the State government.
- District Education Plans would inter–alia, clearly show the funds/resource available for various components under schemes like PMGY, JGSY, PMRY, Sunishchit Rozgar Yojana, Area fund of MPs/MLAs, State Plan, foreign funding (if any) and resources generated in the NGO sector.
- All funds to be used for upgradation, maintenance, repair of schools and Teaching Learning Equipment and local management to be transferred to VECs/ School Management Committees/ Gram Panchayat/ or any other village/ school level arrangement for decentralisation adopted by that particular State/UT. The village/ school-based body may make a resolution regarding the best way of procurement.

- Other incentive schemes like distribution of scholarships and uniforms wil l continue to be funded under the State Plan. They will not be funded under the SSA programme.

The major financial norms under SSA are :

NORMS FOR INTERVENTIONS UNDER SSA

	INTERVENTION	NORM
1.	Teacher	▪ One teacher for every 40 children in Primary and upper primary ▪ At least two teachers in a Primary school ▪ One teacher for every class in the upper primary
2.	School / Alternative schooling facility	• Within one Kilometre of every habitation • Provision for opening of new schools as per State norms or for setting up EGS like schools in unserved habitations.
3.	Upper Primary schools/ Sector	• As per requirement based on the number of children completing primary education, up to a ceiling of one upper primary school/section for every two primary schools
4.	Classrooms	• Ø A room for every teacher in Primary & upper Primary, with the provision that there would be two class rooms with verandah to every Primary school with at least two teachers. • A room for Head-Master in upper Primary school/section
5.	Free textbooks	• To all girls/SC/ST children at primary & upper primary level within an upper ceiling of Rs. 150/- per child

		• State to continue to fund free textbooks being currently provided from the State Plans.
6.	Civil works	• Ceiling of 33% of SSA programme funds. • For improvement of school facilities, BRC/CRC construction. • CRCs could also be used as an additional room. • No expenditure to be incurred on construction of office buildings • Districts to prepare infrastructure Plans.
7.	Maintenance and repair of school buildings	• Only through school management committees/VECs • Upto Rs. 5000 per year as per specific proposal by the school committee. • Must involve elements of community contribution
8.	Upgradation of EGS to regular school or setting up of a new Primary school as per State norm	• Provision for TLE @ Rs 10,000/- per school • TLE as per local context and need • Involvement of teachers and parents necessary in TLE selection and procurement • VEC/ school-village level appropriate body to decide on best mode of procurement • Requirement of successful running of EGS centre for two years before it is considered for upgradation. • Provision for teacher & classrooms.
9.	TLE for upper-primary	• @ Rs 50,000 per school for uncovered schools. • As per local specific requirement to be determined by the teachers/ school committee • School committee to decide on best mode of procurement, in consultation with teachers • School Committee may recommend district level

		procurement if there are advantages of scale.
10.	Schools grant	• Rs. 2000/- per year per primary/upper primary school for replacement of non functional school equipment • Transparency in utilisation • To be spent only by VEC/SMC
11.	Teacher grant	• Rs 500 per teacher per year in primary and upper primary • Transparency in utilisation
12.	Teacher training	• Provision of 20 days In-service course for all teachers each year, 60 days refresher course for untrained teachers already employed as teachers, and 30 days orientation for freshly trained recruits @ Rs. 70/- per day • Unit cost is indicative; would be lower in non residential training programmes • Includes all training cost • Assessment of capacities for effective training during appraisal will determine extent of coverage. • Support for SCERT/DIET under existing Teacher Education Scheme
13.	State Institute of Educational Management and Training (SIEMAT)	• One time assistance up to Rs. 3 crore • States have to agree to sustain • Selection criteria for faculty to be rigorous
14.	Training of community leaders	• For a maximum of 8 persons in a village for 2 days in a year - preferably women • @ Rs. 30/- per day
15.	Provision for disabled children	• Upto Rs. 1200/- per child for integration of disabled children, as

		per specific proposal, per year • District Plan for children with special needs will be formulated within the Rs. 1200 per child norm • Involvement of resource institutions to be encouraged
16.	Research, Evaluation, supervision and monitoring	• Upto Rs. 1500 per school per year • Partnership with research and resource institutions, pool of resource teams with State specific focus • Priority to development of capacities for appraisal and supervision through resource/research institutions and on an effective EMIS • Provision for regular school mapping/micro planning for up dating of household data • By creating pool of resource persons, providing travel grant and honorarium for monitoring, generation of community-based data, research studies, cost of assessment and appraisal terms & their field activities, classroom observation by resource persons • Funds to be spent at national, state, district, sub district, school level out of the overall per school allocation. • Rs. 100 per school per year to be spent at national level • Expenditure at State/district/BRC/CRC/ School level to be decided by State/UT, This would include expenditure on appraisal, supervision, MIS, classroom observation, etc. Support to SCERT over and above the provision under the Teacher Education scheme may also be provided. • Involvement of resource institutions willing to undertake state specific responsibilities

17.	Management Cost	• Not to exceed 6% of the budget of a district plan • To include expenditure on office expenses, hiring of experts at various levels after assessment of existing manpower, POL, etc.; • Priority to experts in MIS, community planning processes, civil works, gender, etc. depending on capacity available in a particular district • Management costs should be used to develop effective teams at State/ District/Block/Cluster levels • Identification of personnel for BRC/CRC should be a priority in the pre-project phase itself so that a team is available for the intensive process based planning.
18.	Innovative activity for girls' education, early childhood care & education, interventions for children belonging to SC/ST community, computer education specially for upper primary level	• Upto to Rs. 15 lakh for each innovative project and Rs. 50 lakh for a district per year will apply for SSA • ECCE and girls education interventions to have unit costs already approved under other existing schemes.
19.	Block Resource Centres/ Cluster Resource Centres	• BRC/CRC to be located in school campus as far as possible. • Rs. 6 lakh ceiling for BRC building construction wherever required • Rs. 2 lakh for CRC construction wherever required - should be used as an additional classroom in schools. • Total cost of non-school (BRC and CRC) construction in any district should not exceed 5% of the overall projected expenditure under the programme in any year. • Deployment of up to 20 teacher in a block with more than 100 schools; 10 teachers in smaller Blocks in BRCs/CRCs. • Provision of furniture, etc. @ Rs. 1 lakh for a BRC and Rs. 10.000 for a

		CRC • Contingency grant of Rs. 12,500 for a BRC and Rs. 2500 for a CRC, per year • Identification of BRC/CRC personnel after intensive selection process in the preparatory phase itself.
20.	Interventions for out of school children	• As per norms already approved under Education Guarantee Scheme & Alternative and Innovative Education, providing for the following kind of interventions • Setting up Education Guarantee Centres in unserved habitations • Setting up other alternative schooling models • Bridge Courses, remedial courses, Back-to-School Camps with a focus on mainstreaming out of school children into regular schools.
21.	Preparatory activities for microplanning, household surveys, studies, community mobilization, school-based activities, office equipment, training and orientation at all levels, etc.	• As per specific proposal of a district, duly recommended by the State. Urban areas, within a district or metropolitan cities may be treated as a

DISTRICT PLANNING IN EDUCATION

Planning is a process of intervention by the public authorities. The intervention by the state can either be for perfecting market forces or for seeking alternative solutions to those provided by the market. When market fails the state is requested to intervene. There are many examples of such state intervention to perfect the market forces. Many a times state intervention can also be seen as an alternative to market forces. This generally happens in centrally planned economies and in such case all major decisions regarding the economy are based on planning process and are arrived at by the p lanning bodies.

Planning is also seen as an exercise of optimisation of resources. It attempts to maximise output within the given resources and ensures that the benefits are distributed more equitably among various sections of population. Since planning

activities attempt to indicate what is to be taken up first and what is to be taken up at a later stage, it is also seen as an exercise in prioritising the activities to be undertaken. Though priorities of a plan are decided by the planning bodies, the prioritisation is a part of planning process itself.

It may further be noted that educational planning attempts to facilitate an equitable development of education and efficiency of the delivery mechanism. Educational planning deals with allocative efficienc y and internal efficiency.

Allocative efficiency deals with the amount of resources to be allocated for education whereas internal efficiency deals with the optimum use of the resources already allocated to a particular activity.

It is clear that the concept of planning can be understood by understanding the components like future activities, utilisation of resources which are generally scarce, proper utilisation of time, prioritisation of activities and ensuring the achievement of objectives. In this wa y planning can be defined as “a process of taking decisions for future actions in order to achieve pre -determined objectives by optimum utilisation of available resources in a limited time frame”. Thus a pre - condition for planning is the existence of certa in objectives which need to be achieved and constraints in this respect are time and resources. Here resources include all the three types of resources namely physical (or material), financial and human resources. It is said that we plan because we have l imited resources and we have to achieve our objectives within the constraint of these limited resources.

The term “planning” is very frequently used in daily life and every person without exception does some planning at individual level when one has to ac complish some work. Households plan for monthly expenditure. When planning is undertaken at the individual or household level decision for future actions are taken by individuals. However, if planning is to be undertaken for a system e.g. planning for education, the important issues to be addressed are : who (and at what level) will decide about the goals, objectives, allocation of resources and time frame which are important and essential components of planning. At the systems level these decisions are tak en at various hierarchical units. This concept of availability of various hierarchical units for decision making for planning is called the multi-level planning framework. It means the existence of hierarchy of levels of planning with clearly defined terri torial jurisdiction. Under this framework planning is possible at national, state, district, block / Mandal / taluka and village level. However in India planning particularly in the field of education is carried out at the national, state and in a limited way at the district level only.

Planning for education at the national level is carried out by Planning Commission and plans are implemented through the Department of Education, Ministry of Human Resource Development. Similarly at the state level State Planning Boards are established to help in preparation of plans. The state plans are implemented through the Secretariat and Directorates of Education. The Secretariat deals mainly with policy decisions where as the Directorates are more directly involved in the implementation process. Many bigger states in India have

separate secretaries for school and higher education. Similarly there are separate Directorates of Elementary Education, Secondary Education, Higher Education, Technical Education etc. When planning for education is carried out at the state level all these Directorates and Departments are consulted and thus educational plans are formulated with active involvement and consultation of these bodies.

In India the third tier in the multi-level planning framework is the district. But at this level unfortunately such clearly defined organisational arrangement for planning are not yet created. The National Policy on Education 1986 envisaged to create District Boards of Education (DBE) to initiate and coordinate planning activities at the district level. But whatever be the reasons, no state in the country has so far been able to set up the District Boards of Education.

It is in the context of multi-level planning framework that we use the concept of centralised and decentralised planning as also the terms like macro and micro - planning. The decentralised planning denotes the planning carried out at a level which is below the centre. However it is rather difficult to define what is the centre. If we take national level body as a centre then even state level planning is a decentralised planning but when we consider state as a centre then the district level planning will be termed as decentralised planning and in the same way we can go upto the village level in case village is considered as the smallest unit of planning. This clearly means that centralisation and decentralisation are only relative terms. Whether planning carried out at a specific level is centralised or decentralised depends upon the level from where we are looking at it. Thus,

state, district and block level planning can be termed as centralised as well as decentralised planning. However, the national level planning carried out in a country can only be termed as centralised planning and village level planning can only be termed as decentralised planning in case this is the lowest possible unit of planning in the country. The planning thus carried out at the highest possible level is termed as macro planning whereas the planning carried out the l owest possible level is known as micro planning. It is therefore clear that macro and micro planning are not in relative terms, these are rather in absolute terms unlike centralised and decentralised planning.

In order to further clear the decentralised p lanning it is to be noted that a plan is called decentralised only when (i) lower units are given authority to fix its own targets and evolve strategies to achieve them, (ii) lower units are given authority to mobilise resources and re-allocate resources already allocated by the higher level, and (iii) lower units participate in planning exercise with higher units on more equal terms.

By looking at the planning process in the country right from the inception of first five year plan in 1950-51, one can infer that we have been talking of decentralised planning from the beginning. It is generally felt that one of the reasons of our failure to achieve the basic goals e.g. Universalisation of Elementary Education, is that the plans are formulated at higher level s which is quite distant from the grassroots realities. Thus there is a wide gap between those who plan (at higher level) and those who implement it (at the local level). This gap can be reduced by planning at the lower levels and lower the level or

units of planning smaller will be the gap between planning and implementation. This is one of the strongest justification of decentralised planning. There are many advantages of decentralised planning. These are (I) local needs can be taken care of more effectively and efficiently at the lower level, (ii) plans are expected to be more effective because of the homogeneity of the unit, (iii) it helps to overcome local specific problems in a better way, (iv) flow of information / data will be quick which is very crucial for planning and (v) there are more chances of successful implementation of plans as the implementers will be partner in planning process.

One of the issues in any planning process is to clearly specify the unit for initiating planning process and effect planning decision. India has debated this issue and now it is accepted that district is the most viable unit for initiating decentralised planning. Therefore, decentralisation of educational planning in India in the present context implies district level planning in education. District level planning in India is based on the recommendations of the Hunumantha Rao Committee (1994) which clearly identified the areas within the educational sector amenable for decentralisation at the district level. The constitutional amendments (73rd and 74th) provide a statutory role to the local bodies in matters pertaining to primary education.

The existing administrative structure is more centralised and hence it is not very conducive for initiating decentralised planning. For facilitating decentralised planning it is important to ensure that the role perceptions of authorities at different levels are clearly defined. It is important to draw clear distinction

between the domains of operation of the district level progra mmes, state level programmes and national level programmes. This is very important in the Indian context because many a time a large share of the programmes which are implemented at the district level are either centrally sponsored or state sponsored schemes. In fact, what is lacking in India is that, districts are not in a position to independently initiate any programme of their own because they do not have their own resources. They depend upon the state or central government for financial resources.

Many a time the resources given from the state or national levels are specifically tailor made for certain activities. Under this arrangement, even when resources are available at the district level they may not be in a position to target on issues which they consider to be high on their agenda. Another pre-requisite for decentralised planning in India is in the area of financial decisions. The district should have the authority to mobilise resources of its own or re-allocate the resources, which are allocated to them by the state government. In this context, it is very often suggested that the allocations from the State or Central Government to the district should be on a lump-sum basis rather than on a tailor made fashion.

At present, there exists no plannin g machinery to undertake district level planning activities in India. Although the 1986 National Policy on Education envisaged to create District Boards of Education, even after about one and a half decades of the policy formulation such a machinery has no t been created in any state. Since, there is no planning machinery to formulate district plans, planning competencies

are rarely developed at the district levels. At present what exists in the name of district level planning is nothing but an adjustment or manipulation with the budgetary figures that too on an incremental basis. Often, it is observed that the plans prepared at the district level are not closely scrutinized and hence planning process itself becomes rather routine and bureaucratic. The extern ally funded projects in primary education in India have shown that if resources are provided at the district level and power and authority are also vested with the district level authorities, then there is a possibility of developing district level plans w hich are more realistic and local specific.

DATA REQUIREMENTS FOR EDUCATIONAL PLANNING AND NEED OF DEVELOPING AN INTEGRATED EDUCATIONAL MANAGEMENT INFORMATION SYSTEM (EMIS)

In order to achieve the goal of `Education for All' as envisaged in the Natio nal Policy on Education (1986) and its modified version (1992), proper planning is required. There are different stages of planning, such as, (i) diagnosis of present situation (general and education scenario); (ii) review of past educational plans, programmes and policies; (iii) projections of major socio-economic and educational trends; (iv) plan formulation; and (v) plan implementation.

In order to meet data requirements, for diagnosis of present situation which is the first stage of planning, a variet y of information relating to both general and educational scenario is required. Information on items like geographical features, irrigation, transportation, industry and administrative structure is required, so as to prepare a general scenario of the exis ting infrastructural facilities available in a district and it sub-units.

So far as the educational variables are concerned, required information can be categorised under demography, literacy and education sectors. Under demographic information, total po pulation and its age and sex distribution separately in rural and urban areas need to be analysed. Apart from the total population, age-specific population for different age-groups is also required. For programmes relating to primary and elementary educa tion, population of age-groups 6-11 and 11-14 years and for adult literacy and continuing education

programmes, population of age-group 15-35 years is required. Similarly, single-age population (age `6') is another important variable on which information needs to be analysed. In addition to these, information on some of the vital indicators, such as, expectation of life at birth, morality (death) rates in different age-groups, fertility (birth) rate and sex ratio at birth is required so that the same can be used to project population for future years. For adult literacy and continuing education programmes, number of literates in different age-groups is required which should be linked to population in different age-groups.

Generally cross-sectional data for analysing existing situation and time-series information for capturing trends is required, time period of which depends upon the nature of variable which is under study. The next important question is the level at which information needs to be analysed which depends upon the unit of planning. Under the Sarva Shikhsa Abhiyan Programme, since the targets are to be set at least at the district level, an intensive analysis of educational development is required to be undertaken both at the block and district levels. The POA (1992) identified poor urban slum communities, family labour, working children, seasonal labour, construction workers, land-less agricultural labour, forest dwellers, residents of remote and isolated hamlets as some of the target groups. Thus information on these groups also needs to be collected, if considerable size of a group (s) is concentrated in a district or its sub-units.

Universal access to educational facilities is one of the important components of UEE, hence a variety of information relating to population of a village and habitation is required, so that school mapping exercises are undertaken. Thus,

the number of villages distributed according to different population slabs is required so that opening of a school in a habitation is linked to the existing norms. Habitations served by schooling facilities within a distance of one and three kilometers alongwith the total number of habitations in a district is also required, so as to assess the existing situation with particular reference to goal of universal access. Similarly, percentage of rural population served by the schooling facilities can also be used as an indicator of access. Information relating to adult learning and non-formal education centres is also required which should be viewed in relation to number of illiterates, out-of-school children and working children. Since different centrally sponsored schemes, such as Operation Blackboard, mid-day meal, DIET, Alternative & Innovative Education etc. are to be merged under the Sarva Shiksha Abhiyan, details regarding these schemes need to be analysed critically with reference to their coverage and achievements.

The next important variable on which information required is number of institutions. Within institutions, the first important variable is availability of infrastructural facilities in a school and their utilization. Information relating to buildings, playgrounds and other ancillary facilities, such as, drinking water, electricity and toilets needs to be analysed. In other words, complete information relating to the scheme of Operation Blackboard with reference to its implementation, adequacy, timely supply and utilization needs to be collected and analysed. Similarly, information relating to number of classrooms and their utilization, class-size, number of schools distributed according to class-size and number of sections is also required to be analysed.

Enrolment is other important variable on which detailed information is required. Both aggregate and grade-wise enrolment alongwith number of repeaters over a period time needs to be analysed separately for boys & girls and Scheduled Castes & Scheduled Tribes population, rural & urban areas and for all the blocks and villages of a district. The enrolment as well as corresponding age-specific population can be used to compute indicators of coverage, such as, Entry Rate, Net and Gross Enrolment Ratio, Age-specific Enrolment Ratio and Indicators of Efficiency and out-of-school children. Similarly, detailed information on number of teachers distributed according to age, qualifications, experience and subjects is also required for critical analysis, so that optimum utilization of the existing resources is ensured.

Thus, from the basic information a variety of Indicators can be generated which can be of immense use to understand a district and its sub-units with particular reference to its demographic and educational development. It is not only the past and present information that is required but for proper and reliable planning, information on some variables is also required in future. However, out of all these variables information on a good number of variables is not available at all. Generally, secondary sources are explored for diagnosis of the existing situation but for the variables on which data are not available, primary data needs to be collected. For example, age-grade matrix is one such variable which is not readily available at the micro level though it is important for setting-up disaggregated targets. Hence, information on age-grade matrix and other variables of similar nature is required for which sample surveys at the local level

need to be conducted and data generated. So far as the information on demographic variables is concerned, census publica tions should be explored for both present and past data. Standing Committee estimates can be used for population projections at the state level. Information on educational variables can be collected and used from the publications of the State Education Departments though these may not be available in detail as required in the planning exercises. However, state-wise information is available on many of the variables from the MHRD publications. As noticed above, information relating to infrastructure, access, ancillary facilities and age-grade matrix is available from the NCERT publications but only at few points of time and that too may be outdated. The latest information available through the Sixth All India Educational Survey is for year 1993-94.

The educational information system of the country is perhaps the largest in the world which cater to the needs of more than 190 million children of different socio-economic background in pre-primary to elementary and high & higher secondary to college and higher education. Larger the system more it is bound to have limitations in data and information. These problems can be grouped under administrative and non-administrative problems. So far as the limitations of the educational databases is concerned there are four major problems namely : (i) inadequacy of data; as data on certain items is not at all available; (ii) time - lag between data collection and dissemination; (iii) credibility and reliability of data; and (iv) low utilization of data. In order to enhance the credibility of database, the steps that are needed are strengthening the statistical machinery at various levels, computerization of data system, supplementing census

approach of educational data collection with sample surveys, coordination between different data collecting agencies and giving orientation to school teachers about the importance of data and its use. There are a few other problems also, such as, inadequate, unqualified and untrained staff at different levels, lack of time-service data at the district level, multiple data collection agencies and lack of coordination among them, change in boundaries of districts, lack of understanding of concept and definitions of educational indicators, officials involved in data collection are not involve d in planning and implementation of educational programmes etc. are some of the other limitations in the existing system. Therefore, there is a need to develop comprehensive educational management information system. This can be developed with computers or even without computers. The MIS will collect, store, analyse and disseminate information, which will help decision makers to take timely and appropriate decisions. This will also help the authorities to effectively monitor and implement the programme. The MIS should be integrated so that the existing databases, such as, NEE, adult education, school register, student enrollment etc. should form part of it. In addition, under the SSA it is proposed to conduct household sample surveys and micro planning e xercises to gather information on out-of-school children and on other variables. Therefore, it would be better to develop some mechanism so as to effeciently utilise the information so collected.

There are different activities relating to the development of MIS under SSA which should be taken care of by the District Planning Teams. The districts covered under the SSA will prepare the list of additional variables on which information is required. They should also take a view of the existing information sy stem and its

limitations. They have to decide about the location of the proposed MIS as well as the nodal agency that will coordinate the MIS activities in the district. The districts will also have to prepare a list of activities in logical sequence conc erning to MIS. The areas in which decision are to be taken are such as, acquisition of hardware and software, making arrangements for computer room, development of software, training of state and district level officers in use of computers, development of data capture formats, flow of information, dissemination and use of information etc. It is expected that MIS in each of the SAS district will be developed before the programme is formally launched.

INDICATORS OF UEE

Indicators denote the informat ion or data on any item which helps us in making judgement about relative achievement/progress made in any field. Here it is necessary to draw a distinction between data/information and an indicator. Though all indicators are in terms of data but all data are not necessarily

indicators. This is because each set of data or each information does not necessarily help us to make judgement on any items in terms of achievement/ progress made in the system. Taking an example from the field of education, the number of literates in any area in absolute terms give an information about the literates but it does not give any impression about the achievement of the area in terms of literacy. This is simply because number of literates in absolute terms is a raw data. However, if we have information on literacy rate of the area it becomes an indicators. Literacy rate is an indicator because it shows the achievement of the area and also enables us to compare this achievement with the achievement made 5 or 10 years earlier or even compare the achievement of this area in literacy with some other area for the same period of time.

The Universalisation of Elementary Education (UEE) has four important components which are namely universal access, universal enrolment, universal retention and universal achievement. The indicators of education with respect to UEE will therefore be the indicators showing access, enrolment, retention and achievement. Thus if we are interested to plan for Universalisation of Elementary Education for a district or block we need to know what is the present status of the district/block on these basic components. Understanding the present scenario by showing the past progress made in the area on various items is known as diagnosis of the situation. One has to diagnose on the items like access, enrolment, retention and achievement if one has to plan for UEE. The diagnosis for Universalization of Elementary Education can be done on the basis of certain indicators. This is the reason that in the field of education, we categorise indicators into three groups viz. INPUT indicators, PROCESS indicators and

OUTPUT indicators. Broadly speaking the access and enrolment are inputs, retention is a part of the process and achievement is an output of education system with respect to the Universalisation of Elementary Education.

The INPUTS to education systems are schools (i.e. educational institutions), buildings, infrastructure, teachers and students. So the INPUT indicators of UEE are namely the access indicators, building and infrastructure indicators, teachers and enrolment indicators. In this regard the most commonly used access indicator is the Gross Access Ratio (GAR) which shows the percentage of habitations served by educational facilities. However even the percentage of rural population served by primary/elementary schooling facilities is also an indicator of access. Similarly percentage of schools having building (with various types of buildings) and having building of one, two, three or more rooms are also the indicators of building. The teacher-pupil ratio and teacher grade ratio are input indicators as far as the teachers are concerned. Lastly the 'Enrolment Ratio' is an input indicator of coverage of relevant age group population.

For diagnosing the educational situation, as far as the UEE is concerned, 'Enrolment Ratio' is one of the important indicator. The Enrolment Ratio can be defined as the ratio/percentage of relevant age group population attending schools. In order to plan for Universalisation of Elementary Education 3 types of Enrolment ratios are used. These are: (i) Level-wise Enrolment Ratio which shows the coverage of relevant age group population by primary/upper primary schools or their alternatives: (ii) Grade-wise Enrolment Ratio which shows the grade-wise coverage of relevant single year age population by schools and (iii)

Age-specific Enrolment Ratio which represents the ratio of single year age population attending schools. Here the level and grade -wise enrolment ratios are of two types namely Gross Enrolment Ratio(GER) and Net Enrolment Ratio(NER). The GER is the ratio of relevant age group population to the number of children attending a specific level (say primary or elementary level) of schools. Here all children who are studying in primary/e lementary schools/sections are taken into account irrespective of their age. This is the reason that many a times the enrolment at primary/elementary level of schools/sections exceeds the relevant age group population and GER exceeds 100 percent. However f or computing NER we take the ratio of relevant age group population with the number of the same age group children attending schools and over -age/under-age children are not counted for. In order to develop educational plan it is always advisable to use Net Enrolment Ratio rather than Gross Enrolment Ratio.

The PROCESS of education system includes inspection and supervision, educational administration and the actual teaching -learning process that goes on in the classroom. With respect to UEE an important PR OCESS indicator is the students flow in the system. As a result of the process of teaching -learning children learn some basic skills related to e.g. literacy and numeracy and are accordingly promoted from one grade to another grade. The students flow analysis helps us to even measure the efficiency of schools in particular and that of education system in general. The flow of students into the system is measured in terms of Admission Rate or Entry Rate. The students flow through the system is measured in terms of flow rates like promotion rate, repetition rate and drop -out rate. These rates show the efficiency of schools and in order to achieve the

goal of UEE, the promotion rate is supposed to be 100 percent whereas repetition and dropout rates are to be red uced to zero. This means that retention is to be 100 per cent. However, the necessary pre -condition is that Admission or Entry Rate should be 100 per cent. The students flow through the system is measured in terms of Transition rate. In order to achieve th e goal of UEE the transition between primary and upper primary level is supposed to be 100 per cent. All these indicators are helpful to clearly assess the progress made in the system, the current situation and the constraints of the system.

The achievement of children is one of the most common OUTPUT indicator. In order to achieve the goal of Universalisation of Elementary Education it is expected that there should be 100 per cent achievement. This actually means that all children completing primary/eleme ntary schooling should have achieved the minimum levels of learning prescribed for that level of schooling. The OUTPUT indicators are generally seen as indicators of quality. Some of the more commonly used OUTPUT indicators are graduation rates, examinatio n results i.e. pass percentage, percentage of first divisioners/distinction holders and percentage of students selected at public examinations, National Testing Services and various competitive examinations etc. However, the levels of learning are the most reliable outcome indicator of education system. In order to measure the levels of learning specially developed achievement tests are administered.

POPULATION AND ENROLMENT PROJECTION TECHNIQUES

After the diagnosis exercise which may be with respect to general and educational scenario, the next stage of planning is review of past plans, policies and programmes which have been implemented in a district/block. This may be followed by projection of different items. It is suggested that projection exercises should be undertaken at disaggregated level and be started from the lowest possible level.

In fact there are three terms used which need to be differentiated and these are namely, projections, forecasting and predictions. Projections are the numeric consequences of a selected set of assumptions, and they may be considered conditional statements about the future as these do not necessarily offer the most probable outcomes. On the other hand when an element of judgment is added to the projections it becomes forecast. Forecasts enjoy the advantage of being based upon the assumption or a set of assumptions which are likely to be realised in near future and can yield a relatively more realistic picture of the future, whereas in the projections, the 'if' is followed by an explicit set of assumptions about the future policies and plan expectations as these are related to the course of events in the immediate past.

Different methods of population projections are classified into three categories, namely, Mathematical, Economic and Component methods. Keeping in view scant demographic data at the block and district level it is not possible to undertake detailed population projection exercise. Therefore, it is suggested to use of methods based on growth rates and ratio methods of population projections.

Enrolment Projection

Enrolment projections are one of the most important requirements of educational planning as they form the backbone of practically each single task involved in it. Whether it is a question of opening of new schools or upgradation of existing schools or the number of schools and teachers required in future, none of these tasks can be accomplished unless the planner has an adequate idea of how many students will enter the system, how they will proceed through various grades, and what number will graduate during the plan period. Hence, over a period of time, it is important to know total enrolment at all levels of education as well as in different grades for better and reliable educational planning.

The techniques of enrolment projections can broadly be classified into two groups, namely mathematical and analytical methods. Mathematical methods require aggregate enrolment data at least for five to ten years, and only total enrolment can be projected by employing both linear and non-linear equation methods. These methods involve an extrapolation of the past into the future and assume that the past trend in enrolment would continue into the future. On the

other hand, in analytical methods, apart from actual enrolment, estimation, assumptions and targets on items like promotion, drop-out, repetition and apparent entry rates are required. The demographic pressures on education can also be captured by the analytical techniques as the computation of the apparent entry rate is based on the population of school entrance age, that is, 6 years. This rate has a significant bearing on enrolment in Grade I which forms the basis of enrolment in other grades in subsequent years.

There are four methods of enrolment projections, namely, rate of growth, enrolment ratio, grade-transition method and enrolment can also be projected by using method of least squares. The following are the most commonly used methods for enrolment projections :

1. Rates of Growth Method
2. Enrolment Ratio Method
3. Method of Least Squares

Analytical Methods

1. Grade Ratio Method (without repeaters)

2. Grade Transition Method (with repeaters)

Though methods based on growth rates are simple to apply and they produce

quick estimates of enrolment but they have certain limitations. It is therefore appropriate to use analytical methods for detailed enrolment projections. As these methods require assumptions on a variety of rates in future, care should be taken so that projected enrolment is reliable. The assumptions and targets should be based on immediate past trend and even can be linked to policy options available to planner.

Projections of Teachers

After enrolment projections, the next important task is to project the number of teachers required at various levels. Basically there are two methods of teacher projection but their applicability depends upon the availability of data and the level of planning, i.e. macro and micro levels. These two methods are :

(i) Pupil-Teacher Ratio; and

(ii) Method based on the number of pupils per class and hours taught by teacher.

PARTICIPATORY PROCESS IN PLANNING

Participation in its various dimensions has come to be recognized as a basic principle of action and an overall developme nt strategy in the national development efforts including educational development. It is one of the basic strategies envisaged to facilitate a balanced and equitous development of all sectors. People's participation therefore is recognized as a basic com ponent for improving elementary education programmes in terms of both quantitative and qualitative aspects. This aspect has now been given a clear priority in designing and implementing various programmes in the elementary education sector under Sarva Shiksha Abhiyan.

A review of several studies on community participation in educational planning and governance shows that in addition to teachers, administrators, students and other community members, the actors may also include parents, non-governmental organizations and other civil society organizations and the private sector.

The starting point for participatory development is an understanding of a particular community in terms of its needs, resources and constraints. The community should be involved fr om the outset in identifying their needs. They should also be involved in choosing the sequence for initiating village education programmes/activities and implementing them. The participation of the community should being with their involvement in the pla nning process and subsequently in monitoring and evaluation .

Participation in the planning process takes place at different levels. Firstly, participation by the different departments involved with the delivery of educational and related services in a district. Secondly, participation by the people who need to own and implement the programme. The major thrust of the plan is not only to develop education, but also to create conditions for initiating development efforts at the local level. The focus of these plans is to expand the capabilities of people to enable them to take responsibility of their own development within the broad contours of national and state priorities. The shift from the national and state levels to lower levels also implies an approach that is nearer the grassroots, and therefore, based on the participation of the people. Plans and the planning process then get liberated from bureaucratic controls.

Participatory planning does not necessarily have to be uniform. It will have to be developed in terms of priority and intervention strategies. The district plan is to be prepared keeping in mind the ground level realities and reinforcing intensive interaction with local bodies, teachers, NGOs, etc. Participatory processes will facilitate enrolment, achievement and school effectiveness. Participatory processes can be institutionalized through Mother-Teacher-Association (MTAs) and Village Education Committees (VECs) etc.

As the environment building proceeds, core team members will emerge. Basically core group members will be those who are interested in the development of education, and who represent each hamlet/small settlement in the area. Once the core team is identified, training will have to be organized for

three to five days. This team will carry out a major part of the micro planning exercise at the village level. They also have to develop the preliminary village map, filling of family survey forms, school forms, village education register and village summary and then on this basis proposal is prepared. The block team will be responsible for environment building exercises: formation and training of the core team consolidation of the village details; consolidation of village proposals for the block; and documenting the entire exercises. The district will be responsible for consolidating all the block plans and preparing a document of the participative exercises finally for the district.

In the first year of implementation, the focus should be on putting systems in place and setting processes in motion. In other words, efforts should be towards formation of Village Education Committees; building community support for elementary education through processes like micro level planning, awareness building exercise and campaigns and training of VECs, MTAs and linking MTAs, VECs and NGOs; stepping up of enrolment and retention; and facilitating self - governance of schools and altrernative education centers

The SSA assigns the greatest importance to its pre-project phase. This phase provides for a large number of interventions for capacity building. These include provision for household surveys; community based micro planning and school mapping, etc. through a participatory process. A core team will be constituted in each village to include selected VEC members, community leaders, NGO representatives, and headmaster of the school, selected parents, women as well as persons from deprived communities. The formation of VECs

however should be process based thereby implying that they be proved through participation rather than by official orders of nomination.

Any reference to participatory processes in a decentralized framework would imply a collaboration that takes place at the lowest level. During the appraisal of plan prepared under the SSA, it was clearly evident that these plans had not evolved through participatory processes. The constitution of Village Education Committees in different states was also not process based. In the absence of stakesholder participation , it would be difficult for states to prepare plans with a clear perspective. It is in this context that the adoption of participatory processes assumes greater importance in implementing the SSA.

METHODOLOGY OF PLAN FORMULATION

In a multi-level planning framework in India the immediate concern of policy makers, planners and administrators is to ensure that “district” becomes a viable unit of planning. In the field of education it is expected that district educational plans may be formulated. It is heartening to note that as a result of implementation of District Primary Education Programme (DPEP) the decentralised planning of education at the district level has been in operation since 1994-95 in many districts in the country. However the emphasis was on planning for Universalisation of Primary Education (U.P.E.). Recently, Sarva Shiksha Abhiyan (SSA) programme launched by the Government of India, emphasizes on Universalisation of Elementary Education (UEE) rather than covering only primary education. The districts where SSA is to be launched in its first phase are expected to formulate District Elementary Education Plan for a period ranging from 5 to 7 years and the goal is UEE in these districts. These plans of 5 to 7 years duration are referred to as perspective plans. In addition to perspective plans the districts are supposed to work out the first year Annual Work Plan and Budget (AWP&B) also and in all subsequent years also the AWP&B will be formulated. These plans may be appraised and approved by G.O.I. for funding.

The District Elementary Education Plans (DEEP) to be formulated by the SSA districts are supposed to broadly present the background of the district, district educational scenario, planning process adopted, problems and issues of elementary education, objectives and targets, intervention strategies, costing of

activities and developing implementation schedule. The details to be presented in the perspective plan document of the district on important items are presented below:

District Background

Any plan developed for a specific area should first of all present the background of the area. The introduction section of the District Elementary Education Plan should contain the background of the district. This may include geographical features, cultural characteristics, socio-economic features of the district. The district background may present the administrative structure of the district also. This includes the number of Tehsils, blocks, inhabited villages, village panchayats etc. The block-wise number of village panchayats and inhabited villages may also be given to present the administrative structure of the district. Detailed demographic structure of the district must be presented which may include male, female, rural, urban, S.C., S.T. populatio n for the latest census alongwith the growth rate of population, density of population, sex ratio, percentage of urban population and percentage of scheduled caste and scheduled tribes population. However it is desirable to present the demographic data disaggregated at the block level so as to show the inter-block variations on all these parameters of population. In addition to demographic features the district background may also present the literacy scenario and that again should be given block-wise for male, female and S.C. and S.T. population for the latest census. However it may be better to show the progress of literacy in the district over-a-period of time.

District Educational Scenario

The district educational administrative structure may be given to show how education system is managed in the district. The objective of this section may be to present the details of educational facilities available as well as the utilisation of these educational facilities by the people. Though the document is specif ically concerned with elementary education it should present the educational facilities for secondary, higher secondary and even higher, professional, technical education also. However on elementary education detailed information on all educational indicators may be given. While presenting the elementary education scene of the district it is important to include the private aided and unaided recognised schools as well as the Non-Formal Education Centres and Alternative Education Centres which are in operation in the district. All information of elementary education should be presented block wise which may help to identify educationally backward and advanced blocks.

The district educational profile should contain information on number of schools imparting elementary education and that even separately for primary and upper-primary education. The block-wise access position on primary and upper-primary educational facilities should be presented. The schools may preferably be presented management-wise i.e. number of schools under the categories of government, local bodies, private aided and private unaided. Further, detailed data on the number of teachers in primary and upper primary schools working in the district should be presented. The number of posts and vacancies as well as

the training status i.e. trained and untrained teachers as also the teacher pupil ratio disaggregated at block level may be presented to show the position of teachers availability in the district.

The enrolment scenario at primary and upp er-primary level in the district is a very important aspect of district educational profile. However the enrolment in absolute figures alone will not meet the purpose that is why it is desirable to give enrolment ratio at primary and upper primary level. W hile calculating and presenting the enrolment ratio the enrolment in private schools, NFE centres and Alternative Education Centres should also be taken into account. Further the enrolment ratio over a period of time, if presented, may show the progress o n enrolment in the district. The enrolment at primary and upper primary level may be presented grade-wise and preferably for at least 2 or 3 consecutive years.

The data on indicators such as dropout rate, repetition rate and transition rate is important while presenting the district elementary education scene. Block -wise dropout and transition rates should be presented. These data are important for diagnosing the educational situation in the district.

The district educational scenario should contain infor mation of building position and infrastructure facilities in primary and upper primary schools in the district. These figures should also be presented block -wise. The number and percentage of schools having building with type and condition of building, per centage of schools having facilities like black board, drinking water, electricity, compound wall, urinals, toilets, teaching-learning material etc. will help to identify the blocks

and schools where these facilities are lacking. All these information prov ided on infrastructure have implications for planning that is why it is necessary to present it in the district educational profile.

Target Setting

Targets are translation of objectives in clearly defined quantitative terms. What the plan intends to achi eve during the plan period when specified in quantitative terms is known as target setting. Targets are statements which state clearly and unambiguously what is to be achieved and are in measurable terms and have definite time frame. In order to develop di strict elementary education plan the targets may be set for access, enrolment, retention and achievement level of children. However it is desirable to undertake the target setting exercise in a disaggregated manner which means that in district plan documen t the targets should be set block-wise. This is important because different blocks have different levels of e.g. enrolment or retention and so targets for these block may also be different. Secondly in a perspective plan of 5 to 7 years the targets should be set in a phased manner which means that targets should not only be set for the total plan period but should also be set for all intervening years. This may not only help to see the progress of implementation of the plan on year to year basis but may alsо facilitate in reviewing the implementation strategies and perhaps revising the targets for the coming years.

The gender and social disparities in the field of education are common features in India. These disparities may be in enrolment, retention or ev en in achievement

also. One of the important objective in the District plan will be to reduce these disparities. It is therefore important to set the targets on enrolment and retention separately for boys and girls as well as for Scheduled Castes and Sched ule Tribes population. Over a period of time the gap between boys and girls and between SCs, STs and others may be reduced. The target of reducing this gap may depend upon the gaps that exists between these categories in the base year of the plan.

The goal in District Elementary Education Plan is to universalize elementary education which means universal access, universal enrolment, universal retention and universal achievement. This means the ultimate target is 100 percent access, enrolment, retention and achievement. But while setting the target on these parameters it is important to look at the present status of the district on these components and then accordingly set the targets which are realistic and are achievable. An insight in this exercise of tar get setting can be had by looking at the progress made in the district on e.g. enrolment ratios and retention rates during past 5 to 7 years.

Intervention Strategies and Activities

Evolving intervention strategies to achieve the targets is another impo rtant aspect of plan formulation. However it is to be noted that the strategies evolved will have to address the identified problems and issues of elementary education

in the district. While evolving the strategies important points to keep in view are: (i) in a decentralised planning any single strategy may not be uniformly operational or applicable in different areas and that is why probably for addressing a single problem one may have to envisage a set of strategies for a given context. (ii) Many a times a single strategy may not be enough to address an issue or a problem and there will be a need to work out multiple strategies for addressing a single problem. (iii) All the problems and issues identified during the planning exercise must be tackled and int ervention strategies should be worked out accordingly and there should thus be a linkage between the problems/issues identified and the intervention strategies developed for addressing them.

Translating the strategies into programmes and activities is the next step in the plan formulation. It is to be kept in view that a specific intervention strategy may require a number of programmes to make it operational and effective. However a programme may be an aggregation of various activities. It is therefore nec essary to translate each and every strategy into activities and tasks. For example for improving access the strategy can be 'opening of new primary schools'. However one of the activity under the strategy of opening new primary schools may be 'construction of school building'. But the activity of construction of school building has many tasks that are to be undertaken. These tasks may be (i) identification of school-less habitations; (ii) identification of habitations qualifying for opening schools; (iii) listing and prioritisation of habitations; (iv) deciding about the number of schools to be opened; (v) identification of habitations where schools are to be opened; (vi) deciding the location/site of the school; (vii) acquiring site/transfer of land; (viii) identification of agency for construction and

supervision; (ix) actual construction work; (x)monitoring and supervision of construction work and (xi) finishing and furnishing of school building.

Next step in plan formulation is the sequencing and phasing of these activities and the tasks. It may be noted that some activities / tasks can be undertaken only in a sequential manner whereas some activities/tasks can be started simultaneously. For example, construction of school building and recruitment of teachers are the activities which can be undertaken simultaneously while actual construction of school building can not be done before deciding the site of the school, acquiring site, transfer of land and identification of agency for construction and supervision.

Costing and Financial Requirements

An important step in the plan formulation exercise is the costing and estimation of financial requirements to implement the plan. Translating the physical inputs into financial requirements is essential for funding purpose. Various steps that are involved in estimation of financial requirements are: (i) listing of all the activities to be undertaken (ii) classifying all these activities into two categories i.e. activities having cost implications and activities which do not have cost implications; (iii) classifying the activities which have cost implications into recurring and non-recurring heads; (iv) working our the average cost of recurring activities and unit cost for non-recurring activities (v) estimation of costs separately under the recurring and non-recurring heads.

While estimating the financial requirements for the District Elementary Education Plan the recurring costs estimation may be on items such as salaries, training, maintenance of building, equipment, furniture, infrastructure etc.; travel and fuel costs; stationary and consumables, contingencies, rents etc. Similarly the non - recurring cost estimation may be on items such as: construction of school building, additional classrooms, toilets, compound wall , equipments, furnitures; infrastructure; vehicle etc. The aggregation of costs of all the activities and tasks under various strategies will give the total financial requirements of the plan.

Allocation of resources to education is based on the budgets. Budgets are prepared annually to facilitate the resource allocation process. This implies that these activities are to be classified according to the year of beginning and completion of the activities. This may help in preparing the annual budgets. The budget should correspond to the activities indicated to be completed in that particular year.

While estimating the cost requirements for the plan it is of utmost importance to keep in view the financial parameters fixed by central and state level bodies with regard to District Elementary Education Plan. Under Sarva Shiksha Abhiyan a ceiling of 6 percent of the total plan budget has been fixed on management while on civil work the ceiling is 15 per cent of the total proposed budget. The costing of the district must adhere to these ceilings as these are part of guidelines issued from central level bodies to the districts being covered under S.S.A.

COVERAGE OF SPECIAL FOCUS GROUPS

The National Policy on Education, 1986 and its Programme of Action emphasized three main areas: equal opportunities of access to different levels of education, and equal opportunities of access affecting specific categories like Scheduled Castes, Scheduled Tribes, women, working children etc. The framework of Sarva Shiksha Abhiyan also stresses the importance of providing special attention to the needs of what it calls 'special focus groups.'

At the national level, the criteria for identifying districts under the Sarva Shiksha Abhiyan programme considered those areas where femal e literacy levels were low among the Scheduled Castes and Scheduled Tribes women ;and also emphasized the need for special interventions to address the learning needs of girls and relating education to their life. While spelling out the goals and strategies for women the framework specified the following strategies: -

- Mainstreaming gender concerns in all activities under SSA
- Mobilisation at the habitation/village/urban slum level
- Recruitment of teachers
- Upgradation of primary into upper primary schools

In addition to these strategies, incentives like mid -day meals,uniforms, scholarships and provision of text books and stationery were also envisaged.

The programme of SSA places a special focus on out of school girls and involving women through participa tory processes.

In the context of educating girls a number of lessons can be learned from on going projects and programmes like the District Primary Education Programme and Mahila Samakhya. In these projects and programmes the f ocus has been on enrolment drives, conducting special camps and bridge courses for girls, Balika Shikshan Shivir and setting up special models of alternate schools specially for girls. Lessons learned in terms of access include intensive mobilization effort and working in close collaboration with the community in identified pockets. Efforts have also been made to use women groups like VECs, Mother Teacher Associations to follow up issues on girls education. In the case of retention, however, monitoring a ttendance has been high on the agenda in all the districts. Follow up of drop out girls, and organizing retention drives to sustain the participation of girls has also been undertaken. These practices have in turn put a pressure on parents and monitorin g children in identified pockets.

In the case of achievement, provision has been made for special coaching and remedial classes for scheduled caste girls. Considerable attention has been given to creation of a congenial learning environment in the class room. Remedial classes were also organized by VECs, MTAs members for girls. The overall objective of universal access, retention, and achievement in the context of girls has been the provision of equitable learning opportunities to all girls.

Preparing a Plan for Gender

The Plan for a Gender must begin with clear conceptualization of problems and issues in terms of access, enrolment, retention and achievement level of girls. Following this identification of targets and a diagnosis and analysis

of existing data may have to be undertaken. The next step in the planning process will be to identify intervention strategies to resolve a specific issue and to address the problem in terms of time, resources and capacity of those to be involved. The plan must reflect activities based on the districts' previous experiences', priorities, capacities and funds. While preparing districts' plan, it need hardly be emphasized that large scale participation of women and other disadvantaged groups must be in evidence.

The plan for gender, must clearly reflect a gender focus in all the activities that are plan and implemented.

MICRO - PLANNING : CONCEPT AND METHODOLOGY

Planning at the lowest spatial unit can be termed as micro level planning. In the Indian context micro level planning can mean planning carried out at the village level or even at the habitation level. While selecting unit for micro planning one has to consider the availability of educational facilities like a school or a non - formal education center. In other words, while we try to conduct micro level planning in education we may have to select a unit centering around an educational institution. This may be a school or its alternative which is already existing or planning to be opened.

The objectives of the micro level planning are: i) to mobilise local community to prepare village level plans; ii) to provide a support system to the schools and teachers so that schools become more functional; iii) to ensure that all eligible children from the locality attend the schools. The major objective of the micro - planning exercise is not on issues pertaining to allocation of resources but on issues pertaining to better and efficient use of resources which are already allocated to a particular locality, area or schools.

Micro planning should not be seen as a one shot exercise. It is a continuous process and it unfolds itself in the process of implementing and operationalising plans prepared either at the local level or at the higher levels. Micro planning focusses more on the operational details of achieving a specified plan target.

Micro planning exercise can be undertaken by local people. In fact the object and subject of micro planning is local people. How to make schools community based? How do we ensure accountability of the schools to the community it serves? What is the mechanism to channelise social forces towards education? These are important questions addressed in micro planning exercise.

Micro planning exercise involves less of technical skills and more of social skills. How to interact with the community for a common cause? How to bring them together on a common platform? How are we going to deal with the existing social hierarchy in a given locality? These are the issues which make a micro planning exercise successful or failure.

The steps involved in operationalising a micro planning exercise are as follows :

i) ***Understanding the Village*** : This may be a first step to identify the problems faced by the village so that basic intervention strategies can be clearly understood.

ii) ***Preparation of a Village Map*** : A Village may be having many facilities and educational facilities may be one among such facilities. It may be better if these facilities are plotted on a map so that people of the locality will be able to visually observe their village and allocation of the facilities in their village. A discussion based on such a map may be a meaningful exercise.

iii) ***Identification of Non-enrolled and Dropout Children*** : Normally household survey become a part of micro planning exercise. Household survey provides details about the children to be enrolled, retained in the school or dropped out from the school. This will be a very useful information to initiate activities under the micro planning efforts.

iv) ***Village Education Register*** : Based on the household surveys, one can develop a village education register clearly indicating the households which are not sending children to the schools. This will help us to adopt corrective measures to encourage the parents of these households to send their children to schools.

v) ***School Related Factors*** : The village may have a school. If the village has a school then one has to relate the efforts made during the micro planning exercise with the facilities available at the school level.

vi) ***The Preparation of Village Education Plan*** : Once the community inputs and the school inputs are identified then it is possible to prepare a village education plan focussing on the specific educational problems faced at the household level and at the school level. Preparation of such plans and monitoring of activities thus identified in a village plan make micro planning exercise an effective tool in making the best use of the resources available at the local level.

One of the major questions in micro plannin g is : who will initiate a micro planning exercise? Unfortunately, there cannot be a single answer to this question. The pattern may be varying in different localities, given their specific feature. The co - operation from the elected representatives, functi onaries and people at large are essential. Therefore the organisational arrangement need to evolve locally rather than super-imposed form outside the village. A common pattern found in areas where micro planning exercises are seriously initiated is to for m a core group consisting of different segments of population of the village, orient them to the idea and help them in the initial stages, to organise some of the activities under the micro planning exercise.

PLANNING FOR IMPLEMENTATION

Planning for implementation is one of the important stages of the planning cycle. A district education plan document is incomplete if it does not contain a detailed plan for implementation of the programmes and projects that make up the plan. In other words, planning for implementation should be in-built in district educational plan document. Generally, a failure to achieve plan targets in the education sector can largely be attributed to lack of detailed planning for implementation. Planning for implementation serves two basic purposes :

i. it facilitates the process of implementation of programmes and projects by providing a sound mechanism of monitoring (i.e. in the form of an implementation schedule); and

ii. it increases the efficiency of the system by minimizing the costs of implementation of a given programme or project.

Planning for implementation makes it possible to critically analyze the activities of a given educational programme, and to develop an implementation schedule which can be used to monitor the progress of implementation. Specifically, the necessary steps in planning for implementation of educational programmes/projects are :

1. listing of activities that make up the programme;
2. thinking through each of these activities;

3. establishing inter-relationships between these activities;
4. establishing a network;
5. setting activity durations;
6. determining material, equipment/tools and human resource needs;
7. deciding about time duration for implementation of each activity;
8. identifying critical activities of the programme, which cannot be overlooked without affecting the duration of the programme implementation and resources invested in it, and
9. thinking about organizational arrangements for carrying out programme activities.

Scheduling forms the most important exercise of the planning for implementation. Scheduling refers to the process of converting an educational plan into an operating time table, which establishes start and completion time of all the activities of the programme/plan. There are several ways of constructing implementation schedules. However, an effective implementation plan makes use of the network based techniques such as Programme Evaluation and Review Technique (PERT) and Critical Path Method (CPM).

An educational programme network is the graphic flow diagram of the interrelationships, interdependencies, and sequence of all activities and events that must be accomplished to complete the programme. PERT is a network based procedure that facilitates planning, scheduling and controlling of education

programmes and projects. It provides methods for measuring actual progress of the programme against expected progress, for comparing consequences of proposed alternative strategies, for predicting future programme status, and for optimizing utilization of resources.

Listing of all possible activities of the programme is a key step in planning for implementation of the educational programme. The second step is to gather information about predecessors of each activities. One way of doing this is to identify the immediate predecessors of each activity. Third, on the basis of these information, PERT network for the programme can be developed. Fourth, once the PERT network of the programme is developed then the need is to obtain information on the time required to complete each activity. Fifth, this is followed by three alternative time estimates (i.e. optimistic activity time; most probable activity time; and pessimistic activity time). These three activity time estimates help the programme team to make the best guess of the expected activity time. In this way, uncertainty can be expressed by providing estimates ranging from the best to the worst possible time for completing individual activities. Finally, the PERT network for the given educational programme is drawn on the basis of the above information.

Once the PERT network is drawn, the next step is to estimate critical path in the network. This is done by using both forward pass and backward pass methods. This helps to establish early start and latest finish time of each activity.

Also activity slack is estimated by using early start and latest finish times. The activities having no slack are termed as critical activities and the longest path on

the **PERT** network is identified as the criti cal path. The time required to traverse the critical path becomes the programme implementation period. All these information, when put in a tabular form, becomes the **Implementation Schedule of the Educational Programme** under consideration.

Annexure I

Training Schedule (April 21-26, 2003)[1]

Session N°	Time (In hrs)	Theme/ Speaker
April 21, 2003 (Monday)		
1.	1000-1130	Sarva Shiksha Abhiyan : An Introduction ***S.M.I.A. Zaidi***
2.	1200-1300	Inaugural session Chief Guest : **Prof. B.P. Khandelwal**, Director, NIEPA
3.	1400-1530	District Planning in Education ***S.M.I.A. Zaidi***
4.	1600-1730	Information Needs for District Planning in Education ***Arun C. Mehta***
April 22, 2003 (Tuesday)		
5.	0930-1100	Indicators of UEE **S.M.I.A. Zaidi**
6.	1130-1300	Projection Techniques : Population and Enrolment ***Arun C. Mehta***
7.	1400-1530	Participatory Process in education planning ***Pramila Menon***
8.	1600-1730	EMIS and Monitoring under SSA

[1] Tea break was from 1100 to 1130 hrs and 1530 to 1600 hrs respectively in all programme days. The lunch break was from 1300 to 1400 hrs every day.

		Arun C. Mehta
April 23, 2003 (Wednesday)		
9.	0930-1100	Introduction to the group work on district planning in education ***K. Biswal and Neeru Snehi***
10.	1130-1300	Group work on District Plannning **K. Biswal and *Neeru Snehi***
11.	1400-1530	Group work on district planning ***K. Biswal and Neeru Snehi***
12.	1600-1730	Group work on district planning ***K. Biswal and Neeru Snehi***
April 24, 2003 (Thursday)		
13.	0930-1100	Group work on district planning …… ***K. Biswal and Neeru Snehi***
14.	1130-1300	Group work on district planning ***K. Biswal and Neeru Snehi***
15.	1400-1530	Group work on district planning ***K. Biswal and Neeru Snehi***
16.	1600-1730	Group work on district plannin ***K. Biswal and Neeru Snehi***
April 25, 2003 (Friday)		
17.	0930-1100	Presentation of reports of the group work on district planning in education

		S.M.I.A. Zaidi, *K. Biswal and Neeru Snehi*
18.	1130-1300	Planning for implementation ***K. Biswal***
19.	1400-1530	Planning for Special Focus Groups : Girls & IED ***Pramila Menon and S.D. Sarva***
20.	1600-1730	Micro-Planning in Education ***S.M..I.A. Zaidi and Neeru Snehi***
April 26, 2003 (Saturday)		
21	0930-1100	Methodology of Plan Formulation ***S.M..I.A. Zaidi***
22	1130-1300	Costing and Financial parameters under SSA ***S.M..I.A. Zaidi***
23	1430-1600	Evaluation and valediction Chief Guest : **Sunil Kujur** Mission Director, RGSM

Annexure II

List of Participants

S. N.	Name of the Participant	Present Post	Name and Addresses of the Present Organisation	Phone Number	Fax Number
1	Mr. Rajkumar Kathoute	Asst. Project Coordinator	Rajiv Gandhi Shiksha Mission, Bastar.	221865	221865
2	Mr. Nitin Dandsena	Lecturer	District Institute of Education & Training, Bastar	07782-262267	
3	Mr. Abhay Madhukar Samdekar	Programmer	Rajiv Gandhi Shiksha Mission, Bastar.	07782-221865	07782-221865
4	Mr. Shivaji Kushwaha	Lecturer (Eng.)	Centre for ELT Govt. College of ED., Bilaspur	228558	
5	Mr. G. P. Pandey	Asstt. Project Coordinator	Rajiv Gandhi Shiksha Mission, Bilaspur	232446	232446
6	Mr. Sanjeev Kumar Bajpai	District Programmer	Rajiv Gandhi Shiksha Mission, D.E.E.P. , Collectorate Campus, Bilaspur.	07752-232464	232446
7	Mr. R. S. Gupta	Block Resource Centre Coordinator	Block Resource Centre, Geedam, Dantewada.	244663	
8	Mr. B. L. Komare	Block Resource Centre Coordinator	Block Resource Centre, Bijapur, Dantewada.	220397	
9	Mr. Rajendra Tiwari	Block Resource Centre Coordinator	BRC Building, Rajiv Gandhi Shiksha Mission, Dantewada	252499	
10	Mr. Bajrang Prajapati	Block Resource Centre Coordinator	Rajiv Gandhi Shiksha Mission, Dhamtari, Block Resource Centre, behind janpad panchayat, Kurud, Dhamtari.	223196	
11	Mr. Yashwant Dewan	Block Resource Centre Coordinator	D.P.E.P., Dhamtari	230441	
12	Mr. Navin Kumar Khare	Shiksha Karmi Gr-I	Govt. H. S. School, Magaelod, Distt.- Dhamtari	07722-230441	
13	Mrs. Pushpa Purshothaman	Asstt. Project Coordinator	Rajiv Gandhi Shiksha Mission, Durg.	0788-2321004	0788-2321004
14	Mr. Sunil Mishra	Research Associate (Academic Incharge)	Rajiv Gandhi Shiksha Mission, Durg.	0788-2321004	0788-2321004
15	Mr. Khiraman Lal Verma	Programmer	Rajiv Gandhi Shiksha Mission, Durg.	0788-2321004	0788-2321004
16	Mr. Krishna Chandra Dewangan	Block Resource Centre Coordinator	BRC, Jaijaipur, Janjgir- Champa	07817-222587	

S. N.	Name of the Participant	Present Post	Name and Addresses of the Present Organisation	Phone Number	Fax Number
17	Mr. Omprakash Sharma	Cluster Academic Coordinator	CRC Loharsi, Block-Pamgarh, Janjgir-Champa.	222678	
18	Mr. O. P. Dubey	Lecturer	BTI, Jashpur Nagar		
19	Mr. B. N. Sai	District Project Coordinator	Rajiv Gandhi Shiksha Mission, Jashpur.	07763-223870	
20	Mr. M. L. Pradhan	Cluster Academic Coordinator	CRC Amoda Block, Nawagarh, Jashpur.	222624	
21	Mr. Ramanand Hiradhar	District Project Coordinator	Rajiv Gandhi Shiksha Mission, Kanker.	241189	241482
22	Mr. R. L. Tiwari	Principal	Govt. Bharti H.S.S. Kanker	222039	
23	Mr. Santosh Rathore	Accountant	Rajiv Gandhi Shiksha Mission, Kanker.	241189	241482
24	Mr. Ramkumar Varma	Accountant	Rajiv Gandhi Shiksha Mission, Kawardha.	232876	232876
25	Mr. Prem Prakash Balbhadra	Cluster Incharge Pipariya	Rajiv Gandhi Shiksha Mission, Kawardha.	232876	232876
26	Dr. K. K. Varma	Block Education Officer	Rajiv Gandhi Shiksha Mission, Kawardha..	232876	
27	Mr. Prahlad Sahu	Block Resource Centre Coordinator	Rajiv Gandhi Shiksha Mission, C/O BRC Katghora near meena bazaar maidan, Katghora, Korba.	07815-250739	
28	Mr. Ramsharan Tiwari	Head Master	Govt. H. S. School, Korkoma, Korba	289450	
29	Mr. S. K. Pathak	Block Resource Centre Coordinator	Block resource Centre, Korba.	225226	
30	Mr. Sanjeev Kumar Sinha	Data Entry Operator	Rajiv Gandhi Shiksha Mission, Korea.	07836-232857	
31	Dr. S. K. Mishra	District Project Coordinator	Rajiv Gandhi Shiksha Mission, Korea (Baikuntpur).	07836-232857	232857
32	Mr. Vijay Kumar Singh	Accountant	Rajiv Gandhi Shiksha Mission, Korea.	232857	232857
33	Mr. Rekhraj Sharma	Cluster Academic Coordinator	Rajiv Gandhi Shiksha Mission, Mahasamund.	222291, 231490	222291
34	Mr. Ram Nivas Singh	Incharge District Coordinator	Rajiv Gandhi Shiksha Mission, Mahasamund.	222291, 231491	222292
35	Ms. Jyoti Shrivastav	Gender-Coordinator	Rajiv Gandhi Shiksha Mission, Raigarh.	07762-223270	
36	Mr. Yugal Kishor Panda	Asstt. Project Coordinator	Rajiv Gandhi Shiksha Mission, Raigarh.	07762-223271	

S. N.	Name of the Participant	Present Post	Name and Addresses of the Present Organisation	Phone Number	Fax Number
37	Dr. (Ms) Santosh Agrawal	Block Resource Centre Coordinator	Block Resource Centre, RGSM, Behind Zila Panchayat, Raigarh.	07762-223819	
38	Mrs. Archana Verulkar	Lecturer	CG State Council of Educational Research and Training, Shankar Nagar, Raipur.	2443297, 2443596	243596
39	Mr. Rajesh Kumar Hukre	Programmer	Rajiv Gandhi Shiksha Mission, Raipur.	0771-2423420	
40	Mr. Ramji Tiwari	Asstt. Teacher	CRC, Jhariyabahara, Block-Mainpur, Distt.- Raipur.	07703-243350	
41	Mr. Harish Kumar Bais	Block Resource Centre Coordinator	Rajiv Gandhi Shiksha Mission, Block- Simga, Raipur.	274445	
42	Mr. Anik Rizvi	Block Resource Centre Coordinator	Rajiv Gandhi Shiksha Mission, Block- Tilda, Raipur.		
43	Mr. Rakesh Nair	Programmer	Rajiv Gandhi Shiksha Mission, Rajnandgaon.	225953	
44	Mr. K. P. Vishwakarma	Asstt. Project Coordinator	Rajiv Gandhi Shiksha Mission, Rajnandgaon.	225953	
45	Mr.Shiv Kumar Pandey	A.D.N.F.E.	Rajiv Gandhi Shiksha Mission, Rajnandgaon.	225952	
46	Mr. Dinesh Kumar Jha	District Project Coordinator	Rajiv Gandhi Shiksha Mission, Surguja	235114	235114
47	Mr. Rajesh Saini	Programmer	Rajiv Gandhi Shiksha Mission, Surguja.	07774-235114	235114
48	Mr. Sunil Kujur	Mission Director	State Project Office, Rajiv Gandhi Shiksha Mission, Chhattisgarh, Raipur.	0771-2221254	0771-2221554
49	Mr. R. K. Tandon	Additional Mission Director	State Project Office, Rajiv Gandhi Shiksha Mission, Chhattisgarh, Raipur.	0771-5022686, 2443531	0771-2443531
50	Mr. Pramod Singh	Joint Director	State Project Office, Rajiv Gandhi Shiksha Mission, Chhattisgarh, Raipur.	0771-5022686, 2443531	0771-2443531
51	Mr. A. K. Sinha	Finance Controller	State Project Office, Rajiv Gandhi Shiksha Mission, Chhattisgarh, Raipur	0771-5022686, 2443531	0771-2443531
52	Mr. Deepak Dubey	Asst. Director	State Project Office, Rajiv Gandhi Shiksha Mission, Chhattisgarh, Raipur	0771-5022686, 2443531	0771-2443531
53	Mr. M. Sudhish	Asst. Director	State Project Office, Rajiv Gandhi Shiksha Mission, Chhattisgarh, Raipur	0771-5022686, 2443531	0771-2443531
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59	Mr. Y. K. Sharma	Block Education Officer	Jagdalpur	274445	
60	Mr. J. Shankar	Lecturer	CG State Council of Educational Research and Training, Shankar Nagar, Raipur.	2443297, 2443596	243596

Annexure III

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   Sub-National Systems Unit, NIEPA

3. Dr. Arun C. Mehta
   Fellow and Incharge
   Operations Research & Systems Management Unit, NIEPA

4. Dr. S.M.I.A. Zaidi
   Fellow (Programme Coordinator)
   Sub-National Systems Unit

5. Dr. K. Biswal
   Associate Fellow
   Educational Planning Unit

6. Dr. Neeru Snehi
   Associate Fellow
   Educational Planning Unit

Government of Chhattisgarh

1. Shri Sunil Kujur
   Mission Director
   Rajiv Gandhi Shiksha Mission

2. Shri R.K. Tandon
   Additional Mission Director
   Rajiv Gandhi Shiksha Mission

3. Ms. S. D. Sarva
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Annexure IV

List of Reading Materials

1. Set of Modules on District Planning in Education :

(i) Varghese, N.V. 1977, "Educational Planning at the District level" (Module 1), in **Modules on District Planning in Education**, ed. N.V. Varghese, NIEPA, New Delhi.

(ii) Varghese, N.V. 1977, "Diagnosis of educational Situation" (Module 2), in **Modules on District Planning in Education**, ed. N.V. Varghese, NIEPA, New Delhi.

(iii) Varghese, N.V. 1977, "Plan Formulation" (Module 3), in **Modules on District Planning in Education**, ed. N.V. Varghese, NIEPA, New Delhi.

(iv) Varghese, N.V. and K. Biswal 1977, "Planning for Implementation" (Module 4), in **Modules on District Planning in Education**, ed. N.V. Varghese, NIEPA, New Delhi.

(v) Aggarwal, Yash 1977, "Data Base on Elementary Education in India" (Module 5), in **Modules on District Planning in Education**, ed. N.V. Varghese, NIEPA, New Delhi.

(vi) Zaidi, S.M.I.A. Zaidi. 1977, "Indicators of Educational Development" (Module 6), in **Modules on District Planning in Education**, ed. N.V. Varghese, NIEPA, New Delhi.

(vii) Mehta, Arun C. 1977, "Enrolment and Teacher Projections" (Module 7), in **Modules on District Planning in Education**, ed. N.V. Varghese, NIEPA, New Delhi.

(viii) Varghese, N.V. 1977, "School Mapping" (Module 8), in **Modules on District Planning in Education**, ed. N.V. Varghese, NIEPA, New Delhi.

(ix) Varghese, N.V. and S.M.I/.A. Zaidi1977, "Micro-Planning in Education" (Module 9), in **Modules on District Planning in Education**, ed. N.V. Varghese, NIEPA, New Delhi.

(x) Tilak, J.B.G. 1977, "Analysis of Finances of Education" (Module 10), in **Modules on District Planning in Education**, ed. N.V. Varghese, NIEPA, New Delhi.

(xi) Tilak, J.B.G. 1977, “Analysis of Cost of Education” (Module 11), in **Modules on District Planning in Education**, ed. N.V. Varghese, NIEPA, New Delhi.

(xii) Govinda, R. 1977, “Institutional Planning” (Module 12), in **Modules on District Planning in Education**, ed. N.V. Varghese, NIEPA, New Delhi.

2. Set of Modules on Elementary Education

(i) Mehta, Arun C. 2002, “nformation Requirements for developing DEEPs”, NIEPA New Delhi

(ii) Mehta Arun C. 2002 “Projection of Population, Enrol,emnt and Teacher with focus on Elementary Education”, NIEPA, New Delhi.

(iii) Mrhta, Arun C. 2002 “Indicators of Educational Development with focus on Elementary Education”, NIEPA, New Delhi.

3. Sarva Shiksha Abhiyan (A Programme for Universalization of Elementary Education), Ministry of HRD, Govt of India

4. District Planning in Education : A Practical Exercise by N.K.Mohanty and K. Biswal

5. Solutions to the Exercise on District Planning in Education by N.K.mohanty and K. Biswal

Annexure V

PROGRAMME ELUATION

With a view to evaluate the methodology and organization of different t raining programmes conducted by NIEPA, the participants were required to give their comments at the concluding session of the programme. The views expressed by the participants are given due consideration while formulating subsequent training programmes. T he participants were requested to give considered views on the following aspects of the programme. The views of the participants are as follows :

I. Objectives of the Programme

The training programme had the following objectives :

1. To sensitize the participants to the context of decentralised planning.

2. To introduce the participating officers to the methodology of developing district level educational plans.

3. To train the participants in drawing up district level educational plans.

Do you think the above mentioned objectives were achieved? Please mark as follows:

		Totally	**Adequately**	**Partly**	**Not at all**
Objectives	(1)	52.5%	42.5%	5%	Nil
	(2)	52.5%	40%	7.5%	Nil
	(3)	55%	40%	5%	Nil

II. Course Evaluation

a) i) Which of the lectures / presentations you found most useful?

All the lectures/presentations were useful

ii) Which of the Lectures / presentations you found least useful?

No Session.

b) Would you like to include any other themes that were not covered in this programme and you feel they are relevant. Please specify

School Mapping, Qualitative aspect.

III. Reading Material

How would you rate the articles/papers given to you as a background material?

Very Good	**50%**
Good	**35%**
Satisfactory	**15%**
Not Satisfactory	***Nil***

IV. Were the practical exercises given for group work useful?

Very Useful	**87.5%**
Useful	**12.5%**
Not Useful at All	**Nil**

V. Do you think that the programmes enabled you to develop skills to prepare District Elementary Educational Plan.

Very Much	**65%**
Much	**35%**
Not at All	**Nil**

VI. Duration of the Programme

Sufficient	**32.5%**
Just Right	**47.5%**
Rather Short	**20%**

VII. Overall Rating of the Programme

How would you rate the overall conduct and nature of the Training Programme ?

Excellent	**40%**
Good	**52.5%**
Satisfactory	**7.5%**
Poor	**Nil**

VIII. Suggestions to improve the quality of the training programme.

(a) Duration of programme should be of 15 days.
(b) All District Project Coordinators should be given this training.
(c) Such training should be given to SCERT faculty also.
(d) More exercises to be included.
(e) For group work smaller groups should be formed.
(f) Reading material in Hindi should be given.
(g) Policy makers should be given such orientation.
(h) The number of participants should be maximum 40.

Annexure VI

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