

# INFORMATION REQUIREMENTS FOR FORMULATING DISTRICT ELEMENTARY EDUCATION PLANS

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## INTRODUCTION

Free and compulsory education to all children up to the age of fourteen is a Constitutional commitment in India. At the time of adoption of the Constitution in 1950, the aim was to achieve the goal of *Universal Elementary Education* (UEE) within the next ten years i.e. by 1960. Keeping in view the educational facilities available in the country at that time, the goal was far too ambitious to be achieved within a short span of ten years. Hence, the target date had to be shifted a number of times.

Significant efforts have been made in the last fifty years to universalize elementary education. Since 1950, impressive progress has been made in all spheres of elementary education. In 1950-51, there were about 210 thousand primary and 14 thousand upper primary schools. Their numbers have now increased to 639 thousand and 206 thousand respectively as in the year 2000-01; thus showing an average annual growth of 2.25 and 5.52 per cent per annum. As many as 83 per cent of the total 1,061 thousand habitations have access to primary schooling facilities within 1 km and 76 per cent habitations to upper primary schooling facilities within a distance of 3 km. About 94 and 85 per cent of the total rural population is accessed to primary and upper primary schools/sections respectively. The ratio of primary to upper primary schools over time has improved which is at present 3:1. More than 84 per cent of the total 570 thousand primary schools had school buildings in 1993-94.

The number of teachers both at the primary and upper primary levels of education over time has increased many fold. From a low of 538 thousand in 1950-51, the number of primary school teachers in 2000-01 increased to 1,896 thousand. Similarly, upper primary teachers during the same period increased from 86 thousand to 1,326 thousand. The pupil-teacher ratio is at present 43: 1 at the primary and 38:1 at the upper primary level of education. The majority of teachers, both at the primary (86 per cent) and upper primary (87 per cent) levels, are trained.

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Over a period of time, enrolment, both at the primary and upper levels of education, has increased significantly. From a low of 19 million in 1950-51, it has increased to about 114 million in 2000-01 at the primary and from 3 million to 43 million at the upper primary level. At present, the enrolment ratio (gross) is 96 and 59 per cent at the primary and upper primary level of education respectively. The percentage of girls' enrolment to the total enrolment at the primary and upper primary level of education in 2000-01 was about 44 and 41 per cent respectively. Despite improvement in retention rates, the drop-out rate is still high at 41 and 54 per cent respectively at the primary and elementary level of education. The transition from primary to upper primary and upper primary to secondary level is as high as 94 and 83 per cent. However, the learners' achievement across the country remained unsatisfactory and far below expectations. Despite all these significant achievements, the goal of universal elementary education remains elusive and a far distant dream.

The Government of India initiated a number of programmes and projects to attain the status of universal enrolment. District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (SSA) are the two important programmes that are under implementation across the country, among which SSA is the most recent one. Achieving UPE by 2007 and UEE by 2010 are the main objectives of SSA. Development of District Elementary Education Plans through participatory planning mode within the broad framework of decentralized planning is the core of the SSA. More specifically, the main objectives of SSA are as follows (MHRD, 2000):

- 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; and
- Universal retention by 2010.

The Dakar Framework for Action (UNESCO, 2000) also set the following goals concerning school education to which India is also committed.

- Access to free and compulsory primary education of good quality;
- Primary and secondary education: elimination of gender disparities by 2005; and

- Gender equality in education by 2015: focus on girls' full and equal access, good quality

## **THE PRESENT MODULE**

To achieve the above-mentioned goals, proper planning with emphasis on participatory planning at disaggregated levels is essential. Though the focus of the DPEP is on primary education, SSA envisages the entire elementary education as one component. Developing elementary education plans is mandatory for all districts covered under SSA. The Union Cabinet approved the SSA framework in 2001. About 210 districts developed District Elementary Education Plans in the very first year (by March 2002). However, majority of the districts did not follow the standard procedures in developing their plans. This is true in case of the districts in DPEP states also. Many districts did not initiate pre-project activities even though money was released. Diagnostic exercises were not properly undertaken, nor data were adequately utilised, analyzed and interpreted. The district proposals are not linked to the data presented, plans are primarily focused on primary level and little consideration is given to upper primary level of education. Most of the districts adopted SSA targets as they are and no consideration was given to the present status of educational development. Annual Work Plans are developed and approved even without developing the Perspective Plans. The prime objective of the present module, therefore, is to facilitate district and lower level officers (primarily the member of the district planning teams) to undertake rigorous diagnosis exercise while developing District Elementary Education Plans. Need to undertake diagnosis exercise, its importance, relevance and objectives are first highlighted, which is followed by types of statistics that may be available for consideration during diagnosis. Thereafter, a detailed list of variables on which information is required to develop District Elementary Education Plan is presented which is followed by possible data sources and presentation of the data.

## **DIAGNOSIS EXERCISE**

There are different stages of planning but irrespective of the sector of the economy, the first stage is common to all. The first stage is known as Diagnosis Exercise, which is also known as Taking Stock of the situation. The different stages of planning, in general, and for education, in particular, are:

- Diagnosis of present position with respect to
  - General Scenario
  - Educational Scenario;

- Review of past educational plans, programmes and policies;
- Projections of major socio-economic-demographic and educational variables;
- Plan Formulation; and
- Plan implementation.

Of the above stages, diagnosis exercise is the most important stage of planning. The success or failure of any programme primarily depends upon how effectively diagnosis exercise is undertaken. Diagnosis exercise plays the role of a doctor. With the help of data and information, the problems in the system are diagnosed that help the planner to prescribe medicine in the form of new programmes and interventions. If the diagnosis is not proper and is not based on the current status of the educational development, the existing information is not adequately utilised and the past trends are not studied, then the failure of the programme is ensured. It is rather dangerous to prescribe solutions to educational problems without undertaking a rigorous diagnosis exercise. The diagnosis has twin objectives of identifying educationally backward areas and focus and target groups that need immediate attention and intervention. Diagnosis exercise will help in identifying educational backward areas/pockets. The diagnosis exercise may also result in identification of a variety of problems that a particular system is facing. The problems identified may be of different nature, such as low participation in upper primary classes, availability of only a few primary graduates, inadequate number of teachers who can teach mathematics and science, low percentage of trained teachers and non-availability of female teachers. Diagnosis is always undertaken in relation to the objectives and norms that vary from state-to-state and even district-to-district. More specifically, the main objectives of the diagnosis exercise are:

- To identify the educationally backward areas/pockets in a block/district;
- To identify focus group/target groups that need attention of planners because of which the goal of universal enrolment has not yet been achieved in the district;
- To identify major problems and limitations in the system; and
- To help the districts adopt realistic targets on different components of universal enrolment.

It is the primary responsibility of the District Planning Team to undertake diagnosis exercise, but all those, who are interested in the development of elementary education in the district, should be involved in it. It should be undertaken in the spirit of teamwork and should not be imposed on one individual. The prime objective of the diagnosis exercise is to bring forth (with

the help of indicators) the real picture of educational development in the district and not to hide the real situation. All possible sources should be explored to present the true picture of the present status of elementary education.

### **IT IS THE ENTIRE ELEMENTARY LEVEL**

While developing plans, the District Planning Teams should ensure that equal emphasis is given to both primary as well as upper primary levels of education. The task given is to develop district elementary education plan and not the primary education plan. Perhaps, the most important limitation of the plans appraised recently was total neglect of the upper primary education, as the plans were focused around the primary education only. The expansion of upper primary education entirely depends upon the present status of primary education and the transition rate from primary to upper primary level of education. It may be noted that without attaining the status of universal primary enrolment, the goal of universal elementary education too cannot be achieved. Primary enrolment is a function of 6-11 years population but the same is not true in case of the upper primary enrolment. **Enrolment in upper primary classes is not only a function of 11-14 years population but is also a function of primary graduates.** Children who graduate primary level are expected to enroll in upper primary classes. It may also be possible that a few children of upper primary school age i.e. 11-14 years are still out of the system (may also be drop-out children) and a few others may be in the primary classes. Therefore, upper primary level cannot be expanded in isolation. An inefficient primary system would send fewer children to the upper primary level. Thus, availability of primary education graduates along with the transition from primary to upper primary level would decide the expansion of the upper primary level. The demand is more likely to be in the educationally disadvantaged areas where primary education has not been fully expanded. Further expansion of primary education in these areas and high transition from primary to upper primary level will generate more intensive demand for the upper primary education to expand. Further improvement in transition may result in rapid demand for upper primary education. The diagnosis exercise should, therefore, examine the present status of primary education and its future prospects in terms of primary education graduates that would be available to the upper primary level in years that follow. All the indicators should, therefore, be analyzed separately for primary and upper primary levels of education and in some cases for the entire elementary level. This should be done separately for boys and girls.

Before looking at the type of variables/indicators required for the diagnosis exercise, an overview of different types of statistics available for the diagnosis may be examined.

## **TYPES OF STATISTICS**

### **(a) Quantitative and Qualitative Data**

Diagnosis exercise is primarily a quantitative analysis. But there are some variables, which are qualitative in nature that need to be quantified. Impact of training being imparted by the DIET, is a qualitative variable by its nature, which needs to be quantified. On the other hand, some variables, which are quantitative in nature, also present some qualitative information about the education system. Pupil-Teacher ratio, percentage of trained teachers, class-size, average number of teachers per school etc. are some of the quantitative variables, which are qualitative in nature. While undertaking diagnosis exercise though the emphasis is on the quantitative analysis, efforts should also be made to analyse indicators that present qualitative aspects of the education system.

### **(b) Micro and Macro Levels**

One of the important aspects of the diagnosis exercise is the level at which information is analyzed. This can be done both at the micro as well as the macro level. Thus, while undertaking diagnosis at the district level, it would be better to analysis development of elementary education at the disaggregated levels, such as the sub-district level. The list of variables presented in the following section thus needs to be analyzed (in most of the cases) both at the district and block levels. Analyzing information at the aggregated level alone, i.e. district level may not serve the purpose. For example, aggregate information on out-of-school and never enrolled children is of limited use unless the same is analyzed at the block level. This would help to identify educationally backward areas and would also help to evolve area specific strategies. It may be quite possible that an educationally advanced location has educationally backward areas or educationally backward location may have advanced areas or pockets. In the short term, the diagnosis can be undertaken at the district and block levels but ultimately one should look further to analyze habitation-specific information so that habitation education plans can be developed. Like the analysis of data, targets on different components of universal enrolment should also be set out at disaggregated levels, such as the block and habitation levels and within these levels, separately for boys and girls and for socially deprived sections of the society. This should be done separately in case of the primary and upper primary levels of education and on all

the four components of universal enrolment such as access, enrolment, retention and quality of education.

**(c) Primary and Secondary Data**

Diagnosis exercise is generally based upon secondary sources of data, which may be available either in the published or unpublished form. Many a time, information on a few variables required in developing plans is not available. In such a situation, information on a few variables needs to be collected. When information is first time collected, it is termed as primary data, otherwise it is known as secondary data. Primary data is generally scattered in files, registers and records so as to collect it either from the concerned institutions or can even be collected from the sampling units such as teacher, school and students. Primary data can be collected either on Census or Sample basis. If all the units of population (universe) are included in generating information, it is called information collected on census basis, which is a complete enumeration. On the other hand, if a sample is drawn out of the total universe, information generated is known as collected on sample basis. Keeping in view the nature of the variable, the district planning team should decide whether the information required is collected on census or sample basis. The sample drawn should be representative of the universe. For example, age and grade matrix is one such variable, which is generally not available in non-DPEP (SSA) districts but plays a crucial role in formulating plans. Information on this variable can be collected on sample basis by selecting a representative sample of the entire universe.

The primary data is termed as raw, which has a limited use to planners and decision-making authorities. It does not serve as a tool of the decision support system. The primary information should be processed, analyzed and tabulated with the help of statistical tools, so that it becomes a derived information. Simple statistics such as averages, index numbers and growth rates can be used to generate indicators. For example, if enrolment in a district is 5,000, it serves a limited purpose unless it is linked to the corresponding age-specific population and enrolment ratio is obtained.

**(d) Cross-Sectional and Time-Series Data**

Generally, two types of statistics, namely cross-section and time-series information is available. If information is available at a single point of time, it is known as cross-sectional data. For example, state-wise literacy rate and its male and female distribution in 2001 is an example of cross-sectional data. Cross-sectional data is also known as stock statistics. Stock statistics do not have a flow of information and whatever information is available that is restricted to

only a single point of time. On the other hand, information available on more than two points of time is known as time-series information, which is also known as flow statistics. Flow statistics have a flow of information from one time period to another time period. State-wise number of teachers during 1990-91 to 2000-01 is an example of time-series data.

Generally, cross-sectional data is used for analyzing the existing situation and time-series information for capturing the trend. For example, facilities in schools and the number of un-served habitations are such variables, which need to be analyzed for the present year, hence, time-series information is not required. On the other hand, if the objective is to analyze trends in enrolment and age-specific population, one has to use time-series information. Similarly, enrolment ratio, pupil-teacher ratio, number of teachers, trained teachers and percentage of girls' enrolment is analyzed by using the time-series data. The period of data primarily depends upon the nature of a variable but at least three years information should be presented and analyzed.

#### **(e) Institution and Stage-wise Data**

The next type of statistics that we generally deal with is institution-wise and stage-wise information, both of which can be cross-sectional and/or time-series in nature. For example, stage-wise enrolment at the primary level includes all those children who are currently in primary classes, irrespective of schools. Thus, while using stage-wise information, enrolment irrespective of schools is considered. This means that primary stage enrolment includes enrolment in primary, middle, high and higher secondary schools. Otherwise, enrolment in a particular type of school is termed as institution-wise enrolment. Thus, enrolment in primary classes in primary schools is an example of institution-wise data. In fact, a number of children are in primary classes who are otherwise not in the primary schools but are in the middle and other higher levels of school education. The district planning teams should take care of them while using institution and stage-wise information. The purpose is to take stock of the entire elementary level irrespective of the nature of the school whether it is independent or are integrated one.

#### **(f) Formal and Non-formal Education**

While undertaking diagnosis exercise, the district planning teams should ensure that both the formal as well as non-formal education systems are considered. It is the stock taking exercise of the entire elementary education that are available in the district. While developing elementary education plans, the

focus is primarily on the formal education system but non-formal and adult literacy sectors should not be ignored. Primary schooling, adult and continuing and non-formal education programmes are complementary to one and other. The efficiency of the primary education system is directly related to the magnitude of the problem of illiteracy. The diagnosis exercise should, therefore, review non-formal educational facilities that are available in the district and also the ongoing programmes concerning adult literacy. While doing so, they need to present literacy scenario of the district also. Further, planning teams should explore all the possible sources so that even minute information on elementary education is analyzed. The exercise should not be restricted only to the Government sources. Therefore, data available through the non-governmental agencies should also be analyzed, as it will help planning teams to present a comprehensive picture of the entire elementary education in the district. The official agencies collect data only from the recognized institutions (including the private aided and unaided ones) but practically no data is available on the unrecognized institutions, which may be large in number in some locations. Many out-of-school children (not enrolled in recognized institutions) may either be enrolled in the NFE centres or a few of them may even be enrolled in the unrecognized institutions. Therefore, data concerning unrecognized private institutions should also be analyzed. If not available, the same could be generated on the sample basis.

## **DATA REQUIREMENTS FOR FORMULATING PLANS**

The entire diagnosis exercise can be divided into two parts, namely, general and educational scenario and hence a variety of information needs to be presented and analyzed in the plan documents details of which is presented below.

### **(a) General Scenario**

General district's information such as on socio-economic background, brief history and historical places, infrastructure, geography, irrigation, cash crops, major industries, employment opportunities, climate/rainfall, transportation, distance from the district headquarters, road and rail linkages, administrative structure, number of blocks in the district, distribution of habitations in each block, number of habited and inhabited houses in the block, location of district in the state and blocks in the district's map etc. needs to be presented and analyzed. All this will help in preparing general scenario of the existing infrastructure in the district and its sub-units. Even the minute information of district that enriches understanding of a layperson should form part of the general scenario.

## **(b) Educational Scenario**

So far as the educational scenario is concerned, required information can be grouped under the demography, literacy and education sectors. Educational scenario can further be divided into a number of sub-sectors. Details of each of these sectors are presented below.

### **i. Demographic and Literacy Scenario**

A wide variety of demographic information needs to be analyzed both at the district and block levels. The first information that needs to be analyzed is the total population, its age and sex and rural and urban distribution. This should be presented over a period of time to capture trends. Depending on the objectives given to the district, age-specific population should be used. For programmes relating to primary 6-11 (6+ to 10+) year, upper primary 11-14 (11+ to 13+) year and entire elementary education 6-14 (6+ to 13+) year population should be presented both at the district and block levels and analyzed separately for boys and girls. Similarly, for early childhood related programmes, population in the age group of 3-5 (3+ to 5+) year should be considered. Care should be taken to convert single-age population to population in the requisite age group. This set of information should also be used for taking stock of the non-formal education facilities in the district. On the other hand, for adult literacy and continuing education programmes, population of the age-group 15-35 years needs to be analyzed.

Similarly, single-age population (age '6') is another important demographic variable on which information needs to be analyzed. This is such an important variable without which practically no reliable plan can be developed. Without analyzing it at present and in future, targets on different aspects of UEE should not be set out. From the population of age '6', the system is expected to receive continuous flow of children in Grade I and subsequent grades in subsequent years. Population of age '6' with enrolment in Grade I is used to know one of the crucial indicators of planning, namely entry rate without which it is an impossible task to set targets on enrolment ratio and retention rate. This is to mention here that most of the SSA district plans submitted for appraisal recently conveniently ignored this crucial indicator. In addition, information on a few other demographic variables such as density of population, expectation of life at birth, mortality (death) rates in different age-groups, fertility (birth) rate and sex ratio should also be analyzed so as to develop an understanding of the demographic structure of the district. The educational planner should thoroughly understand the demographic structure of his/her district. Once the basic set of

information is analyzed, the same should also be used to know district and block-specific annual rates of growth of population. This should necessarily be calculated separately in case of the different age groups (male and female), as it would have serious implications so far as the future clientele is concerned. One of the other important demographic variables that essentially needs to be analyzed is the distribution of habitations according to different population slabs such as habitations having population 300 & more, 500 & more etc. This requirement will vary from the state to state keeping in view the distance and population norms operational in opening of a new primary and upper primary school. The entire set of demographic information needs to be analyzed separately for boys and girls, SC and ST, OBC and minority population and also in the rural and urban areas.

### **Box I : Demographic Variables**

(Both at District and Block Levels)

- Total population, its age and sex, rural and urban distribution and SC and ST population,
- Migratory (seasonal) Disabled population according to nature of disability and child workers.
- Age-specific population: 3-5 (3+ to 5+), 6-11 (6+ to 10+), 11-14 (10+ to 13+) and 6-14 (6+ to 13+) years, boys/girls, SC & ST and rural & urban population. 15-35 year in case of literacy and adult education programmes
- Child population dislocated due to earthquake and disasters
- Single-age population '6-year': boys/girls & SC and ST population
- Population growth rates: total, 6-11 and 11-14 years, separately for boys and girls and SC and ST population
- Density of population, expectation of life at birth, mortality (death) rates in different age-groups, fertility (birth) rate and sex ratio
- Number of blocks/tehsils/mandals/talukas in district
- Distribution of Habitations according to blocks/tehsils/mandals/talukas
- Number of villages/habitations distributed according to different population slabs

Literacy rate is considered one of the important indicators of educational development. Since there is direct link between school education and literacy programmes, it is essential to develop literacy scenario by presenting information both at the district and block levels. The first important set of information is literacy rate and number of literates. This should be presented separately for male and female population and also at district and block levels in rural and urban areas. This should be supplemented by presenting other relevant information such as number of illiterates (male/female in different age groups), literacy and literates of age group 15-35 year population. Literacy gender-parity index should also be analyzed to know the status of female population. The ongoing programmes concerning adult literacy and TLC should also find a place in the analysis on literacy. In fact, the officer looking after adult literacy programmes in the district should also be member of the district planning team.

### **Box II: Literacy Variables**

(Both at District & Block Levels)

- Literacy rates: 7+ population, male and female and in rural and urban areas and also for SC and ST population
- Literacy rates: 15-35 population and for SC and ST population
- Number of literates and illiterates: total and in different age-groups
- Gender-Parity Index: literacy and adult literacy rates

## **ii. Education Sector**

The most important component of the diagnosis exercise is the education sector, which should focus around all the four components of the UEE, namely universal access, enrolment, retention and quality of education. As mentioned above, diagnosis is the stock taking exercise; hence, should always be undertaken in relation to the goals and objectives given to the district. Both the primary and upper primary levels of education need to be given adequate focus with respect to different components of UEE. A variety of indicators are required to take stock of the situation with respect to all the four components. The list of indicators presented below is termed as the non-negotiable core list of variables required in developing elementary education plans.

**(a) Universal Access**

Universal access to educational facilities is one of the important components of UEE; hence, a variety of information concerning habitations is required. The main objective of the universal access is to ensure that educational facilities are equally accessible to all segments of the population without any differentiation; hence, a rigorous analysis of the existing facilities available in the district is needed. The analysis will help planner in deciding whether new schools are required and also to initiate the school mapping exercise. If not properly diagnosed, the planner will feel handicap in utilizing provisions made in the programmes like SSA. The outcome of the school mapping exercise will play a decisive role in identifying location of a new school or whether an existing school needs to be upgraded or closed down.

**Box III : Access Variables**  
(Both at Block and District Levels)

- Number (and percentage) of habitations having access to primary and upper primary schooling facilities within a distance prescribed in the state policy. Generally it is 1 km. in case of primary and 3 km. in case of upper primary school.
- Number (and percentage) of habitations according to population norms having access to primary and upper primary schooling facilities. Generally, population norm in a habitation is 300 and more in case of primary and 500 and more in case of upper primary schools but vary from state to state
- Number (and percentage) of (un-served) habitations not presently served by primary and upper primary schooling facilities as per the state norms
- Distribution of habitations according to availability of private unrecognized primary and upper primary schools
- Habitations distributed according to availability NFE centres, EGS and other type of alternative schooling facilities
- Percentage of rural population served by primary and upper primary schooling facilities as per the state norms at the block and district levels

The first important variable under access is number of habitations distributed according to population slabs. In this concern, state-specific norms of

distance from school to habitation and population of habitation needs to be carefully analyzed. At the national level, a habitation having population 300 and more and 500 and more are entitled to have a primary and upper schooling facilities within a distance of one and three kilometers respectively. These norms vary from state to state and may even vary from district to district keeping in view the terrain of the district. In case of the hilly, desert, bordering and difficult areas, the population norm is generally relaxed. Habitations served by the schooling facilities and whether schooling facilities are available within the habitation or a walking distance of one and three kilometer needs to be analyzed. This will help in assessing the existing situation with regard to the universal access. At the end of the analysis, total number of un-served habitations, not having access to primary and upper primary schooling facilities (according to state/district norms), distributed according to blocks would be known. While taking stock of the schooling facilities, EGS and NFE centres should also be considered. In addition, availability of unrecognized private institutions (both primary and upper primary) should also be considered so as to develop a complete scenario of the schooling facilities in the district. Of the 1.06 million habitations, about 84 and 73 per cent habitations are accessed to primary and upper primary schooling facilities. This information is of limited use unless the same is analyzed at the disaggregated levels. Without fail, the district planning teams should, therefore, analyze the information at the district, block and habitation levels. This will help them to effectively intervene in the system. They will be in a better position to make use of the provisions made in the different ongoing programmes in the district. Making available schooling facilities does not guarantee that the entire rural population is accessed to the schooling facilities. A better indicator, therefore, would be to consider percentage of the rural population served by the schooling facilities.

#### **(b) Number of Schools**

Once the indicators of access are analyzed, the next important variable is the number of institutions, which should be presented at least for the last three years. Thus number of institutions by type (recognized/unrecognized & independent/integrated), level (primary/upper primary), management (government/local body/private aided/unaided) and sex (boys, girls and co-educational) should be presented first. Needless to mention that while presenting the number of schools/sections, all schools whether independent or integrated should be considered. A number of schools over a period of time will help the planning teams in understanding the pattern of opening of school and its locations. The ratio of primary to upper primary and upper primary to secondary schools should be presented next. While analyzing this, population of habitation

and distance norm should not be ignored so as the availability of graduates and completion rates in case of the upper primary schools, the number of schools proposed and actually opened during last three years should also be critically reviewed. While doing so, the method adopted in deciding the location of a new school should also be studied. The analysis should end up by knowing the number of schools that need to be upgraded. For this purpose, the location of existing schools and their distance from the nearby schools also needs to be critically analyzed.

**Box IV: Number of Institutions**  
(Both at Block and District Levels)

- Number of institutions by type, level, management, sex, courses and location, capacity and utilisation of existing institutions
- Number of pre-primary schools/balwadis/anganwadis/EGS
- Ratio of primary to upper primary and upper primary to secondary schools
- Primary and upper primary schools by management: government, local bodies, private aided and unaided
- Type of primary and upper primary (private) school: missionary, trust/society, corporate management etc.
- Schools by year of establishment
- Distance of primary school from the nearest upper primary school and vice-versa
- Distance of upper primary school from the nearest upper primary school
- Distance of upper primary school from the nearest secondary/higher secondary school, Cluster Resource Centre, pay centre, block and district headquarters
- Type of primary school: primary only, primary with upper primary, primary with upper primary and secondary; primary with upper primary, secondary and higher secondary
- Type of upper primary school: upper primary only, upper primary with primary, upper primary and higher secondary; primary, upper primary and higher secondary etc.
- Number of catchment primary schools for upper primary schools and upper primary schools for secondary schools
- Private unrecognized schools providing primary and upper primary education
- Distribution of schools by number of sections
- Institution: Teacher ratio and average sections per school

### **(c) School Infrastructure**

Availability of schools does not guarantee that minimum infrastructure facilities required for smooth classroom transaction is available. Therefore, the next important variable that needs to be thoroughly analyzed is the availability of infrastructure in schools and its utilization. While analyzing it, all the physical, ancillary and teaching-learning facilities should be considered. The outcome of this analysis will help the planner in optimally utilizing various provisions (concerning infrastructure) made in the ongoing programmes concerning elementary education in the district.

#### **1. Physical Facilities**

Under the physical facilities, the first important variable is the school building. Distribution of primary and upper primary schools according to the availability of school buildings should be analyzed first. This will help in knowing the number of building-less schools. Distribution of building-less schools according to the place of location such as open space tents, religious place etc. should also be analyzed. Ownership of the school building is the next variable that needs to be analyzed. It may happen that a few schools function in rented buildings. It would also be better to present the year of establishment and construction of school buildings. An equally important variable is the condition of the school buildings, which can be used to group schools into: (i) that need repair, (ii) schools that need complete renovation. Schools that need repairs can further be divided into two parts, namely major and minor repairs and (iii) a few schools' own building which may not be in the usable condition. Therefore, schools distributed according to the type of building such as thatched, semi-permanent (*kuchha*) and permanent (*pucca*) should be analyzed.

Perhaps the most important information that needs to be analyzed is the distribution of schools according to total number of rooms available in the schools. This should be supplemented by the number of rooms that are available for instruction purposes, which should be linked to the number of sections in the school. This is even more important in case of the upper primary schools. Schools having staff/office room and separate room for the headmaster should also be analyzed. While analyzing physical facilities, the planning teams should thoroughly examine the scheme of the Operation Blackboard in terms of number of schools covered, number of school buildings proposed and constructed and number of classrooms additionally proposed and actually constructed. Schools, opened after the OB scheme was initiated in 1987, need to be examined carefully as these schools may not be covered under the scheme.

### **Box V: Physical Facilities, School Buildings**

(Separately for Primary and Upper Primary Schools & and also at Block & District Levels)

- Operation Blackboard Scheme: year of coverage, number of schools covered, number of school buildings proposed and constructed and number of additional rooms proposed and constructed
- Availability of school buildings and ownership: no building, rented building, own building with year of construction
- If no building, location of school: tents, open space, religious place etc.
- Type of school building: thatched, semi-permanent (*kuchha*), pucca etc.
- Condition of school building: need new building, need major repairs, need minor repairs and need no repairs
- Distribution of schools by availability of boundary walls
- Distribution of schools by number of sections; 1 section only, 2, 3, etc.
- Schools distributed according to enrolment size: up to 25, 26-50, 51-75 etc.
- Distribution of total number of classrooms (with size) in school building: 1 only, 2, 3, 4-6, 7-10, 11-5 & 16 and above
- Average number of instructional rooms (grades and sections) in schools and seating capacity
- Schools distributed according to availability of separate room for head master and staff room
- Distribution of schools according to area (land) available for new/additional construction and up-gradation
- Number of school buildings proposed, undertaken and actually constructed during the last 3 years
- Number of additional classrooms proposed and constructed during the last 3 years
- Number of renovations (of school buildings) proposed and actually undertaken during the last 3 years
- Expenditure incurred on account of civil works (buildings, additional rooms and renovations) to total education expenditure in the district
- Availability of Hostel facilities with intake capacity and actual enrolment
- Role of community and VEC in constructing school buildings and additional rooms
- Information regarding agency identified for building construction and role of other departments, like rural development in maintenance and construction of school buildings and School buildings damaged due to earthquake, disasters etc.

## **2. Ancillary Facilities**

Even though a school has building and required number of instructional rooms, there is no guarantee that it has the minimum ancillary facilities in the school. Research evidences show that availability of these facilities in school improves enrolment (specially of girls) and also helps in retaining children in the system. A number of provisions are made in the SSA to improve upon the ancillary facilities, which can be utilised only if schools distributed according to facilities are available. This needs to be analyzed both at the primary and upper primary levels of education and should also be presented at the block and district levels. The detailed list is presented in the Box VI.

### **Box VI: Ancillary Facilities**

(Separately for Primary and Upper Primary Schools)

- Safe drinking water
- Electricity connection
- Availability of toilets
- Separate toilet for girls
- Play grounds
- School boundary
- Tat-pattis
- Benches/chairs
- Desks, chairs and tables for teachers
- Boxes
- Almirahs
- Dustbins
- First aid kits
- Immunization facilities
- Provision of regular medical check-up

## **3. Teaching-Learning Facilities**

Though the school has necessary physical and ancillary facilities, there is no guarantee that it also has adequate teaching-learning facilities required for smooth classroom transactions. Therefore, analysis of teaching-learning facilities needs to be undertaken. This is even more important in the case of upper primary education. Under the OB Scheme, a variety of teaching-learning equipments were provided to schools. It is, therefore, essential to take an overall view of the

schools covered and the material supplied and utilised. The detailed list is presented in the Box VII.

**Box VII: Teaching-Learning Facilities\***

- Blackboard
  - Chalk and dusters
  - Mathematics kits
  - Science kits
  - Charts (health), globe and maps
  - Mini tool kits
  - Bell
  - Pin-up board
  - Music instrument
  - Children's book
  - Book bank
  - Textbooks
  - Library: subscribing magazines, journals etc; reference books/dictionary/encyclopedia
  - Utilization of library: average number of readers, issues etc.
  - Games equipments
  - Play materials
  - Audio-visual aids
  - Operation Blackboard Scheme: number and year of coverage, items received, adequacy and utilization
  - Details of utilization of teachers grants received for teaching-learning aids
  - Review textbook policy and grade-specific number of students who received free textbook according to subject
- \* Most of the items are essentially required in case of upper primary schools

#### **(d) Teachers and Training Facilities**

Perhaps the most important part of information analyzed during the diagnosis exercise is the teachers and training arrangements. Even the school, having all the physical, ancillary and teaching-learning facilities, does not guarantee itself that it has also got adequate number of teachers. Teacher is the most important actor of the education system and without taking him/her into confidence, providing motivation and training; one cannot expect improvement in classroom transactions. Therefore, the number of teachers and their male and female as well as SC and ST distribution need to be analyzed over a period of at least 3 years. The distribution of schools according to number of teachers should be analyzed next. For smooth transaction, this information is crucial especially in case of the upper primary education and is used to list out the name of the schools, which do not have adequate number of teachers (involved in multi-grade teaching), or schools even without teachers. The planning teams should also analyze the sanctioned positions of teachers, both at the primary and upper primary levels of education, along with the number of teachers in position and vacant positions. The information, if used optimally, will help district authorities to rationalize available teachers and would also help to identify whether additional teachers are needed.

Qualification of teachers, experience and their subject specialization play a crucial role so far as the upper primary education is concerned. Therefore, schools distributed according to the qualifications of teachers, experience and subject specialization need to be thoroughly analyzed. While doing so, teachers' recruitment procedure, qualifications and training requirements should also be diagnosed. Next to the number of teachers, training status of teachers needs to be analyzed. The training arrangements in the district should be critically analyzed. For this purpose, a brief profile of DIET should be prepared that should include type of training being imparted, number of programmes conducted along with the duration and themes, number of teachers imparted training, the backlog etc. This should be strictly focused both on the primary and upper primary levels of education. The profile of Block Resource Centres, if available in the district, should also be prepared. Similarly, activities of the Cluster Resource Centres, if available in the block, should also be analyzed. In addition to the number of teachers, a host of other information is required to analyze concerning classroom transactions that includes time management in the class, homework and class work, access to teaching aids and their utilization and time devoted on different activities, details of which are presented in the Box VIII.

### **Box VIII : Teachers**

(Primary and Upper Primary and District and Block Levels\*)

- Total number of teachers
- Teachers' posts sanctioned, in position and vacancies
- Number of para-teachers appointed during the last 3 years at primary and upper primary levels of education
- Teachers by SC/ST/OBC: male/female
- Schools distributed according to number of teachers: no teacher, 1 teacher, 2, 3, 4, 5, 6, 7-12, 12-21, etc.
- Educational qualifications of teachers: below matric, matric/secondary, higher secondary, university graduate, post-graduate and above
- Specialization of teachers: language, social science, mathematics, others
- Distribution of teachers according to subject they teach
- Percentage of trained teachers along with the backlog
- Type of training received: elementary teacher training/B.Ed. or equivalent/other training, frequency of in-service training received, institutions provided training
- In-service training requirements and areas of training required
- Teachers by employment status: ad-hoc, temporary, regular
- Marital status of teacher: male/female/divorced
- Background of teachers: occupation of parents, education of parents, education and occupation of teachers' spouse
- Distribution of teachers involved in multi-grade teaching
- Distribution of teachers teaching other levels i.e. primary, upper primary, secondary
- Percentage of teachers having access to teaching aids & utilization (by item)
- Percentage of Teachers who give class work regularly, sometimes, not at all
- Percentage of teachers who give home work regularly, sometimes, not at all
- Percentage distribution of teachers using no teaching aids, teachers' guide, dictionary, other books than textbooks, map, globe, charts, flash boards, science kit, mathematics kit etc.
- Percentage distribution of teaching time in the class on discipline, talking to class, students copy from board, group work, give problems and exercises, correction and feed back, other activities, help to individual child

- Percentage of time allocation to activities other than in class on planning and preparation for class, correction of tests/home work extra classes, tuition, feedback to students on performance in tests etc.
- Details of academic support that the teacher receives from Principal/BEO, other teachers in school, from school complex head/teacher
- Percentage of teachers staying in the village where schools are located
- Distribution of teachers according to monthly gross salary
- Percentage of teachers according to teaching experience in years: up to 5 years, 6-10 years, 11-15 years, 16-20 years, 21 and above
- Attrition rate among teachers
- Recruitment policy of para teachers in terms of qualifications, training requirements, salary etc.
- Training activities of DIET, BRCs and CRCs
- Number of teachers receive teaching learning grants
- \* Many of these items are required only in case of upper primary level

With the help of the above information, a variety of indicators can be developed, which include pupil-teacher ratio, percentage of female teachers, average number of teachers per school, teachers per section, percentage of single teacher schools, percentage of teachers involved in multi-grade teaching, percentage of trained teachers, percentage of teachers according to the educational level and subject specialization etc. It is noticed in the recent past that a large number of para-teachers are appointed across the country. A few states have even decided not to fill regular vacancies but to appoint only para-teachers. Therefore, the diagnosis exercise should also focus on para-teachers in terms of their number, recruitment procedure, qualifications, training requirements and salary.

#### **(e) Enrolment**

Even though habitations are accessed to schooling facilities and schools have adequate infrastructure and number of teachers, there is no guarantee that the population optimally utilizes schooling facilities. For this purpose, a variety of indicators need to be analyzed among which enrolment is the most prominent one. It is the most crucial variable on which the plans should entirely base upon. Without attaining the status of universal enrolment, the goal of UEE also cannot be achieved. Therefore, enrolment, both at primary and upper primary levels of education, as well as district and block levels, should be critically analyzed to take stock of the participation. Both aggregate and grade-wise enrolment over a period of at least 3 to 5 years needs to be analyzed separately for boys and girls,

Scheduled Caste and Scheduled Tribe population and in rural and urban areas. In addition, enrolment distributed according to school management, (government/local body and private aided and unaided) and type of school (boys/girls/co-educational) irrespective of whether a school is independent or an integrated one, should also be presented. Enrolment in unrecognized private institutions should also form part of the analysis.

The planning teams should ensure that adequate attention is given to upper primary level of education without which the plans will remain incomplete. Trend in girls' enrolment and its share to total enrolment at different levels of school education should also be critically examined. One of the important outcomes of the diagnosis exercise would be to identify areas (blocks/habitations) which have low participation rate, in general and of girls in particular. Enrolment in an aggregate form serves only the limited purpose unless the grade-specific enrolment (separately from grades I to VIII) is analyzed over a period of time.

Both in the case of aggregate and grade-specific enrolment, growth rates should be worked out to know pace of the increase in enrolment that varies from block to block. This should be done separately in case of boys and girls and also for SC and ST population. Simple statistics, such as, averages, index number, rates and ratios and percentages should be worked out to assess the progress in enrolment. Enrolment in aggregate form serves only the limited purpose unless the same is linked to the corresponding age-specific population and indicators are worked out. Therefore, indicators such as Gross, Net and Age-specific enrolment ratios should be analyzed both at the primary and upper primary levels of education. This should also be worked out separately in case of the boys and girls and SC and ST population. In addition, a variety of indicators based on grade-specific enrolment should also be analyzed. One such indicator is entry rate, which is considered one of the crucial indicators of planning. Entry rate presents coverage of child population aged-6 in enrolment in Grade I, which can be gross or net in nature. This should be examined separately for boys and girls. Without proper assessment of entry rate, it is just an impossible task to have reliable targets on GER and NER. Further, it may be noted that enrolment ratio presents information regarding children enrolled in the system but it fails to provide information regarding children attending schools. Therefore, a better indicator of enrolment would be to consider attendance rates than the traditional enrolment ratio. This can be calculated for children aged 6-11 and 11-14 years attending primary and upper primary schools.

The detailed list of items is presented in Box IX. With the help of these variables, other indicators concerning enrolment should also be worked-out and

analyzed. Some of these indicators are average enrolment per institution, enrolment per section, enrolment per grade, students per classroom and enrolment per teacher.

### **Box IX : ENROLMENT**

(Primary and Upper Primary and Block and District Levels)

- Growth in enrolment (aggregate): boys/girls, SC, ST and OBC at least for the last 3 years
- Enrolment in pre-primary/balwadis/anganwadis/EGS
- Grade-specific enrolment (Grades I to VIII): boys/girls/SC/ST and OBC at least for last 2 years
- Enrolment distributed by Type of school: boys, girls and co-educational, by Management: government, local bodies, private aided and private unaided, by Private Management, by nature of independent or integrated schools
- Schools distributed according to enrolment size: upto 25, 26-50, 51-75 etc
- Enrolment in private unrecognized schools
- Gross, Net and Age-specific enrolment ratio
- Details of enrolment drive campaigns and amount spent on it
- Entry rate separately for boys and girls
- Average enrolment/school, pupil-teacher ratio, average enrolment per section/grade, student per classroom and teacher classroom ratio
- Average attendance rates at primary and upper primary levels of education separately for boys/girls, SC, ST and OBC children
- Number of primary school graduates according to schools/habitations/catchment area

#### **(f) Out-of-School Children**

The analysis of GER and NER and Entry Rate will help the planning teams in assessing the number of out-of-school children. This needs information on age and grade matrix, which is generally not available in the non-DPEP districts. The distribution of out-of-school children according to age is important from the planning point of view. Alternatively, if the districts have conducted

household survey and are sure about the quality and reliability of the survey, they can use this set of information. Distribution of out-of-school children according to age will help planning teams in forming child-specific strategies. Along with the number, the reasons of never-been-enrolled and drop-out should also be thoroughly analyzed so as to develop strategies to bring them back to school. The following set of information on **Out-of-School Children** should necessarily form part of the elementary education plan:

- Distribution of children in the age-group 6-14 years (also single-age) who are out-of-school and who have not completed primary education level, with reasons;
- Distribution of children in the age-group 6-9 years (also single-age) who can return to primary school or its equivalent alternative school;
- Distribution of out-of-school children of age-group 12-14 years (also single-age) according to level they attained; and
- The information needs to be separately analyzed in case of Boys/Girls/SC/ST/OBC/Working Children/Migratory Population and disable children at disaggregated (habitation/village/block/district) levels.

**(g) Retention**

Enrolling all children is a necessary condition to achieve the goal of universal enrolment but it is not a sufficient condition. Even if children are enrolled, there is no guarantee that they attend schools regularly and complete an educational level. Therefore, the sufficient condition is that children who are enrolled should complete an educational level. To examine it, a number of indicators need to be analyzed, both at the primary and upper primary levels of education, at disaggregated levels.

The first important indicator is retention rate at the end of primary and elementary level of education that should be analyzed separately in case of boys and girls. To compute retention rate, enrolment in Grade V and Grade VIII along with the number of repeaters is required which in turn is compared with the enrolment in Grade I, four and seven years back, to obtain retention rates. Though retention rate gives enough indication about the retaining capacity of the system, it fails to provide any clue of having low retention rate. Alternatively, grade-to-grade transition rates should be used which need to be analyzed at least at the block level. Grade-specific enrolment along with the repeaters is required to

obtain promotion, drop-out and repetition rates, which should be analyzed in case of both boys and girls. If analyzed at disaggregated levels, the diagnosis exercise on retention would end up by identifying the block/habitation (along with the grade), which has low promotion or high drop-out and repetition rate. This will facilitate the planners to intervene effectively into the system in the form of new programmes and initiatives. At least at the district level, other efficiency indicators based on Reconstructed Cohort Method such as input/output ratio, years/graduate, wastage on account of repetition and cohort drop-out and survival rates should also be analyzed.

**Box X: Retention and Transition Rates and Quality of Education**  
(Primary and Upper Primary and Block and District Levels)

- Grade-specific number of repeaters: boys and girls
- Retention rate at primary and elementary level: boys/girls/SC/ST
- Grade-to-Grade (Grade I to VIII) promotion, drop-out and repetition rates: boys/girls/SC/ST
- Transition rates: primary to upper primary and upper primary to secondary level: boys/girls/SC/ST
- Indicators of internal efficiency: input/output ratio, years/graduate, wastage on account of repetition and cohort drop-out and survival rates
- Graduation (completion) rates at primary level: boys and girls
- Percentage amount incurred on retention related activities (innovative projects etc.) to total expenditure during the last 2 years
- Details of research studies concerning retention proposed during the last 2 years and completed
- Use of research findings in setting out priorities and forming strategies to check high incidence of drop-out and repetition
- Distribution of schools by achievement levels in primary and upper primary grades: boys/girls, language, mathematics etc.

As mentioned above, expansion of upper primary education depends upon present development of primary education and a number of other factors. Therefore, in addition to enrolment, all such factors should be critically analyzed among which transition from primary to upper primary level and completion (graduation) rate are two such important indicators. These indicators should also be analyzed separately for boys and girls and both at the block and district levels.

The transition and completion rates should be used in estimating the required number of upper primary schools that need to be opened. While doing this, due consideration should be given to the state norms of distance and population. Criteria of one upper primary school for every two primary schools should not be blindly applied in estimating the number of new upper primary schools. The graduation rate will also help the planning team in knowing whether an existing primary school needs to be upgraded. In case of a new school, the location should be decided by employing the school mapping exercises.

#### **(h) Quality of Education**

There are many variables that give information about quality of the education system but in India, student's attainment is considered as one of the main indicators of the quality of education. As a part of the preparatory activities, the districts might have conducted Baseline Learners Assessment Studies, outcome of which should be critically examined. Schools having low achievements should be identified. The purpose of analysis is not only to examine the low and high levels but also to know major causes of low achievements. If properly identified, it will facilitate the planning teams in chalking out strategies to improve achievement levels across elementary grades.

#### **(i) Financial Parameters**

Generally, financial indicators do not get adequate attention in the diagnosis exercise. The present expenditure pattern along with a number of other indicators should necessarily be diagnosed while developing educational plans. Keeping in view the scant data on this aspect, the analysis can be restricted only to the district level. However, both the centrally sponsored schemes and state-specific programmes should be analyzed. The first important information that needs to be analyzed is the total expenditure on education in the district during the last 2 to 3 years. This should be analyzed separately for primary, upper primary and for the entire elementary education level and should be linked to the total expenditure on education. This should be supplemented by per pupil and per capita cost on education. Experience shows that while developing educational plans, the district proposed and got sanctioned over-ambitious plans, but in most of the cases they failed to utilize the money released. Therefore, utilization pattern should also be critically analyzed at different levels of school education. While doing so, expenditure on different components such as management, civil works, access and retention and research and innovation-related activities should be carefully examined. Percentage of expenditure on teachers' and non-teachers' salaries to total plan expenditure is the next important variable so that the

percentage of educational expenditure to the total State Domestic Product. Expenditure by type and management of school could be analyzed next. School development funds, if provided, should also be analyzed along with utilization so also the teachers' grant.

#### **Box XI: FINANCIAL PARAMETERS**

- Total expenditure on education in the district
- Expenditure on primary, upper primary and elementary education during last 2 years
- Percentage expenditure on primary and upper primary education to total expenditure on education during last 2 years
- Percentage expenditure on primary and upper primary education to total allocation on education during last 2 years along with details on heads, such as, civil works, management, access and retention, research and innovation etc.
- Expenditure on account of salaries of teachers and non-teaching staff and its percentage to total expenditure
- Percentage expenditure on education to State Domestic Product
- Per pupil cost at primary and upper primary level of education
- Per capita expenditure on education
- Expenditure by school type (boys/girls/co-educational)
- Per school expenditure by management (government/local body/private)
- Per student expenditure by type (independent/integrated) and management of school (aided/unaided)
- Number of schools received school grants & its utilization
- Number of teachers received grants for teaching-learning aids & its utilization
- Amount released and received (with dates) and utilized under programmes, like SSA

**(j) Other Miscellaneous Variables**

The list of variables presented above is not an exhaustive one. More items can be added keeping in view the grassroots reality and local conditions. Only a few studies are available especially on upper primary education. One such study was recently conducted by Varghese and Mehta (2001), which highlighted a number of issues concerning upper primary education. Though many of these issues are covered in the preceding sections, a few still remain uncovered. These issues relate to school management, community participation and problems faced by schools. Details of such variables are presented in the Box XII.

**Box XII : Miscellaneous Variables**

<b>SCHOOL MANAGEMENT</b>
<ul style="list-style-type: none"><li>• Distribution of schools inspected last year: 0,1, 2, 3 4 &amp; above</li><li>• Distribution of schools inspected by: DEO, BEO, Head School Complex etc.</li><li>• Schools distributed by number of school working days</li><li>• Schools distributed by instructional time per grade per week</li><li>• Time spent per month outside by Head Master</li><li>• Time spent per month on administrative activities by Head Master</li><li>• Average number of days the teachers involved themselves in activities outside school such as election, census, immunization etc.</li><li>• Means of evaluating teachers performance: no evaluation, observation of classes, performance of students in test, check class notes of teacher</li></ul>
<b>COMMUNITY PARTICIPATION</b>
<ul style="list-style-type: none"><li>• Distribution of schools according to availability of PTA/MTA/VEC</li><li>• Schools distributed by frequency of staff meetings</li><li>• Schools distributed by frequency of PTA/VEC/School Management Committee meeting</li><li>• Schools distributed according to formation of VEC: nomination, election, etc.</li></ul>

So far as school management is concerned, the first variable that needs to be analyzed is the school inspection. Distribution of schools according to the frequency of inspection and whether it is inspected by the DEO, BEO etc. are such variables. Perhaps the most important variable concerning functioning of schools is distribution of schools according to the number of working days. An equally important variable is schools distributed by instructional time per grade per week that may be crucial in case of the upper primary education. Better it would be, to analyze subject-specific information. Head Master of the school is expected to provide academic guidance to teachers. Therefore, variables such as means of evaluating teachers' performance should also be critically analyzed. The other set of variables concerning school management relates to time spent outside school by the Head Master and teachers and the nature of their involvement. Similarly, a variety of information needs to be analyzed concerning involvement of the community in the affairs of the schools. School distributed by availability of PTA/MTA/VEC, frequency of meetings held, mode of formation of such committee etc. should be analyzed to assess the community participation. Programmes like DPEP, Lok Jumbish and SSA expect a lot from the community. In consultation with the community, teachers, headmasters and all those who are interested in the development of elementary education, problems faced by the schools in terms of inadequate school building, building needing repair, need of more rooms, need of other physical facilities, more teachers, more staff rooms, more teaching learning material, people's preference for private schools, teachers' punctuality and need of more government grants, if any, should be collected and analyzed.

## **DATA SOURCES**

The list of variables and indicators presented above is prepared keeping in view the planning requirements and not whether the data is available or not. Information on many of these items may not be readily available. The district planning teams should fully explore all possible sources of information. District Census Handbooks, publications of the Directorate of Education, DISE in DPEP districts, reports generated by the District and Block Education Officers, All India Educational Surveys, National Sample Survey Organization, data available from the publications of the Department of Education, MHRD, Government of India, State Bureaus of Economics and Statistics, data generated through the research studies conducted by the governmental and non-governmental agencies and individual researchers, including the baseline learners and social assessment studies, household surveys, micro planning exercises and Village Registers are some of the probable sources. The list is a suggestive one, and other sources, that vary from district to district, should also be explored and utilized

## **PRESENTATION OF DATA**

The plan proposals should be based upon the present status and the analysis of the data. The data can be presented in the form of tables, charts and thematic maps. The design of display of Tables should aim at easy interpretation of the main areas of concern. The Tables presented should have the number, title, year, unit in which data are presented and complete source of information. The consistency of data presented should be maintained throughout the document and Tables, once presented, should not be repeated. Every bit of information presented should be analyzed. The indicators analyzed should be linked to policy goals and targets. While analyzing policy goals, both long-term (perspective, say up to 2010) and short-term (annual) targets should be considered. The planning team should ensure to present trend changes, variation in blocks and habitations, rural and urban comparisons, comparison according to age and gender and SC and ST. The next important task is to identify indicators, which can be grouped under demand, resources, access, participation and output indicators. Practically, indicators covering all the four components of UEE should form part of the plan document and be analyzed with regard to the targets and objectives given to the district.

## **WHAT NEXT TO THE DIAGNOSIS?**

As soon as the diagnosis exercise is over, the next stage of planning requires review of past plans, policies and programmes implemented in the district with respect to its objectives, strategies and major achievements. It would be useful for similar programmes in future. Generally, such programmes relate to the promotion of education of SC and ST population, participation of girls, drop-out, teachers' absenteeism, adult literacy etc. Reasons of failures and success of such programmes need to be thoroughly analyzed. This will help the planning teams in chalking out similar programmes in future.

The outcome of the diagnosis exercise will also help district teams to a great extent to set realistic targets on different aspects of UPE and UEE. Like the diagnosis, targets should also be set out at disaggregated levels (block, district, boys, girls, SC and ST). The national targets are indicative in nature. The districts on the basis of the diagnosis exercise should adopt district and block-specific targets on access, enrolment, retention and quality of education. The districts should have separate targets on primary as well as upper primary level of education. In addition, they should have annual target as well as targets over the entire plan period. As mentioned above that the SSA is a national programme, a

large number of districts have already been covered under it and the remaining districts would also follow suit. The objective of SSA is to achieve the goal of UPE by 2007 & UEE by 2010. Dakar Framework of Action also specified a number of targets under the overall purview of Education for All. However, the outcomes of the diagnosis exercise along with the demographic and enrolment projection techniques would help the planning teams in deciding targets. It may be possible that a few districts are in a position to achieve UEE earlier than 2010 but a few others may not achieve even after 2010. All this can be known only if the diagnosis undertaken is rigorous in nature and appropriate projection techniques are employed. It should, therefore, be noted that not only the past and present information is required but for realistic planning, information on a few variables is also required for future planning. The variables required in future can be grouped under population, enrolment and teachers, apart from information on a few efficiency indicators.

### **FURTHER READINGS**

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