

BIHAR EDUCATION PROJECT (RANCHI)

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CHAPTER 1

BACKGROUND, OBJECTIVES AND METHODOLOGY

1.1 Background

1.1.1 Bihar Education Project was as the first Education For All (EFA) project in India towards achieving the goal of Universal Elementary Education (UEE). Universal Access, Universal Participation and Universal Achievement of MLL are the three main constituents of the UEE. The project is based on a holistic view of education, that is, to reconstruct the education system for social change. the socially disadvantaged groups such as SC / ST and women have been identified as the main target groups. In words, equity and womens empowerment two underlying main principles of the programme. Furthermore, Teacher's role in qualitative development of primary education have been recognised and given due place under the programme. A number of capacity building measures for the teachers have been adopted by the BEP and participatory approach planning has been followed and implementation of the programme.

1.1.2 In Ranchi, the BEP was started in 1991-92 to achieve the overall goals mentioned above. The project is in its final year of implementation, as the programme would terminate by March, 1998. The district has also been covered under District Primary Education Programme (DPEP) to achieve similar goals. It is in this context, an evaluative study of the Bihar Education Project has been conducted to assess the overall achievement of BEP. This will hopefully be of some assistance in formulating the future strategy under BEP.

1.2 Objectives of the Study

1.2.1 The Evaluation of BEP has been conducted keeping the following objectives in mind. These are:

- evaluating the achievement of objectives / targets against the universal access, enrolment and retention under the Universalisation of Primary Education through formal and non-formal schooling.
- analysing the impact of quality improvement efforts made by BEP through MLL *Ujala* training, TLM development and CRC formation.
- analysing the strengths and weaknesses of the BEP as well as studying the structure and processes of plan formulation and implementation including the utilisation of available funds under different Annual Work Plan & Budgets (AWP&B).
- evaluating the participation of SC, ST and women in plan formulation and implementation of BEP. The issues related to 'mobilisation', 'empowerment' of focus groups (SC, ST and Women) and micro-planning exercises were investigated.
- analysing the process of convergence with various other departments / agencies and development schemes like ICDS and mid-day-meal.
- recommending new interventions and improvements over the present processes and structure involved in BEP management.

1.3 Methodology

1.3.1 The methodology of the study is based on collection and analysis of both primary and secondary data. While the primary data has been collected through schedules designed specially for the study the secondary data has been collected from project document progress reports and other documents prepared from time to time by the State and District Project Office. The

evaluation team also studied other evaluation and appraisal reports concerning BEP. To gain deep insights into peoples participation PRA tools such as Venn Diagram and Ranking and Prioritisation of Problems and solutions have also been used.

1.3.2 Sampling Plan : Since the BEP programme was not launched simultaneously in all the blocks of the district, the nature and extent of BEP inputs has been varied. According to the advice of the State Project Office, the study areas have been classified into three types of blocks: Intensive, Expansion and New. Intensive block is the area where BEP inputs have been maximum. Expansion block is the area where the programme have been expanded in subsequent years, while New Block is the area where the programme has been started recently. The coverage in the New Blocks are somewhat limited in comparison to the Intensive and Expansion blocks. While determining sample size, maximum (50 per cent) weightage was given to Intensive block, 30 per cent to the Expansion blocks, and 20 per cent to the New blocks. Representation has also been given to urban areas by selecting two wards at random. The list of Intensive, Expansion and New blocks was supplied by the BEP state level office.

1.3.3 Stratified random sampling technique has been used to select the blocks, villages and households in the rural and urban areas. Two Intensive blocks (Angara and Bero), one Expansion block (Tamar) and one New Block (Karra) have been selected as per the list provided by the state level office. Within these blocks the selection or villages is based on stratified random sampling. The villages and schools have been selected as shown in **Table 1.1**.

Table 1.1 Selection of Sample Villages and Schools

| | Intensive Blocks | Expansion Block | New Blocks | Urban | Total |
|----------------------------|-------------------------|------------------------|-------------------|--------------|--------------|
| Weightage | 50% | 30% | 20% | | |
| Number of villages / wards | 11 | 7 | 4 | 2 | 24 |
| Number of schools | 22 | 14 | 8 | 4 | 48 |

1.3.4 The villages have selected on the basis of size (i.e. small, medium and large) and social composition (SC, ST and mixed population). Two urban wards (Ashok Nagar and Azad Basti) were selected randomly. Within the village and urban wards, listing of households has been done on the basis of caste and land holdings (in rural areas). Twenty households were selected from each sample village giving proportional weightage to various castes. Total households surveyed in the evaluation study are four hundred and seventy three.

1.3.5 While keeping the sample village and ward as the nucleus, two schools and one NFE centre in and around village and urban ward were selected. In this manner, total 48 primary schools and 24 NFE centres have been selected for survey work in the BEP evaluation study. The list of the sample villages selected with some basic characteristics are shown in **Table 1.2**. The location of the sample villages are shown in **Map 1.1**.

Table 1.2 Selected Sample Villages and Urban Wards (Ranchi)

| | Block/Urban | Village Name | Number of Households | SC Population | ST Population | Total Population |
|------------------|-------------|--------------|----------------------|---------------|---------------|------------------|
| INTENSIVE | ANGARA | Kutchu | 212 | 70 | 841 | 1074 |
| | | Ladhuptola | 13 | 77 | 0 | 77 |
| | | Mungadih | 51 | 0 | 229 | 229 |
| | | Musangu | 156 | 206 | 462 | 729 |
| | | Obar | 217 | 0 | 1033 | 1034 |
| | BERO | Banri | 50 | 0 | 371 | 371 |
| | | Dola | 57 | 0 | 221 | 350 |
| | | Khukhra | 521 | 106 | 1744 | 3342 |
| | | Kudarko | 148 | 0 | 804 | 845 |
| | | Ranidih | 18 | 10 | 81 | 97 |
| | | Garhatoli | 96 | 86 | 312 | 576 |
| EXPANSION | TAMAR | Barnian | 51 | 0 | 224 | 228 |
| | | Burudih | 72 | 106 | 0 | 308 |
| | | Gumandih | 123 | 13 | 443 | 557 |
| | | Haramlohar | 299 | 104 | 917 | 1527 |
| | | Hurundih | 175 | 234 | 306 | 1010 |
| | | Rolabera | 46 | 0 | 0 | 242 |
| | | Taladih | 100 | 0 | 489 | 492 |
| NEW | KARRA | Ghorpinda | 47 | 0 | 253 | 253 |
| | | Jaltanra | 58 | 65 | 218 | 363 |
| | | Jorko | 37 | 0 | 222 | 233 |
| | | Patramuchia | 18 | 0 | 113 | 113 |
| URBAN | | Asok Nagar | | | | |
| | | Azad Basti | | | | |

Source: Census of India, 1991

1.3.6 Tools of Analysis (Schedules and Questionnaires) : The following schedules were designed for conducting the household / school / teacher / student survey:

1. Household schedule
2. Village schedule
3. Listing schedule

4. School schedule
5. Teacher schedule
6. Student schedule
7. NFE schedule

1.3.7 Besides the above schedules, MLL based tests were also administered to 114 students in language and mathematics for Class V and 231 students of Class II. Both MLL based Hindi and Maths tests have been administered on these students. Further, a comprehensive checklist was prepared to conduct interviews and group discussions with the officials concerned with the educational planning and implementation activities in the district.

1.3.8 Participatory Rural Appraisal (PRA) : BEP used PRA tools for involving and empowering the community members in the process of universalisation of primary education in the rural and urban areas since 1991-92. It is expected that the management 'structure' that evolved after the PRA would be more sustainable and the 'process' of decision making would be more participatory.

1.3.9 In this evaluation study, two relevant techniques 'Venn Diagram' and the 'Ranking and Prioritisation' were used. The Educational Profile, discussed in PRASOON (pages 27-29), have also been used to get the information regarding enrolment and retention as perceived by the people. With the help of these tools, the level of community participation and mobilisation as perceived by the villagers have been evaluated. Out of 'total stake holders' in the sample villages information were gathered from the following two groups.

1. SC / ST community (both male and female)
2. Other females

1.3.10 The information gathered through various schedules were computerised and analysed with the help of a software developed for this purpose using **Foxpro**. Some maps were digitised and presented using **ARCVIEW** to show the spatial variations in the district.

1.3.11 Sixteen Facilitators were selected for collection of data and PRA in the villages. A five day (2-6 January, 1998) Intensive training programme was organised for the facilitators at DIET Ranchi to enable them to complete the schedules and to use the PRA. This training programme included one day field testing of all the tools in real life setting by the facilitators. These efforts helped us in reducing the biases and minimised the possibilities of errors in filling the schedules.

1.3.12 The district facilitators were divided into teams of two person each and assigned villages or wards to be surveyed within fifteen days (from January 7 to January 21, 1998). On an average four days were kept for the survey and PRA work in one village, including two schools and one NFE. The study team monitored the survey work and covered all the villages.

1.4 Time Management

The study was initiated in the month of November, 1997 and completed by March 31, 1998. The details of the activities are given in **Table 1.3** below:

Table 1.3 Time Frame of the Study

| Activities | Dates |
|------------|-------|
|------------|-------|

| | |
|---|------------------------------|
| Initial workshop at Patna | November 14-15, 1997 |
| Workshop to finalise tools and schedules at Patna | December 20-24, 1997 |
| Desk research, Preliminary work and schedule printing | December 22-31, 1997 |
| Training District facilitators at Ranchi | January 2-6, 1998 |
| Field work and survey including PRA and group discussions | January 7 to 21, 1998 |
| Analysis, Interpretation of data and report writing | January 27 to March 12, 1998 |
| Submission of Draft Report | March 15, 1998 |
| Sharing workshop | March 17, 1998 |
| Submission of the final report | March 31, 1998 |

1.5 Limitations of the Study

Sincere efforts have been made to assess the impact of BEP interventions in Ranchi. Several limitations of the study that could be identified are as follows :

1. BEP is an additionality to the present educational system. It would be difficult to isolate the BEP impact from the overall functioning of primary schooling.
2. Size of the sample is small and the pattern emerging out of the study should be indicative.
3. Problems of non-response and other attitudinal biases affect the analysis of the results, particularly for the perceptual questions.

The partial teachers' strike (during data collection) have adversely affected the compilation of school related data and MLL test results.

CHAPTER 2

THE BIHAR EDUCATION PROJECT: STATE LEVEL STRUCTURE AND IMPLEMENTATION

2.1 Introduction

2.1.1 The estimated population of Bihar in 1997 is 10 crores which has been growing at the rate of 2.4 percent per annum. Over 87 percent of the population is rural. The sex ratio is low at 911 females per thousand males and has been declining sharply over the years. Among the various states in India, Bihar has the largest proportion of population below poverty line, female literacy is less than 20 percent as against 43.31 percent among males in rural areas, land-less agricultural population is about half of the working population – characteristics that symbolise various forms of exploitation and deprivation. Improvement of literacy and educational achievement may be viewed, in this context as one of the sustainable effort to fight deprivation and inequality. Access to education itself is unequal and the educational system tends to perpetuate such inequality. To say that bringing about basic change in such a situation is a challenge is an understatement. The Bihar Education Project took up this challenge with an ambitious plan, although the effort may be termed as quixotic, if one were to take the objectives and the time span specified in the plan to realise the objectives as stated as realistic.

2.1.2 The Bihar Education project represents the first major attempt in India to include a holistic approach to Education For All (EFA) using district as a basic unit of planning and implementation. The project had conceived a micro approach (village level) as well as a macro approach (state level), strengthened by a structure of autonomous body and brought in multiateral (UNICEF), Government of India and the Government of Bihar funding. The project was launched initially in three districts – Ranchi, Rohtas and West Champaran in 1991-92 and subsequently expanded to four other districts.

2.2 Objectives of BEP

2.2.1 The BEP ushered in district as a unit of planning and implementation in primary education. Educational reconstruction was the major goal and the stated objectives of the programme may be summarised as follows:

- i. Universalisation of primary education, including access to all children up to 14 years age, including enrolment and retention either through formal and non-formal education as well as universal achievement of MLL.
- ii. Modifying educational system to provide equal opportunities to girls, and SC\ST children; and
- iii. Relating education to the working and living condition of the poor people.

2.2.2 The project experienced a slow start and an attempt was made to prepare a comprehensive annual work plan during the financial year 1993-94. Management structures were established both at the state and district level. The approach was radically altered from mobilisation activities for literacy to empowerment of focus groups. The approach is open ended with varying degree of emphasis on various components of the project. Such flexibility can and has proved to be both its strength and weakness, leading to experimentation rather than specification and achievement of targets. Mission mode as opposed to bureaucratic mode was perceived as the cornerstone of the project. It was proposed that a team building approach from the grass roots as opposed to rigid hierarchical administrative mechanism that manages primary schooling is the key requirement. It

was partly with this view that an organizational structure different from a bureaucratic one was adopted.

2.2.3 The main tasks of the state Mission Team are to formulate perspective policy objectives, directions and assessment of plan implementation. Keeping in view the objectives, various Task Forces and other working groups are also constituted. At the district level the plan formulation and implementation has been initiated by the DPC, who is also the Member Secretary of District Executive Committee. It has been emphasised that participatory process is the guiding principle of project management. The other state level activities are supportive such as publishing MLL text books, preparation of training modules for teachers and for VEC (e.g. micro planning)

2.3 Budget and Expenditure

2.3.1 As per the agreement, between the Government of India, Government of Bihar and the donor agency (UNICEF), the total cost of project was estimated at Rs. 1,578.40 crores (at 1990-91 prices) for five years from 1990-91 to 1995-96. The share between UNICEF, GOI and GOB was fixed as 3:2:1. A ceiling of 6 percent for management expenses and 24 percent for construction activities was agreed. The budgeted and actual expenditure between 1991-92 and 1994-95 is recorded in **Table 2.1**.

**Table 2.1 Budget Estimate and Expenditure
(Rs. in lakhs)**

| Year | Budget Estimate | Receipts | Utilization | Utilization as % | |
|---------|-----------------|----------|-------------|------------------|---------|
| | | | | Budget | Receipt |
| 1991-92 | 540.00 | 182.78 | 168.86 | 31.30 | 92.40 |
| 1992-93 | 1702.00 | 594.59 | 594.51 | 34.90 | 100.00 |
| 1993-94 | 4780.00 | 2305.00 | 1394.06 | 29.20 | 60.60 |
| 1994-95 | 6927.81 | | | | |

Source: BEP-Report of the Review-cum-Appraisal Mission 1994.

2.3.2 The figures basically indicate an ambitious plan, a large part of which remain unimplemented. The total expenditure originally allocated for BEP for various components is summarised in **Table 2.2**.

Table 2.2 Original Budget Allocation by Components

| Component | Budget (Rs. In Lakhs) | Percent |
|-------------------|-----------------------|---------|
| Primary Education | 64940 | 41.14 |
| NFE | 41850 | 26.51 |

| | | |
|------------------------------------|--------|--------|
| Alternative Schools | 25000 | 15.84 |
| ECCE | 6220 | 3.94 |
| Women Development | 5330 | 3.38 |
| Culture & Communication | 4390 | 2.78 |
| Training | 6260 | 3.97 |
| Management | 3850 | 2.44 |
| Total | 157840 | 100.00 |

Source: BEP-Report of the Review-cum-Appraisal Mission 1994.

2.3.3 While the objectives of the project continue to be relevant, the strategy and focus appear to have undergone changes at various periods of intervening time. It started with emphasis on literacy, but found that the Literacy Mission could address this issue and therefore, moved out of this focus to avoid duplication. While the focus is on age group 6-14, very little of the project activities address 12-14 age group. In the hindsight this appears to be the right approach – since the consolidation of activities relating the lower primary school is yet to take place there is not much dividend that one can get by dissipating the effort on upper primary level.

2.4 Concluding Remarks

A very important review of the project took place in 1994. This review dealt with the planning and implementation aspect of the project and pointed out crucial gaps. In 1994 the project had barely taken off and it was too early to experience significant impact. At present the project has been implemented in seven districts for about six years. All parts of each district did not receive equal attention throughout the project period. Similarly, all components of the project did not receive equal emphasis. The criteria for differential emphasis – both geographical and functional areas – are not clear. Consequent upon this one expects differential impact – partly intended and partly unintended – which is the focus of this study.

CHAPTER 3

BIHAR EDUCATION PROJECT: DISTRICT CONTEXT, RANCHI

PART - I

3.1 Geographical Features

Ranchi district is situated in the central part of Chotanagpur - Santhal Pargana region. Total geographical area of the district is 7698 Sq. km which is about 4.43 per cent of the total area of the State. It is bounded on the North by Chatra and Hazaribagh districts, East by the Purulia district of West Bengal and West Singhbhum district, south by West Singhbhum district and on the West by Palamu, Lohardaga & Gumla districts. The altitude of the district varies between 1200 ft. to 2300 ft. from the MSL.

Administratively, the district can be divided into 3 sub-micro regions based on relief, drainage, geology, soil, climate and natural vegetations, viz. *Gumla plateau* (comprising the blocks Chanho and Lapung); *Ranchi plateau* (comprising the blocks Burmu, Kanke, Ormanjhi, Angara, Silli, Sonahatu, Bundu, Namkum, Ratu, Mander, Bero, Karra and parts of Chanho, Lapung, Tamar, Arki, Murhu and Torpa) and *South Ranchi Hills* (comprising the blocks Rania and parts of Arki, Murhu, Torpa, Tamar as Khunti).

The district is divided into 2 sub divisions namely Ranchi Sadar and Khunti with 11 and 9 blocks respectively. For education purpose the district is divided into 24 educational blocks. There are 372 panchayats and 2038 villages. There are 6 urban centres in the district namely Ranchi, Khunti, Bundu, Muri, Khelari, and Itki.

The district headquarters is located at Ranchi which is connected by Air, Rail and Road. The average rain fall is around 1250 mm. The total cultivable area of the district is 867842 acres of which 80720 acres are irrigated. The Ranchi urban agglomeration is highly industrialised and many public and private sector industries are located here. Some of the important industrial establishments include HEC, Mecon, CMPDI, Usha Martin Black and Bharat Ball Bearing Co.

3.2 Population Composition

As per the census 1991 the population of the district is 22,14,048 of which 10,61,312 (47.94 per cent) is females and 11,52,736 (52.06 per cent) is male. The SC population is 1,23,239 (5.57 per cent) and ST population is 9,64,422 (43.56 per cent). The sex ratio is 921 females per 1000 males. The decennial growth of population is shown in the **Table 3.1**.

Table 3.1 Population and Percent Growth (1981-1991)

| Ranchi District | [1981] | | [1991] | | Per cent Increase |
|-----------------|-----------|------------|-----------|------------|-------------------|
| | Number | Percentage | Number | Percentage | |
| ALL Male | 945,625 | 51.86 | 1,152,736 | 52.06 | 21.90 |
| Female | 877,790 | 48.15 | 1,061,312 | 47.94 | 20.91 |
| Total | 1,823,415 | 100.00 | 2,214,048 | 100.00 | 21.42 |
| SC Male | 50,8565 | 5.38 | 64,292 | 5.58 | 26.42 |
| Female | 47,470 | 5.41 | 58,947 | 5.55 | 24.18 |
| Total | 326 | 5.39 | 123,239 | 5.57 | 25.34 |
| ST Male | 426.348 | 45.09 | 490,510 | 42.55 | 15.05 |

| | | | | | |
|--------|---------|-------|---------|-------|-------|
| Female | 422,649 | 48.15 | 473,912 | 44.65 | 12.13 |
| Total | 848,997 | 46.56 | 964,422 | 43.56 | 13.60 |

Source: Census 1991

The population density of Ranchi is 287.61 persons per sq. km. The distribution of population by blocks is given in the **Table 3.2**.

Table 3.2 Distribution of Population by Blocks, 1991

| | Rural | | | Urban | | |
|----------|-------|--------|-------|--------|--------|--------|
| | Male | Female | Total | Male | Female | Total |
| Kanke | 49833 | 45162 | 94995 | 275823 | 226948 | 502771 |
| Namkum | 38562 | 36160 | 74722 | | | |
| Ratu | 39462 | 38141 | 77603 | | | |
| Bero | 30348 | 29007 | 59355 | 10584 | 10226 | 20810 |
| Lapung | 19697 | 20236 | 39933 | | | |
| Chanho | 24731 | 23855 | 48586 | | | |
| Mandar | 29588 | 29039 | 58627 | | | |
| Burmu | 41893 | 37559 | 79452 | 7169 | 6100 | 13269 |
| Ormanj | 24592 | 23783 | 48375 | | | |
| Angara | 37811 | 37014 | 74825 | | | |
| Silli | 36867 | 36063 | 72930 | 5027 | 4285 | 9312 |
| Khunti | 25454 | 26166 | 51620 | 9807 | 8980 | 18787 |
| Murhu | 27138 | 27358 | 54496 | | | |
| Rania | 14165 | 15177 | 29342 | | | |
| Torpa | 28035 | 29118 | 57153 | | | |
| Karra | 33367 | 33962 | 67329 | | | |
| Bundu | 20113 | 20041 | 40154 | 7345 | 6531 | 13876 |
| Sonahatu | 37224 | 37393 | 74617 | | | |
| Tamar | 43288 | 41803 | 85091 | | | |
| Arki | 27702 | 27683 | 55385 | | | |

Source: Census 1991

The district can be divided into five distinct linguistic cum social zones as follows:

1. **Panchpargania area:** Panchpargania is a mixture of Bangla, Hindi and Nagpuria. This language is spoken by the majority of the people of the following blocks of Bundu, Sonahatu, Tamar and Silli.
2. **Isolated Mundari speaking areas:** The Majority in the blocks of Arki, Murhu and Rania speak in Mundari, a tribal language belonging to the Austro-Asiatic group of tribal languages.
3. **Church influenced areas:** The different denominations of the Protestant church and the Roman Catholic church have a large following in the blocks of Mandar, Khunti, Karra, Torpa, Murhu and Bero

4. **Urban areas:** There are six urban areas in the district namely Ranchi, Muri, Bundu, Khunti, Khelari and Itki. The biggest urban agglomeration is Ranchi and is spread in three blocks namely Namkum, Kanke, Ratu.
5. **Areas having sizeable muslim population:** Mandar, Burmu, Chanho and Bero have sizeable Muslim population.

3.3 Occupational pattern

Table 3.3 shows the occupational pattern of Ranchi. The main occupation in Ranchi district is related with agriculture, livestock and forestry in which around 5 lakh workers are engaged. A sizeable chunk of work force are marginal workers and engaged in other services. Around thirty six thousand workers are involved in manufacturing, mining and quarrying, and related works and around forty eight thousand are involved in trade, commerce and transport services. Agriculture is the most important segment of the economy and is still the largest source of employment in the district. The workforce participation rate is 46 per cent (see **Appendix 3.1**).

Table 3.3 Distribution of Workers by Major Occupational Groups (1991)

| | Total | Male | Female |
|---------------------------------------|-----------|----------|----------|
| Total workers | 7,30,822 | 5,54,775 | 1,76,047 |
| Cultivators | 3,94,130 | 2,86,207 | 1,07,923 |
| Agricultural Labourers | 97,611 | 54,799 | 42,812 |
| Workers: Livestock, Forestry etc. | 3,144 | 2,764 | 380 |
| Workers: Mining and Quarrying | 5,950 | 5,386 | 599 |
| Workers: MAF & PRO-I.H..IND | 17,093 | 13,284 | 3,809 |
| Workers: MAR & PRO other than HHI | 14,644 | 13,863 | 781 |
| Construction workers | 6,742 | 6,433 | 309 |
| Trade and commerce worker | 36,412 | 34,767 | 1,645 |
| Transport, storage and Common workers | 12,168 | 12,054 | 114 |
| Workers in other services | 1,42,893 | 1,25,218 | 17,675 |
| Marginal workers | 1,38,973 | 8,942 | 1,30,031 |
| Non workers | 13,44,253 | 5,89,019 | 7,55,234 |

(Source : NIC P.C.A., Census 1991)

3.4 Literacy Situation

As per Census 1991 the literacy rate of Ranchi district is 52.52 per cent as compared to 38.48 per cent of the State and all India level of 50.21 per cent. In Ranchi District Female Literacy Rate is 36.57 per cent which is higher than that of Bihar 22.89 per cent and less than all India rate 39.29 per cent. The comparative literacy rates can be found in **Table 3.4** and the block-wise literacy position is shown in the **Table 3.5**.

Table 3.4 Comparative Literacy Rates 1991

| Literacy Rate | Ranchi | Bihar |
|---------------|--------|-------|
| All Male | 65.12 | 52.49 |
| Female | 36.57 | 22.89 |
| Total | 52.52 | 38.48 |
| SC Male | 43.10 | 31.06 |
| Female | 13.53 | 07.33 |
| Total | 28.86 | 19.31 |
| ST Male | 43.05 | 38.44 |
| Female | 17.39 | 14.78 |
| Total | 30.44 | 26.58 |

Source: NIC PCA, Census 1991

Table 3.5 Community Wise Literacy Rate by Blocks (1991)

| BLOCKS | Schedule Caste | | | Schedule Tribe | | | Total | | |
|----------|----------------|-------|--------|----------------|-------|--------|-------|-------|--------|
| | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| Burmu | 26.50 | 37.86 | 12.80 | 25.79 | 36.65 | 13.85 | 39.93 | 53.19 | 24.34 |
| Mandar | 40.67 | 55.16 | 23.61 | 39.80 | 53.23 | 25.73 | 40.12 | 53.78 | 25.47 |
| Chanho | 38.94 | 51.20 | 25.44 | 27.16 | 38.53 | 14.54 | 37.73 | 50.98 | 23.26 |
| Bero | 31.98 | 47.59 | 14.54 | 32.83 | 43.86 | 21.15 | 38.33 | 51.57 | 24.19 |
| Lapung | 32.35 | 46.03 | 17.81 | 29.39 | 40.53 | 18.42 | 33.96 | 46.95 | 20.95 |
| Ratu | 39.26 | 53.64 | 23.30 | 34.23 | 42.42 | 25.70 | 45.03 | 60.51 | 28.67 |
| Namkum | 38.27 | 46.08 | 29.81 | 37.89 | 50.73 | 24.69 | 44.04 | 58.61 | 27.76 |
| Kanke | 47.48 | 57.80 | 35.29 | 49.58 | 58.84 | 39.69 | 75.00 | 84.61 | 64.96 |
| Ormanjhi | 22.54 | 33.99 | 10.27 | 21.85 | 35.16 | 7.32 | 34.11 | 52.11 | 14.76 |
| Angara | 24.54 | 39.37 | 8.32 | 24.40 | 38.26 | 10.12 | 30.23 | 47.14 | 12.62 |
| Silli | 36.66 | 54.47 | 17.39 | 33.51 | 51.12 | 15.16 | 46.54 | 65.46 | 26.32 |
| Sonahatu | 27.15 | 44.24 | 9.12 | 35.27 | 54.43 | 14.56 | 40.89 | 63.42 | 17.85 |
| Tamar | 28.24 | 45.92 | 9.13 | 27.82 | 44.44 | 10.30 | 35.66 | 54.59 | 15.71 |
| Bundu | 31.83 | 48.35 | 14.19 | 30.69 | 47.66 | 13.87 | 42.35 | 59.27 | 23.86 |
| Arki | 27.79 | 42.65 | 12.87 | 24.14 | 38.23 | 9.94 | 27.03 | 42.35 | 11.63 |
| Khunti | 25.69 | 38.70 | 12.25 | 31.18 | 43.59 | 18.53 | 39.36 | 52.59 | 25.67 |
| Murdhu | 34.43 | 46.38 | 22.82 | 28.29 | 33.92 | 16.85 | 37.22 | 49.81 | 24.71 |
| Karra | 24.40 | 38.71 | 9.55 | 29.17 | 41.27 | 16.88 | 33.96 | 46.57 | 20.96 |
| Torpa | 33.67 | 50.05 | 16.50 | 40.54 | 51.01 | 30.18 | 47.83 | 61.87 | 33.52 |
| Rania | 32.21 | 44.56 | 20.16 | 40.59 | 51.21 | 30.31 | 38.99 | 52.17 | 26.08 |
| DISTRICT | 34.46 | 47.66 | 19.82 | 34.61 | 46.57 | 22.19 | 52.52 | 65.12 | 36.57 |

Source: Census of India, 1991

These literacy figures are misleading. There are nine blocks namely Arki, Angara, Lapung, Karra, Ormanjhi, Tamar, Murhu, Chanho, Bero where the overall literacy rates are lower than the overall literacy rates of the State (**38.48** per cent). See **Appendix 3.2A**.

There are seven blocks namely Arki, Angara, Ormanjhi, Tamar, Sonahatu, Lapung, Karra where the overall female literacy rates are lower than the overall literacy female literacy rate of the State (**22.89** per cent). See **Appendix 3.2B**.

There are five blocks where the overall literacy rates of ST is lower than the State literacy rates of ST (**26.58** per cent). These blocks are Ormanjhi, Arki, Angara, Murhu, Burmu. See **Appendix 3.2C**.

There are eight blocks where the Female ST literacy rates are lower than the State female ST literacy rates (**14.78** per cent). These blocks are Ormanjhi, Arki, Angara, Tamar, Bundu, Burmu, Chanho, Sonahatu. See **Appendix 3.2D**.

The gap between the rural and urban literacy rates is very wide in the district. The literacy rates of all the urban areas is higher than that of the district average. Infact there is one block where the overall, male and female literacy rates are higher than even the National rates namely Kanke (see **Appendix 3.2E**). This is due to the fact that the Ranchi urban agglomeration is located in this block.

As the urban centres account for nearly 30 per cent of the district population, the high literacy rates of the urban centres raise the overall literacy rate of the district. All the rural areas have literacy rates lower than the district average.

3.5 District Educational Setup

Administrative Setup

Primary Education is the responsibility of the education department in the district. The District Superintendent of Education is heading the primary education at the district level. He is assisted by AEOs, BEOs, Deputy DSEs. The organisational setup is as follows:

Organisational Setup of Ranchi District

District Superintendent of Education (1)

| | | |
|---|---|---------------------------|
| Area Education Officer/(7) (one each for three blocks) | Block Education Extension Officer(24) (per block) | Education Office |
| One assistant for each block | Clerk (21) | Peon Deputy DSE [2] |

3.6 Regional Variations

3.6.1 The problems related to education are different in the five linguistic and social zones of the district. In the "panchpargania" areas the literacy rates are comparatively higher and the educated youth have been unable to translate their education to jobs. This is resulting in disenchantment towards education among the people. The teachers in these areas are actively engaged in agriculture. As a result during agriculture season the teachers are missing from the schools. The villagers generally do not send their girls for school if it is located at a distance.

In the isolated "Mundari" speaking areas the majority of the population is not very conversant with Hindi. These three blocks have undulating topography interspersed with numerous hill streams and during monsoons parts of these areas become inaccessible. The physical and language barrier hampers educational achievements.

In the church influenced areas, the missionary schools are more appealing than the government schools. The reasons could be poor quality of government primary schools, lack of dress code, lack of extracurricular activities and absence of any regular assessment. The educated youth migrate to other areas in search of jobs and the poor semi-literate people migrate to nearby and far off districts in search of work as agricultural labourers.

In the urban areas the teachers are in excess in number than required. Since the distance is not a major factor the teachers are sometimes late in reaching the school.

In areas having sizeable Muslim population there is an apparent gender bias against the girls. At times Urdu books are not supplied in time which further affects the educational achievement. The people, in general, are unable to relate the education being provided in the primary schools to their daily life.

3.6.2 For the purpose of the study, we are dividing the district into 4 Zones based on data on population composition, literacy, enrolment, dropout and other socio-economic-cultural characteristics as follows:

Zone 1 Kanke, Namkum and Ratu
(Urban areas of Ranchi)

Zone 2 **Angara, Bero**, Chanho, Khunti, **Mander** and *Ormanjhi*

Zone 3 Bundu, Silli, Sonahatu, *Tamar*. (Panchpargania)

Zone 4 Arki, Burmu, Karra, Lapung, Murhu, *Rania*, Torpa (Tribal Areas)

Intensive blocks : the blocks in Zone 2 shown in **bold**.

Expansion blocks: the blocks in *Italics*.

It is assumed at the outset that the educational performance in the above mentioned Zones are keeping pace with time and the degree of differences are maintained in the order of the Zones since 1991 till today. (See **Appendix 3.3A, B, C & D** and **Maps 3.1 to 3.5**).

3.7 Teachers Training Institution

District Institute of Education & Training (DIET) is situated at Ratu, 12 K.M from district Head Quarters and it was started in November, 1991 under the Bihar Education Project with the vision of providing pedagogical, management and research support to primary education in the district. The following eight components were included with this purpose.

1. Pre-service Teacher Education
2. In-service teacher-training programme
3. Educational Technology
4. District Resource Unit
5. Research
6. Curriculum and material Development
7. Planning and Management
8. Monitoring and Evaluation

Currently there is only one faculty member at DIET and only in-service teachers training programmes are being conducted due to scarcity of man power.

3.8 Educational Schemes / Projects:

3.8.1 Non Formal Education

Under National Policy of Education, Non Formal Educational Programme is being run for the following categories of children.

1. Those residing in School less habitation
2. Working Children
3. Dropout
4. Girls who cannot come to school for the whole day.

The District Mass Education Office was running 550 special Non Formal Education Centres but currently there are only 275 such centres operating in the district. The centres are run under the supervision of respective Village Education Committee. At the block level, the Block Mass Educational Officer supervises the centres.

3.8.2 Integrated Child Development Services (ICDS)

The ICDS programme was started in the year 1975. The main objective of the programme is as follows:

1. To improve the level of health and nutrition among the children of 0-6 years,
2. to lay the foundation of sound physical, mental and social development among the children,
3. to reduce the child mortality rate, malnutrition and the tendency of drop outs,
4. to develop the knowledge and ability to deal with health and nutrition among the mothers, so that they could pay attention towards the general health and nutritional needs of the children and
5. to make effective convergence with different departments for policy decision and its implementation to encourage child development.

The Services of ICDS Scheme:

| Service | Beneficiaries |
|-------------------------------------|---|
| 1. Supplementary (Food) Nutrition | 1. Expecting and lactating mother 2. Children below the age of 3 years. |
| 2. Immunization | Expecting mother, infant and children below the age of 6 years. |
| 3. Health Check-up | Expecting and lactating mother, infant and children below the age of 6 years. |
| 4. Referral Services | 1. Expecting and lactating mother 2. Infant 3. Children in the age of 3-6 years |
| 5. Pre-School Education (PSE) years | Children in the age group of 3-6 |

6. Nutrition and Health
45
Education
lactating mothers.

Women in the age group of 15 to
years. Specially expecting and

The five major aspects of Pre-School Education are:

1. Physical and mental developments
2. Cognitive development
3. Language development
4. Socio-emotional development
5. Aesthetic and creative expression

At present there are 1483 *Anganwadi* Centres which are functional in the district.

Table 3.6 - Number of NFE and *Anganwadi* Centres by Blocks

| SI. No. | Block | No. of NFE Centres | | No. of ICDS Centres | |
|---------|----------|--------------------|------|---------------------|------------|
| | | 1996 | 1998 | Sanctioned | Functional |
| | Chanho | 28 | 14 | 70 | 69 |
| | Burmu | 24 | 12 | 95 | - |
| | Tamar | 28 | 14 | 146 | 132 |
| | Sonahatu | 20 | 10 | - | - |
| | Rania | 10 | 5 | 41 | 35 |
| | Ratu | 28 | 14 | 133 | 128 |
| | Ormanjhi | 32 | 16 | 83 | 73 |
| | Kanke | 34 | 17 | 177 | - |
| | Bundu | 28 | 14 | 69 | 68 |
| | Lapung | 30 | 15 | 57 | 55 |
| | Bero | 18 | 14 | 137 | 134 |
| | Arki | 24 | 12 | 70 | 56 |
| | Murhu | 30 | 15 | 77 | 70 |
| | Karra | 34 | 17 | 106 | 100 |
| | Namkum | 24 | 12 | 107 | 102 |
| | Silli | 26 | 13 | 94 | - |
| | Torpa | 22 | 11 | 82 | 76 |
| | Mander | 40 | 20 | 81 | 76 |
| | Khunti | 30 | 15 | 117 | 114 |
| | Angara | 36 | 18 | 107 | 101 |
| | Total | 550 | 275 | 1949 | 1483 |

(Source : Department of Mass Education / ICDS)

The number of *Sevika's* and *Sahaiyaka's* working in each block of the district is given in the **Appendix 3.4.**

3.8.3 Stipend Schemes

The District Welfare Department has stipend schemes for ST, SC and OBC students. The following table shows the detailed information (for the year 1995-96) of stipends distributed by the Welfare Department

Table 3.7 Expenditure of Welfare Department 1995-96

| STD | Category | Budget Allotted (Rs.) | | | Beneficiaries | | |
|-----|----------|-----------------------|---------|---------|---------------|---------|-------|
| | | Plan | Nonplan | Total | Plan | Nonplan | Total |
| I | ST | 1895000 | 4737000 | 6632000 | 12161 | 30354 | 42515 |
| to | SC | 0 | 231000 | 231000 | 0 | 1843 | 1483 |
| VI | OBC | 60000 | 112100 | 1721000 | 387 | 715 | 1102 |
| | | | | | | | |
| VII | ST | 1154000 | 7250000 | 8404000 | 2659 | 16054 | 18723 |
| to | SC | 0 | 800000 | 800000 | 0 | 1841 | 1841 |
| X | OBC | 55000 | 495000 | 550000 | 161 | 1144 | 1305 |

(Source: Welfare Department)

3.8.4 Residential / Ashram Schools for ST / SC

In Ranchi district, Welfare Department and Tribal Welfare Department are maintaining eleven residential / ashram schools for ST and SC students. The details of these schools are as follows.

Table 3.8 - Ashram Schools

| Sl. No. | Name of School | Block | Boys / Girls | ST / SC |
|---------|------------------------|----------|--------------|---------|
| | Middle School Tapkara | Torpa | Boys | ST |
| | Middle School Dumbari | Murhu | Boys | ST |
| | Middle School Ormanjhi | Ormanjhi | Boys | ST |
| | Middle School Amanburu | Bundu | Boys | ST |
| | High School Benedih | Bundu | Boys | ST |
| | High School Sonchipi | Chanho | Boys | ST |
| | High School Arki | Akri | Boys | ST |
| | High School Tamar | Tamar | Girls | ST |
| | High School Kundi | Tamar | Girls | ST |
| | High School Kamre | Kanke | Boys | SC |
| | High School Bundu | Bundu | Boys | SC |

(Source: Tribal Welfare Department / Welfare Department, Ranchi)

3.8.5 Total Literacy Campaign

Ranchi district is covered under "Total Literacy Campaign". The campaign was started in 1995 with the objective of imparting functional literacy to around 3 lakh persons of 15-35 age group. The campaign has brought about a tremendous transformation in the lives of illiterates and the marginalised, particularly those in the age group of 22-35 years. The experience of Ranchi district, in fact, shows that literacy is a window to opportunity and development in every sphere of life.

In brief, the TLC has been able to:

1. Create demand for literacy, especially among women and slum dwellers.
2. Create an environment conducive for delivery of educational inputs.
3. Mobilise a large number of young volunteers who are acting as catalyst of social change and transformation.
4. Provide convergence of developmental programmes and services through TLC volunteers.
5. Harness the people's cultural expression for the achievement of larger goals, and in the process broaden the concept of culture to include scientific temper, women's equality and social justice.
6. Establish friendly link between governmental departments and NGOs.
7. Create a resource pool of enthusiastic trainers.
8. Create a pool of experts whose services can be utilised for evaluation of any mass campaign or people's movement.

The success of TLC is reflected mainly in:

1. A rise in enrolment of children of 6-14 age group in schools.
2. Retention of enrolled children in schools and NFE centres.
3. Social mobilisation for basic services like health, drinking water sanitation, and stream lining the process of different developmental schemes launched in the district.
4. There R's skill achievements of neo-learners (sense of joy, pride and self reliance).

The TLC, in fact, has brought the district into a state of preparedness for any educational or socio-economic programme which needs community participation. In areas where campaign is over, the "Post Literacy Campaign" is being launched. The PLC, fundamentally aims at (i) providing opportunities for consolidation of skills of neo-literates and to help them to achieve self-reliant literacy, and (ii) providing skills and training in various vocations and occupations which would enhance the earning capacity of neo-learners.

Table 3.9 TLC in the District - Basic Data

| Block | Date of commencement of Env. creation | Teaching of Learning started on | Survey Results | | | SC | ST | Remarks |
|--|---------------------------------------|---------------------------------|----------------|-------|--------|------|-------|--|
| | | | Total | Male | Female | | | |
| First Phase: | | | | | | | | |
| Angara, Mander, Bero, Ormanjhi, Chanho, Ratu, Arki | 1.4.95 | 1.10.95 | 72802 | 26292 | 46510 | 6396 | 45881 | In most of the Panchayat campaign is in the phase of completion. |
| Second Phase: | | | | | | | | |
| Silli, Sonahatu, Bundu, Ramar, Namkum, Kanke | 1.8.95 | 1.1.96 | 671184* | 26326 | 40858 | 4481 | 17599 | The campaign was assumed to be completed in March '97 |
| Third Phase: | | | | | | | | |
| Khunti, Murhu, Karra, Lapung, Torpa, Rania, Burhmu and Ranchi Urban area | 8.9.96 | | | | | | | Teaching and learning has been started in Jan '97 |

***Survey incomplete**

Source: TLC, Ranchi

The baseline data on illiteracy for the age group (15-35) can be seen in **Appendix 3.3A**. The block-wise achievement of enrolments is given in **Appendix 3.3B**. The survey conducted in 1995 on rural families below the poverty line shows that there are more families below the poverty line in Tamar, Bero and Kanke than the other blocks of the district (See **Appendix 3.3C**).

PART - II

3.9 BIHAR EDUCATION PROJECT

3.9.1 The **Bihar Education Project** was initiated in the year 1991 with the following goals:

- (a) To achieve Universalisation of Primary Education for all children up to the age of 14, by
 - providing access to the formal school system as well as part time non-formal education;
 - encouraging participation of children till they complete the primary stage;
 - achieving minimum levels of learning
- (b) Drastic reduction of illiteracy, particularly in the 15-35 age group.
- (c) Education system viewed as an intervention for women's equality.
- (d) Bridging the gap in educational opportunity for the Scheduled Castes, Scheduled Tribes, and other poorer sections of the society.
- (e) Relating education to the working and living conditions of the people.
- (f) Special emphasis on science and environment and inculcation of a sense of social justice.

The focus group is the most deprived among:

- Women and girls
- Scheduled castes
- Tribal people

3.9.2 Approaches and strategies

To achieve the above objectives the following approaches and strategies were adopted

- Using education as an instrument of social change
- Revamping the content and process of education
- Creating an elaborate system of training, with emphasis on continuing education of teachers, and education of teachers, and adults' education and non-formal workers.
- Forging alliances with political parties, social activists, employees, trade unionists and voluntary agencies.
- Placing the teacher first - creating conditions to involve them at all stages of planning and implementation.
- Ensuring that the village level basic education system is accountable to the village community.
- Creating modalities to involve organisations, educational institutions and individuals.
- Beginning on a small scale with experimentation and establishment of an in-built process of evaluation and learning from experience.
- Providing scope for periodic revision of the Project parameters to allow for critical appraisal, and incorporation of new ideas and possibilities.

3.10 Components of BEP

To achieve the prescribed goals and objectives of Bihar Education Project, work in seven components were taken up viz. **Formal Primary Education, Non Formal Education, ECCE, Mahila Samakhya, Culture Communication and Continuing Education, Training and**

Management and Administration. Each of the components was looked after by a number of resource persons and assistant resource persons. The achievements in each of the components will be looked into in the subsequent sections.

3.10.1 Formal Primary Education

The activities undertaken by the BEP includes construction of school buildings and cluster resource centres, free distribution of text books and TLM support to schools. The analysis of various measures to improve the access and enrolment will be taken up in the subsequent chapter.

3.10.2 Non Formal Education

NFE centres can play a vital role in bringing those who are out of the formal system of schooling, into the mainstream. Due to socio-economic and geographical factors many children are not able to attend formal primary schools. A number of NGOs were involved to run non formal education centres and special non formal education centres. The details of NFE centres are presented in section 4.5.

3.10.3 Early Childhood Care and Education

The ECCE component of BEP took up the task of mental, physical and all-round development of children between 3 to 6 years of age. This programme has been an additionality to the ICDS programme. NGO support was used by BEP for the implementation of special ECCE programme like '*Chaua Akhra*'. The number of ECCE centres opened are given in **Table 3.10**. During the 1996-97, twenty one *Sevikas* in Angara and 95 *Sevikas* in Bero were given training (residential) for a period of 15 days. Further, 611 Anganwadi *Sevikas* were given 15 days training (residential) from 9 blocks in 19 batches during 1997-98.

Table 3.10 Details of ECCE Centres

| Year | No. of Centres | No. of Students | No. of Blocks | Agency Involved | No. of Trainings Conducted |
|---------|----------------|-----------------|---------------|-----------------|-----------------------------|
| 1992-93 | - | - | - | - | 02- For master & Supervisor |
| 1993-94 | 120 | 3789 | 06 | 12 | 20 |
| 1994-95 | 120 | 3535 | 06 | 12 | 05 |
| 1995-96 | 110 | 3039 | 06 | 10 | -- |

Source: (BEP, Ranchi)

3.10.4 Mahila Samakhya

Empowerment of women is one of the main strategies to bring about social change in society. The Mahila Samakhya programme is being implemented for empowering the women by forming them into groups, making them aware of their status in society and by educating them. Initially the Mahila Samakhya was started in a small way in parts of 3 blocks in the district. Gradually the coverage has spread to all the areas of the three blocks Murhu, Chanho and Mander. The details of Mahila Samakhya activities are as follows:

- 237 villages of 3 blocks and 13 *mohallas* of urban area covered.
- 2 district core team 24 *Sahyogini* and 415 *Sakhees* trained under BEP.
- 212 Mahila Samooh formed under which 5599 women are registered.
- 141 Mahila Samooh have opened their accounts under which Rs. 6,60,101 is deposited till date.
- 2 Mahila Kutir constructed and 15 is under construction.
- 34 *Jag Jagi* Centres are functional under which 633 girl child and 447 women registered (are taken).
- 10 *Bal Jag Jagi* centres are functioning under which 198 minor girls and 250 boys enrolled.
- 5 *Kishori* Mandals are formed under which 122 *Kishories* are enroled for empowering the women and girls.
- Regular monthly meeting of Mahila Samooh are held.
- Following Committees are formed under Mahila Samakhaya:

Savings, Education, Health, Training,
Documentation & Publication.

- Vocational Training are also conducted under Mahila Samakhya.
- Training on Health & Education to 300 women has been imparted.
- 500 women participated in a *Mahila Sammelan* at Bande.

3.10.5 Culture Communication and Community Mobilisation

The community participation and mobilisation in Ranchi started as early as in 1990 through the total literacy campaign. The various activities undertaken by the BEP include culture programmes, *Bal Melas*, Audio-video cassettes, *Nukkad-nataks*, *Lok-nrits* and other environment building activities. The programme seeks active participation by the people. The main support structure for such participation has been the VEC. More than 500 VECs have been formed in the district so far and a large number of VEC members are also trained by the DIET. The roles and functions of the VECs are facilitation, supervision to bring attitudinal changes amongst the villagers and improving the school environment. The community mobilisation and participation activities are getting momentum in the district since 1996-97.

3.10.6 Training

Training is a very important component of the BEP. The District Institute of Education of Training (DIET) was established for the purpose of providing training to the teachers. In 1995-96 a special teachers training programme '*Ujala*' was introduced and more than 3000 teachers were trained. Further, details of the training are presented in the section 5.5.

3.10.7 Management and Administration

The need for an efficient management structure was very important for achieving success of the project. The organisational structure, budget allocations under project management and the role of Executive Council and District Task Force will be taken up in the subsequent sections.

3.11 Organisational Structure of BEP at Ranchi

The organisational structure of the BEP at Ranchi can be seen in Fig. 3.1.

Figure 3.1: Organisational Structure of Bihar Education Project

3.12 Analysis of Budget

The financial targets and achievements in the district were obtained from DPC office, Ranchi. The targets were taken from the budgeted figures while the expenditures / achievements were taken from the next years balance sheet. The figures were not available for 91-92 and 92-93 period. The cumulative total expenditure during 1993-94 to 1996-97 shows that only 32 per cent of the targeted amount were used during the period under this review. The trend of targets/achievements can be seen from the **Figures 3.2 to 3.3**, which show that the targeted amount was scaled down realistically from the year 1995-96 since it was found that only 25 per cent of the targets were being achieved earlier. Further it can be said that the highest priority was given to Primary Formal Education, followed by NFE and training programmes. However, the percentage achievements were better for training and NFE. The percentage achievement of the targets shows that in the 1995-96 period it was the best at 60 per cent (see **Appendix 3.6**). The activities under community mobilisation, micro-planning and Mahila Samakhya started picking up from the year 1995-96 onwards. The percentage of targets/achievements over the total amounts reveal that there were a shift of emphasis on group of activities (A) to group of activities (B).

3.13 The Executive Council and District Task Force

3.13.1 The management structure planned by the BEP includes an Executive Council (EC) , Steering Committee (SC; component-wise) and the District Task Force (DTF) to help formulate policy, planning and management of the project at the district level. The DTF is supposed to meet every week; the SC every month and the EC every quarter. The management structure so designed was to perform the task of monitoring and control effectively. However, the recruitment and posting of manpower (both quality and quantity) for providing the management functions were not properly addressed.

3.13.2 The Executive Council (Zilla Karyakarini) : The structure of the Executive Council can be seen from the following list with DC as the Chairman. The number of meetings conducted by the EC decreased since 1996 as can be seen from the **Table 3.12**.

Table 3.11 Zilla Karyakarini (Executive Council)

| Sl. No. | Name/Designation of Member | |
|---------|--|------------------|
| | Deputy Commissioner, Ranchi | Chairman |
| | Deputy Development Commissioner, Ranchi | Vice-Chairman |
| | District Development Officer | Member |
| | C.M.O, or ACO | Member |
| | District Education Officer | Member |
| | District Supdtt. of Education | Member |
| | District Welfare Officer | Member |
| | Executive Engineer, PHED | Member |
| | Distt. Mass Education Officer | Member |
| | Distt. Inspectress of Schools | Member |
| | Bal Vikas Pariyojna Padadhikari | Member |
| | All Sub. Divnl. Education Officers in the Revenue districts | Members |
| | SPD's Nominee | Member |
| | One Representative from NGOs* | Member |
| | One Representative from VECs* | Member |
| | One Representative from Teachers* | Member |
| | One Representative from Parents* | Member |
| | District Programme Coordinator | Member-Secretary |
| | <p>Zila Karyakarini has been constituted by the Executive Committee of the Bihar Shiksha Pariyojna Parishad, Patna in its 27th meeting held on 27.8.1997.</p> <p><i>NB:</i> * will be ominated by the Chairman of the Zila Karyakarini</p> <p><i>NB:</i> Principal of DIET, if any, the district will be permanent invitees.</p> | |

Table 3.12 Number of Executive Council Meetings

| Year | No. of Meetings |
|--------------|-----------------|
| 1992 | 4 |
| 1993 | 2 |
| 1994 | 3 |
| 1996 | 1 |
| Total | 10 |

3.13.3 The District Task Force (DTF): The number of meetings conducted by the DTF was not weekly and since 1996 there is hardly any formal meeting. The DPC says that since 1997 the DTF meetings are held informally and no records could be seen. However, the minutes of the meetings held during 1993-1995 reveal discussions on certain local level problems rather than monitoring and control or management of the BEP in Ranchi (See **Table 3.13** for the number of meetings conducted by the DTF and refer to **Appendix 3.8** for a copy of minutes of the DTF meeting held on 25.2.1997).

Table 3.13 Number of Meetings Held By The DTF

| Year | No. of Meetings |
|-------|-----------------|
| 1992 | 1 |
| 1993 | 20 |
| 1994 | 39 |
| 1995 | 30 |
| 1996 | 3 |
| 1997 | 1 |
| Total | 94 |

3.14 Strengths and Weaknesses of the Project

The Bihar Education Project was initiated in Ranchi as early as in 1991 with the objective of universalisation of Primary Education for all children up to the age of 14 years. It was strongly believed that through providing education to all and particularly to the focus group it will be possible to usher in a social change in Bihar. The project as conceived has many strengths and the opportunities were unlimited. To achieve the stated objectives various approaches and strategies were adopted. There were no apparent threats, however, there were several weaknesses in the approaches and policies as well as in the process of their implementation. We try to list below the strengths, and weaknesses in brief:

Table 3.14 Strengths and Weaknesses

| Strengths | Weaknesses |
|--|--|
| <ul style="list-style-type: none"> • The philosophy of BEP • The desire to change • Creation of an Organisational structure • Design content and process of education • TLM with local materials • Designing an elaborate system of training | <ul style="list-style-type: none"> • Lack of trained technical people to translate the goals/objectives to a plan of action. • Weak organisational structure not conducive to the stated objectives • Socio-economic-cultural scenario prevalent in Bihar • Casteism/politics/corruption at various levels of the organisation • Apathy to change • Bureaucratic systems and procedures. • Improper documentation systems • Preparation of realistic work plans • Non-utilisation of the total budget |

| | |
|--|--|
| <ul style="list-style-type: none"> • No. budget constraints • Motivated teacher, teacher involvement and participation in the planning processes • Creation of DIET/CRCs/BRCs • Alliances with NGOs and voluntary organisations • Formation of VECs, introducing participatory planning process at the village/school level • Internalisation of decision making processes | <ul style="list-style-type: none"> • Ineffective monitoring and control systems • Ineffective <i>Ujala</i> training; trained teachers were not given local support at the village level to sustain their enthusiasm • No micro-level planning or awareness campaign at village levels • Absence of sustained community mobilisation • Job roles and responsibilities were not chalked out for different types of manpower for delivery of the required services • Ineffective data-base or information system for management and planning decision making • Hierarchical structure at the Block or village level and their interrelationship were not properly designed at the beginning. It was assumed to be evolved from within, which did not happen • Poor systems of convergence with other developmental activities and the incentive schemes • Poor monitoring and control systems. It was the weakest link in the entire process. Hence no corrective measures were taken, when the desired results were not obtained • Annual work plan and budget is not in tune with the perspective plan. Moreover, spatial dimensions were not properly taken up. Regions with bad educational performances were left out, instead of giving more attention • The evaluation and feedback monitoring system along with weak information system was the lacunae of the project |
|--|--|

In view of the above mentioned brief sketch of strengths and weaknesses, we find that the opportunities that were available and possible to achieve during the course of the project was lost. This is a case of lost opportunity.

3.15 Concluding Remarks

Ranchi is a tribal district with a greater degree of regional disparities. Although the total literacy (52 per cent) is much higher than the state average, there are a few blocks with much lower levels of literacy. The tribal areas (Panchpargania and areas dominated by Christian Missionaries) are relatively better than the Mundari speaking tribal areas. The BEP started during 1991-92 and have a cumulative expenditure of approximately Rs. 12 crores over the last 6 years to improve access, retention and quality of education in the district. The degree of utilisation of budget was approximately 32 per cent. The organisational structure and manpower required for the effective delivery of such a time bound project appear to be inadequate and the achievements fell short of the targeted figures.

CHAPTER 4 ACCESS, ENROLMENT AND RETENTION

4.1 Introduction

In 1991-92 when BEP started in Ranchi, the educational scenario was not very good. The access and enrolment figures were low and the drop out rate was very high. There were about 101 schools without a building, a large number of villages without schools and more than 40 per cent children of 6-14 age group were not going to school. In this Chapter, we will look into the performance of BEP with reference to access, enrolment, retention and drop-out figures in the district and try to analyse the various measures like construction of school buildings and other civil works; enrolment drives and other activities like CRC, BRC and training under the BEP during the last 5-6 years.

4.2 Access

4.2.1 The access to school facility can be measured in terms of availability of number of schools with appropriate amenities at a reasonable distance. For access we will first look into the number of Schools, the quality of the buildings, availability of teachers (both quality and quantity) and other amenities available therein. The data available are from secondary sources, from BEP, primary data collected from the school and village survey and other data obtained from PRA.

4.2.2 In 1991, there were about 500 villages without a Primary School, however, today the school less villages have decreased to 421. The BEP constructed 31 schools in 1992-93 and 41 schools during 1993-94. Between 1991 and 1996 altogether 141 single room schools were converted to double room schools through the JRY scheme with the collaboration of DRDA. In the year 1993-94 the BEP repaired 55 school buildings and constructed toilets in 29 schools. During this period BEP constructed 2 CRC buildings and had undertaken construction of 10 CRC buildings in the Focus Block Angara. The breakup of existing Primary and Middle schools are given in Table 4.1.

Table 4.1 Block-wise breakup of Schools

| Sl. No. | Block | No. of Villages | Primary Schools | Middle Schools | Total Schools | School less Villages |
|---------|--------|-----------------|-----------------|----------------|---------------|----------------------|
| | Kanke | 131 | 68 | 21 | 89 | 42 |
| | Ratu | 91 | 49 | 23 | 72 | 19 |
| | Chanho | 67 | 39 | 15 | 54 | 13 |
| | Mandar | 69 | 45 | 19 | 64 | 05 |
| | Lapung | 79 | 53 | 14 | 67 | 12 |
| | Burmu | 98 | 65 | 21 | 86 | 12 |
| | Bero-I | 114 | 43 | 14 | 57 | 07 |

| | | | | | | |
|--|-------------|------|------|-----|------|-----|
| | Bero-II | - | 41 | 09 | 50 | - |
| | Namkum | 121 | 72 | 10 | 82 | 39 |
| | Ormanjhi | 91 | 52 | 09 | 61 | 30 |
| | Angara | 92 | 80 | 20 | 100 | - |
| | Silli | 113 | 71 | 30 | 101 | 12 |
| | Rania | 67 | 52 | 15 | 67 | - |
| | Murhu | 141 | 85 | 14 | 99 | 42 |
| | Torpa | 95 | 60 | 25 | 85 | 10 |
| | Karra | 178 | 78 | 20 | 98 | 80 |
| | Arki | 128 | 77 | 18 | 95 | 33 |
| | Khunti | 159 | 79 | 23 | 102 | 57 |
| | Bundu | 90 | 66 | 21 | 87 | 03 |
| | Sonahatu-I | 101 | 47 | 16 | 63 | - |
| | Sonahatu-II | - | 45 | 12 | 57 | - |
| | Tamar | 129 | 100 | 24 | 124 | 05 |
| | Ranchi-I | - | 25 | 28 | 53 | - |
| | Ranchi-II | - | 35 | 49 | 84 | - |
| | Total | 2038 | 1427 | 470 | 1897 | 421 |

(Source: DSE, Ranchi)

4.2.3 According to the above table there is a gap of 421 Schools, in the different blocks. However as per the Sixth Educational Survey out of the 4126 habitations of Ranchi 1622 are served by Primary stage, 424 are served by Upper Primary stage, 78 are served by Secondary stage and there by Higher Secondary stage and 1999 habitation are unserved (Table 4.2).

Table 4.2 Habitation having schooling facilities

| | |
|----------------|------|
| Primary | 1622 |
| Upper Primary | 424 |
| Secondary | 78 |
| High Secondary | 3 |
| Unserved | 1999 |

4.2.4 From the current EMIS data for the selected blocks we find that about 37.4 per cent villages do not have any school. The school less villages are much more in the New block (66 per cent) as compared to the Intensive or Expansion blocks (24 per cent). The total number of Schools has increased from 1723 in 1991 to 1897 in 1998. There are villages with multiple schools as shown in Table 4.3. Refer Appendices 4.1 to 4.4 for the location of the schools in the selected four blocks in Ranchi.

Table 4.3 Number of Villages with and without a School in Selected Blocks

| Block | No. of Villages | No. of Villages Without School | No. of Villages With 2 Schools | No. of Villages with more than 2 Schools |
|-----------|-----------------|--------------------------------|--------------------------------|--|
| Intensive | 214 | 52 | 15 | 3 |
| Expansion | 137 | 31 | 9 | 3 |
| New | 170 | 112 | 1 | 2 |
| Total | 521 | 195 | 25 | 8 |

Source : EMIS, Ranchi. (Data for Angara, Bero, Tamar and Karra Blocks).

4.2.5 From the data obtained from the household survey conducted during the evaluation study, we find that the access to school is problematic for the households in the expansion block (Tamar).

Table 4.4 Distance from Residence to School in the Selected Blocks

(Percentage of Households)

| Type of Block | Distance from School | Distance from School |
|---------------|----------------------|----------------------|
| | Less than 1 KM | More than 1 KM |

| | | |
|-----------|-------|-------|
| Intensive | 61.11 | 38.89 |
| Expansion | 54.47 | 45.53 |
| New | 75.31 | 24.69 |
| Urban | 64.68 | 35.32 |

Source: Household Survey, Evaluation of BEP, 1998

4.2.6 If we look into the same distance data for different Caste groups, we find that about 55 per cent of the household belonging to the OBCs are having a school more than 1 Km. away (about 31 per cent of OBCs are 2 Km. away from a School). About 38 per cent of the households belonging to the STs are away from school by more than 1 Km.

Table 4.5 Distance from Residence to School according to the Castes

(Percentage of Households)

| Caste Group | Distance from School | Distance from School |
|-------------|----------------------|----------------------|
| | Less than 1 KM | More than 1 KM |
| General | 81.25 | 18.75 |
| SC | 82.93 | 17.07 |
| ST | 52.07 | 37.93 |
| OBC | 45.07 | 54.93 |
| Total | 64.68 | 35.32 |

Source: Household Survey, Evaluation of BEP, 1998

4.2.7 Road condition from house to School : There are acute problems for the approach roads to the school. Our household survey show that about 7 per cent are complaining about the conditions of the approach road in the rainy season, 25 per cent of the households are not happy with the road conditions which are normally *kuchcha* type whereas 68 per cent have no roads. The problem of not having any proper approach road is faced mostly (about 73 per cent of the total households) by the STs and the OBCs. During the survey we came to know about various constraints and obstacles face by the children. In Angara it was found that forests and wild animals are major constraints.

4.2.8 Escort Services: There is no escort facility for the children for going to school. Ninety four per cent of the children come to school on their own. Only 6 per cent of the children are coming to school with either other children or accompanied by their parents.

4.2.9 Operation Black Board Scheme: The Operation Black Board Scheme was implemented in the district from the year 1987-88. In the first phase of the scheme 60 single teacher schools were provided with additional teachers, 181 building less schools were provided with school buildings and 328 schools were provided with different types of TLM and infrastructural items. In the phase (1988-89) 38 single teacher schools were provided with additional teachers, 34 building less schools were provided with school buildings. The block-wise coverage under Operational Black Board Scheme are:

Table 4.6 Schools Covered under OBB

| Block | No. of schools covered under OBB |
|--------------|---|
| Khunti | 46 |
| Silli | 71 |
| Namkum | 61 |
| Kanke | 69 |
| Arki | 37 |
| Tamar | 98 |
| Angara | 68 |
| Sonahatu | 85 |
| Burmu | 60 |
| Ranchi | 48 |
| Total | 643 |

(Source: DSE, Ranchi)

4.3 Enrolment

4.3.1 The block-wise enrolment for Classes I to V for General, SC and ST were collected from secondary data from BEP for the last 6 years (see Appendix 4.5). The total number of enrolments as on 30.09.1996 is 291597. Of the total enrolment, 1,35,321 (46.40 per cent) are girls and 15,62,76 (53.60 per cent) are boys. Enrolment by gender and community for the last six years is presented in Table 4.7.

Table 4.7 Enrolment by Community (1991-96)

| Year | General | | SC | | ST | | Grand Total | | |
|------|---------|-------|-------|-------|-------|-------|-------------|--------|--------|
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Total |
| 1991 | 55532 | 44100 | 9118 | 6035 | 64086 | 42279 | 128736 | 90414 | 221150 |
| 1992 | 57134 | 46730 | 9428 | 7100 | 68782 | 46922 | 135344 | 100752 | 236096 |
| 1993 | 60673 | 49182 | 9822 | 9263 | 74433 | 53231 | 144928 | 111396 | 253624 |
| 1994 | 65592 | 61075 | 12869 | 10212 | 89563 | 71503 | 168024 | 142790 | 310814 |
| 1995 | 60761 | 56806 | 12028 | 9456 | 86462 | 69143 | 159251 | 138505 | 297756 |
| 1996 | 62100 | 59934 | 11019 | 8893 | 83157 | 66494 | 156276 | 135321 | 291597 |

(Source: DSE Ranchi)

4.3.2 The Gross Enrolment Ratio in Ranchi district is around 82.11 per cent. A large section of the primary school going age children are uncovered by primary schools. The community -wise difference in enrolment rates are given in Table 4.8.

Table 4.8 Community, Gender-wise Enrolment 1996

| Category | Pop-1996 | Children in 6-11 age group @ 14.5% | Enrolment 1996 | GER for 1996 |
|------------|----------|------------------------------------|----------------|--------------|
| Total | 2449299 | 355148 | 291597 | 82.11 |
| Male | 1278782 | 185423 | 156276 | 84.28 |
| Female | 1170518 | 169725 | 135321 | 79.73 |
| SC Total | 138489 | 20081 | 19912 | 99.16 |
| SC Male | 72601 | 10527 | 11019 | 104.67 |
| SC Female | 65888 | 9554 | 8893 | 93.08 |
| ST Total | 1030522 | 149426 | 149651 | 100.15 |
| ST Male | 526694 | 76371 | 83157 | 108.89 |
| ST Female | 503828 | 73055 | 66494 | 91.02 |
| GEN Total | 1280289 | 185642 | 122034 | 65.74 |
| GEN Male | 679487 | 98258 | 62100 | 63.03 |
| GEN Female | 600802 | 87116 | 59934 | 68.80 |

(Source: DSE Ranchi)

@ Assuming 14.5 per cent of the total population is children in the 6-11 age group.

4.3.3 The Bihar Education Project has projected the target population of elementary age group since 1991 till 2000 (see Table 4.9). During 1991 to 1996 the enrolment has increased from 2.21 lakhs to 2.92 lakhs (an increase of 32 per cent in 5 years). The increase in enrolment is much

higher for the girls (45 per cent) as compared to that of the boys (18 per cent). The following table gives the increase in enrolment (Class I to Class VIII):

Table 4.9 Increase in Enrolment (1991-96)

| Year | Boys | Girls | Total | Increase | |
|------|--------|--------|--------|----------|--------|
| | | | | Boys | Girls |
| 1991 | 155913 | 105965 | 261878 | | |
| 1996 | 184240 | 153590 | 337830 | 18.16% | 44.94% |

Source : (BEP, Ranchi)

There has been a remarkable growth in the enrolment of girls especially of the ST girls. There are two reasons for the increase in total enrolment figures: (i) due to enrolment drives (ii) due to fictitious enrolment. During the field visits we did find the enrolments were much higher and the attendance was quite low. Since we visited in the month of January, the attendance was even lower due to the starting of the session.

4.3.4 The enrolment rate is 78 - 82 per cent, but if we take the 6-14 age group of children as the target group then the enrolment rate in 1996 was 53 per cent (see Table 4.10) on the basis of estimated population of elementary age group.

Table 4.10 Distribution of Population of Elementary Age Group

(In 000's)

| YEAR | 6-11 AGE GROUP | | | 11-14 AGE GROUP | | | 6-14 AGE GROUP | | |
|------|----------------|--------|-------|-----------------|--------|-------|----------------|--------|-------|
| | MALE | FEMALE | TOTAL | MALE | FEMALE | TOTAL | MALE | FEMALE | TOTAL |
| 1991 | 195 | 141 | 336 | 94 | 64 | 158 | 289 | 205 | 494 |
| 1992 | 199 | 145 | 344 | 96 | 65 | 161 | 295 | 210 | 505 |
| 1993 | 203 | 148 | 351 | 99 | 66 | 165 | 302 | 214 | 516 |
| 1994 | 207 | 151 | 358 | 100 | 68 | 168 | 307 | 219 | 526 |
| 1995 | 212 | 154 | 366 | 103 | 69 | 172 | 315 | 223 | 538 |
| 1996 | 217 | 157 | 374 | 105 | 71 | 176 | 322 | 228 | 550 |
| 1997 | 221 | 161 | 382 | 107 | 73 | 180 | 328 | 234 | 562 |
| 1998 | 226 | 164 | 390 | 109 | 74 | 183 | 335 | 238 | 573 |
| 1999 | 231 | 167 | 398 | 111 | 76 | 187 | 342 | 243 | 585 |
| 2000 | 236 | 170 | 406 | 114 | 78 | 192 | 350 | 248 | 598 |

Source: Perspective Plan (1996-97 and 1997-98), and Annual Work Plan (1996-97), Bihar Education Project, Ranchi

4.4 Retention

4.4.1 The dropout rate in the district is very high as can be seen from the following table :

Table 4.11 Dropout Rates (in Percentage)

| | |
|----------|-------|
| District | 59.14 |
| Girls | 60.76 |
| ST girls | 66.75 |
| ST boys | 62.19 |
| SC girls | 65.92 |
| SC boys | 58.04 |

(Cohort : 1992)

(Source: DSE, Ranchi)

4.4.2 The block-wise retention rate reveals marked gender disparities and inter block variations. If the enrolment rate is 82 per cent then 18 per cent children are not going to school. Considering the drop out rate of 59 per cent, we find that about 48 per cent (multiplying 0.82 with 0.59) are not in the primary schools. If we add 18 per cent of the children who are not enrolled with the 48 per cent drop out, we get about 66 per cent of the potential school going children not going to the primary schools. This is a serious problem and needs to be looked into.

4.4.3 The retention rate for the girls as well as for the boys are quite low in the district. There is a great variation in the retention rates across the blocks. The retention rates are quite low in the tribal areas of (see Table 4.12) Khunti, Torpa, Karra, Namkum, Lapung and Murhu blocks. The retention rate in the block Arki is highest but there is very low rate of enrolment in this block. The retention rates are much higher in the Intensive Blocks (Angara, Bero and Mander) and Expansion Blocks (Rania, Tamar and Ormanjhi).

Table 4.12 Retention Rates of Boys & Girls, Cohort 1992

| RR2 (Boys) | | | | RR2 (Girls) | | | | Total RR2 |
|---------------|----------------|----------------|-------|---------------|----------------|----------------|-------|-----------|
| Name of Block | Enl-96 Class V | Enl-92 Class I | RR2 | Name of Block | Enl-96 Class V | Enl-92 Class I | RR2 | |
| Burmu | 1010 | 2488 | 40.59 | Burmu | 610 | 1653 | 36.90 | 39.12 |
| Mandar | 1109 | 2881 | 38.49 | Mandar | 695 | 1935 | 35.92 | 37.85 |
| Chanho | 703 | 1772 | 39.67 | Chanho | 480 | 1100 | 43.64 | 41.19 |
| Bero | 1382 | 3475 | 39.77 | Bero | 934 | 2570 | 36.34 | 38.31 |
| Lapung | 567 | 1978 | 28.67 | Lapung | 330 | 1464 | 22.54 | 26.06 |
| Ratu | 1255 | 3287 | 38.18 | Ratu | 995 | 2576 | 38.63 | 38.38 |

| | | | | | | | | |
|----------|-------|-------|-------|----------|-------|-------|-------|-------|
| Namkum | 922 | 3675 | 25.09 | Namkum | 809 | 3670 | 22.04 | 23.57 |
| Kanke | 4724 | 9764 | 48.38 | Kanke | 4670 | 9764 | 47.83 | 48.98 |
| Ormanjhi | 769 | 1803 | 44.15 | Ormanjhi | 525 | 1036 | 50.68 | 46.53 |
| Angara | 1161 | 2487 | 46.68 | Angara | 701 | 1541 | 45.49 | 42.05 |
| Silli | 1091 | 1904 | 57.30 | Silli | 952 | 1773 | 53.69 | 55.56 |
| Sonahatu | 1162 | 1908 | 60.90 | Sonahatu | 851 | 1735 | 49.05 | 55.26 |
| Tamar | 1346 | 2057 | 65.44 | Tamar | 862 | 1398 | 61.66 | 63.91 |
| Bundu | 779 | 1079 | 72.20 | Bundu | 551 | 937 | 58.80 | 65.97 |
| Arki | 751 | 847 | 88.67 | Arki | 430 | 594 | 72.39 | 81.96 |
| Khunti | 730 | 2978 | 24.51 | Khunti | 311 | 2163 | 14.38 | 20.25 |
| Murhu | 569 | 1633 | 34.84 | Murhu | 372 | 1331 | 27.95 | 31.75 |
| Karra | 709 | 2252 | 31.48 | Karra | 425 | 1554 | 27.35 | 29.80 |
| Torpa | 864 | 3151 | 27.42 | Torpa | 614 | 2285 | 26.87 | 27.19 |
| Rania | 357 | 727 | 49.11 | Rania | 251 | 632 | 39.72 | 44.74 |
| Total | 21987 | 52146 | 42.16 | Total | 13668 | 41711 | 39.24 | 40.86 |

Source: DSE, Ranchi

4.5 Non-Formal Education

Due to socio-economic and geographical reasons many children are not able to attend the regular primary schools. NGOs were involved in running non formal education centres and special non formal education centres. Proper convergence strategies were supposed to have been framed with the Department of Mass Education to avoid duplication. However, the number of NFE centres were capable of catering to less than 10 per cent of the potential children in the target group of population. It is not known how many of the children who are coming out of the NFE centres are joining the formal system of primary education. The details of NFE centres opened under BEP are as follows:

Table 4.13 Details of NFE Centres

| Year | No. of Centres (cumulative) | No. of Students | No. of Blocks | NGOs Involved |
|---------|-----------------------------|-----------------|---------------|---------------|
| 1991-92 | 525 | 13125 | 18 | 31 |
| 1992-93 | 1025 | 19491 | 20 | 31 |
| 1993-94 | 1025 | 29491 | 20 | 31 |
| 1994-95 | 1315 | 32875 | 20 | 31 |
| 1995-96 | 290 | 7250 | 06 | 14 |
| Total | | 102232 | | |

Source: (BEP, Ranchi)

The NFE centres run by BEP (290 in 6 blocks) have been closed down since 31 March, 1997. However, from 1996-97, forty one centres specifically for the girls child of 9-14 age group are being run by BEP.

4.6 Drop Out

4.6.1 The Block-wise dropout rates for the boys and girls for different communities can be seen from the Table 4.14. The table has been constructed based on data on enrolment in Class-I to Class-V for all the blocks during 1992 to 1996 (see Appendix 4.5). The overall drop out rate is more than 60 per cent and the rates are highest for the SC/ST girls. Like many other districts the drop out rate is highest from Class I to II (39 per cent) and decreases later on. However, one should look into the data on the repetition rate and rate of migrations while calculating the drop out rate. The repetition rates are available from EMIS data and presented in Table 4.15. We have not used the data to calculate the real dropout rates, but it is quite obvious that the trend shows about 60 per cent or more dropout, which is on the higher side and needs requisite attention from all concerned.

Table 4.14 Drop Out Status by Caste and Sex

| | SC | | ST | | GENERAL | | TOTAL |
|-----------------|-------|-------|-------|-------|---------|-------|-------|
| | BOYS | GIRLS | BOYS | GIRLS | BOYS | GIRLS | |
| Class I, 1992 | 3177 | 2823 | 26171 | 22995 | 16944 | 16761 | 88871 |
| Class II, 1993 | 2019 | 1578 | 15666 | 12835 | 11262 | 10543 | 53903 |
| Class III, 1994 | 1985 | 1495 | 14715 | 11707 | 9977 | 9953 | 49832 |
| Class IV, 1995 | 1460 | 1048 | 12063 | 8395 | 9164 | 8192 | 40322 |
| Class V, 1996 | 1232 | 829 | 10323 | 6540 | 8380 | 6874 | 34178 |
| Drop - Out | 1945 | 1994 | 15848 | 16455 | 8564 | 9887 | 54693 |
| % | 61.22 | 70.63 | 60.56 | 71.56 | 50.54 | 58.99 | 61.54 |
| Dropout | % | | | | | | |
| I-II | 39.35 | | | | | | |
| II-III | 7.55 | | | | | | |
| III-IV | 19.08 | | | | | | |
| IV-V | 15.24 | | | | | | |

Source: DIET, Ranchi (Ratu)

Table 4.15 Repeaters by Classes

District : Ranchi Year : 1996-97

| Class | Total Enrolment | | Repeaters | | Repetition Rate (%) | | |
|-------|-----------------|-------|-----------|-------|---------------------|-------|-------|
| | Boys | Girls | Boys | Girls | Boys | Girls | Total |
| I | 35743 | 33286 | 5267 | 4955 | 14.74 | 14.89 | 14.81 |
| II | 21560 | 18871 | 1290 | 1157 | 5.98 | 6.13 | 6.06 |
| III | 19621 | 16884 | 830 | 683 | 4.23 | 4.05 | 4.14 |
| IV | 16658 | 12966 | 592 | 457 | 3.55 | 3.52 | 3.54 |
| V | 14935 | 10602 | 362 | 254 | 2.42 | 2.40 | 2.41 |
| Total | 108517 | 92609 | 8341 | 7506 | 7.69 | 8.11 | 7.88 |

Source: EMIS, DPC, Ranchi

4.6.2 From the village level household and listing schedules we have the number of children who are going to school, the number of not enrolled and the number of children who have dropped out. It was seen that the percentage of school going children are much more for both boys and girls in the Intensive blocks than the Expansion or the New blocks (see Table 4.16A&B). The Caste-wise position show that lesser percentage of the SCs and STs are going to school (see Table 4.17) . It was also found that more the land holding more is the possibility of getting primary education in the study area (see Table 4.18A,B,C &D).

Table 4.16 A Total Number Of Children Going To School in the Sample Villages

| Blocks | School Going | | | School Leaving | | | Not Enrolled | | | Total | | |
|-----------|--------------|--------|-------|----------------|--------|-------|--------------|--------|-------|-------|--------|-------|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Intensive | 832 | 589 | 1421 | 96 | 116 | 212 | 190 | 312 | 502 | 1118 | 1017 | 2135 |
| Expansion | 359 | 167 | 526 | 67 | 31 | 98 | 193 | 247 | 440 | 619 | 445 | 1064 |
| New Block | 124 | 66 | 190 | 5 | 7 | 12 | 102 | 127 | 229 | 231 | 200 | 431 |
| Total | 1315 | 822 | 2137 | 168 | 154 | 322 | 485 | 686 | 1171 | 1968 | 1662 | 3630 |

Figure 4.1 shows the percentage of children who are going to school and not going to school.

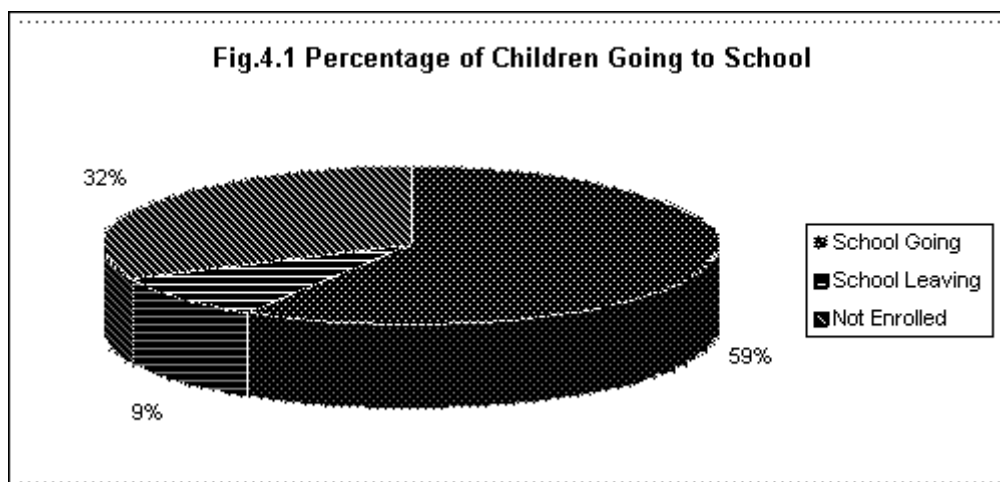


Table 4.16 B Percentage Of Children Going To School

| Blocks | School Going | | | School Leaving | | | Not Enrolled | | |
|--------------|--------------|-----------|-----------|----------------|----------|----------|--------------|-----------|-----------|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Intensive | 74 | 58 | 67 | 9 | 11 | 10 | 17 | 31 | 24 |
| Expansion | 58 | 38 | 49 | 11 | 7 | 9 | 31 | 56 | 41 |
| New | 54 | 33 | 44 | 2 | 4 | 3 | 44 | 64 | 53 |
| Total | 67 | 50 | 59 | 9 | 8 | 9 | 25 | 41 | 32 |

Source:- Listing Schedule, 1998.

Table 4.17 Percentage of Children Going to School according to the Caste

| | School Going | | School Leaving | | Not Enrolled | |
|--------------|--------------|-----------|----------------|----------|--------------|-----------|
| | Male | Female | Male | Female | Male | Female |
| General | 82 | 69 | 6 | 10 | 12 | 21 |
| SC | 73 | 55 | 6 | 9 | 21 | 36 |
| ST | 65 | 45 | 9 | 9 | 26 | 46 |
| Others | 61 | 46 | 10 | 9 | 29 | 45 |
| Total | 67 | 50 | 8 | 9 | 25 | 41 |

Table 4.18A Percentage of Children Going to School According to the Landholding Status

| Status of Holding | School Going | | School Leaving | | Not Enroled | |
|-----------------------|--------------|--------|----------------|--------|-------------|--------|
| | Male | Female | Male | Female | Male | Female |
| Land holding | 67 | 50 | 8 | 8 | 25 | 42 |
| Tenant | 72 | 50 | 12 | 14 | 16 | 36 |
| Agricultural Labourer | 61 | 44 | 13 | 13 | 26 | 43 |
| Total | 67 | 50 | 8 | 9 | 25 | 41 |

Table 4.18B Total Number of Students Going to School According To Landholding Status

| Land holding | School Going | | School Leaving | | Not Enrolled | | Grand Total | | |
|--------------|--------------|--------|----------------|--------|--------------|--------|-------------|--------|-------|
| | Male | Female | Male | Female | Male | Female | Male | Female | Total |
| <1 | 515 | 304 | 75 | 48 | 277 | 379 | 867 | 731 | 1598 |
| 1-5 | 650 | 415 | 80 | 89 | 167 | 259 | 897 | 763 | 1660 |
| >5 | 150 | 103 | 13 | 17 | 41 | 48 | 204 | 168 | 372 |
| Total | 1315 | 822 | 168 | 154 | 485 | 686 | 1968 | 1662 | 3630 |

Table 4.18C Percentage of School Going Children According to Landholding Status

| Land holding | School Going | | School Leaving | | Not Enrolled | |
|--------------|--------------|--------|----------------|--------|--------------|--------|
| | Male | Female | Male | Female | Male | Female |
| <1 | 32,23 | 19,02 | 4,69 | 3,00 | 17,33 | 23,72 |
| 1-5 | 39,16 | 25,00 | 4,82 | 5,36 | 10,06 | 15,60 |
| >5 | 40,32 | 27,69 | 3,49 | 4,57 | 11,02 | 12,90 |
| Total | 36,23 | 22,64 | 4,63 | 4,24 | 13,36 | 18,90 |

Table 4.18D Total Percentage of Boys and Girls who are Going to School

| | School Going | | School Leaving | | Not Enrolled | |
|--------------|--------------|--------|----------------|--------|--------------|--------|
| Land holding | Male | Female | Male | Female | Male | Female |
| <1 | 59,40 | 41,59 | 8,65 | 6,57 | 31,95 | 51,85 |
| 1-5 | 72,46 | 54,39 | 4,82 | 11,66 | 18,62 | 33,94 |
| >5 | 73,53 | 61,31 | 3,49 | 10,12 | 20,10 | 28,57 |
| Total | 66,82 | 49,46 | 4,63 | 9,27 | 24,64 | 41,28 |

Source: Listing Schedule, 1998.

4.7 Concluding Remarks

The educational status of Ranchi is quite high compared to the other districts of Bihar. The access, enrolment and higher retention rates can be seen in the urban areas and the developed blocks of the district. The presence of Christian Missionaries in some of the blocks are responsible for better educational performance. However, there are regional variations as mentioned in Section 3.8 earlier. The situation prevailing in the year 1991 in terms of the degree of difference in the 4 identified zones are not very much different even today. Although the Bihar Education Project has substantially improved the educational status in the district through community mobilisation and other activities, the efforts required in terms of removing the regional variations of educational performances (particularly the deprived sections of the society who are residing in disadvantageous locations) were minimal. (Refer to Maps 3.1-3.5). This geographical spread was, however, never considered as one of the objectives of the BEP. On temporal dimension, the BEP has done much better in terms of improving the access by constructing buildings and increasing the retention rates by social mobilisation activities. The Social Assessment Survey conducted by ORG in 1997 recommends a number of measures for the improvement of educational status of the district (Refer Appendix 4.6). The dropout rates are not adequately contained by the efforts in terms of providing infrequent mid-day meals and ICDS programme.

**CHAPTER 5
QUALITY AND ACHIEVEMENTS**

5.1 Quality of Education

5.1.1 The quality of education is a function of Teachers (good quality with proper qualifications and training), the availability of good quality teaching and learning materials (preferably from locally available materials), the availability of appropriate infrastructure including classrooms and buildings with other amenities and finally a system of good supervision, monitoring and control. From the School Schedule (**Appendix 1.3**) we find that the teachers are better qualified in the Intensive and Urban blocks as can be seen from the **Table 5.1**.

**Table 5.1 Teachers
Qualifications**

| BLOCKS | YEAR | No of Teachers | | | | No of Teachers in Percentage | | |
|------------------|------|----------------|----|---------|-------|------------------------------|-------|---------|
| | | < HS | HS | > Inter | Total | < HS | HS | > Inter |
| Intensive | 1995 | 6 | 25 | 23 | 54 | 11.11 | 46.30 | 42.59 |
| | 1996 | 5 | 25 | 22 | 52 | 9.62 | 48.08 | 42.31 |
| | 1997 | 2 | 24 | 19 | 45 | 4.44 | 53.33 | 42.22 |
| Expansion | 1995 | 2 | 14 | 4 | 20 | 10.00 | 70.00 | 20.00 |
| | 1996 | 2 | 14 | 4 | 20 | 10.00 | 70.00 | 20.00 |
| | 1997 | 6 | 9 | 3 | 18 | 33.33 | 50.00 | 16.67 |
| New Block | 1995 | 3 | 12 | 23 | 38 | 7.89 | 31.58 | 60.53 |
| | 1996 | 3 | 8 | 13 | 24 | 12.50 | 33.33 | 54.17 |
| | 1997 | 0 | 11 | 15 | 26 | 0.00 | 42.31 | 57.69 |
| Urban | 1995 | 1 | 9 | 20 | 30 | 3.33 | 30.00 | 66.67 |
| | 1996 | 1 | 9 | 20 | 30 | 3.33 | 30.00 | 66.67 |
| | 1997 | 0 | 9 | 21 | 30 | 0.00 | 30.00 | 70.00 |

Source: School Schedule, Evaluation of BEP, 1998

HS= Higher Secondary; Inter= Intermediate

5.1.2 In this section we will basically depend on secondary data supplied by BEP on number and quality of trained teachers, availability of TLM, other infrastructure and monitoring and control systems applied in the project. The existing position of teachers in the district according to the block, community and gender is presented in **Table 5.2**.

Table 5.2 Position of Teachers by Blocks and Castes

| Blocks | SC | | ST | | OBC | | General | | Grand Total | | |
|--------------|------------|-----------|-------------|-------------|-------------|------------|-------------|------------|-------------|-------------|-------------|
| | M | F | M | F | M | F | M | F | M | F | Total |
| Kanke | 7 | 2 | 51 | 64 | 78 | 9 | 42 | 26 | 178 | 101 | 279 |
| Ratu | 4 | 5 | 28 | 98 | 14 | 9 | 115 | 32 | 161 | 144 | 305 |
| Chanho | 10 | - | 51 | 16 | 51 | 3 | 43 | 2 | 155 | 21 | 176 |
| Mandar | 7 | - | 20 | 40 | 16 | - | 86 | 12 | 129 | 52 | 281 |
| Lapung | 6 | - | 63 | 42 | 59 | 8 | 50 | - | 178 | 50 | 228 |
| Burmu | 6 | - | 34 | 16 | 94 | 7 | 74 | 3 | 208 | 26 | 234 |
| Bero-I | 1 | - | 42 | 33 | 75 | 14 | 28 | - | 146 | 47 | 193 |
| Bero-II | 8 | - | 43 | 34 | 40 | 6 | 29 | 5 | 120 | 45 | 165 |
| Namkum | 2 | 4 | 52 | 95 | - | - | 70 | 32 | 124 | 127 | 251 |
| Ormanjhi | 4 | - | 17 | 41 | - | - | 98 | 24 | 119 | 65 | 184 |
| Angara | 8 | - | 61 | 31 | 145 | 6 | 48 | 3 | 262 | 40 | 302 |
| Silli | 9 | 1 | 45 | 7 | 185 | 22 | 61 | 4 | 300 | 34 | 334 |
| Rania | 3 | - | 69 | 25 | 33 | - | 19 | - | 124 | 25 | 149 |
| Murhu | 10 | 4 | 61 | 51 | 23 | - | 29 | 1 | 123 | 56 | 179 |
| Torpa | 6 | - | 54 | 48 | 22 | - | 41 | 1 | 123 | 49 | 172 |
| Karra | 7 | - | 54 | 38 | 38 | 3 | 42 | 2 | 141 | 43 | 184 |
| Arki | 16 | - | 94 | 10 | 78 | - | 36 | - | 224 | 10 | 234 |
| Khunti | 5 | 2 | 79 | 46 | 62 | 9 | 11 | - | 157 | 57 | 214 |
| Bundu | 3 | - | 36 | 15 | 88 | 1 | 25 | 1 | 152 | 14 | 166 |
| Sonahatu-I | - | - | 37 | - | 154 | 16 | 10 | - | 201 | 16 | 217 |
| Sonahatu-II | 5 | - | 38 | - | 101 | 10 | 37 | - | 181 | 10 | 191 |
| Tamar | 14 | - | 73 | - | 153 | 2 | 70 | - | 310 | 2 | 312 |
| Ranchi-I | 4 | 2 | 27 | 94 | 20 | 6 | 75 | 133 | 126 | 235 | 361 |
| Ranchi-II | 2 | 5 | 3 | 166 | 16 | 13 | 72 | 134 | 93 | 318 | 411 |
| Total | 147 | 25 | 1132 | 1010 | 1545 | 144 | 1211 | 415 | 4035 | 1590 | 5625 |

Source: DSE, Ranchi)

The existing breakup of primary education staff position in the district is :

Table 5.3 Educational Administration and Teachers Position

| Sl. No. | Name of the Post | Sanctioned Post | Vacant Post | In Position |
|---------|------------------|-----------------|-------------|-------------|
| | Primary Teacher | 2854 | 295 | 2559 |
| | Middle Teacher | 2898 | 197 | 2701 |
| | Middle, H. M. | 470 | 105 | 365 |
| | BEEOs | 24 | 0 | 24 |
| | AEOs | 8 | 1 | 7 |
| | Dy. DSE | 3 | 1 | 2 |
| | DSE | 1 | 0 | 1 |
| | Clerks | 32 | 11 | 21 |

(Source: DSE, Ranchi)

5.1.3 The improvement in quality of education can also be measured from the comparison of MLL tests conducted earlier and now by us for both language and mathematics in Class II and Class V students. The improvement in performance in terms of better rate of enrolment and retention may be attributed to the quality of education. The role of CRCs and BRCs in imparting quality education will be looked into. Finally, the effects of *Ujala* training will be considered for improving the effectiveness and quality of teaching at the school level.

5.1.4 The achievement level of the students of Ranchi is quite poor as can be seen from the Base line Studies. The following areas were identified which directly or indirectly affect the quality of primary education.

a) **Curriculum related areas:** it is burdensome and is not related to the region specific and cultural needs of the rural children.

b) **Methods of teaching:** Outdated methods and not activity based joyful learning for the children.

c) **Teaching and Learning Materials (TLM):** Shortage of TLM and lack of innovative methods by the teachers using local materials.

d) **Quality of Textbooks and Supplementary reading Materials:** Non availability of textbooks, unattractive textbooks, lack of instructions and less exercises and not sensitive to gender, caste and religion.

e) **Teacher and teacher training:** Lack of good teachers and trainers, and sustained training.

f) **Supervision, monitoring and Control:** Faulty supervision, only administrative matters are controlled without the pedagogic issues. Mere administrative control without any vision. The monitoring and evaluation system is not conducive to providing good quality primary education system.

5.2 Effects of Quality on Retention

5.2.1 The quality improvements in education will generally impact on the rate of retention. The analysis done by BEP from Enrolment in Class I in 1992 and Enrolment in Class V in 1996 shows that the overall retention rate in the district is only 41 per cent and the remaining 59 per cent dropped out of the system. There are, however, some inter-block variations in the drop out rates. The drop out rate is highest for the girls for both SC and ST communities. This indirectly shows that there is need for further improvements in quality of education in the district. The education need to be relevant to the focus group of population i.e. the girl child and for the SC, ST communities.

5.3 MLL Tests

5.3.1 The achievement level of students of Ranchi is as follows (refer Bihar Education Project District Plan (Under DPEP III), 1997-2002; page 40):

Table 5.4 Achievement Level of Students

| Language | Class II | | Class V |
|-----------------------|----------|------------------------|---------|
| Word meaning | 35.2% | | 46.05% |
| Letter reading | 54.3% | Reading Comprehensions | 36.52% |
| Mathematics | | | |
| Number recognition | 30.2% | Achievement | 29.4% |
| Addition/Subtraction. | 27.3% | | |

Source: Bihar Education Project District Plan (Under DPEP III), 1997-2002; page 40

The community wise gap in achievement is as follows:

Table 5.5 Community-wise Gap in Achievements

| Language | Class II | | Class V | | | |
|------------------------------------|----------|--------|---------|-------|-------|--------|
| | ST/SC | Others | SC | ST | OBC | Others |
| Letter reading /Read Comprehension | 53.5 | 54.9 | 36.72 | 32.36 | 37.49 | 52.27 |
| Word meaning | 36.3 | 33.8 | 33.8 | 44.5 | 48.82 | 51.2 |
| Mathematics | | | | | | |
| Number Recognition. | 48 | 52 | | | | |
| Addition/Subtraction. | 32 | 37 | 32.5 | 28.63 | 33.9 | 32.5 |

Source: Bihar Education Project District Plan (Under DPEP III), 1997-2002; page 40

5.3.2 We administered MLL tests to 114 and 108 students in Language and Mathematics for Class V and 231 students of Class II in both Language and Mathematics during the field study from the sample villages. The performance of MLL tests for both Language and Mathematics are summarised in **Tables 5.6 to 5.9** (refer to **Appendices 5.1 to 5.3** for the results of MLL Tests) for Class II and Class V respectively:

Table 5.6 Performance of Class II students in Language

| Block | No. of Students scoring more than 50% marks | Total No. Of Students | Percentage of total Students getting > 50% Marks |
|-------------|---|-----------------------|--|
| | Male Female | Male Female | Male Female |
| Intensive | 46 29 | 57 42 | 80 69 |
| Expansion | 15 4 | 16 9 | 94 44 |
| New | 44 19 | 55 25 | 80 76 |
| Urban Areas | 12 10 | 15 12 | 100 83 |
| Total | 117 62 | 143 88 | 82 70 |

Source: MLL Tests, BEP Evaluation Studies, 1998

Table 5.7 Performance of Class II students in Mathematics

| Block | No. of Students scoring more than 50% marks | Total No. Of Students | Percentage of total Students getting > 50% Marks |
|-------------|---|-----------------------|--|
| | Male Female | Male Female | Male Female |
| Intensive | 49 33 | 57 42 | 86 79 |
| Expansion | 15 3 | 16 9 | 94 33 |
| New | 27 11 | 55 25 | 49 44 |
| Urban Areas | 10 11 | 15 12 | 83 92 |
| Total | 101 58 | 143 88 | 70 66 |

Source: MLL Tests, BEP Evaluation Studies, 1998

Table 5.8 Performance of Class V students in Language

| Block | No. of Students scoring more than 50% marks | Total No. Of Students | Percentage of total Students getting > 50% Marks |
|-------------|---|-----------------------|--|
| | Male Female | Male Female | Male Female |
| Intensive | 12 5 | 26 23 | 46 21 |
| Expansion | 2 | 20 | 10 |
| New | 3 1 | 14 5 | 21 20 |
| Urban Areas | 6 5 | 10 8 | 75 63 |
| Total | 23 11 | 70 44 | 33 25 |

Source: MLL Tests, BEP Evaluation Studies, 1998

Table 5.9 Performance of Class V students in Mathematics

| Block | No. of Students scoring more than 50% marks | Total No. Of Students | Percentage of total Students getting > 50% Marks |
|-------------|---|-----------------------|--|
| | Male Female | Male Female | Male Female |
| Intensive | 6 3 | 27 20 | 22 15 |
| Expansion | 2 2 | 15 11 | 13 18 |
| New | 2 | 10 | 20 |
| Urban Areas | 3 1 | 8 7 | 37 14 |
| Total | 13 6 | 60 48 | 22 13 |

Source: MLL Tests, BEP Evaluation Studies, 1998

It can be said that the performance of Class II students are much better in both Language and Mathematics. The percentage of students getting more than 50 per cent marks in Language and Mathematics are 77 per cent and 69 per cent respectively. The boys are doing much better than the girls in both the cases. The performance of all categories are better in Intensive blocks and in

Urban areas. However, there is some doubt regarding the selection of the students. In certain cases students from higher classes have appeared in these tests. But this could not have been the case for Class V students. It was observed that in Class V for Language both the boys and girls are doing much better than others, although only 30 per cent of the students getting more than 50 per cent in the MLL tests. For Mathematics only 18 per cent students got more than 50 per cent. The girls are doing much worse in Mathematics. The boys from urban schools are doing slightly better. Refer to **Figures 5.1a&b** for the percentage of marks obtained in Language and Mathematics for the total Class V and Class II students respectively. The MLL test results show that there is need for improvement in the quality of primary education in the district.

Figure 5.1 a

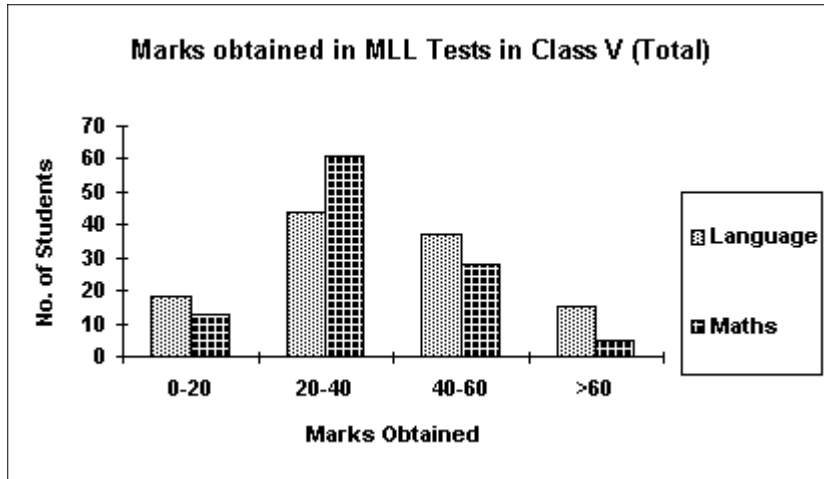
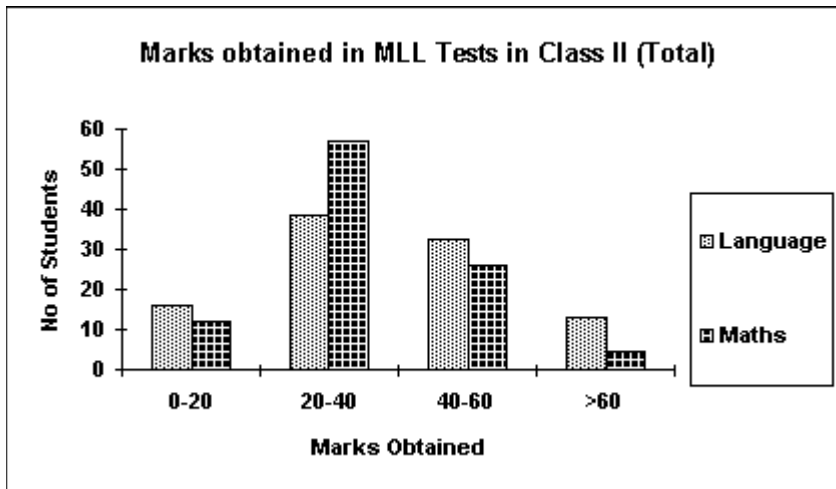


Figure 5.1 b



5.4 TLM

5.4.1 Financial Support: For improving quality of education and for making teaching learning a joyful process TLM has been provided to 480 schools. Financial support of Rs. 4000/- each has been provided to VECs of 424 schools in 1995-96, and Rs 2000/- to VECs of 800 schools in 1996-97.

5.4.2 Free Distribution of Textbook: Textbook is the basic TLM for a primary school. In the rural society the parents are forced to withdraw their children from the school because they are too poor to purchase even textbooks. Free distribution of textbooks to SC/ST/Girl child was taken up under BEP. In the year 1992-93 the distribution was done among SC and ST students, in the year 1993-94 this facility was extended to the girl students from other communities also. In the later years of the project the textbooks were made available to all the enrolled students. The year-wise details of textbook distribution is:

Table 5.10 Distribution of Text Books

| Year | Distribution details | Number |
|---------|--------------------------------------|---|
| 1992-93 | To all enroled SC, ST students | 40579 |
| 1993-94 | To all enroled SC, ST & Girl Child | 214883 |
| 1994-95 | All the enroled students | |
| 1995-96 | All enroled children of class I & II | Class I 64600 (Hindi) 70780 (Maths) Class II 59500 (Hindi) 60500 (Maths) |
| 1996-97 | All enroled children of class I & II | |

Source: (BEP, Ranchi).

5.4.3 In the 'Students Schedule' we asked the students whether they are receiving free text books as planned by the BEP. There were 113 students who responded and only 50 per cent of them said that they are receiving free text books. About 69 per cent of the SCs and 60 per cent of the OBCs said that they received books. About 95 per cent of the students from the New Block are not receiving free text books. See **Table 5.11** for the distribution of MLL based textbooks in the sample villages.

Table 5.11 Number Of New MLL Based Books Distributed

| Blocks | Books | No. of Books In | | | | | % of Students Got | |
|-----------|--------------|-----------------|-------------|-----------|----------|----------|-------------------|----------|
| | | Class I | Class II | Class III | Class IV | Class V | Class I | Class II |
| Intensive | LANGUAGE | 736 | 562 | 0 | 0 | 1 | 52.12 | 52.28 |
| | MATHS | 676 | 513 | 0 | 0 | 1 | 47.88 | 47.72 |
| | TOTAL | 1412 | 1075 | 0 | 0 | 2 | | |
| Expansion | LANGUAGE | 65 | 61 | 5 | 5 | 5 | 50.00 | 50.41 |

| | | | | | | | | |
|-------------------|--------------------|-------------|-------------|------------|------------|------------|-------|-------|
| | MATHS | 65 | 60 | 4 | 4 | 3 | 50.00 | 49.59 |
| | TOTAL | 130 | 121 | 9 | 9 | 8 | | |
| New Block | LANGUAGE | 409 | 164 | 5 | 6 | 4 | 50.00 | 50.00 |
| | MATHS | 409 | 164 | 5 | 6 | 4 | 50.00 | 50.00 |
| | TOTAL | 818 | 328 | 10 | 12 | 8 | | |
| Urban Ward | LANGUAGE | 105 | 96 | 50 | 106 | 57 | 50.00 | 50.00 |
| | MATHS | 105 | 96 | 50 | 35 | 28 | 50.00 | 50.00 |
| | TOTAL | 210 | 192 | 100 | 141 | 85 | | |
| | GRAND TOTAL | 2570 | 1716 | 119 | 162 | 103 | | |

Source: School Schedule, NSDART, Evaluation of BEP, 1998

5.5 Effects of *Ujala* Training

5.5.1 Human resource is the key to success of any project or programme. For the purpose of providing training to teachers, adult education and non formal education workers, DIET was established at Ratu, 10 Km. from the district headquarters. DIET has been carrying out various training programmes' for teachers, headmasters, education officers, NGOs, ECCE workers, MS workers and other project related training programmes. In the year 1995-96 a special teachers training programme '*Ujala*' was introduced, under which all the primary school teachers of the district were to be covered by March 1997. Before "*Ujala*" the SCERT training module of 10+11 days was followed.

Till now 964 teachers have been trained using SCERT training module of which 663 are males and 301 females. The total number of teacher trained under *Ujala* is 3023 of which 838 are females and 2185 are males. TLM support of Rs 500/- has been given to the teachers who have completed the *Ujala* training. It was found that about 268 VEC members covering 102 VECs out of total 1913 VECs in the district have been trained in the DIET.

Table 5.12 Details of Trainings Conducted

| Year | No. of Teachers Trained | | | Blocks | Training Module |
|---------|-------------------------|-----|------|--------|---------------------------------------|
| | M | F | T | | |
| 1994-95 | 166 | 91 | 257 | 2 | MLL Based |
| 1995-95 | 379 | 69 | 448 | 2+3 | SCERT (10+11 days) |
| 1995 | 295 | 69 | 364 | | |
| 1995 | 116 | 43 | 159 | 2 | <i>Ujala</i> |
| 1995 | 34 | 26 | 60 | Mixed | Newly appointed teachers |
| 1996-97 | 1944 | 606 | 2550 | 19 | <i>Ujala</i> (10 days) as on 10.1.97* |

Source: (BEP, Ranchi)

* Note: Training for Headmaster & Inspecting Officers were also conducted

* TLM Support of Rs. 500/- to all "*UJALA*" Trained teachers.

Table 5.13 Training of VEC Members

| Year | No. of Training | No. of VEC covered | No. of Participants |
|---------|-----------------|--------------------|---------------------|
| 1995-96 | * | * | * |
| 1996-97 | 8 | 102 | 268 |

Source: (BEP, Ranchi)

The data on training was collected from DIET, Ratu and is presented in **Appendices 5.4a to 5.4f**. Refer to **Appendices 5.5a & 5.5b** for a brief note on the training modules *Ujala-I* and *Ujala-II*.

5.5.2 Trained Teachers: From the response of 'Teachers Schedule' (see **Appendix 1.5**) we find that about 23 per cent of the teachers are not trained out of a total respondents of 63 teachers. Only 3 per cent of the teachers do have a B.Ed degree. However, 78 per cent of the teachers have undergone Ujala Training. Almost 81 per cent of the teachers felt that the training was very helpful and useful. Those 19 per cent who have said that the training was not useful are from urban areas and having higher levels of education. Majority (79 per cent) of the teachers are doing multigrade teaching. About 68 per cent of the teachers said that they always use the textbooks while only 29 per cent use it sometimes. About 35 per cent of the teachers said that they always use specifically made TLM while about 46 per cent of them use it sometimes. The female teachers are using the Pocket Boards much more than the male teachers (86 per cent as compared to 71 per cent by the male). The same is the case for Flash Board and Chart Papers. The use of locally available materials are much more in the Intensive block (54 per cent of the teachers) as compared to 36 per cent of the total teachers in the selected sample village schools.

5.5.3 Financial Support for TLM: From the teachers schedule we found that only 33 teachers (52 per cent) of the total 63 teachers claimed that they received Rs. 500 for TLM last year. Majority of the teachers who have not received the amount are male teachers. There are several problems regarding the use of Rs. 500 by the teachers. Sometimes it becomes an issue with the BEEOs who supervise the use of this amount and in turn the teachers feel harassed. The following table summarises the opinion of the teachers regarding help obtained from others regarding TLM:

Table 5.14 Help Received From Others Towards TLM
(Percentages)

| Persons/ Orgn. | Very Helpful | Slightly | Not At All |
|------------------|--------------|----------|------------|
| Head Teacher | 32 | 44 | 24 |
| BEEO | 6 | 33 | 61 |
| Other Teachers | 14 | 27 | 59 |
| CRC Co-ordinator | 11 | 32 | 57 |
| VEC | 3 | 41 | 56 |

Source: Teacher Schedule, Evaluation of BEP, 1998

5.5.4 Student's Viewpoints: From the Student schedule we tried to find out the reactions of the students regarding the quality of teachings. These views are to be taken as a proxy measure towards the quality of education in the field. About 24 per cent of the students (from the sample of 114 students) said that they always understand fully what is taught and 70 per cent said that they

understands sometimes while 6 per cent felt that that do not understand (the girls percentage is 10 per cent). Almost 56 per cent of the students have no complaint regarding the punctuality of the teachers; the same figure was 100 per cent in urban areas. Only 32 per cent students said that the teacher asks them questions while 55 per cent said that the questions are asked occasionally. Regarding activity based joyful learning methods very few students confirmed that teachers are using such innovative methods. However, there were some inconsistencies observed from these figures which was obvious.

5.6 Role of CRCs / BRCs and VEC

5.6.1 Formation of CRCs: During *Ujala* training 120 CRCs were formed in 24 educational blocks in the district. Till today 375 CRC meetings have been conducted. Around 85 meetings are conducted every month. The monthly meetings are being conducted regularly in each CRC and the teachers are generally happy discussing the issues related to teaching methods. Refer **Appendix 5.6** for a list of CRCs in Ranchi for each block. When we asked the teachers in the sample villages regarding the usefulness of CRCs in improving education at the schools only 72 per cent said that it was useful while 28 per cent felt otherwise.

5.6.2 Role of BRCs: It was decided that there will be one BRC for every 10 CRCs. Hence there should be 10 BRCs in Ranchi. Only two blocks Ratu and Bundu have training colleges which act as BRCs. One BRC is being constructed at Angara. There is a need for constructing 7 more BRCs and the process is still on. The BRCs are likely to succeed in the process of decentralisation of training at the district and improve the quality of education in the long run.

5.6.3 Role of VEC: The formation of VEC is also likely to improve the quality of education at the local levels. The VECs are formed but the members need to be trained and the VEC requires further strengthening for improving their functional performances. While conducting the Household survey we asked them regarding VEC and only 30 per cent said that they knew about VEC while 70 per cent answered that they have never heard of VEC. From the respondents we find that about 83 per cent (263 out of 316) of them belong to the SC/ST/OBC communities. And only 9 per cent of them said that they are members of VEC of which the majority belonged to the Intensive blocks. From the respondents we see that only 53 (12 per cent) out of 452 felt that the VEC formation is beneficial to improvement of village education. These findings are disquieting and questions the very assumptions of the role of VEC.

5.7 Concluding Remarks

The performance under the BEP over the last 5-6 years show a great deal of improvement in many dimensions in the quality of education. However, there is scope for further improvements. The *Ujala* training created a tremendous amount of excitement and interest in teaching but the impact is not necessarily sustained over a period. Further, the local problems are not entirely looked into when a teacher goes back and starts teaching with an innovative approach. The books, other TLM and supplementary materials are not of sufficient quantity to cover the needs of the entire rural children. The locally available material and innovative methods of teaching which are gender, caste or religion sensitive are not found to attract the local children to the schools. However, this is not an easy task to be accomplished suddenly. The existence of the CRCs and the regular monthly meetings therein has created a conducive environment where the teachers could discuss their problems and solutions in a positive way. The amount of money given for TLM is not becoming productive and effective due to various issues and problems that are prevalent in the rural Bihar. The lack of manpower and inability of the project to give requisite priority and emphasis to the monitoring and control aspects has been mainly responsible for the lack of achievement. The quality of education as seen from the MLL tests in the selected villages in our study gives a rough indication of the need in the coming years for giving due emphasis to this very important issue of quality of education.

CHAPTER 6 COMMUNITY MOBILISATION AND PARTICIPATION

6.1 Introduction: The basic objective of the Bihar Education Project was to bring about a change in the educational system such that there is an overall improvement in the levels of living of the total community. The focus group in the BEP was the economically and educationally deprived people such as girls/ women, lower castes and tribal/ ethnic communities. It was felt that due emphasis on community mobilisation and participation might help achieve the above mentioned basic objective. It is assumed that the active community participation will improve the enrolment, retention and sustainability of primary education for all. Community is generally mobilised to improve the motivation of the rural population, to create an environment conducive to educational improvement and to strengthen the village-school interface. We will try to assess the status of each of these three aspects and then will try to see the role and functions of VEC in improving the educational status of rural population. Finally, we will summarise the findings of the limited PRA that we have conducted at the selected sample villages so as to present the people's perceptions about community mobilisation.

6.2 Motivating People: There are several approaches to motivate the people particularly the parents, so that they enrol their children in school and retain them. *Ma-beti mela*, Village meetings, Parent-Teacher associations definitely raise the awareness levels of parents and understanding the significance of education. Though some improvements are visible whenever such mobilisation activities are conducted, the volume of such activities is not sustained over a long period of time and the geographical coverage is also sporadic leaving many villages away from such actions.

6.3 Environment Building : The aim of environment building is to raise the awareness of local people regarding education and also to create and improve the understanding of BEP activities. Several strategies were used for environment building such as: *Kala Jathas*, *Pad Yatra*, *Bal mela*, *Nukkad/ Natak*, Posters/ Pamphlets, Audio/ Video Cassettes, Meetings/ Workshops, and other social and cultural functions. The review of progress on the budget allocations (based on data available from DPC, BEP, Ranchi) show that there is an improvement in terms of both allocations and achievements (42%) since 1996-97. There were also some enrolment drives in the recent times (currently going on at the district) and in 1995. While conducting the village surveys in January 1998, we have circulated several pamphlets in (Nagpuria, Mundari and Oraon) local languages regarding primary education.

6.3.1 Mela and Jattha: In the household schedule we asked the villagers whether there were any mela and/or Jattha in the last 5 years and found that only 11 per cent said that they observed such activities (See **Table 6.1**). It was found that majority of the households (60 per cent) out of the 48 households who said that *melas* and *jatthas* are being conducted belong to the intensive blocks. There were no perceptible difference in the people's views according to their castes. However, it was found that about 90 per cent or more households from the SC/ST/OBCs said that there were no such activities.

Table 6.1 Mela/ Jattha in last 5 years

| Block | YES | NO |
|-----------|-----------------------|-----------|
| Intensive | 29 (15%) (60%) | 168 (85%) |

| | | |
|-------------|--------------------|-----------|
| Expansion | 13 (10%) (27%) | 121 (90%) |
| New | 1 (1%) (2%) | 79 (99%) |
| Urban Areas | 5 (12%) (11%) | 35 (88%) |
| Total | 48 (11%) (100%) | 403 (89%) |

Source: Household Schedule Evaluation of BEP, 1998

6.3.2 Film Shows, Play and Loknrit: There were some such shows as mentioned by 10 per cent of the households. It was observed that more than 70 per cent of such shows and plays were found in the Intensive blocks. More than 75 per cent of the households were of the opinion that such activities definitely helps in improving awareness and creation of a healthy environment.

6.4 Micro Planing and School Mapping

6.4.1 To assess the educational needs of a village, micro planning exercises are conducted, which includes a series of activities given in **Table 6.2**.

Table 6.2 Activities Undertaken in Micro Planning

| | | | |
|----|--------------------|----|---------------------------------|
| .. | Transact Walk | .. | Seasonal Analysis |
| .. | PRA | .. | Responsibility Chart |
| .. | Social Mapping | .. | School Mapping |
| .. | Resource Mapping | .. | Analysis of data |
| .. | Educational survey | .. | Preparation of the Village plan |
| .. | Household survey | | |

6.4.2 A special handbook "PRASOON" has been developed by BEP for this purpose. At present micro planning exercises are being carried out in 80 villages in Angara Block in Ranchi district. Further, survey have been conducted in Sonahatu, Karra, and other villages of Angara for micro planning exercises. The objectives of the micro-planning and school mapping exercises are to

involve the local people in the planning process, identifies the local specific needs and to utilise the local measures maximally. In April 1993, it was decided that micro-planning exercises will be carried out in Ranchi and about 80 villages were selected from Angara block (intensive) for the pilot study.

6.4.3 A study sponsored by BEP, Patna was conducted by Rohini Science club, Ranchi in 1994 on micro-planning and school mapping in 5 panchayats (Dighiya in Bero, Hesmi in Mander, Angara in Angara, Jaipur in Rania and Kanchi in Bundu block) of the district. The salient features of the study findings (based on exercises on 32 villages) are as follows:

- These are socio-economic-cultural and educational differences/disparities in different Panchayats.
- There is need for more investments in the schools and the schools should be made more attractive.
- Education should be made more functional incorporating activity-based joyful learning.
- Teachers should be more committed.
- There is a relationship between retention rates and student teacher ratio. Also, there is a positive relationship between enrolment of girls and presence of a female teacher. Mother's level of education is an important factor in achieving the goal of universal primary education.
- If the teachers reside in the village (attachment area of the school). There is a better rapport with in villagers. Provision of residential facilities (particularly for female teachers) will have better results in terms of awareness building.
- The various incentives (dress/books/stipends etc.) are negatively affecting the community. A gradual removal of special and discriminatory measures and other privileges need to be evolved.

6.4.4 The micro-planning and school-mapping exercises are conducted in only 80 villages in Angara. The experiences gathered from these exercises will hopefully be replicated in other villages in all the blocks of the district in the near future. The exercises definitely contribute positively in community mobilisation and participation. However, the micro planning exercises are too recent and hence no attempt was made to evaluate their impact at this moment.

6.5 Strengthening Village-school interface: The formation of the Village Education Committee is the main strategy for community participation and to strengthen the village-school interface.

6.6 Role and Functions of the Village Education Committee (VEC): VEC has been visualised as the major link between the community and the governmental education system. It is being formed not only to bring about change in the management, and process of imparting of education but also redefining the communities attitude, role and participation in the whole process. Its main function is to bring about total participation at the village level of Universal Primary Education.

The VEC generally consist of the following members:

- | | |
|---|-----------|
| 1. Pradhan of the Panchayat/or member of Panchayat (if he is not education lover he can be omitted) | Chairman |
| 2. One member each of SC, ST, BC, OBC and minority community | Member |
| 3. One representative of Teacher-Guardian Association | Member |
| 4. One worker of the <i>Anganwadi</i> of the concerned village | Member |
| 5. One member of the concerned village who takes interest in the field of education | Member |
| 6. Head teacher of the primary school | Secretary |

The village education committee normally should consist of a minimum of 7 members and a maximum of 16 members. Every *mohalla/tolla* covered under the school shall be represented. One third of the members should preferably be women.

6.6.1 Functions of the VEC : It will be left to the committee to elect its President. In the absence of president the vice-president will preside the meeting of VEC. The tenure of the committee is two years. The functions will be :

- To help bring about an all round development in the field of education in the village.
- To help provide necessary infrastructure facilities including building, equipment, furniture/, TLM, drinking water, sanitary facilities, play ground etc.
- To bring to the notice of government the educational needs of the village.
- To bring to the notice of the educational authorities, the problem being faced by the school and suggest ways and means to improve the situation.
- To assist and cooperate in educational activities, construction of schools and CRC building.
- To laise with the parents of the dropouts to bring them into formal/non formal streams.
- To mobilise the community for increasing enrolment and reducing dropout.
- To laise with parents of school children regularly to ensure that there is no incidence of dropout.
- To sensitise the community towards the girls child and the deprived section of the village.
- To help and cooperate with all types of educational institutes in the village vis-à-vis ALS.
- To assist in maintaining disciplined and quality education in the schools.
- To take out Pad Yatra every year to sensitise the community towards education.
- To sensitise villagers towards disabled and help in their identification.

6.6.2 Management functions of the VEC : The management functions of the VEC are as follows:

- Monitoring civil work
- Supervision of school functioning
- Supervision of payment of incentives and honorarium
- Supervision of ALS centres, ECCE centres and other support services
- Survey of the village to identify non starters, dropouts children, disabled children
- Ensuring participation of every eligible child in primary education
- Ensuring quality achievement of children.

The VECs have been formed and are functioning. The main thrust will be to motivate, strengthen and train the members of the VEC.

6.6.3 The role of the VEC may be studied keeping the following in focus :

(i) Facilitation

- facilitating enrolment by persuasion & pressures on the families, by freeing children from household/social duties (special attention to girls and weaker sections of the society)
- ensuring regularity in attendance of children

(ii) Supervisory

- ensuring availability of learning material for the children
- helping with mid-day meals
- supervising teachers' punctuality; understanding school related problems and facilitating solutions

(iii) Attitudinal

- accepting and encouraging equal status of women, change in attitude to schooling of girls.

(iv) School improvement

- improving school building and other physical and teaching learning facilities and interest shown towards school improvement fund under DPEP. Constitution of village construction committees or VECs role in undertaking school construction or repairs. Distribution and utilisation of Rs 2000/- school improvement grant.

In addition to the above, the specific questions that VEC will address are listed below:

- How the community in general, and women, SC, ST and other weaker sections in the society in particular, have been mobilised?
- What techniques have been adopted to mobilise community/
- How effective the above techniques have been in community mobilisation?
- What has been the impact of community mobilisation and how it has been translated into participation?
- Does the community intervene in or interfere with the organisation and management of the school?
- Who from the community takes the leadership role? (caste, gender social status etc. his/ her relationship with the community)
- Is there any contribution made by the community to maintain the school routine/functioning? What are the forms of such mobilisation?
- What types of controls and pressures and exerted by the community on the school management/staff?
- Do the community members/leaders understand that the DPEP should be owned and implemented by them?
- Contribution of community members in para academic activities?
- What type of training has been imparted to the newly elected VEC members for DPEP
- How many meetings of the VEC have been conducted, what were the issues discussed and the decisions arrived at?
- How many times does the school seek the help from the VEC members?
- What is the relationship of school teacher/headmaster with the VEC?
- If a VEC is playing its roles effectively, what are the factors which have facilitated? if not, what are the factors responsible?
- What has been the strategy of community mobilisation so far?
- To study the role of VEC in micro-planning and school mapping exercises
- Do the State Education Department and DPEP project personnel at block/district level contact and consult VECs? If so, how often and when?

6.6.4 Performance of VEC

In view of the above discussions, we find that the VEC in Ranchi is doing the facilitation role only. The community mobilisation and evolving VEC by the villagers is still a distant dream. The attitudinal role and changes in the gender bias in rural Ranchi has not been achieved and this can be seen from the enrolment and drop out rates of the girl students in all the villages, particularly in the ST dominated areas. The supervisory role and the task of school improvement by the VEC will only become a reality if there is a sustained effort by all concerned over a longer period of time. The sense of belonging and accountability to the community will be realised when the VEC members in general and the local people in particular understand the role of education in bringing social change in the tradition bound areas of rural Bihar.

6.7 Construction of School Buildings and improving attractiveness of schools.

The conditions of primary school buildings are not in a very good condition like in any other districts of the State. Some of the factors responsible for the neglected condition of the buildings are :

- faulty design of the school without looking into the local characteristics of the area
- the construction is generally not cost effective and do not use locally available materials
- the design is not responsive to pedagogical aspect of the schools
- there is lack of community involvement while constructing the buildings and the people do not believe that the school building is their own.

Under the BEP 72 school buildings were constructed, 55 buildings were repaired, 141 single room schools were converted to double room schools, 29 toilets were constructed and a number of CRC/BRC buildings are in the process of getting constructed. Although the activities undertaken so far has improved the scenario quite a bit, there is need for gearing up the construction activities on a much larger scale. There is need for construction of boundary walls, gates and other infrastructure so as to make the schools more attractive. The resource availability in terms of materials, machine and manpower all were in short supply and hence the volume of construction did not keep pace with the requirements.

6.8 Mahila Samakhya in Ranchi : Mahila Samakhya, as an integrated programme of the Bihar Education Project was started in Ranchi in 1992. The programme aims at mobilising women for education, development and social changes. It is a movement for transformation of women by the women. Refer to **Appendix 6.1a** for a note on Mahila Samakhya giving the aims, objectives, philosophy and interventions and **Section 3.10.4** for its accomplishments in Ranchi. Also refer to **Appendix 6.1b** for the MSK interventions in a village called Gardmi in Ranchi.

Workers of Mahila Samakhya at various levels of operation such as District Core Team, *Sahayoginis*, *Sahelis*, *Sakhis* are all selected through a participatory process and intensive training.

The Mahila Samakhya of Ranchi has, over the years, been able to create an appreciable impact on the social environment of the targeted areas. It has instilled awareness among the women about their rights and their privileges. The women are more knowledgeable now on various developmental activities and they demand implementation of the Welfare Schemes in their region too. Mahila Samakhya formation has, in particular, given an edge, to the women of the villages to discover their inner strength and to understand the importance of Education, female literacy, working in groups for solidarity. From the age old culture of 'silence', they are awakening to a more 'vocal' world.

6.8.1 Achievement indicators of MS in Ranchi

The following are the areas where the Mahila Samakhya has achieved some results:

- i. Anti prohibition movement.
- ii. Public distribution system
- iii. Environment - like protecting forest
- iv. Health facilities - linkages with PHCs.
- v. Herbal medication
- vi. Awareness against exploitation of female labourers
- vii. Implementation of Government Welfare Schemes at village level, like construction of school buildings. Check dams, Road bridges.
- viii Provision of Drinking Water and skilled mechanics to repair tube wells.

In the light of past experience, a need was felt for further pin pointing the persisting local problems. For this purpose, the process of Participatory Rural Appraisal was repeated by a team of Core Team members, *Sahayogini*, *Sahelis*, *Sakhis*, Teachers, Parents, local NGOs, ICDS workers, PHED workers at district, block and village levels. These process highlight several important issue in the context of women's education and improvement. Some of the issues that emerged from MS reflection and sharing processes and PRA are as follows:

6.8.2 Problems and Issues

The problems and issues that the MS are encountering in the villages are listed as follows:

- o Lack of proper communication
- o Lack of infrastructural facility to build Mahila Kutir because of regional customs like Khutkati and Manki Munda custom.
- o Lack of Literate women to run the *Jagjagi* Kendras.
- o Problem of language, hinders the women to participate effectively in the meeting.
- o Lack of resource support in the block.
- o Lack of resource persons from the district level is the cause of non-availability of trained *Sakhis* at the village level.
- o Lack of monitoring *Jagjagi* Kendras because of inadequate human resource.
- o Lack of resource materials, like library for the different *Jagjagi* Kendras.
- o At some places the Samooh Savings account have not been opened because of lack of cooperation from the Banks.
- o The seasonal migration of the girls from different *Jagjagi* Kendras disrupts its regular functioning.
- o Lack of proper collaboration among women of different vocations.
- o Physical distance, and lack of proper communication facilities with MS functionaries at the field level.
- o Most of the tube wells are out of order and the resultant a problem of drinking water.
- o Lack of access to projects and schemes from the Government for the development of the villages.

6.9 Results of the PRA : For the field level survey it was decided to select 22 villages and 2 urban wards for the evaluation study of BEP. In the villages/ wards selected we have administered a questionnaire to **453** households. In every village we have conducted some limited PRA exercises (according to PRASOON) on Priority Ranking with special emphasis on Problems and Solutions related to primary education and VENN Diagram construction by the villagers so as to capture their perceptions regarding the size and distance of different persons/ organisations involved in promoting the universal education in the rural areas. Firstly, we take up the VENN Diagram and will then take up the Ranking and Prioritisation issue.

6.9.1 VENN Diagram: This PRA exercise was conducted in all the villages so as to find the villagers perceptions regarding the relative importance of the key functionaries and their interactions with the village communities. This will help us to understand the local people's views on interaction of persons responsible for delivery of primary schooling to the various interest groups. The sizes of circles for an individual or an organisation represent the relative importance of the person/ institution in relation to their community. The degree of the interaction can be visualised from the degree of intersection between them. No interaction is represented by circles which are shown separate without intersection. Touching circles shows minor interactions, small overlap represent further interactions and the large overlap represent proper interactions for the delivery of primary education. The distance-wise analysis of VENN diagrams are presented in the **Table 6.3** for the SC (both male/female), ST (male/female) and only females from all communities. Majority of the villages are having a negative opinion regarding the interaction of the respective persons and functionaries related to providing education. This can be seen from the relatively large number of villagers responses in the no interaction category. Only for the *Anganwadi* worker and the village teacher there is some sort of interaction felt by the villagers. Some of the females are also of the opinion that the Mahila Samittee has some interaction with the village communities.

6.9.2 A cursory glance at **Table 6.3** reveals that apart from the Mahila Samittee, *Anganwadi* workers and the teachers there is no interaction with the local people and hence the villagers feel that they are at a larger distance away from them. This exercise reveals the success or failure of the community mobilisation programme of the BEP. There results further explains the status of convergence under the primary education programme at the micro village level, which will be taken up in the subsequent chapter. If the villagers perceptions are any indication of the state of affairs in terms of the community mobilisation, it may safely be said that a much stronger close of efforts over a longer period of time is required to achieve the desirable level of success in all the rural areas of Ranchi district.

6.9.3 During this PRA exercise (VENN Diagram) we also asked the villagers to represent the concerned persons/agencies and others by different relative size of circles. This would represent the relative position in terms of the degree of allineation of different functionaries with respect to the local people. In general, a smaller circle would normally represent the degree of importance to the person/agency with the village community. The results obtained from the exercises conducted in 22 villages with the SC (male/female); ST (male/female) and only females are in **Table 6.4**. It was found that in 13 of the 22 villages the villagers feel that the various functionaries (teacher, BEEEO, Village Head, BDO and others) are relatively smaller in size representing less importance to them. However, in 9 remaining villages they felt that these functionaries are greater in size and are important. Hence the **Table 6.3** which gives the compiled information for all the 22 villages show the entry of both larger and smaller types.

The **Table 6.5** further summaries the results in terms of perceptions of percentage of villages who felt the degree of smaller or otherwise with various functionaries. See **Appendix 6.2** for a Venn diagram prepared by the villages (both male and female) of SC/ST community in Rora-alias Gerhatoli' in Bero block.

Table 6.3 VENN Diagram Distance-wise

| Persons/ Agencies | No Interaction | | | Touching | | | Small Overlap | | | Large Overlap | | |
|----------------------|----------------|-----|--------|----------|-----|--------|---------------|-----|--------|---------------|-----|--------|
| | SC* | ST* | Female | SC* | ST* | Female | SC* | ST* | Female | SC* | ST* | Female |
| Teacher | 6 | 9 | 10 | 4 | 3 | 3 | 5 | 8 | 8 | | | |
| VEC | 4 | 3 | 4 | | 3 | | 1 | 1 | | | 1 | 2 |
| Anganwadi Centre | 3 | 5 | 5 | 1 | | 1 | 6 | 10 | 9 | | | |
| NFE | | 2 | 1 | 1 | | 1 | | | 1 | | | |
| Mahila Samittee | 1 | | 1 | | | | 2 | 3 | 4 | | | |
| DEO | 3 | 5 | 5 | | | | | | | | | |
| BEO | 3 | 4 | 3 | | | | | | | | | |
| Village Head | 7 | 11 | 11 | 1 | 1 | 1 | | | | | | |
| BDO | 6 | 10 | 9 | | | | | | | | | |

* represents both male and female; the entry represents number of villages.

Source : PRA Exercise, BEP Evaluation Study, 1998

Table 6.4 Relative Size of Circle of Others/Community/Persons/Agencies to the Concerned Community ST (Male/Female)

| Persons/Agencies | Largest | | | Larger | | | Large | | | Equal | | | Small | | | Smaller | | | Smallest | | |
|-----------------------------|-----------|-----------|---|-----------|-----------|---|-----------|-----------|---|-----------|-----------|---|-----------|-----------|---|-----------|-----------|---|-----------|-----------|---|
| | SC M/F | ST M/F | F | SC M/F | ST M/F | F | SC M/F | ST M/F | F | SC M/F | ST M/F | F | SC M/F | ST M/F | F | SC M/F | ST M/F | F | SC M/F | ST M/F | F |
| Teacher | 1 | | 1 | | 1 | 2 | 3 | 5 | 5 | | | 1 | 5 | 9 | 6 | 2 | 5 | 7 | | 2 | 3 |
| Village Education Committee | | | 1 | 1 | 5 | 5 | 1 | 1 | 1 | | | | 2 | 3 | 2 | 2 | | 1 | | | |
| Anganwadi Centre | 1 | 1 | 1 | 2 | 4 | 4 | 1 | 3 | 1 | 1 | 1 | 1 | 2 | 3 | 3 | | 3 | 4 | | 1 | 3 |
| Non-formal Centre | | | 1 | | | | | | | | | | 2 | | 2 | | 2 | | | | |
| D.E.O. | | | | 1 | 1 | 1 | | | | 1 | 1 | 2 | 1 | | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| B.D.O. | 2 | 4 | 2 | 4 | 4 | 2 | | 1 | | 2 | 2 | | | | 2 | 6 | 6 | 4 | | | |
| Health Centres | | | | 1 | 1 | 1 | 1 | 1 | | | | | | | | 2 | 2 | 1 | | | |
| Village Head | 2 | 2 | 1 | 6 | 6 | 3 | | 2 | | 2 | 2 | 2 | 1 | 2 | | 2 | 2 | 1 | 3 | 3 | 5 |

Source : PRA Exercise, BEP Evaluation Study, 1998

Table 6.5 Perception of the Villagers in Terms of Relative Degree of Importance

| | Relatively Larger | Equal in size | Relatively Smaller |
|---------------|-------------------|---------------|--------------------|
| Teacher | 31 | 2 | 67 |
| VEC | 60 | - | 40 |
| Anganwadi | 45 | 8 | 47 |
| NFE | 14 | - | 86 |
| DEO | 19 | 25 | 56 |
| BDO | 46 | 10 | 44 |
| Health Centre | 50 | - | 50 |
| Village Head | 47 | 13 | 40 |

Source : PRA Exercise, BEP Evaluation Study, 1998

6.9.4 Ranking and Prioritisation : Many ranking techniques are used in PRA. But keeping in view of the objectives of our study the preference Ranking and Prioritisation technique are more suitable. Preference ranking allows the PRA team to determine quickly the main problems, preferences and even solutions to the problems identified by the community members. With this tool, PRA team can also prioritise the problems and solutions with the community members. How different interest groups of the stakeholders in the rural areas perceive the effectiveness of BEP? Why and how BEP is getting success or failure? What are the weaknesses of the BEP and how these weaknesses can be improved? These questions can be effectively answered with the help of Preference Ranking. Various steps, used in this technique, are given below:

1. Choose a set of problems/ preferences/ solutions related to primary education in the village to be prioritised after consultation with the community members of various interest groups.
2. Write down all the problems/ preferences/ solutions on the paper or on the ground (by using chalk or charcoal). Generally, in the case of socio-economically disadvantaged sections, the 'illiterate' community members may not be able to read the points written by the facilitator. Better would be to put symbols for every problem/preference/solution on the ground and then ask the community members regarding his perception. This approach is based on 'visual sharing'.
3. Ask each and every individual member of the interest group (stake holder) to prioritise the problems/ preferences/ solutions.
4. Give weightage to the individual priority. Like, if 15 problems/ preferences/ solutions are identified, put maximum weightage of 15 to the most prioritised problem/ preference/ solution. Accordingly every problem/ preference/ solution will be weighted in the descending order. Repeat the process for all the participants.

5. Tabulate all the individual weightages to get the combined priority list of the problems/ preferences/ solutions.
6. The ranking and prioritisation is to be done separately for 'problems' and 'solutions'. First prioritise the problems and then prioritise the solutions. At the end of this activity ask the members of the interest group how they can support the solutions suggested for improving primary education in their village. Note down them separately. It helps to analyse the preparedness and participation of the poorer sections in the process of improving primary education.

Both these techniques were used for the different interest groups in the villages (SC/ ST/ General caste). Due precaution was taken to conduct the PRA exercise only within the respective interest group so that the participants of the group felt confident and discussed the issues freely without any pressure from the other (higher) caste and sex group.

The results of the Ranking and Prioritisation exercise are presented in the following few tables which gives the people's perceptions in the rural areas of Ranchi.

6.9.5 Problems in Intensive Blocks: The Ranking and Prioritisation exercise was conducted for SC and ST communities for both male and female groups separately. The problems identified by different groups are presented in **Appendix 6.3**. The composite rank of all the four groups are shown in **Table 6.6** below

**Table 6.6 The Problems Identified in Intensive Blocks
According to their order of priorities**

| | |
|----|--|
| 1 | Lack of Awareness |
| 2 | Teacher is not regular |
| 3 | Children are engaged in Household work |
| 4 | Shortage of teachers |
| 4 | Stipend is not given |
| 5 | No mid Day Meal is given |
| 6 | School building is in ruins |
| 7 | Poverty |
| 8 | Intake of Alcohol by Parents |
| 9 | Distance of the school is more |
| 10 | Lack of TLM material |
| 10 | There is no drinking water facility |

The other problems mentioned by the villagers in the Intensive blocks are :

- There is no toilet facility
- There is no VEC and NFE
- Existence of Wild Animals
- Partiality/ Untouchability
- Transport Problems/Bad Roads and Bridges

6.9.6 Problems in Expansion Block : The Ranking and Prioritisation exercise was conducted for SC and ST communities for both male and female groups separately. The problems identified by different groups are presented in **Appendix 6.4**. The composite rank of all the four groups can be seen in **Table 6.7**.

**Table 6.7 The Problems Identified in the Expansion Block
According to their order of priorities**

| | |
|----|--|
| 1 | Shortage of teachers |
| 2 | Lack of health facilities |
| 3 | Transport Problems/Bad Roads and Bridges |
| 4 | Teacher is not regular |
| 5 | Lack of TLM material |
| 6 | Distance of the school is more |
| 7 | Lack of Awareness |
| 7 | There is no drinking water facility |
| 8 | No mid Day Meal is given |
| 9 | Absence of playgrounds and materials |
| 10 | There is no toilet facility |

The other problems mentioned by the villagers in the Expansion block are as follows:

1. Bad condition of the school buildings
2. There is no VEC and NFE
3. Intake of Alcohol by the Parents

6.9.7 Problems in New Block : The Ranking and Prioritisation exercise was conducted for SC and ST communities for both male and female groups in the New Block separately. The problems identified by different groups are presented in **Appendix 6.5**. The composite rank of all the four groups are shown in **Table 6.8**.

**Table 6.8 The Problems Identified in the New Block
According to their order of priorities**

| | |
|---|--|
| 1 | Distance of the school is more |
| 2 | Stipend is not given |
| 2 | Children are engaged in Household work |
| 3 | Lack of TLM material |
| 4 | No mid Day Meal is given |
| 5 | Teacher is not regular |
| 5 | Transport Problems/Bad Roads and Bridges |
| 6 | Lack of Awareness |
| 6 | Absence of playgrounds and materials |
| 7 | There is no drinking water facility |

The socio-economic conditions in the New Block (Karra) was not conducive to educational improvements. The type of problems identified by the villagers shows that there is a need for community mobilisation activities. The access should be considerably improved in the backward areas to improved the general quality of education in the rural interior areas. The other problems mentioned by the villagers in the New block are as follows:

1. Bad condition of the school buildings
2. There is no VEC and NFE

3. Shortage of Teachers
4. Intake of Alcohol by the Parents.

6.9.8 Solutions: All these villagers were also involved in group exercises to suggest possible solutions to these problems which they have identified themselves and prioritised earlier. Refer to **Appendices 6.6** and **6.7** for the Ranking and Prioritisation of the problems and solutions in the village Kudarko in Bero block. The solutions are similar irrespective of the type of blocks (Intensive, Expansion or New) and hence we are presenting the suggested solutions together. The various solutions as perceived by the villagers on the basis of the PRA exercises conducted particularly for the focus groups are as under:

1. Parents should be provided education (Literacy, adult and non-formal education)
2. The number of teachers should be increased in the schools
3. Mid day meal should be given
4. School buildings should be in good condition
5. Poverty and unemployment should be reduced
6. Teacher should come regular
7. Stipend should be given
8. There should be a School in every village
9. Handpumps should be there in the School
10. Children should not do the Household work
11. There should be a ban on consumption of alcohol
12. Reading materials should be given free of cost
13. The main and the approach road should be in good condition and all weather type
14. Bridges should be constructed across the river
15. Toilets should be there in every school
16. Health centres should be there in the village
17. Playground and playing materials should be given
18. NFE and VEC should be there in the village
19. Stipend/Uniform should be given to needy children.

6.10 Concluding Remarks

A number of activities were undertaken by the BEP for environment building and community mobilisation in the district. The *Bal-melas*, *Jatha*, *Lok-nrit* and plays are found to be more in the Intensive blocks than the New blocks. The micro planning and school mapping exercises are conducted in only a few villages in Angara block at present. The VECs are formed in every village but the role and functions of VECs are limited. The PRA of the villages show that the convergence and interlinkage of different functionaries that is required in such a project is not forthcoming.

The community mobilisation and participation is a process that has started in the course of the project activities and to achieve a higher rate of participation will require some more time in view of the socio-economic-cultural conditions existing in the rural areas.

CHAPTER 7 CONVERGENCE AND INTERFACE

7.1 Introduction

Education cannot be viewed in isolation without the other socio-economic and cultural aspects. For sustainability of the educational programme it is essential that other socio-economic developmental activities and programmes are interfaced or converged with the goals of the educational programme. According to the Concise Oxford Dictionary 'to converge' is 'to come together as if to meet or join' and to converge on/upon means an approach from different directions. Whereas 'Interface' means a point where interaction occurs between two or more systems, processes and subjects to achieve a common goal. If we say a 'Network' then it means a group of people who exchange information, contacts and experience for professional or social purposes. Whatever terminology we use, there is a need for having a **purposive system of interactions** with the associated programmes, projects and organisations to satisfy the stated objectives under the BEP. However, it is desirable that the issue of 'convergence' or 'interface' should have been thought a-priori rather than at the end of the project. Furthermore, the interlinkages and communications between different organisations should be a two-way process and it should be at different hierarchical levels of operations, say at the village, block, district and state levels.

7.1.1 The following Rural Development Programmes are being implemented in Ranchi District for the benefit of the rural poor.

1. Integrated Rural Development Programme (IRDP).
2. Jaldhara Scheme for the construction of Dug Wells.
3. Jawahar Rojgar Yojna (JRY) for the development in infrastructure facilities in the district.
4. Nehru Rojgar Yojna for the development of urban micro enterprises.
5. Prime Ministers Rojgar Yojna for employment of educated unemployed youth.
6. Minor Irrigation Schemes:
 - a) Lift irrigation (Subarnrekha) Scheme.
 - b) Sinking of Dugwells.
 - c) Water Harvest Tanks/Check Dams.
7. Scheme for Dairy Development.
8. Special Animal Husbandry Programme.
9. Special Foodgrain Production Programme (SFPP).
10. National Oil Seed Development Programme (NODP).
11. Development of Non Farm Sector through RIADA and DIC.
12. Bihar Plateau Development Programme.

7.1.2 The main Agencies Responsible for Development of District/ Block :

The main agencies responsible for development, their function and addresses are given below:

| Name of main Agencies | Main Functions | Address |
|-----------------------|---|--|
| DRDA | a. To release subsidy under IRDP/DWCRA. | Managing Director DRDA |
| | a. Infrastructure development and making arrangement for training for IRDP beneficiaries under TRYSEM. | Court Compound, RANCHI |
| | a. Ensuring assets availability. | |
| DIC | a. Identification and registration of entrepreneurs and development of industries. | General Manager DIC Ratu Road, Ranchi |
| | a. EDP Training. | |
| | a. Raw Material availability. | |
| | a. Linkage of Marketing. | |
| | a. Subsidy-Capital subsidy 15% against Fixed assets. 25% for generator sets and 15 paise per unit for electric consumption. | |
| | a. Providing seed money-10% against sanction of financial institution. | |
| Animal Husbandry | a. Extension work for Dairy, poultry, piggery, Goatery AND sheep rearing. a. Technical Know how. a. Veterinary services. a. Quality inputs availability. | District animal Block Husbandry Husbandry Officer, Nepal. Officer House, Doranda posted in Ranchi each block. |
| Forestry | a. Extension work. a. Technical know how. a. Availability of seedlings. | Conservator of DFO forest, Social posted in forestry Nepal Forest Deptt. House Hinoo, Ranchi Doranda Ranchi & Khunti |
| Fisheries | a. Extension work. | District Fisheries District |

| | | |
|--------------------|---|--|
| | <ul style="list-style-type: none"> a. Technical know how. a. Availability of fish seeds. a. Release of Subsidy. | <p>Officer Cum Chief Fisheries Executive Officer Officer, FFDA, Fisheries Cum Chief Deptt. Doranda Executive Ranchi Officer Doranda Ranchi</p> |
| Horticulture | <ul style="list-style-type: none"> a. Extension work. a. Technical know how a. Availability of seedlings a. Release of subsidy | <p>District Horti- Sub Div. culture officer Horticul. Dy/Director posted at (Hort.) Ranchi & Krishi Bhawan Khunti Kanke Road, Ranchi</p> |
| Agriculture | <ul style="list-style-type: none"> a. Extension work a. Availability of seeds, fertilisers pesticides | <p>Dist. Agrl. Officer SDO (Agr.) Krishi Bhawan posted at Laxmi Niwas Ranchi & Kanke Road, Khunti Ranchi BDO posted at each Block</p> |
| Piggery | <ul style="list-style-type: none"> a. Extension work a. Technical know how a. Availability of sow and boars from Hotwar Farm a. Veterinary aid. | <p>Piggery Development Officer, Doranda, Ranchi.</p> |
| Dairy Development: | <ul style="list-style-type: none"> a. Extension work | <p>Dy. Director Dairy Development, Harmu Housing colony, Ranchi</p> |

| | | |
|--|---|---|
| | <ul style="list-style-type: none"> a. Technical know how a. Veterinary aid a. Availability of quality input a. Infrastructure facilities | <p>OR</p> <p>Distt. Dairy Development Officer, Deepatoli, Near SBI, Ranchi.</p> |
| BIO GAS | <ul style="list-style-type: none"> a. Technical know how a. Availability of input a. Subsidy | Project Officer Breda, DDC, Office, Ranchi. |
| Special Central Sponsored Animal Husbandry Programme | <ul style="list-style-type: none"> a. Subsidy a. Availability of inputs for poultry, Piggery crossbreed, heifer and sheep. a. Technical know how and extension | Project Officer, Special Livestock, Breeding programme, Shyam Nagar, Ranchi. |

Source: District Credit Plan, 1995-96, Bank of India.

7.1.3 Voluntary Agencies : In the district, there are many voluntary agencies which are engaged in socio-economic upliftment of the downtrodden. There is an urgent need for utilising the services of these available voluntary agencies for extension work, proper utilisation of loan and developing ethics of repayment.

7.1.4 Bank Branches and Service Area Credit Plan: There are 187 bank branches operating in the district. The number of rural branches are 97 and there are 59 service areas. The credit plan target for 1996-97 period is Rs. 82.59 crores with agriculture constituting 42% of the credit. The IRDP loan given in 1996-97 period is Rs. 21.35 crores to 21132 Accounts. Refer **Appendix 7.1a&b** for the block-wise credit allocations and IRDP finance. The various priority programme like watershed development programme (Dry land farming) waterlands development programme, irrigation, sprinkler system, sericulture, Poultry, Piggery, commercial dairy unit, Horticulture fisheries and Biogas programme are of national importance and are included in the Service Area Plan accordingly.

7.2 Integrated Child Development Scheme (ICDS)

The objectives and functions of ICDS programme is presented in Section 3.8.2. There are 1483 ICDS centres which are operating in the district. The need for convergence is felt by the people concerned with the programme but the constraint is a lack of initiative on both sides. The other constraints faced by the programme are infrequent mid-day meal due to supply problems and bad transportation and communication systems. The malnutrition problem is acute in backward and interior areas and comparatively the nutritional status is better in urban and developed regions of the district. The problems of convergence is more at the district level.

7.3 Mid-Day Meal

There is supply problems which inhibits the operation and success of the programme. The mid-day meal is a nutritional supplement and attracts many students from the poorer sections and this in-turn helps in retention. The convergence should be at the state, district, block and village levels.

7.4 Health and Immunisation

In recent time there is some sort of convergence of the immunisation (Pulse-Polio) programmes with the schools and teachers. The periodic health check-ups has improved the child health status in the rural areas. However, there is scope for improving the enrolment and retention rates if a greater degree of convergence is achieved at the local levels. While conducting the field survey we observed an enrolment drive in Karra by BEP on 19 January, when there was a pulse polio immunisation programme on 18 January, the previous day. No efforts were made to coordinate or interlink the activities when the date for pulse polio immunisation was known well in advance by all concerned.

7.5 Bihar Plateau Development Project (BPDP)

The BPDP is a World Bank assisted project operated at the district to increase rural income and decrease the incidence of poverty in Southern Bihar. The activities of BPDP in Ranchi includes rural road construction (approach roads), minor irrigation schemes and infrastructure development for improving education, health, nutrition and other social amenities for the weaker sections (particularly tribals). We visited a plantation (horticulture) project in Karra block which will help increase the income of 60 tribal families. The project is jointly collaborated by a NGO called *Visva Manab Seva Sansthan*. There is no effort as such for convergence with the BEP activities in those blocks where the BPDP is doing very good work and helping directly/indirectly the cause of primary education in the district

7.6 Tribal Welfare

The Tribal Welfare Development is doing very useful work for the overall development of the tribal people in the state. There is a significant proportion (more than 43%) of tribals in the district. There is hardly any convergence with the educational activities offered by the development with the BEP activities. The distribution of text books, dresses and provision of other infrastructure for improving the UPE, needs some interlinkage with the BEP. Though the Tribal Welfare Commissioner is a member of the Executive Council of BEP, the involvement in terms of achieving convergence with the project activities is minimum. Efforts need to be made to achieve convergence with the educational activities.

7.7 Rural Development Activities

The District Rural Development Agency (DRDA) is headed by the DDC. There are various programmes like IRDP, JRY, DWCRA, TRYSEM, PMRY etc., which has some linkage with the educational activities in the district. There were some linkages in terms of using JRY funds for constricting school buildings, repair work and converting single room schools to double room schools. However, the degree of interlinkage has decreased over the years. One of the reasons found was the lack of direct involvement of the DC with the BEP activities. Earlier the DC used to be instrumental in achieving some form of convergence with the project activities. The degree of involvement of the DC/DDC has decreased somehow in the recent times which hampers the greater degree of convergence with the BEP. The distance of project headquarters at Ratu (12 Km.) from Ranchi has also been partially responsible for the degree of the detachments. It would be preferred to create a system where the roles of DC/DDC should be delineated such as to

improve the degree of convergence with the other related developmental programmes of the district.

7.8 MLA/ MP Special Fund

The special development fund need to be used for improving access and school attractiveness. The degree of convergence need to be geared such that better results are obtained.

7.9 Interlinkages with other Related Educational Departments

7.9.1 The BEP is supervised by the BEEOs. The monitoring and control of the programme is operated with the DSE. The NFE programme is coordinated with the Mass Education Officer and there is a Total Literacy Campaign going on in the district for the last 3 years. The inter-linkages with the DSE, MEO and TLC need much higher degree of involvement than that is available at the present, if the objectives laid down by the BEP are to be achieved.

7.9.2 There is some convergence or interlinkage of the DSE with BEP. The supervision and monitoring is usually done by the DSE through the BEEOs. The DSE is having a permanent structure but the projects/programmes like BEP or DPEP is a time bound one. The infrastructure available with the DSE (space available, quarters for BEEOs, computer and other office equipments) are inadequate to provide the required services. There were no budget provisions for the services of BEEOs and DSE for collecting information and providing monitoring and control systems for the BEP.

7.9.3 The present system of monitoring and control is very weak. The need is to strengthen the monitoring, supervision and control system by either strengthening the present set-up or evolving a separate structure for doing a much more devoted and professional job with a greater degree of motivation. It is, however, economic to revamp the existing structure. There is a need to recruit and give proper training to the personnel who will be doing the supervision and monitoring job. It was surprising to note that there were no trainings for the BEEOs in the district. The present number of BEEOs is found to be insufficient since the role of BEEOs include a number of activities which are difficult to deliver. There is a need for earmarking a fund for monitoring and conducting village and block level activities.

7.9.4 DIET : The training (*Ujala*) provided at DIET is not possible to sustain if there is no interlinkage or a programme to keep the teachers interest and motivation intact at the village level. At present the monthly meetings at the CRC level provides such a forum where constant interactions are possible. The level of interactions with the CRC and VEC need to be strengthened to sustain the results of training obtained by the teachers. The teachers training should be continuous and not a single time activity. The TOTs are presently involved in imparting training since there is only one faculty member at DIET. The creation of an infrastructure like DIET do not solve the problem if no faculties are available. The DIET is likely to recruit 3 faculty members in the near future. For delivering training there is some problem of synchronisation of manpower (faculty members), money and other resources at DIET. A mere provision of a budget of Rs. 2 crores per year may not be a healthy sign in the long run.

7.9.5 The Total Literacy Campaign in the district is going on since last 3 years but is not able to achieve the desired results due to problems of interlinkages/convergence. The programme did not take-off due to the non-cooperation of the NGOs at the earlier years. Though everyone concerned with TLC and BEP was genuinely concerned with the convergence issue, it is very difficult to have a successful system of convergence. During field work we observed that while TLC was having a campaign at Karra, the BEP team was also having an enrolment drive in Karra on the same day (without knowing about each others programme).

7.9.6 Similarly, it was found that the number of manpower was in short supply for controlling/delivering the BEP activities at the District Project Office. The problems in the district are too many e.g. language, medium of instruction, shortage of female and tribal teachers, lack of employment opportunities and other pedagogical problems. There is a need for systemic change with involvement, participation along with monetary contributions from the society to achieve the stated goals of the project. The trend of progress is in the right track, but will need more time to have an multiplier effect along with a much higher degree of interlinkage/convergence for all concerned directly or indirectly with the primary education.

7.10 Concluding Remarks

Regarding the need for convergence and interlinkage, everyone concerned was unanimously agreeing that it is a must. However, in reality the convergence is very difficult to achieve. Multiple agencies are doing similar things resulting in duplication. The educational performance in several tribal blocks show positive results due to the presence of Christian missionaries. However, no effort is ever made to have convergence with them. The degree of convergence needs further improvement amongst the following agencies like BPDP, PHED, TWC, ICDS, DRDA along with the DPC. The interlinkages with various educational departments like DSE, Mass Education Officer, and TLC with more information sharing should improve the performance and achievement of BEP objectives.

CHAPTER 8 SUMMARY AND CONCLUSIONS

'Well, in *our* country,' said Alice, still panting a little, 'you'd generally get to somewhere else - if you ran very fast for a long time as we've been doing.'

'A slow sort of country!' said the Queen. 'Now, *here*, you see, it takes all the running *you* can do, to keep in the same place. If you want to get somewhere else, you must run at least twice as fast as that!'

**Alice's Adventures in Wonderland and Through the Looking-Glass by
Lewis Carroll, ã Oxford University Press, 1971, pp.145.**

8.1 The Choice of a Criteria

In the preceding Chapters we have discussed the impact of the BEP in Ranchi. To assess the impact of such an educational project in the dichotomous classification of success or failure may neither be possible nor desirable. To give any answer to the type of question such as "what project should be considered successful?" is often encountered with a number of difficulties. It is, therefore, necessary to specify clearly the criteria of success or failure at the beginning. Such criteria may be defined in two broad classes - one would be basic (and absolute) and the other relative. There may be some minimum requirements (basic minimum) that have to be fulfilled before any project can be classified into 'successful' category. The BEP was meant to provide basic educational needs to the 6-14 age group of children with special emphasis on the education of the focus group like girl child and children from the backward communities. This basic objective of the local populace has been taken care of in this project to some extent and therefore the efforts can be declared as successful. Coming to the declared objectives of the project one can list the following by clubbing the main objectives into three broad categories:

(A) To achieve Universalisation of Primary Education for all children up to the age of 14, through access, both through the formal school system as well as part time non-formal education; participation of children till they complete the primary stage; achievement of minimum levels of learning.

(B) Education system viewed as an intervention for women's equality, bridging the gap for educational opportunity for the Scheduled Castes, Scheduled Tribes, and other poorer sections of the society.

(C) Relating education to the working and living conditions of the people. Special emphasis on science and environment and inculcation of a sense of social justice. It was assumed that a participatory approach will be followed in bringing social and structural change in the rural areas.

8.1.1 If we take the above mentioned three broad categories of objectives in the same order as above, we find that the objective **(A)** has been fulfilled to a large extent for villages in Intensive blocks and urban areas of the district. Many poorer and distant areas did not receive the same level of attention. The MLL tests show that the Intensive and Urban areas have achieved relatively higher level of success. This finding suggests a relative degree of non-achievement of the original objective set **(A)**. Similarly, it is found from our analysis that in awareness building

and community mobilisation, some amount of success has been achieved. It is, however, possible and desirable to achieve a higher level of success. The success has been at best partial. It is but natural to expect a much higher degree and intensity of efforts in areas where previous results showed poor performances in terms of educational status. But this higher degree of efforts (in proportion to the requirements) were not forthcoming.

8.1.2 Regarding the objective on equality of women, the success is at best marginal. The relative position of the girl child in terms of access, retention and their qualitative improvements have not changed much, though there are some improvements and if the efforts continue for some more time then we may see the type of results that one may prefer to obtain. Such social changes are likely to be achieved with sustained effort for a longer period of ten or more years. In this case the issue of success or failure may be decided later on. Similarly for the attainment of the objective set **(B)** much more efforts were needed for improvement of the social and educational status of the SCs and STs in the district. The fund allocations were not the only resource to fulfill this goal. There was a need for attitudinal changes for all concerned for achieving better results in this complex area. The organisational structure, the required number of good quality and quantity of manpower and the emphasis of priorities on the stated objectives were not sufficient enough to fulfill such an objective. The success here is only marginal and definitely requires a much greater degree of efforts and interventions, which the project could not provide over a sustained period of time.

8.1.3 The conclusion remains the same while evaluating the performance measurement under category **(C)**. The external environment is a major threat and constraint in attaining these objectives. The existing socio-economic-cultural-technological scenario of Ranchi is not conducive to attaining all the objectives as stated in the set **(C)**. Some of the objectives stated in the project are not measurable by some simple measurement tools and hence one may raise a doubt on framing the objectives. Further, the problems that the project was going to encounter while trying to achieve the stated goals and objectives should have been specified at the beginning of the planning process (in 1991-92) when the project was launched. The requirement of an organisational structure to fulfill these objectives seems to have been of a totally different type.

8.2 Replicability and Sustainability

We may also consider 'replicability' question as a criteria issue. We have made one subtle distinction in this regard. Criteria of success/ failure of a project may or may not be sufficient to ensure success/ failure of a programme consisting of a large number of such projects. Success/ failure of a project will largely depend on the replicability of the project. Thus replicability question is important when we want to apply the experience of one project in a specific situation in a general way over a larger area covering different situation and time periods. A project process and resultant effects will be non-replicable in case of the following:-

- (a) If the project theme/ methodology is based on special characteristics of the area and such characteristics/ environment are not generally found elsewhere, then the project may not be replicated.
- (b) If the project success is dependent on the quality of the project team and if those special team characteristics are not normally transferable through training and orientation.
- (c) If the attitude of the community which is specifically favourable or otherwise and not normally found elsewhere and if generation of such favourable attitude is not possible even with public contact, awareness and other programmes. In a way (c) is a sub set of (a) above.

(d) If the project success, resource availability, team spirit, involvement and community support are dependent on the charismatic leadership of the project leader and if replication of such leadership qualities is difficult.

8.2.1 It may be noted that all the 4 conditions mentioned above are related to each other. For example, area specificity in this case is not a constraint to the replicability of the project. We feel the stated objectives of the project will remain valid in Ranchi for quite sometime even though there will be many projects and/or programmes which will come and go. The area characteristics is nothing special, similar situations are obtainable elsewhere in the State/ Country. The characteristics of the community are also not very special in the specific regional set-up. The socio-economic-cultural conditions are normally found in any relatively poor sections of the village community elsewhere in the Southern part of Bihar. So on these considerations also the replicability criteria is satisfied.

8.2.2 Regarding team composition, it is found that the members were not available sufficient in number. There were no effort to recruit, select or train the project people for professional competency (apart from EMIS/ PMIS training and providing 7 days training on Project Planning and Implementation at Mussoorie at a much later stage). The project staff were emotionally involved at the beginning of the project, however, many of them are not available for the entire duration of the project. The degree of emotional involvement decreased along with time. However professionalisation of the project team through appropriate training and orientation may create professional devotion to the cause which can be an effective substitute to emotional attachment. The efforts required and the degree of supervision and monitoring which was needed are not found in the project. It seems that the project work was not organised on efficient scientific lines and therefore direct supervision and monitoring which were needed for attaining the level of success in the project were not available. However organising the project management on sound lines and managing effective feedback and monitoring system may reduce the need of direct supervision and monitoring. This deficiency must be taken into consideration before any such project or programme is replicated.

8.2.3 Regarding leadership it was observed that the project leader (DPC) got changed over the years and it was obvious. The leadership issue and the need for visions are already discussed in Chapter 7 on convergence. It may be said that the leadership qualities are reproducible through training and orientation of project leaders having right attitudes and background.

8.2.4 Taking all these aspects into consideration it is our view that it may be possible to replicate the project or its variant elsewhere or in Ranchi. The following steps must be taken to ensure the replicability of the success of the project.

(i) Proper understanding of the project area and the target groups: a good survey before launching the project/ programme may be necessary. Regional variations must be taken into consideration while framing the objectives. The objectives should be stated in a time frame and in measurable terms.

(ii) Adequate selection, training and orientation of the project team have to be launched. Such training and orientation must emphasise field level experience based training and orientation.

(iii) Proper design of organizational structure, information system, monitoring and control systems are absolutely essential for the success of the project. Corrective measures at the right time is not possible without a proper feedback, monitoring and control system.

(iv) Appropriate training of project leaders through exposure to field level experience and linking professional growth with leadership effectiveness. These may help in bridging the gap of efficient professional leadership and charisma.

We will now summarise various lessons that can be learnt through this evaluation study on BEP in Ranchi.

8.3 Summary and Conclusions

The various issues raised in this evaluative study are summarised below:

- a. Although the educational status of Ranchi is relatively better in terms of literacy, there exist regional variations. The socio-economic development of the district shows existence of regional disparities.
- b. The performance of BEP was quite significant, however, this was not enough to fulfill the stated objectives of the project. The organisational structure and the manpower deployed for achieving success was found to be inadequate.
- c. The project could not utilise the sanctioned budget due to various reasons. The degree of emphasis was changed since 1995-96 and a greater degree of mobilisation activities were undertaken.
- d. The project had many strengths as well as many weaknesses. The project has created a higher degree of awareness and expectation amongst the villagers. However, the capacity building and community mobilisation activities need further strengthening.
- e. The periodic organisation of *Bal melas*, *Nukkad/ Nataks/ Loknrit*, the presence of Mahila Samakhya and the awareness building campaigns, cultural programmes and mass meetings have generated some amount of enthusiasm amongst the rural poor families. The construction of CRC/BRCs and other participatory exercises on micro-planning helped increasing the peoples awareness and motivated them towards attaining a better educational status.
- f. The gross access rate somewhat improved due to construction of school buildings and conversion of single room schools to double room schools during the project period. Still there exist quite a few number of villages without a school.
- g. The achievements in enrolment shows a higher degree of success. The enrolment rate was supposed to have increased from 64 per cent in 1991 to 84 per cent in 1998. However, there are large variations in gender-wise, community-wise and block-wise figures. In the Intensive blocks the performance of BEP is relatively much better than the New blocks.
- h. The project could not contain the drop out rates (which is very high, in the order of 60 per cent) for the SC, ST and girl child in the remote rural areas.
- i. If we take an approximate enrolment rate of 80 per cent and dropout rate of 60 per cent in Ranchi, this means that about 68 per cent (20 per cent not enroled plus 48 per cent dropout children) are not there in the schools. Only 32 per cent are served by the formal primary education system. If we add another 10 per cent due to NFE and allowing for an estimated (10-20) per cent by the private schools, then we have a situation where 40 per cent of the potential school going children are not going to the school. This requires adequate attention for all concerned.
- j. There is a shortage of teachers in the primary schools. The number of vacant posts are too many. The number of female and tribal teachers are insignificant. The quality of teachings are partly responsible for low retention rates. The distribution of text books needs further improvement.
- k. The low performance in terms of MLL results by the students show that the quality of education has not improved as required.

- l. A good number of teachers were trained at DIET (*Ujala*). The Ujala training has created enough expectations amongst the teachers and this must be sustained by providing a higher dose and periodic training to not only motivate them but also to sustain the interest of the teachers in providing a joyful learning environment in the number of villages and to achieve the goal of universal primary education.
- m. The provision of TLM and other materials has helped to improve the enrolment scenario and the basic quality of education. The volume of such items need to be enhanced in the near future. The distribution mechanism also need some improvements. The school attractiveness creation must be seriously looked into and the role of VEC in this regard need to be further emphasised.
- n. The construction and formation of CRCs/BRCs has improved the quality of TLM. There is a need for a greater role of VEC in this regard. The VEC members need to be trained and the structure of VEC requires strengthening.
- o. The Mahila Samakhya is doing very good work in the district. Unfortunately, the Mahila Samakhya is operating in only 237 villages in 3 blocks out of the 20 blocks in the districts.
- p. The PRA of the villages shows that there are very few interactions of the various functionaries related to education. The villagers feel that these functionaries are not doing their job properly.
- q. The requirement of convergence that is needed for the project success with the socio-economic developmental activities is not happening in the district. The sharing of information and a greater degree of convergence will lead to higher level of educational achievement. There are many departments like BPDP, Tribal Welfare, DRDA, PHED etc. doing similar activities leading to duplication of efforts.
- r. The interlinkages with other related educational departments and programmes is very weak. A better coordination and higher form of interlinkage is absolutely necessary for achieving desired results.

In addition to the above mentioned points we would like to emphasise a few more points regarding 'success' or 'otherwise' of the project.

- It is not possible to achieve Universalisation of Primary Education (UPE) for all children up to the age of 14 in a period of 5-6 years in a district like Ranchi. The fulfillment of UPE may be achieved with sustained efforts over a longer period of time.
- The acceptance of the project at the local level is not whole hearted and the local participation was not to the desired degree. The community mobilisation aspect needs much more serious attention. The VEC and other people in the rural areas should develop a sense of belongingness to the school. Allocation of money or budget is only a necessary factor but not a sufficient one. Attitudinal changes are required of all concerned with the project.
- The sincerity and dedication of the project workers along with an effective control and monitoring system would have helped a reasonable and acceptable rate of attainment of the project objectives within a specified period of time. The effective documentation and monitoring system would have helped the project substantially.
- Training and orientation programmes are required to generate a good work-culture and enough enthusiasm among the project workers so as to take up the challenge of providing basic minimum education to the target group of population. The selection of such sincere and dedicated workers is important for the success of the project.
- There were some attempts to integrate/ converge the various developmental programmes (JRY, ICDS, Mid-day meal etc.) with the project. The degree of success or

failure is not easy to measure. There should be some interlinkage with the other departments providing complementary or supplementary services as well as some interconnection with the other associated educational departments (like DSE, Welfare Department, Mass Education Office etc.) with the project.

- The degree of success though laudable could have been more effective if there were a periodic review and corrective actions undertaken in-between. The successes achieved should be of a sustainable type and hopefully the next phase of the programme will target something towards this objective.

Finally, the BEP has contributed enormously to the success of the educational improvement of the district. However, like Alice in wonderland they have been running to stay where they were. The relative positions of the focus groups remain invariant over time. In other words, the BEP has to run twice as fast to bring in perceptible changes in the social structure of the rural educational scenario of Bihar.