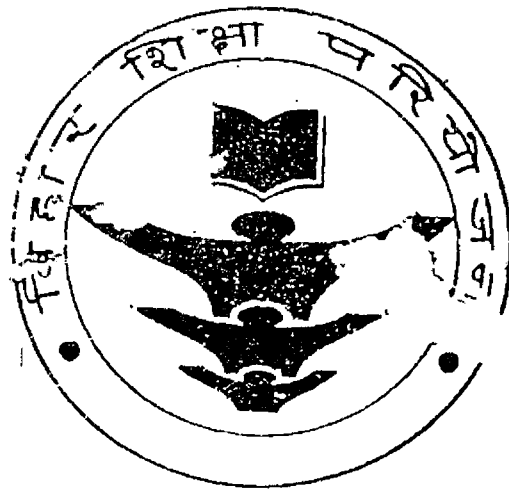


BIHAR EDUCATION PROJECT  
[UNDER DPEP -III]

*PERSPECTIVE PLAN*

1998-2003



RANCHI

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BiH-P

## CONTENTS

Chapter No.		PAGES
1.	DISTRICT PROFILE	
	1.1 Background	
	1.2 Population Composition	
	1.3 Occupational Pattern	
	1.4 Literacy Situation	
	1.5 Educational Profile	
	1.6 Educational Schemes	
2.	PROJECT CONCEPT, COMPOSITION OBJECTIVES, AND GOALS	
	2.1 Bihar Education Project	
	- Background	
	- Approach and Strategies	
	- Coverage and Achievement	
	2.2 DPEP GOALS	
	2.3 Objectives and Targets	
	- Access, Retention, Quality, Focus group, Disabled	
3.	PLANNING PROCESS	
	3.1 Background	
	3.2 Participatory Rural Appraisal	
	3.3 Social Assessment Studies	
	3.4 Teachers' Perception	
	3.5 Visioning cum Input workshop	
	3.6 Baseline Assessment Studies	
	3.7 Microplanning Studies	
4.	PROBLEMS AND ISSUES	
	4.1 Access/Enrolment	
	4.2 Retention	
	4.3 Quality	



5.	STRATEGIES AND INTERVENTIONS	
5.1	Access	
5.2	Retention	
5.3	Quality	
5.4	Early Childhood Care and Education	
5.5	Interventions for disabled	
6.	MAHILA SAMAKHYA	
6.1	Background and Philosophy	
6.2	Problem and Issues	
6.3	Activities	
7.	DEVELOPMENT OF INSTITUTIONAL CAPACITY	
7.1	District Project Office	
7.2	MIS unit	
7.3	District Institute of Education and Training	
7.4	Block Resource Centre	
7.5	Cluster Resource Centre	
7.6	Village Education Committee	
8.	COSTING TABLES	
	- Detailed cost tables (Yearwise, Phasing and Cumulative)	
	- Summary Tables (Component wise)	
	ANNEXURE - A	
	ANNEXURE - B	

## 1.1 Background

Ranchi District is situated in Chotanagpur Plateau, the hilly region of Bihar. Chotanagpur is a vast undulating plateau studded with hills which were once covered with dense forests. With influx of population, rapid industrialisation and extensive mining the forest cover has decreased. Geographically it is the eastern offshoot of the Deccan Plateau. Chotanagpur was once predominantly a Tribal region inhabited mainly by Adivasi groups like the Mundas, the Santhals, the Oraons, the Khariyas and other early settlers who arrived in this area after a series of migration. These tribals had originally cleared the area and brought it under cultivation. The region could not remain isolated for long and gradually the Muslim rulers and later the British gained control over it. With the Muslim & British control came the system of granting villages as Jagirs. The practice of granting Jagirs dealt a severe blow to the tribal agrarian system. Not only were the tribals reduced to rent paying raiyats but also the influx of outsiders began in the region. This mass of outsiders termed as Diku by the tribals exploited them with utmost capacity. The modus-operandi consisted of the use of force and legal action in evicting the owners of the land, imposition of land rent, torturous condition and forced labour on the raiyat. Only wasteland and forests were left for them. As time went on the relations between them became more and more strained and it culminated in a succession of uprising in the years 1811, 1820, 1831, 1855 and 1899. All these were primarily agrarian uprisings. The out come of these movements was the gradual erosion of the authority of the Jamindar and gradual spread of the British Administration over the plateau and the enactment of certain legislations like The Chotanagpur Tenancy Act to meet partially the grievances of the tribals. But on the whole the feudalistic structure continued to function until it was abolished after independence.

Alienation from land led to the pauperisation of tribals and migration in large numbers to the Tea gardens in Assam and North Bengal. The influx of population from other regions of the country and the migration of tribals out side the region in large numbers has changed the demographic profile of the Chotanagpur region. As of now the once dominant tribal communities have been reduced to minority in the region.

The region accounts for nearly 40% of the mining activity in India. The rapid pace of industrialisation accompanied with urban growth and a steady increase in the rate of immigration has led to further pauperisation of tribals. Industrial development has resulted in increasing land alienation, displacement and exploitation of tribals in Chotanagpur region.

Agriculture being rainfed is unable to support the local population. The industrial growth has not kept pace with the growth in population. In fact hardly any new investments are coming in the district and even existing units are becoming sick or closing down. Unemployment and under employment leads to seasonal migration of population, to the fields of Punjab, Haryana, to brick kilns or to the road construction sites. Women go out to urban centres as far as New Delhi to work as house maids. Children are also engaged in picking minor forest produce like mahua, tendu leaves, etc. besides helping their parents in house hold works.

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 4.43 % of the total area of the State. It is bounded on the North by Chatra and Hazaribagh district, 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 district is situated at latitude 23 - 22 and longitude 85 - 21. The altitude of the district varies between 1200 ft. to 2300 ft. from the MSL.

The district is divided into 2 sub divisions namely Ranchi Sadar & Khunti with 11 & 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, Itki.

The district headquarter is located at Ranchi which is connected by Air, Rail and Road. National highway no. 33 passes through the district.

The Ranchi urban agglomeration is highly industrialised and many public and private sector industries are located here. Some of important industrial establishment include HEC, Mecon, CMPDI, Usha Martin Black, Bharat Ball Bearing Co. etc.

## 1.2. Population Composition

As per the census 1991 the population of the district is 22,14,048 of which 10,61,312 (47.94%) is females and 11,52,736 (52.06%) is male. The S.C. population is 1,23,239 (5.57%) and S.T. population is 9,64,422 (43.56%). The number of females per thousand male is 921. The decinial growth of population of the district is shown in the table below.

POPULATION		NUMBER	PERCENTAGES	NUMBER	PERCENTAGES	INCREASE
RANCHI DISTRICT		[1981]		[1991]		.%
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		2,214,048		
S.C.	MALE	50,856	5.38	64,292	5.58	26.42
	FEMALE	47,470	5.41	58,947	5.55	24.18
	TOTAL	98,326	5.39	123,239	5.57	25.34
S.T.	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: N.I.C. (P.C.A.)

The Population density of the Ranchi district is 287.61 per sq. km. The main tribal groups residing here are the 'Mundas' the 'Oraon' the Kharias. In some pockets like Angara, Bundu and Silli wanderer primitive tribe called 'Birhore', have settled on the hills. They have kept themselves away from the main stream. The non tribals (Sadans) consist mainly of Kurmi Mahtos, Teli, Bania, Rajputs, Brahmins, Muslims and number of other castes. The blockwise population of the district is as given below:

	RURAL			URBAN		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
KANKE	49833	45162	94995	275823	226948	502771
NAMKUM	38562	36160	74722			
EATU	39462	38141	77603			
BERO	30348	29007	59355	10584	10226	20810
LAFUNG	19697	20236	39933			
CHANHO	24731	23855	48586			
MANDAR	29588	29039	58627			
MURMU	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			
ANIA	14165	15177	29342			
TORPA	28035	29118	57153			
KARRA	33367	33962	67329			
BUNDU	20113	20041	40154	7345	6531	13876
SONAHA	37224	37393	74617			
TAMAR	43288	41803	85091			
ARKI	27702	27683	55385			

(Source: P.C.A. 1991)

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

1. **Panchpargania Block:** Panchpargania is a mixture of Bangla, Hindi and Nagpuria. This language is spoken by the majority of the people of the following blocks.

1. Bundu
2. Sonahatu
3. Tamar
4. Silli

2. **Isolated Mundari speaking areas:** The majority in the following blocks speak in Mundari, a tribal language belonging to the Australoid group of tribal languages.

1. Arki
2. Murhu
3. Rania

3. **Church influenced areas:** The different denominations of the Protestant church and the Roman Catholic church have a large following in the following blocks:

Mandar, Khunti, Karra, Torpa, Murhu, 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 and Ratu.

##### 1. Areas having sizeable muslim population

The following blocks have sizeable muslim population:

Mander, Burmu, Chanho, Bero,

#### 1.3 Occupational pattern

The following table shows the occupational pattern of Ranchi:

	Total	Male	Female
Area in Sq. Kms.	7698		
No of occupied Residential Houses	3,79,807		
No of Household	3,93,299		
Population	22,14,048	11,52,736	10,61,312
S.C. Population	1,23,239	64,292	58,947
S.T. Population	9,64,422	4,90,510	4,73,912
Population Below age 7 years	4,13,171	2,09,959	2,03,212
Literates	9,27,765	6,13,949	3,13,816
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-IN N.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 Commn 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.)

The main occupation in Ranchi district is related with agriculture, livestock and forestry etc. 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 soil in Ranchi district is red laterite and acidic. The average rain fall is around 1250 mm. The total cultivable area of the district is 867842 acres of which 89720 acres are irrigated. the main crop is rice. Besides coarse grains like Gondli and Marua, Maize and Mustard seeds are also grown. Recently wheat, peas, bengal gram, ground nut, and a little of pulses are also being adopted by the villagers. Areas around Ranchi city namely Kanke, Bero, Mandar, Chanho, Burmu, Angara, Ratu. Ormanjhi are famous for vegetable production. The vegetables produced in the these areas are being sent as far as Calcutta.

#### 1.4 Overall Literacy Situation

As per Census 1991 the literacy rate of Ranchi district is 52.52 % compared to 38.48 % of the State and all India level of 52.21%. In Ranchi District Female Literacy Rate is 36.57% which is higher than that of Bihar 22.89% and less than all India rate 39.29%. The comparative literacy rates are shown below: The block wise literacy position is shown in the table given below :

COMMUNITY WISE LITERACY RATE OF ALL CD BLOCKS

BLOCKS	S.C.			S.T.			OVER ALL		
	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	53.16	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	29.95
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	75.59	84.61	64.90
Ormanjhi	22.54	33.99	10.27	21.85	35.16	7.32	34.11	52.11	14.76
Angara	24.24	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	9.15	27.82	44.44	10.30	35.66	54.59	15.71
Bundu	31.83	48.35	14.19	30.69	47.66	13.07	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
Murhu	34.43	46.38	22.82	25.29	33.92	16.85	37.22	49.81	24.71
Karra	24.41	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



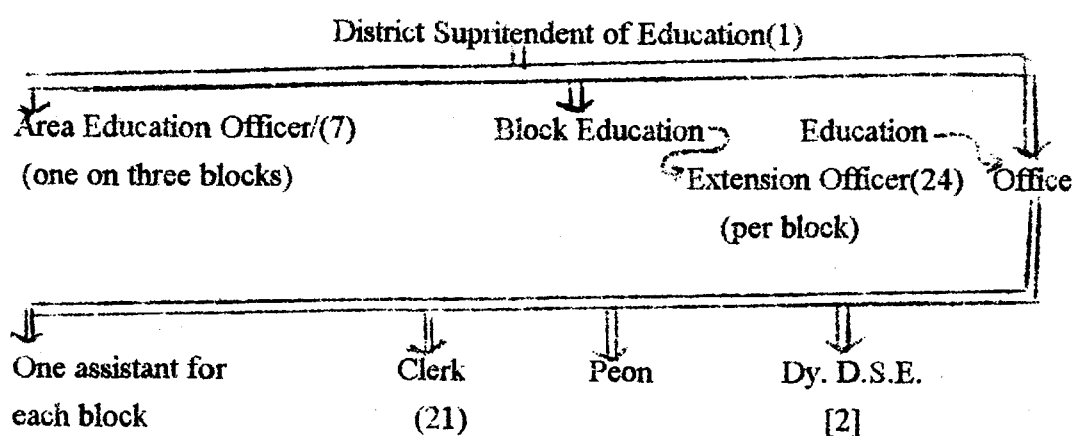
LITERACY RATE		RANCHI	BIHAR	ALL INDIA
ALL	MALE	65.12	52.49	64.13
	FEMALE	36.57	22.89	39.29
	TOTAL	52.52	38.48	52.21
S.C.	MALE	43.10		
	FEMALE	13.53		
	TOTAL	28.86		
S.T.	MALE	43.05		
	FEMALE	17.39		
	TOTAL	30.44		

Source: N.I.C. (P.C.A.)

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. Where as all the rural areas have literacy rates lower than the district average. There are 100 villages in the district having no female literates and 4 villages having no male literates.

### 1.5 District Education Profile

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 AEO's, BEEO's, Dy. DSE's. The organisational setup is as follows :



The district has been divided into 24 educational blocks. There are 1405 primary and 508 middle schools. The total enrolment in all the classes (I-V) as on 31.9.96 is 2,91,597 of which 1,35,321 (46.40%) are girls and 1,56,276 (53.60%) are boys. Sex and Community wise enrolment for the year 1996 is as follows:

**Abstract of Total Enrolment as on 31-03-1996**

Class	I	II	III	IV	V	TOTAL	%
General Girls	18327	12197	11547	9656	8207	59934	
Boys	18229	12588	11258	10456	9569	62100	
Total	36556	24785	22805	20112	1776	122034	
S.C. Girls	3097	1828	1705	1257	1006	8893	
Boys	3449	2263	2201	1662	1444	11019	
Total	6546	4091	3906	2919	2450	19912	
S.T. Girls	24116	13728	12405	9090	7155	66494	
Boys	27215	16599	15563	12806	10974	83157	
Total	51331	30327	27968	21896	18129	149651	
Grand Total	45540	27753	25657	20003	16368	135321	
Boys	48893	31450	29022	24924	21987	156276	
<u>Total</u>	<u>94433</u>	<u>59203</u>	<u>54679</u>	<u>44927</u>	<u>38355</u>	<u>291597</u>	

Source: B.E.P. Ranchi

The enrolment figures after the last 5 (five) years are as below :

**Community wise Enrolment Showing Enrolment for the Last 6 years under the category of the Boys & Girls**

Year	General		S.C.		S.T.		Grand Total		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
1991	55532	44100	9118	6035	64086	42279	128736	92414	221150
1992	57134	46730	9428	7100	68782	46922	135344	100752	236096
1993	60673	49182	9822	9263	74433	53231	144928	111396	256324
1994	65592	61075	12869	10212	89563	71503	168024	142790	310814*
1995	60761	59906	12028	9456	86462	69143	159251	135505	294756
1996	62100	59934	11019	8893	83157	66494	156276	135321	291597

Avg. Growth Rate    2.37    7.18    4.17    9.47    5.95    11.45    4.28    9.29    6.37

\* In this year a special enrolment drive was conducted by Education Department to achieve 100%

On the basis of the average growth rate of enrolment of the last 5 years the enrolment growth for the next 5 years is projected below :

Year	General		S.C.		S.T.		Grand Total		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
1997	63569	64238	11478	9735	88106	74111	163153	148084	311237
1998	65073	68851	11957	10657	93350	82600	170380	162108	332488
1999	66612	73795	12456	11667	98906	92062	177974	177524	355498
2000	68188	79094	12975	12772	104793	102608	185959	194474	380433
2001	69801	84774	13516	13981	111030	114361	194347	213116	401463
2002	71452	90861	14080	15306	117638	127462	203170	233629	436799

The enrolment in Ranchi district is around 69.32 % . A large section of the primary school going age children are uncovered by primary schools. The community wise difference in enrolment rates are as below:

POPULATION 1991	NUMBER	CHILD 6-11 @ 19%	ENROLMENT 1996	GER
TOTAL	2214048	420669	291597	69.32
MALE	1152736	219020	156276	71.35
FEMALE	1061312	201649	135321	67.11
S.C. TOTAL	123239	23415	19912	85.04
S.C. MALE	64292	12215	11019	90.21
S.C. FEMALE	58947	11200	8893	79.40
S.T. TOTAL	964422	183240	149651	81.67
S.T. MALE	490510	93197	83157	89.23
S.T. FEMALE	473912	90043	66494	73.85
GEN. TOTAL	1126387	214014	122034	57.02
GEN. MALE	597934	113607	62100	54.66
GEN. FEMALE	528453	100406	59934	59.69

(Source: P.C.A. 1991)

The dropout rate in the Ranchi district in as follows :

Current dropout rate for the district is	58.98 %
in case of girls	60.43 %
S.T. girls	66.75 %
S.T. boys	62.19 %
S.C. girls	65.92 %
S.C. boys	58.04 %

(Cohort : 1992)

The achievement level of the students of Ranchi is on the lower side. A Baseline Study shows that the achievement level among the student of Ranchi district is not satisfactory. In language(word meaning) and letter reading, students of class II have achieved 35.2% and 54.3% respectively. In maths achievement level in number recognition and addition/substraction is 30.2% and 27.3% respectively. When these tests were administered as per the MLL standard only 6.4% and 12.6% students could achieve MLL in word meaning and letter reading. In number recognition and addition/substraction (maths) 11.30% and 3.70% students respectively could achieve MLL. In case of students of class V also the picture is not rosy. Further details of base line assessment studies are given in annexure

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 not only highly politically active but are also 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 schooling if the same 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. This physical and language barrier hampers educational achievements.

In the church influenced areas the missionary schools are more appealing than government schools. The reasons are obvious- poor quality of govt. primary schools, lack of dress code, lack of extracurricular activities and absence of regular assessment. The educated youth migrate to other areas in search of jobs and poor semi/illiterate people migrate to fields of Punjab, Haryana.

In the urban areas the govt. primary schools is utilised mainly by the poorer sections of the society. There are schools where teachers in excess of the number required are posted. At times this is at the expense of rural schools. Teachers posted in the schools located close to the Ranchi urban agglomeration generally live in Ranchi city and commute every day to their place of work. They generally reach the school late and leave early.

In areas having sizable muslim population there is a gender bias against the girls. At times urdu books are not supplied in time which further affects the educational achievement. The people in these areas are generally engaged in the vocations requiring skills and are unable to relate the education being provided in the primary school to their day to day life.

The education blockwise breakup of existing Primary and Middle schools are as under:

Sl.No.	Block	Village	Primary School	Middle School	Total School
1.	* Kanke	131	68	21	89
2.	* Ratu	91	49	23	72
3.	Chanho	67	39	15	54
4.	Mander	69	45	19	64
5.	Lapung	79	53	14	67
6.	Burmu	98	60	26	86
7.	Bero-I	114	43	14	57
8.	Bero-II		38	12	50
9.	* Namkum	121	68	14	82
10.	Ormanjhi	91	51	10	61
11.	Angara	92	80	20	100
12.	Silli	113	69	32	101
13.	Rania	67	52	15	67
14.	Murhu	141	77	22	99
15.	Torpa	95	60	25	85
16.	Karra	178	78	20	98
17.	Arki	128	77	18	95
18.	Khunti	159	79	23	102
19.	Bundu	90	66	21	87
20.	Sonahatu-I	101	47	16	63
21.	Sonahatu-II		45	12	57
22.	Tamar	129	100	24	124
23.	Ranchi-I		27	31	58
24.	Ranchi-II		34	61	95
	<b>*Total*</b>		<b>1405</b>	<b>508</b>	<b>1913</b>

(Source: D.S.E., Ranchi)

Existing teachers position of Ranchi district disaggregated by Block, Community and Sex is :

Blocks	S.C.		S.T.		O.B.C.		General		Grand Total	
	M	F	M	F	M	F	M	F	M	F
KANKE	7	2	31	54	78	9	42	26	158	91
RATU	4	5	18	98	14	9	115	32	151	144
CHANHO	10	*	41	11	51	3	43	2	145	16
MANDER	7	*	20	40	16	*	86	12	129	52
LAPUNG	6	*	43	22	39	3	40	*	128	25
BURMU	6	*	34	16	94	7	74	3	208	26
BERO - I	1	*	22	23	55	4	18	*	96	27
BERO - II	8	*	33	24	40	6	29	5	110	35
NAMKUM	2	4	32	75	*	*	60	22	94	105
ORMANJHI	4	*	17	41	*	*	98	24	119	65
ANGARA	8	*	61	31	145	6	48	3	262	40
SILLI	9	1	45	7	185	22	61	4	300	34
RANIA	3	*	49	15	23	*	9	*	84	15
MURHU	10	4	61	51	23	*	29	1	123	56
TORPA	6	*	34	38	22	*	41	1	103	39
KARRA	7	*	54	38	38	3	42	2	141	43
ARKI	16	*	94	10	78	*	36	*	224	10
KHUNTI	5	2	79	46	62	9	11	*	157	57
BUNDU	3	*	36	13	88	1	25	1	152	17
SONAHATU-I	*	*	27	*	144	16	10	*	181	16
SONAHATU-II	5	*	28	*	91	1	37	*	161	1
TAMAR	14	*	63	*	136	2	70	*	283	2
RANCHI-I	4	2	7	84	10	1	75	113	96	200
RANCHI-II	2	5	3	166	16	13	72	134	93	318
* TOTAL *	147	25	932	905	1448	115	1171	385	3698	1430

TOTAL NUMBER OF TEACHERS : 5128

(Source: D.S.E , Ranchi)

Existing breakup of primary education staff position in the district :

Sl.No.	Name of the Post	Sanctioned Post	Vacant Post	In Position
1.	Primary Teacher	3237	175	3062
2.	Middle Teacher	3999	197	3802
3.	Middle, H.M.	377	105	272
4.	BEEOs	24	0	24
5.	AEOs	8	1	7
6.	Dy. DSE	3	1	2
7.	DSE	1	0	1
8.	Clerks	32	11	21

(Source: D.S.E, Ranchi)

Details of Educational Institutions functioning in the district is given below :

- ✓ Ranchi University ✓
- ✓ Birsa Agricultural University ✓
- ✓ Birla Institute of Technology, Mesra ✓
- ✓ Xavier Institute of Social Service
- ✓ National Institute of Foundry & Forge Technology
- ✓ Indian Institute of Coal Management
- ✓ L.P. Vidyarthi Social Research Institute
- ✓ Ranchi Polytechnic
- ✓ Tribal Welfare and Research Institute
- ✓ Small Industries Service Institute
- ✓ Rajendra Medical College Hospital
- ✓ Industrial Training Institute

### **Teachers Training Institution**

District Institute of Education & Training is situated at Ratu. 12 K.M. from district Headquarter. The DIET Ranchi was started in November 1991 under Bihar Education Project with the vision of providing pedagogical, management, research support to primary education in the district. The following eight components were started 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

At present only in-service teachers training programme is being implimented due to scarcity of man power.

### **1.6 Educational Schemes**

Presently the following educational schemes are being implimented in the district :

\* Bihar Education Project (Refer Chapter - 2 for details)

\* Non Formal Education Centres/Integrated Child Development Scheme (ICDS)

Under the District Mass Education Office 550 special non formal education centres are functioning. A total of 12650 students including 7590 girls are enroled in these centres. Under the ICDS schemes 1483 Angan Bari centres are functioning in 17 out of 20 blocks.



The blockwise details of N.F.E. and ICDS centres is :

Sl.No.	Block	No. of N.F.E Centres	No. of ICDS Centres	
			Sanctioned	Functional
1.	Chanho	28	70	69
2.	Burmu	24	95	-
3.	Tamar	28	146	132
4.	Sonahatu	20	-	-
5.	Rania	10	41	35
6.	Ratu	28	133	128
7.	Ormanjhi	32	83	73
8.	Kanke	34	177	-
9.	Bundu	28	69	68
10.	Lapung	30	57	55
11.	<u>Bero</u>	<u>18</u>	<u>137</u>	<u>134</u>
12.	Arki	24	70	56
13.	Murhu	30	77	70
14.	Karra	34	106	100
15.	Namkum	24	107	102
16.	Silli	26	94	-
17.	Torpa	22	82	76
18.	Mander	40	81	76
19.	Khunti			
30	117	114		
20.	<u>Angara</u>	<u>36</u>	<u>107</u>	<u>101</u>
	<b>*Total*</b>	<b>550</b>	<b>1949</b>	<b>1483</b>

(Source: Dept. of Mass Edn./ICDS)

**Welfare Department (stipend)**

The District Welfare Department has stipend schemes S.T. and S.C. and OBC students. Following table shows the detailed information (for the year 1995-96) of stipend distributed by welfare department.

STD	Category	Budget Allotted			Beneficiaries		
		Planed	Nonplaned	Total	Planed	Nonplaned	Total
I	S.T.	1895000/-	4737000/-	6632000/-	12161	30354	42515
to	S.C.	0	231000/-	231000/-	0	1483	1483
VI	O.B.C.	60000/-	112100/-	172100/-	387	715	1102
VII	S.T.	1154000/-	7250000/-	8404000/-	2669	16054	18723
to	S.C.	0	800000/-	800000/-	0	1841	1841
X	O.B.C.	55000/-	495000/-	550000/-	161	1144	1305

(Source: Welfare Deptment)

### Operation Black Board Scheme

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 a school buildings and 328 schools were provided with 120 types of TLM/infrastructural items.

In the II<sup>nd</sup> phase (1988-89) 38 single teacher schools were provided with a additional teachers, 34 building less schools were provided with school buildings. The blockwise beneficiary schools under Operational Black Board Scheme are shown below :

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

(Source: D.S.E., Ranchi)

### Residential / Ashram Schools for ST/SC :

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

Sl.No.	Name of School	Block	Boys/Girls	ST/SC
1.	Middle School Tapkara	Torpa	Boys	S.T
2.	Middle School Dumbari	Murhu	"	"
3.	Middle School Ormanjhi	Ormanjhi	"	"
4.	Middle School Amanburu	Bundu	"	"
5.	High School Benedih	"	"	"
6.	High School Sonchipi	Chanho	"	"
7.	High School Arki	Arki	"	"
8.	High School Tamar	Tamar	Girls	"
9.	High School Kundi	"	"	"
10.	High School Kanre	Kanke	Boys	S.C
11.	High School Bundu	Bundu	"	S.C

(Source: Tribal Welfare Dept./Welfare Dept. Ranchi)

## **Total Literacy Campaign**

The district of Ranchi 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 TILC has been able to:

1. Create a 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 broadened the concept of culture to include scientific temper, women's equality and social justice.
6. Establish friendly link between different governmental departments and NGO's.
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 and sanitation, and stream lining the processes of different developmental schemes launched in the district.
4. Three 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 TLC, 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.

**Basic data at a glance**

Block	Environment creation start on	Teaching & Learning started on	Survey Result			SC	ST	Remarks
			Total	Male	Female			
<b>First Phase:</b>								
Angara, Mander Bero, Ormanjhi Chanho, Ratu Arka	1.4.95	1.10.95	72802	26292	46510	6396	45881	In most of the Panchayat camp- aign is in the phase of completion.
<b>Second Phase :</b>								
Silli, Sonahatu Bundu, Tamar Namkum. Kanke	1.8.95	1.1.96	67184 *	26326	40858	4481	17599	Hopefully camp- aign is giving to completed in March' 1997
<b>Third Phase:</b>								
Khunti, Murhu Karra, Lapung Torpa, Rania Burhmu and Ranchi Urban area.	8.9.1996							Teachin and lear- ning has been started in Jan'97

\* Survey incomplete

**Enrolement Achievement**

	Total	Male	Female	SC	ST
Survey	1,39,986	52,618	87,368	10,877	63,480
Enrolement	1,02,093	52,060	50,033	6,548	41,916
Achievement	72.93%	98.94%	57.27%	60.20%	66.03%

**Teaching and Learning Achievement**

	Total	Male	Female	SC	ST
Enrolement	1,02,093	52,060	50,033	6,548	41,916
Reading Primer I	14,527	7,531	6,996	806	7,169
Completed Primer I	87,566	44,529	43,037	5,742	34,747
Reading Primer II	26,845	13,876	12,969	1,332	3,618
Completed Primer II	55,241	27,502	27,739	3,941	27,478
Reading Primer III	20,127	10,637	9,489	1,383	11,967
Completed Primer III	21,857	10,878	10,980	1,567	13,181

(Source: TLC, Ranchi)

## Project Concept, Composition, Objectives and Goals

### 2.1 Bihar Education Project

Despite being endowed with natural resources accounting for nearly 40% of total mineral production of the country and having fertile gangetic plains, almost all indicators of development are negative in Bihar. In comparison with other states, Bihar is lagging far behind in the field of literacy and education. In absolute terms the numbers of illiterates has increased from 34 millions in 1951 to 59 millions in 1991. Keeping in view the above mentioned position, Bihar Education Project was initiated in the year 1991 with the following goals:

- (a) To achieve Universalisation of Primary Education for all children upto 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) 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 for educational opportunity for the Scheduled Castes, Scheduled Tribes, and other poorer sections of 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

#### 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, employers, trade unionists, 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 accountaable to the village community.
- Creating modalities to involve organisations, educational institutions and individuals.
- Beginning on a small scale with experimentation and establishment of an inbuilt 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.

### Coverage and Achievements

To achieve the predescribed goals and objectives of Bihar Education Project work in seven components were taken up viz Formal education, Non formal education, Adult Education, ECCE, Mahila Samakhya, Culture Communication and Continuing Education, and Training. Each of the components was looked after by a number of resource persons and Assti. resource persons. Component wise achievement of BEP Ranchi for the last five years is given below:

#### a. Formal Education

Increase in enrolment  
(Class I-VIII)

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

The enrolment of boys has grown by 18.16% in the 5 years and the enrolment of girls by 44.94%. There has been remarkable growth in enrolment of girls especially ST girls.

### Free distribution of Textbook

Textbook is the basic TLM for a primary school. In our 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's child was taken up under BEP. In the year 1992-93 the distribution was done among S.C. and S.T. students, in the year 1993-94 this facility was extended to girls from other communities also. In the later year of the project the textbooks were made available to all the enrolled students. The yearwise details of textbook distribution is:

Year	Distribution details
1992-93	To all enrolled S.C., S.T. students
1993-94	To all enrolled S.C., S.T. & Girl Child
1994-95	All the enrolled students
1995-96	All enrolled children of class I & II

### Construction of School Building and Cluster Resource Centre

The infrastructural facilities available in the primary school in the district are in a very bad shape. Many schools are running without school buildings, the buildings of many schools are dilapidated. Work for improving the infrastructural facilities of the school building was taken up under BEP. Till now 75 schools, and 28 toilet's have been constructed. Further 60 schools have been repaired. In the later years it was decided to construct cluster resource centres for recurrent training of the teachers and for the training of VECs. Till now 120 CRCs have being identified and construction has been started in 17 sites.

### TLM support to Schools

For improving quality of education and for making teaching learning a joyful process TLM has been provide 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

**b. Training**

Human resource is the key resource of any project or programme. For the purpose of providing training to teachers, adult education and nonformal education workers, DIET was established at Ratu, 10 KM from district headquarter. DIET has been carrying out various training programmes for teachers, headmasters, education officers, NGOs, ECCE workers, M.S. 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 will be covered by March 1997. Before "Ujala" the S.C.E.R.T. training module of 10+11 days was followed.

Till now 964 teachers have been trained in 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 teacher. TLM support of Rs 500/- have been given to the teachers who have completed the Ujala training. 102 VECs out of 1913 have been trained in the DIET.

Details of training conducted as follows:

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	Ujala
1995	34	26	60	Mixed	Newly appointed teachers
1996-97	1944	606	2550	19	Ujala (10 days) as on 10.1.97*

\* NOTE : Training for Headmaster & Inspecting Officers were also conducted

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

**Training of V.E.C. Members**

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



**Formation of CRC/Meeting**

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.

**c. Non-Formal Education**

Due to socio-economic and geographical reasons many children are not able to attend the regular primary schools. NGO's were involved to run non formal education centres and special non formal education centres. Proper convergence strategies were framed with the Department of Mass Education to avoid duplication. The details of NFE centres opened under BEP are as follows:

Year	No. of Centres	No. of Students	No. of Blocks	NGOs Involved	Remarks
1992-93	525	13125	18	31	
1992-93	1025	29491	20	31	
1993-94	1025	29491	20	31	
1994-95	1315	32875	20		31
1995-96	290	7250	06		14

**d. Early Childhood Care and Education**

The E.C.C.E. component of BEP took up the task of mental physical and alround development of children between 3 to 6 year. This programme has been an additionality to the ICDS programme. NGO support was used by BEP for the implimentation of special ECCE programme like 'Chaua Akhra'. The number of centres opened are as follows:

Year	No. of Centres	No. of Students	No. of Blocks	Agency Involved	Training 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	--

#### e. Mahila Samakhya

Empowerment of women is one of the main strategies to bring about social change in society. 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 been spread in all the areas in three blocks. The details of Mahila Samakhya accomplishment areas are as follows:

- \* 237 villages of 3 blocks and 13 muhallas of urban area covered.
- \* 2 district core team 24 Sahyogini and 415 Sakhees (trained under BEP) involved.
- \* 212 Mahila Samooch are formed under which 5599 women are registered.
- \* 141 Mahila Samooch have opened their accounts under which Rs.6,60,100.99 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 functional under which 198 minor girls and 250 boys registered.
- \* 5 Kishori Mandals are formed under which 122 Kishories are registered up for empowering the women and girls.
- \* Regular monthly meeting of Mahila samooch under progress.
- \* Following Committees are formed under Mahila Samakhya:
  - Savings, Education, Health, Training, Documentation & Publication Committee.
- \* Vocational Training are also conducted under M.S. (Ref. Training on Ayurvedic Medicine conducted in 1996-97 for 42 women)
- \* Training on Health & Education to 300 women at Silagai.
- \* 500 women participated in a Mahila Sammelan at Bande.

#### f. Micro Planning

To assess the educational needs of a village, micro planning exercises are conducted, which includes a series of activities like:

- |                       |                                    |
|-----------------------|------------------------------------|
| .. 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   |                                    |

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.

## 2.2 District Primary Education Programme Goals

The unfinished task of universalisation of UPE under BEP would be taken over by DPEP and a new direction will be given. The DPEP goes beyond BEP in the following areas :

- i. The emphasis of local area planning with the district plans being formulated in their own right rather than being derived from a state plan project document.
- ii. Greater rigour and infusion of professional inputs in planning and appraisal.
- iii. More focussed targeting in that the districts selected would be :
  - a. educationally backward districts with female literacy below the national average; and
  - b. districts where TLCs have been successful leading to enhanced demand for elementary education.
- iv. More focussed coverage in that the Programme would focus on primary stage (Classes I-V and its NFE equivalent), with stress on education for girls, and for socially disadvantaged groups. In States where enrolment and retention is near universal in the primary stage. Support can be considered for upper primary stage.

The Programme would develop and implement in the districts selected a replicable, sustainable and cost-effective programme.

- i. to reduce differences in enrolment, dropout and learning achievement among gender and social groups to less than five per cent.
- ii. to reduce overall primary dropout rates for all students to less than 10 per cent.
- iii. to raise average achievement levels by atleast 25 per cent over measured baseline levels and ensuring achievement of basic literacy and numeracy competencies and a minimum of 40% achievement levels in other competencies, by all primary school children.
- iv. to provide, according to national norms, access for all children, to primary education classes (I-V), i.e. primary schooling wherever possible, or its equivalent non-formal education.

The programme would also strengthen the capacity of district institutions and organisations for the planning, management and evaluation of primary education. The programme would be implemented in a mission mode. The plans would be formulated and implemented with the active association of the community, NGOs, teachers and educationists. Therefore, all these groups would have to be provided adequate representation and voice, in the management of the project at all levels ; state, district, block and village.

DPEP is not a finance driven programme but seeks to build systems that are cost-effective, replicable and management cost to 6%. The recurring liabilities at the end of the Programme would be the exclusive responsibility of the State Government.

### 2.3 Objective and Target Fixation

#### Access

\* To achieve universal enrolment

\* To increase GER upto 110% during the 5 years of this project:

	Present GER for the district is	Expected increase
	69.32%	40%
	S.T. Girls 73.85%	40%
	S.T. Boys 89.23%	30%
	S.C. Girls 79.40%	30%
	S.C. Boys 90.21%	20%

#### Retention

To reduce the general dropout rate at the primary level to less than 25% (DPEP guidelines states less than 10%)

	Expected decrease
Current drop out rate for the district is : 58.98 %	34%
in case of Girls : 60.43 %	35%
ST girls : 66.75 %	41%
ST boys : 62.19 %	37%
SC girls : 65.92 %	40%
SC boys : 58.04 %	34%

#### Improving Quality

To increase average primary learning achievement by 25% over measured base line levels and insuring achievement of basic literacy and numeracy competencies and a minimum of 40% achievements levels in other competencies by all primary scholls children.

#### Over all achievement level:

Current achievement level Language word meaning	49%
Reading Comprehension	14%
Current achievement level Maths	14%

**Achievement of ST/SC - Summary of BAS report**

Item	ST		SC	
	Class-1	Class-5	Class-1	Class-5
<b>Language (Word meaning)</b>				
Mean	3.93	17.80	3.93	13.52
SD	4.19	6.5	4.19	9.7
<b>Language (Reading Comp.)</b>				
Mean	5.35	14.24	5.34	16.16
SD	3.34	6.8	3.34	6.8
<b>Achieving MLL</b>				
Word meaning	6.3%	20.2%	6.3%	44%
Reading Comp .	12.3%		12.3%	
<b>Math (Number Rec.)</b>				
Mean	2.90	10.98	2.90	13.00
SD	2.01	4.4	2.4	3.2
<b>Math (Addition Sub.)</b>				
Mean	2.52		2.52	
SD	2.85		2.85	
<b>Acheiving MLL</b>				
Number Rec.	10.3%	9.6%	10.3%	16%
Addition sub.	4.7%		4.7%	

**Focus Group**

To bridge the gap pertaining to enrolment, retention and achievement to less than 5% among communities and gender.

**Disabled.**

To ensure basic primary education to disabled children.

To deliver working model of Integrated Education (IE) with consideration for various disabilities

### 3.1 Participatory Planning

A District Level Core Planning Team consisting of the following members was set up

1. G. V. S. R. Prasad
2. Kitta Manoj Kumar
3. Sandhya Prashilla Ekka
4. Shahzad Ahmad

For participatory and localised planning the core team carried out the following exercises and studies:

- i. Participative Rural Appraisal.
- ii. Social Assessment Studies
- iii. Teachers perception of school, pupil, reasons for non-achievement of UEE etc. through questionnaire
- iv. Visioning Exercises
- v. Further the core team relied on the results of the Base Line Survey Conducted in 1995 by the A.N.Sinha Institute of Social Studies, Patna.

### 3.2 Participative Rural Appraisal

PRA exercises were conducted by two agencies namely Mahila Samakhya groups (women groups) NGOs and VECs. The women group carried out the PRA exercises in 40 villages and the NGO's and VEC carried out the PRA exercises in 60 villages (List in annexure ).

The PRA exercises shed light into the following areas related to education:

- reasons for girls and boys not attending school
- reasons for boys/girls of specific community not attending schools
- suggestion for UEE
- perception of educational facilities
- perception of teachers
- perception of school timings and school holidays

**Findings :** The main findings for girls and boys not attending school are as follows:

- Poverty
- Household work
- Temporary migration
- Child labour

- Cattle grazing
- Consumption of liquor by parents
- Lack of awareness of community towards education
- Parents illiteracy
- Girls considered as others property
- Unsuitable school location
- Language barrier in tribal pockets

The main reason for girls and boys of weaker section not attending school is as follow:

- Lack of communities awareness towards education
- Poverty
- Problem of social status
- Household work
- Parda system
- Child marriage
- Child labour
- Cattle grazing
- Language barrier

Details of the studies carried out are in annexure 3.

### 3.3 Social Assessment Studies

Social Assessment Studies was carried out by ORG systems in 18 villages selected randomly. These 18 villages are spread in 9 blocks. Out of these 18 villages 15 were identified on the basis of the following variables and the balance three were identified by the district core team to cover villages having other minorities.

Size - Small, Medium, Large

Dominance of Community - ST dominated, SC dominated, other villages.

Small=50 - 500 pop. Medium=5001 - 1500 pop. Large= 1501 and above

S.T. dominated=district S.T. population % - 5%

S.C. dominated=district S.C. population % + 5%

Twelve facilitators were selected to carry out PRA exercises in the selected villages. There twelve facilitators were trained by the ORG personnel. The facilitators in their turn selected five animators in each village. The exercises was carried out in 18 days. A list of the villages where the PRA was carried out is in annexure 4.

### 3.4 Teachers Perceptions

It was decided to collect information regarding perception of teachers with regard to problems hampering UPE and quality of education. It was decided to administer questionnaire to teachers in the district and seek their response with regard to their perception of educational facilities, position of Village Education Committees, school attendance, their expectations of infrastructural facilities, reasons for low enrolment and retention. 1052 teachers of 9 block responded to this questionnaire during . The findings are as follows:

Sl.No.	Nature of Questions	Percentage of response	
		Yes	No
1.	Availability of Educational facilities in their village.		
	A. Primary School	80.76	19.24
	B. Middle School	31.75	68.25
	C. NFE Centre	17.21	82.79
	D. Womens group	06.75	93.25
	E. ICDS Centre	59.03	40.97
2.	Existance of VEC	98.00	02.00
3.	Parents awareness for schooling	58.56	41.44
4.	Reason for girls/boys not attending to schools	Girls %	Boys %
	a) Household work	24.04	19.32
	b) Cattle garazing	10.12	16.63
	c) Poverty	27.29	28.55
	d) Parents illiteracy	17.51	16.78
	e) Parents consumption liquor	00.67	01.52
	f) Lack of transportation	00.52	--
	g) Social insecurity	00.57	--
	h) Temporary migration	02.04	02.32
	i) Social orthodoxy (child marriage)	06.70	--
	j) Child Labour	10.17	11.98
	k) Going to private schools	00.36	01.52
	l) Language problem	--	00.86
	m) Unemployment	--	00.52



**Teachers Suggestions for UEE**

	Percentages	Ranking
a. Arrangement for midday meal	11.73	III
b. Social awareness/mobilization	34.04	I
c. Mothers committee	19.42	II
d. Joyful teaching-learning	08.86	V
e. Change in school timing	00.48	X
f. Regular meeting of VEC	09.57	IV
g. Appointing female teachers	02.62	VII
h. Introducing "Karhi-Bunai"	03.77	VII
i. Teachers regularity	00.85	IX
j. Free textbook/Uniform/Stipend	08.66	VI

**Facilities available in the School**

	Percentages	
	Available	Not available
a. Drinking water	48.67	51.33
b. Toilet	07.05	92.95
c. Play ground	37.24	62.76
d. TLM	41.52	58.48
e. Blackboard	91.71	08.29
f. Games/Sports material	23.52	76.48

**Teachers demand for betterment of school**

	Percentages
a. Play ground	09.98
b. TLM	17.40
c. Games/Sport material/Musical instrument	21.14
d. Drinking Water	10.71
e. School Building	06.44
f. Library	01.39
g. Toilet	15.27
h. Boundary wall	08.99
i. Electricity/fan/TV	00.41
j. Teachers quarters	03.90
k. Teachers	04.15
l. Hostel	00.14

What the teachers think of School timing and holidays ?

a. Appropriate	14.74%
b. Inappropriate	85.25%

(Need to be rationalised)

\* Total No. of teacher responded : 1052

### 3.5 Visioning cum Input Workshop

A state level visioning workshop was conducted by Ed.Cil on 1- 4 September 1996 at DIET, Ranchi. On this model six visioning workshops were conducted in Ranchi during November and December'96. Two of these workshops were conducted at block level at Ratu and Angara on 27-11-96 and 14-12-96 in which block level officials and representatives of the community took part. Two workshops were conducted at district level at DIET, Ratu on 23-11-96 and 27-11-96 in which district level officials and Mahila Samakhya workers of the district participated. One workshop was conducted among working children who have never been to school at Kilkari (rehabilitation centre for working children) on 16-12-96. One was conducted among illiterate mothers at Getalsood, Angara on 18-12-96. The findings are included in chapter on problems.

### 3.6 Base Line Studies

A Base Line study was carried out by the A.N.Sinha Institute of Social Studies, Patna in the month of September, 1995. The objective of the study was to measure the level of achievement of learners at entry level and at near exit level of primary stage and to find out differences if any in achievement as a result of gender, location and caste factors.

A sample of 45 schools was selected out of 1913 in the district. The district was divided in to urban and rural areas for the purpose of identifying the schools.

NCERT, Class V Language Achievement Tests, Mathematics Achievement Test and NCERT, Class II achievement test were conducted to access the levels of achievements.

The lists of schools in which the achievement level tests were conducted are in annexure . The findings are as follows:

	Primary		Middle		Total	% of the Total School		
	Rural	Urban	Rural	Urban				
1. a. Sample Schools	32	04	09	00	45	2.57%		
			Class Vth			Class IInd		
			Boys	Girls	Total	Boys	Girls	Total
b. Sample Students	327	180	507		373	272	645	
2. Achievement of Classes								
a. In Language (Word Meaning)						Word Reading		
Mean		18.98	17.54	18.46		3.72	3.24	3.52
S.D.		7.0	8.2	7.5		4.00	4.00	4.00
b. Reading Comprehension						Letter Reading		
Mean		16.30	15.68	16.07		5.73	5.00	5.43
S.D.		8.1	7.9	8.0		3.20	3.70	3.40
			Class Vth			Class IInd		
			Boys	Girls	Total	Boys	Girls	Total
c. Word Meaning (Achieving MLL) (40-59)		51.80	46.10	49.90		Word Reading		
						5.90	7.00	6.40
d. Reading Comprehension (Achieving MLL) (40-49)		14.00	13.90	14.00		Letter Reading		
						12.60	12.50	12.60
e. Achieving in Mathematics						Number Recog.		
Mean		12.16	11.06	11.76		3.23	2.73	3.02
S.D.		4.91	4.20	4.69		2.00	2.10	2.00
						Add/Sub		
Mean						3.03	2.31	2.73
						2.00	2.10	2.00
f. Achieving MLL in Mathematics (40-59)		16.30	10.50	14.40		Number Recog.		
						11.80	10.70	11.30
						Add/Sub		
						4.00	3.30	

The study shows that the achievement level of the student of Ranchi district is not satisfactory. In language(word meaning) and letter reading, students of class II have achieved 35.2% and 54.3% respectively. In maths achievement level in number recognition and addition/substraction is 30.2% and 27.3% respectively. When these tests were administered as per the MLL standard it was that only 6.4% and 12.6% students could achive MLL in word meaning and letter reading. In number recognition and addition/substraction(maths) 11.30% and 3.70% students respectively could achieve MLL. In case of students of class V also the picture is not rosy.

### 3.7 Micro Planning Studies

At present Bihar Education Project is conducting micro planning exercises in 80 villages of Angara block with the help of NGOs and the results of this exercise are avalited. In the year 1994 extensive micro planning exercise was conducted by Rohini Science Club in the selected 5 panchayats of Ranchi district and the recommendation made there of were taken into consideration.

### Problems and Issues

Various problems and issues concerning access, retention and quality have been identified during to the planning process. The application of exercises like P.R.A. etc. have brought out the locally felt problems and issues, their possible causes and possible strategies for addressing these issues.

#### 4.1 Problems related to Access and Enrollment

##### Unserved Areas

There are certain pockets / villages which are at present not served by primary schools. In the district, there are 2038 villages of which 1913 have primary schooling facilities. As such, there are 125 inhabited areas which are unserved.

As per the accepted schooling norms there should be 2253 schools in district (20.36% of the population 22,14,048 / 200) where as there are only 1913 schools. Hence, there is gap of 343.

##### Isolated Tribal Pockets

There are some areas in Arki, Torpa and Rania blocks which are geographically isolated and unapproachable for months during monsoons. These villages are scattered and inter persed hills and streams.

##### Under Served Areas

At present, there are 5128 teachers in the district. The teacher - pupil ratio is 1:66 which is above the ideal levels i.e. 1 : 50. Hence, here is a gap of 1628 teachers. There are 128 schools having single teachers: Single teacher schools are unable to cater to the educational needs of those areas.

## Problems of Enrolment

The gap in the enrolment of students of the different communities genderwise as follows:

POPULATION 1991	NUMBER	CHILD ENROLMENT		GER
		6-11 @ 19%	1996	
TOTAL	2714648	420669	291597	69.32
MALE	1152736	219020	156276	71.35
FEMALE	1061512	201649	135321	67.11
S.C. TOTAL	122239	23415	19912	85.04
S.C. MALE	64292	12215	11619	90.21
S.C. FEMALE	58947	11200	8293	79.40
S.T. TOTAL	964422	133240	149651	91.67
S.T. MALE	490510	93197	83157	89.23
S.T. FEMALE	473912	90043	66494	73.85
GEN. TOTAL	1126937	214014	122034	57.02
GEN. MALE	597934	113607	62100	54.66
GEN. FEMALE	528453	100406	59934	59.69

(Source : F.C.A.91/BEP, Ranchi)

## Economic Barriers

As the district is situated on a plateau the agriculture is subsistence in nature and unable to support the local population. The industrial growth has also not kept pace with the growth in population. People in the district are generally poor. The number of jobs available for the educated and qualified is not increasing.

(a) The poverty results in seasonal migration to brick kilns, road construction works under BRTF in border areas, construction work sites situated in urban areas, fields of Punjab and Haryana. The migration of labour takes place from Mander, Burmu, Bero, Chanho and Murhu blocks. Migration of young girls as maid servants to urban areas like New Delhi, Ranchi, Patna, Jamshedpur, Calcutta. Tribal girls from Mander, Burmu, Bero, Chanho, Murhu blocks go to these urban centres to work as house maid.

(b) Child Labour/Household work : The tribals in this district depend on minor forest produce to sustain the family. Young children in the family are engaged in collection of minor forest produce, brewing and distribution/Mahua, Haria, collection of fire wood. They also have to help the family in the agricultural activities, goat and cattle rearing to make ends meet. Due to these activities the children are forced to stay out of school specially during Mahua collection season, and Tendu collection season. Young girls have to take care of the sibling of the family while the adults are out earning their livelihood.

### **Socio-Cultural Barriers**

The various meetings and studies carried out have brought out many socio-cultural barriers which act as hindrances to universalisation of elementary education.

- a. **Illiteracy / Ignorance of Parents:** Illiterate parents do not feel the necessity of Primary Education for their wards. As a result, they do not insist or take interest in sending their children for schooling.
- b. **Lack of Awareness:** Due to lack of awareness among the parents and the community, social pressures are not generated for sending children to schools. This problem has been expressed in most of the villages where these exercise have been carried out. The following table shows the percentage of illiterate population in the district average. See annexure 1.

### **Gender Insensitivity**

Education of girl child is not considered important. They are kept away from school. They are not considered equal to the male child, and are considered as Paraya Dhan (Someone else's property).

There is a strong feeling among the parents that girls are not needed in the village. They are considered as a burden on the family.

In villages where there are sizable muslim population the practice of Parda System stops the girls child from coming to school.

### **Language Barrier**

There are certain tribal pockets in Arki, Rania Murhu blocks where parents and children are not too familiar with Hindi or Nagpuria. As the primary education is imparted in Hindi the children are unable to grasp the inputs hence generally drop out and many do not go for enrolment itself. Besides many teachers do not know the tribal languages hence are unable to communicate with children.

### **Relevance of education**

Existence of educated unemployed youth in the village is sending adverse signals to parents with regard to education. There are many literate young boys in the villages specially in the Panchpargania blocks namely Bundu, Tamar, Silli and Sonahatu who have not been translate the education into productive economic activity. The villagers are unable to visualise the relevance of education. This attitude is hinderence to UPE.

### Drinking habits of Parents

There is a high incidence of consumption of country brew like Mahua and Harndia in the tribal families. Drinking habits effect the education of children. this problem is expressed in many of the villages where PRA exercises have been carried out.

### Unsuitable school location

Location of the school also acts as a hinderence to UPE. This problem has been expressed in the certain villages in the PRA exercise.

### Unsuitable calender

Our school calenders are not capatable with the life style of the people of the district. During the flowering of the Mahua tribal children do not attend school as they are engaged in collection of Mahua flower. During the agricultural season in certain areas like, Bundu, Tamar, Sonahatu and Silli even teachers also do not attend school as they are engaged in agricultural activities.

## 4.2 Problem of Retention

The dropout rates in the primary stage in Ranchi district are as follows:

Overall	-	58.80%
ST girls	-	66.75%
ST boys	-	62.19%
SC girls	-	65.92%
SC boys	-	58.04%

[ Block wise retention rates disaggraged ST/SC wise is enclosed as Annexure ]

The various studies carried out has highlighted the following issues related to low retention in Primary Schools.

### Socio-economic Problems

**Poverty** : As discussed earlier due to poverty the families treat children as an economic unit. Hence as the child grows slightly old she or he is put to work to supplement the family income.

- Child Labour/Household work** : As discussed above.
- Lack of Awareness/Illiteracy, ignorance of parents** : As discussed above.
- Gender Insensitivity** : As discussed above
- Temporary Migration** : As discussed above.



### **School related problems**

**Buildings:** Sixth Educational Survey of India has given the school building position of Ranchi district in which it is mentioned that there are 47 primary and 2 middle schools which have no building at all. 125 Primary schools and 64 middle schools have Kutchha buildings. 28 Primary schools and 5 middle schools have thatched building, 136 Primary and 144 Middle schools have partly Pucca building. 62 Primary schools and one middle schools have one Pucca building and the rest of schools have 2, 3 or more than three Pucca building. Because of the lack of maintenance, many schools are in dilapidated condition and hence do not appeal to the community or the children.

### **Infrastructural Deficiency**

Govt. schools always lack the minimum basic infrastructural facilities like furniture, Teaching aids, Sports materials & play ground, drinking water, toilet, urinal, boundary wall etc. They suffer there lack of identity in their own. In blocks where christian missionarries have done extensive work in education and in urban areas the govt. primary school does not appeal or attract to the general population. List of schools lacking infrastructural facilities like toilet, drinking water, boundary wall are enclosed.

### **Lack of Physical Capacity of schools**

Our class rooms are over crowded. Due to lack of adequate school rooms very often the children are sit in the open sky in all seasons. Some of the school are having just single room accomodation. There are many school were the enrolment is extremely high and the existing rooms are not enough. List of school having extremely high enrolment is enclosed at annexure 7.

**Teacher related problems:** From the various visioning cum input workshops the various teacher related problem has emerged. These are as follows:

**Attitude :** There is general apathy among the teachers towards their job and the children. The teacher are indifferent towards the school children. They lack commitment and there is no sense of belongingness.

**Lack of Professional competency :** Due to lack of recurrent training our teachers are unable to update their knowledge and pegagogical skills. Many teachers lack required academic strength.

**Administrative Problem :** No co-ordination between school calender and daily needs: discussed earlier.

**Shortage of Teachers :** discussed earlier.

**Teacher's engaged in Non-educational Activity :** Teachers are burdened with non-educational activities of animal census, human census, election work and other block level govt. duties which force them to remain absent from the school for a longer period of time.

**Personal grievances of teachers remain unsolved:** Many genuine personal grievances of the teachers remain unsolved at the block level and district level offices causing frustration and demotivation.

#### 4.3 Problems of Quality

A Base Line study was carried out by the A.N.Sinha Institute of Social Studies, Patna in the month of September, 1995. The objective of the study was to measure the level of achievement of learners at entry level and at near exit level of Primary stage and to find out differences if any in achievement as a result of gender, location and caste factors.

A sample of 45 schools was selected out of 1913 schools in the district. The district was divided in to urban and rural areas for the purpose of identifying the schools.

NCERT, Class V Language Achievement Tests, Mathematics Achievement Test and NCERT, Class II achievement test were conducted to access the levels of achievements.

The study shows that the achievement level among the student of Ranchi district is not satisfactory. In language(word meaning) and letter reading, students of class II have achieved 35.2% and 54.3% respectively. In maths achievement level in number recognition and addition/substraction is 30.2% and 27.3% respectively. When this tests were administered as per the MLL standard it was visible that only 6.4% and 12.6% students could achive MLL in word meaning and letter reading. In number recognition and addition/substraction(maths) 11.30% and 3.70% students respectively could achieve MLL. In case of students of class V also the picture is not rosy. Details of base line assessment studies are given in chapter-3.

A number of visioning exercises conducted with the school teachers education officials and parents expressed the following reasons for the poor quality of achievement of Ranchi district. there are seven basic areas which directly or indirectly effects the quality of primary education.

These reason have been categorised in the seven major areas.

#### Curriculum related and issues

- a. **Burdensome :** The present curriculum is burdensome and there is too much emphasis on giving information.

- b. **Unrelated to day to day life :** The present curriculum does not give scope for development of skills related to life neither does it allows personal development.
- c. **Unrelated to regional cultural needs:** The present curriculum does not give scope for development of skills related to life neither does it allow personal development.

### **Methods of Teaching**

- a. **Outdated Techniques:** The teaching techniques applied by the teachers are traditional and based on rote. Transaction in class rooms are generally one way from teacher to students. The teaching process is not participatory.
- b. **Not Child centred, joyful methods not used:** At present the teaching techniques used are not child centred, joyful methods of teaching are not being adopted by the teachers.

### **Teaching Learning Material**

- a. **Minimal reliance on Teaching Learning Materials:** Apart from the textbook the teachers at present hardly use any teaching learning materials while imparting education.
- b. **Lack of TLM :** At present there is acute shortage of required TLM.
- c. **Lack of initiative on part of teacher to use local materials:** The teacher do not take initiative to use locally available material and environment based material while teaching.

### **Quality of Textbook/Supplementary reading materials**

- a. **Unattractive books:** The textbooks in use are not attractive. They suffer from faulty printing and there is lack of pictorial illustration. The trainers and teacher are not involved in preparing the textbook.
- b. **No self learning exercises:** Work books are not part of textbooks, at present. This hampers participation on part of pupil in the process of learning.
- c. **Lack of proper for teacher/parent instruction in textbooks:** There is a lack of instruction for parents and teachers regarding use of text books while educating the child.
- d. **Non availability of textbook in time:** The textbooks are not made available to school children in time. This effects there achievement.

e. **Lack of Gender, Caste, Religion sensitivity:** Our textbooks are not sensitive towards gender, caste and religion. Girls and women generally appear doing some traditional house-hold work in the textbooks. Further the books are insensitive towards religion and caste. This insensitivity perpetuates the traditional beliefs and practices which effect achievement.

### **Teacher Training**

a. **Lack of Trained trainers:** Due to lack of trainers regular recurrent teachers training is not been conducted. The professional skills of the trainers is also not been updated through workshop/training programmes. As such the existing trainers are also deprived of the knowledge of latest pedagogical trends and use of TLM.

b. **Deficiency of existing teacher training programmes:** Our existing teacher training programme suffers from the following deficiencies:

- Lack of training calender.
- Lack of physical capacity to organise training.
- Lack of trained trainers.
- No follow-up mechanism after training.

### **Supervision**

The administrative supervision at present is being carried out only from administrative angle. Pedagogical issues do not figure in their priority. This is because the supervisory staff are not equipped to provide pedagogical support to the teacher and they also lack infrastructural facilities. They also have to perform other administrative works not related to education.

### **Evaluation**

Our present examination system is periodic which encourages rote learning. It causes fear and depression among the learners. The main focus of our present evaluation system is on percentages, ranks, pass, fail. Over impphasis on these issues hampers overall child development. Evaluation of teachers are not performed in this system.

### **Strategies and Interventions**

#### **5.1 ACCESS**

The gross gap as indicated in the previous chapter has been hindering UPE. The activities proposed to overcome the problems are as follows:

##### **Opening New Schools**

In order to improve access, 100 new schools will be opened in the most needy locations in the district particularly in the isolated tribal pockets. The social assessment survey reveals that the distance of school from the residence is one of the major problem hindering UPE. Parents are disinclined to send their children specially girls to schools. Provision has been made for construction of 100 new school buildings, appointment of 200 new teachers preferably female teacher, VEC grants and grant to teachers for low cost teaching materials, etc. (List of the school location is at annexure 2).

##### **School Mapping Exercise**

School mapping exercise will be carried out in 100 villages identified for opening new schools. Mapping exercise will be undertaken in these villages to identify the exact location for setting up of the school keeping in view the physical and social barriers existing if any. The purpose of these exercise is to locate the new schools in a manner such that they are accessible both socially and physically to all and that no particular community is put to a disadvantage.

### **Opening of Ashram School**

PRA and SAS reports reveals that there are large number of children yet to be enrolled in some tribal areas because of they live in isolated habitations schools remain inaccessible. Children of the temporary migrants are also forced to leave their studies in between as their can not be left alone while their parents migrate in search of employment. As means to ensure enrollment and retention among of isolated tribes and migrants parents it is proposed to start some Ashram School. PRA exercises points act that, children from

poor family especially from ST/ SC are deprived of nutritive food in the early infancy and enter school with a deficiency that proves to be continuing handicap. Also, the economic problems in the family and high rate of alcoholic consumption increase emotional stress of the child and their lose interest in education. In the proposed Ashram School, students will be provided with education and residential facilities. The teachers will maintain constant report and interaction with the children. Priority will be given to children from isolated tribal pockets, and the children of migrating parents in the admission to Ashram Schools. It is a system of Gurukul education one of the teachers perform the duties of warden. The teachers reside with the student and they live as members of a family. For this purpose construction of new buildings , appointment of teachers/ warden, procurement of furniture and other equipment, salary for teachers, cooks , free supply of food and other essential materials etc. are important components. The Ashram School will be located in the most needy block on pilot basis.

### **Alternative Schooling**

It is not feasible to open formal schools in all the needy areas of the district. The Mass Education Department is already running 550 special NFE centres (Blockwise list of special NFE centers is given in district profile). NFE centers provide access to 'left out' and 'drop out' children.

It is proposed to open 200 innovative NFE centers in the unserved pockets. Co-operation of NGOs and VECs will be ensured in the implementation, monitoring and evaluation of NFE centers. The NFEs instructors will be given intensive training in multigrade/joyful teaching techniques. The instructors will be paid Rs. 200/- per month of which 25 per cent will be paid after evaluation of the learners. Opening of NFE centers, selection of NFE instructors, supply of TLM equipments are the main components of the programme.

#### Para Teacher (Shiksha Premi)

In Ranchi, the available data shows that around 250 schools of 22 blocks have unequal P/T ratio. It is calculated that to reach the desirable P/T ratio of 1:50, these schools will require around 800 additional teachers. To meet this demand partly, it is proposed to provide 400 para teachers to the primary schools on need basis. The schools having pupil-teacher ratio of more than 1:50 and the schools where the regular attendance of the students is more than 70 per cent will be considered for providing Para Teacher. Redeployment of the teachers will be done from over staffed schools.

Village Education Committees will identify a matriculate female to work as para teacher. She should belong to SC/ST category. After their names are recommended by VEC, they will under go 28 days intensive training in multi grade/joyful/child centered teaching technique. Para teacher will be paid Rs. 800/- per month.

#### Infrastructural Facilities:

In Ranchi 87 schools have been identified as buildingless schools. BAS and microplanning studies have revealed that primary schools in Ranchi lack even the basic infrastructural facilities. Only a few schools have got adequate accomodation for enrolled children. With active government and non government intervention the enrolment is going to accelerate in the future leading to acute shortage of floor area in the primary schools. To meet partially the existing and expected pressure on floor area it is proposed to give school buildings to 50 buildingless schools and an additional classroom in 300 schools in the district. Further the studies have revealed that the schools lack basic toilet and drinking water facilities. Very few schools have boundary walls. It is proposed to converge with UNICEF for the construction of toilet by generating demand from the schools. The PHED has already been informed regarding schools where there is lack of drinking water facilities. The PHED is in the process of taking up the task of installing hand pumps in these schools.

## 5.2 RETENTION

In our district the retention rate is not very encouraging. Retention rate in general is 42%, in case of ST students it is 37% and 38% of SC. The retention rate of girls in general is 39.57%, it is 33.25% in case of ST and 34.08% in case of SC girls. The following strategies and activities are proposed for reducing dropouts.

### Community Mobilisation

Large scale community mobilization is required for improving enrolment and checking the dropout rate especially in the case of tribal girls and minorities. The total literacy campaign has been successfully mobilising community opinion towards literacy and primary education. It is proposed to converge with the TLC for whipping up public commitment towards primary education.

Various mobilizing groups (TLC, NGO, VEC etc.) will be involved in conducting cultural programmes, local visits, puppet shows, street plays at the village Hat (local weekly market). It is proposed to organise 600 such cultural programmes, puppet shows, street plays etc. during the project life where illiteracy is higher and enrolment and retention is low. For this purpose awareness materials like pamphlets and posters and other display materials will be printed and distributed at Tola, Village, Panchayat, Blocks level. Provision of Rs. 1 lakh per year is made for this purpose.

To conduct all sort of mobilising activities at various levels, mobilising groups will be formed and regular meetings will be conducted with them. At village and cluster level cluster coordinators and VEC will be conducting these meetings, at the block level BRC coordinators will carry out this responsibility and all this activities of meetings with mobilising groups will be monitored at district level by the concerned programme incharge.

We also propose to conduct a weekly radio programme through AIR Ranchi to create awareness among the people. Meetings with the press will be conducted on quarterly basis to propagate the activities being undertaken by DPEP. We will be producing ten audio & five video cassettes during the project period to facilitate the mobilising activities.

### Village Education Committee

In Ranchi, Village Education Committees have been formed and have been functioning since 1992.

In DPEP the role of the VEC will be enhanced. It is proposed that the VEC will also be responsible for environment building at the village. They will be entrusted the task of taking out Pad Yatras at the village level at least once in a year. Hence, during entire period of the project at least 5 pad yatras in every village will be taken out.



### **Training orientation of VEC members**

To achieve the goal of UPE, VEC has been perceived as a key institution at the village level. Their activities include, enhancing enrolment, improving retention, monitoring the school activities and improving the school through proper management and community participation. Orientation programme of the VEC members will be carried out with a view to make them aware of their role and that of the community towards achieving UPE.

Keeping in view the vast responsibility of VEC, we propose to conduct their training at cluster level. Every year 120 training programmes for 3826 VEC members of 1913 VEC (2 member from each VEC) will be conducted. Total 600 training programmes will be conducted during the complete project period.

### **Annual grant to VEC and teachers:**

An annual grant for Rs. 2000/- will be given to the VEC for school management. The teacher will be provided with a grant of Rs. 500 per annum for TLM. With regard to this it is proposed that the annual TLM grant be given at the rate of teachers approved per primary school and the rate of teacher approved per primary sections in middle schools.

### **Special award for schools with better performance and Intel-school/cluster competition**

To promote healthy competition among various students, teachers, schools, clusters and blocks, it is felt that Bal Melas, cultural, sports and academic competition is essential. It is proposed to have atleast three inter school activities at the cluster level in an academic year. These three activities are Bal Melas, inter school academic exhibition cum cultural competition and inter school sports competition. Thus 600 Bal Melas, 600 academic exhibition and 600 inter school sports competition held during project life. These activities will not only mobilise community opinion but also make the school more attractive. A special award of Rs. 10000/- will be given to outstanding schools for performance in enrolment and retention every year. It is proposed to institute these awards at the block level. A total of 120 awards will be given during the project life.

### **Research Projects (Action Research)**

Action Research in education is an academic class room enquiry conducted by the concerned teachers to meet the immediate problems of the class. Since class room problems adversely affect the achievement level of people, the teacher has to play an active role by conducting research and thereby arriving at problem solution. It is proposed to conduct Action Research by DIET faculty and teachers in the problem areas related to retention and achievement. We propose to conduct 10 action research projects during the complete project period at the rate of two project every year.

### **Special Studies**

As dropout rate is very high in the district especially among the ST and SC. It is proposed to carry out special studies to find out the causes and the possible remedies of higher dropout. Provision of Rs. 1 lac is made for this purpose. DIET will be the key functionary in this research study.

### **Formation of MTA/PTA**

The illiteracy and ignorance of parents in general and mothers in particular have been identified as one of reasons for the higher dropout rates of children particularly girl child. It is essential to make the the parents aware of their roles and functions especially concerning children education.. We propose to form MTA/PTA at school level. It will be formed by the Village Education Committee and their regular orientation meetings will be conducted by the school teacher in which the following issues will be highlighted :

- the role of parent ( mother in education of child )
- importance of creating study habits among children
- importance of personal hygiene
- health & nutrition
- importance of participation of parents in various school activities

The CRC coordinator would also meet the PTA/MTA regularly to discuss the various issues related to village level primary education.

### **Convergence**

Many of the problem reveals during the PRA and SAS activities cannot be directly addressed by DPEP. As these problems have an adverse effect on UPE. It is extremely essential to work out convergence strategies especially with developmental department at the district and block level.

Convergence meetings with various departments are planned and budgeted for in the district plan, so that the areas and modalities of convergence can be discussed with the functionaries of various departments at district and sub-district level. It is propose to conduct 50 such meetings in the project period.

### 5.3 QUALITY

The achievement level of the children of Ranchi is poor specially that of ST and SC. During the detail discussion in the pedagogy visioning workshops and other participatory activities it has been felt that unless we bring drastic and meaningful changes in the field of pedagogical quality no fruitful achievement can be attained. It has also been seen that teachers are not adopting innovative and dynamic methods of teaching but are following traditional outdated techniques while imparting education and thus they have become mechanical workers from the professional point of view. Rust has overpowered them. At times some of them inspite of having all motivational and innovative capacities of imparting education, are not in a position to practice because of nagging attitude of their officials and dull colourless infrastructural environment. Therefore miraculous change are urgently required in all seven aspects affecting quality to make the primary education dynamic, meaningful and result oriented to our present needs.

#### Curriculum

There is an express need to make education more beneficial, area specific and in the context of Ranchi tribal specific. The education at present has poor linkage with the world of work. The parent educate there children so they may get a job in the future. The education at present does not provide for self development.

With a view to restructure the curriculum to make it more area specific and tribal specific and relevant to day to day life, workshops will be conducted at cluster, block and district levels. The participants in the workshop will be teachers, NGO's experts in tribal language, literature, cultural tradition, experts in local history, administrators, educationists. It is proposed to hold five workshop at the block level and one workshop at the district level during the project period. The finding of the workshops will be passed on to the state level for further implementation.

#### Headmasters Training

Headmaster has to play an important role in bringing about qualitative and around change in the teaching learning processes of a school. It is proposed to orient headmasters with special five days training package which will include orientation on motivation, child psychology, team building, capacity building, school administration and other pedagogical aspects. We propose to conduct five training programmes for the middle school headmasters at DIET in the first year of project.

## Teacher Training

Much needs to be done for upgrading the existing levels of professionalism among the entire teaching community in the district.

It is proposed to carry out interim training of teachers with the following objectives.

- a. To introduce the primary teachers with the new pedagogical methods formulated with aim of making teaching learning a participative, joyful and child centred activity.
- b. To enhance their motivational levels as well as professional skills.
- c. To guide in the making and use of low cost TLM based on locally available materials.
- d. To sensitise on gender, caste and religious issues.

For initial and recurrent training of a teacher force of 5000 odd teachers infrastructural capacity as follows will be needed.

1. DIET	-	1 existing
2. BRC	-	7 proposed
3. CRC	-	120 proposed
4. VEC	-	2038

(Details in capacity building)

At present BEP Ranchi has already undertaken the task of providing ten days In-service training to the existing primary teacher in district. This ten days training module has been developed by BEP and is called Ujala. The training has been carried out by Master Trainers identified from among the primary teacher who have undergone the ten days Ujala training. The ten days Ujala module has been designed for Class 1 and 2. There is a need for module for Class 3, 4 and 5. The module is to be developed by SLO. Once this module is developed teachers involved in teaching classes 3, 4 and 5 will have to be trained. For this purpose of a bank of 60 master trainers have to be identified from the existing school teachers/NGOs/Institutions etc.

The prospective master trainers will be called for a small workshop of 3 days and during this workshop a panel will emerge. Those selected will be given ten days training in two batches of 30 each. For the purpose of identifying master trainers, we propose to arrange five district level workshops.

This bank of 60 master trainer will be available to provide all types of teachers training at BRC level where these 6000 odd teachers will undergo training. 100 training programme will be conducted for the initial training of the teachers. It is proposed to complete the initial training by 1999.

### **Block Resource Centre**

BRC co-ordinators will be identified from among the high school teacher, AEO, BEEO, Lecturer of PTTC and primary school teachers of proven capability. The prospective co-ordinators will emerge out of a 3 day workshop and the traditional interview method will not be adopted. Then they will undergo 10 days training programme. It is proposed to conduct their training alongwith the CRC co-ordinators.

### **Cluster Resource Centre**

Five teachers of the cluster will work as CRC co-ordinators on rotation for one year each. In the project period 600 co-ordinators of 120 clusters will be trained to function as co-ordinator.

### **Honorarium to CRC Co-ordinators**

Keeping in view the work load and the responsibilities of CRC Co-ordinators it is not advisable to engage the working teachers without giving any incentives, it is proposed to make provision of Rs. 400/- per month as honorarium for the CRC co-ordinators. The expenditure in these would be around 29 lacs during the project period.

### **Subject specific training of teachers**

Regular feedback from CRC will be taken to find out the problems faced by the teachers with regard to Language, Maths and Evs. The teachers who express weakness in any of the three areas will be given special three days Subject Specific Training. It is proposed to conduct 25 such training programme during the project period.

### **One day programme at CRC**

All teachers will have a monthly one day meeting at their respective CRC. This monthly meeting will be organised by the co-ordinators of the CRCs with the help of the head master of the school in whose premises the CRC is situated. A typical CRC programme has three distinct sessions mainly

\* Experience Sharing : The teacher share problems faced by them with regard to child centred pedagogy alongwith their own innovations applied. The group identifies possible solutions to the various problems faced. Feedback on the text- books , supplementary reading materials are also collected.

\* Subject Area Session : This session is used for preparing TLM, model lessons are given by the teacher on rotation basis in this session.

\* Planning Session: This session is used for carefully planning out the activities for the next months.

### **Developing Bridge Language Inventory and Training**

The SAS and PRA exercises have revealed that in tribal pockets, there is language barrier between the teacher and the pupil. Many of the teachers are not conversant with the tribal dialects and the children /parents are not very conversant with Hindi. It is proposed to develop a bridge language inventory in major tribal dialects like Mundari and Kurukh. Even though most of teacher know Nagpuriya it is proposed to codify the Nagpuriya words. For the development of language inventory, it is proposed to conduct one workshop of three days in each language. Linguists and experts will be invited alongwith primary school teachers for these workshops. It is felt that the bridge language inventory will facilitate teacher pupil communication.

The teachers posted in the tribal pocket will be given special training to use bridge language inventory. It is proposed to give this special training to around 1000 teachers which will be conducted at DIET level. The training will be for five days.

### **Developing supplementary TLM for tribal Children**

The achievement level of tribal children is a cause of concern. It is 12.3% in language and 10.3% in mathematics as compared to the achievement levels of children of the other communities. Due to many factors the tribal child is unable to grasp the textual inputs being imparted in the schools. In order to facilitate the learning process of the tribal child, it is proposed to develop supplementary TLM based on their life style, tradition, culture, folklore and language etc. About 36 workshops at the level of cluster, block and district will be organised during the project. Primary teachers, experts in tribal language, culture, tradition, will participate in these workshops. The TLM so developed will be printed and distributed in the tribal areas.

### **Textbooks For SC/ST boys and girls and general girls**

The SAS and PRA exercises have indicated that the students of SC/ST and the girl children should be provided with textbooks and other study materials. Due to poverty they are unable to buy even textbook. As a result many children are forced to discontinue their studies. Girls are the first victims of financial crisis in the family. Hence it is proposed to provide textbooks to girl child of all communities.

### **Newsletter for BRC/DIET**

BRC would work as the centre of pedagogic activities at the block level. It will also cater to the academic needs of the CRC and the teachers in its area. Each BRC will take out a newsletter every month. The monthly BRC newsletter would be the teachers own magazine through which they can share their experiences, specific achievements, contribution made by them in their school, innovations applied by them at the school level. It will serve as an outlet for the creative abilities of the teacher. We also propose to have a quarterly magazine at DIET which will serve as BEP (DPEP) newsletters.

### **Orientation/Training of Inspecting Officers**

For the smooth functioning of primary education system in the district, it is necessary that there is co-operation, support and sharing among the district functionaries, educational officials, teachers, teacher association, NGOs, VECs, etc. At present, the teachers face a lot of difficulties with regard to redressal of their grievances. Further, the inspection being carried by the educational officers at present are administrative in nature. The pedagogical aspects and problems faced by the teachers are seldom discussed during the inspection. Such inspections do not yield any fruitful results. With a view to improve the existing relationship among the district educational officials, teachers, teacher's association and parents, it is proposed to have a five days orientation module for educational officials to expose them to the pedagogical and humanitarian aspects of primary education. We propose to conduct two orientation programmes every year. A total of ten orientation programmes for the educational officials will be conducted during the project period.

### **Gender Specific Interventions**

The retention rate of girls in Ranchi district is 39.57 per cent which is lower than the over all retention rate. The problem is acute among the ST and SC girls (ST girls - 33.25%, SC girls - 34.08%). It is felt necessary to mobilise community opinion for women empowerment. Our existing curriculum and textbooks are not gender sensitive. We propose to conduct a district level workshop to review the textbook and other TLM from gender perspective. Women activists educationists, female teachers, psychologists and pedagogs will participate in these workshops. The findings of the workshop will be sent to SLO for further action. Further gender sensitisation workshops at village, cluster and block level will be conducted. Mothers, women activists, female social workers, teachers and female representative from different stratas of society will be invited to participate and express their opinion. A total of 300 village level, 30 cluster level and 10 block level gender sensitisation workshops during the project period will be conducted.

#### 5.4 Interventions for Disabled Children

At present the governmental and non governmental interventions in the area of identification, rehabilitation, and education of disabled children are in a nascent stage. Organised efforts have not been made to identify the partially disabled children. Deep Shikha an NGO is carrying out special programme for welfare of disabled children. Much needs to be done for the identification, rehabilitation, and education of the disabled children. In convergence with the medical department and NGOs like Deep Shikha teachers especially in the urban areas will be given training to identify disabled children in the school. These training will be made a part of the inservice training of teachers.

At the village level often such children do not start school or even if they start schooling they are dropped out very soon. They also have to face social stigma from peer group as well as growth ups. The VECs during their training will be sensitised towards the disabled. The BRC, CRC, Mahila Samakhya, ICDS workers will be sensitised towards disabled in course of their initial/recurrent training. They will also be trained to identified disabled. The BRC coordinators, CRC coordinator, Mahila Samakhya workers, ICDS workers will also be sensitised. Support will be given to the NGO Deep Shikha in carrying out and expanding its work.

#### 5.5 Early Childhood Care and Education

In Ranchi 1528 Angan Bari centres of ICDS programme are functioning in 16 block and by the time of launching of DPEP they will be covering all 20 blocks and hence our strategy will be to converge with the ICDS programme. Under this programme following activities will be implemented.

##### Activity

- \* Convergence strategies and meeting with ICDS.
- \* Initial training for Angan Bari workers (38 batches of 15 days each)
- \* Recurrent training for Angan Bari workers (Quarterly for two days)
- \* Followup mechanism.



## Mahila Samakhya

### 6.1 Background and Philosophy

National Education Policy 1986 has given highest priority to women education. Literacy though necessary is not the only pre condition for women empowerment. To bring about change in the status of women in society they will have to be organised. Only through governmental and non governmental interventions will they be able to break away from the centuries old shackles imposed on them by the society and realise their full potential. The Mahila Samakhya programme has been launched with the objectives of mobilising the women into groups, making them realise the values of the contribution they make towards the family and society, so that they are able to overcome the feeling of inferiority. The programme also organises economic activities through thrift groups so that the women develop the capability of becoming economically independent. Special education is imparted to adolescent girls who have never been to school by member of the mahila groups.

#### The aims and objective of Mahila Samakhya

1. To foster the self confidence in women and to bring necessary changes to give them self identity.
2. To conscientize women and strengthen different groups of women, which work and take initiative for constructive work in the society.
3. To ensure the primary education for each girl child and to facilitate educational programmes, in particular at the village level.
4. To ensure the economic independence of women by involving them in the developmental works.
5. To ensure the active participation of women in all the programmes, organized by the Mahila Samakhya.
6. To give a sense of solidarity and the sense of participation in the process of decision making.
7. To give positive attitude in all their works to build their self confidence.

#### Different Forums of Mahila Samakhya

##### 1. Samooh

Mahila group (Samooh) is the backbone of Mahila Samakhya. Samooh is formed at the village level and should consist of 15 or members. The leader of the Samooh is Sakhee. On the demands of Mahila Samuh the literacy centers are opened in the villages. The Mahila Samuh takes the decision and the responsibility of all the activities. The literacy centers are managed by the Mahila Samuh in the villages. They organize the weekly or fort nightly meetings.

## **2. Jagjagi**

This is a forum for girl between ten and fifteen years of age at the village level. It also caters the education of the women who are illiterate or those who have left going to schools after primary education. After they have completed their education in Jagjagi, they may continue their further education. A Saheli who is a woman from the same village looks after the educational needs of the Jagjagi.

## **3. Bal Jagjagi**

This is a forum for children between three and six year of age in the village. In this forum Samooh members prepare the children through songs, games, stories and awareness walk for school.

## **4. Kishori Mandal**

This is the forum of all the girls in the village. Mahila Samooh helps to organize this forum. It gives them an opportunity to build themselves as leaders so that they can look after the works of Kishori Munch. The Kishori Mandal helps in building up confidence level of every girls.

## **5. Mahila Sikshan Kendra**

In this centre girls selected by Mahila Samakhya undergo formal and vocational training. Eight months residential programmes run in this centre. They have their lodging in the center. After completion they go back to the villages to work as Saheli and Balmitra. They are expected to play an important role in all Mahila Samakhya activities.

## **6. Mahila Kutir**

Women come together for weekly, fort nightly and monthly meetings. At present adequate buildings are not available for this purpose. The programme has been trying to construct Kutir at this purpose.

## **Different trainings organized by Mahila Samakhya**

Training is given importance by Mahila Samakhya. Different trainings are organized for the women at the village, block and district level. Workshops, seminars, camps and excursions are also organised. These activities develop self confidence, courage and leadership among the women.

### **1. Reflection**

Each month Sahyogini come together for reflection, deliberation and evaluation of different activities. Every two month Sahelias and Balmitras come together for reflection with district core team of Sahyogines. Future plan of action is decided in these meetings. Every three month the district core team meet at the State level and give report of their activities.

### **2. Workshop**

Time to time Mahila Samakhya organizes seminars, workshops and exhibition for different Samhu, Sakhi, Sahelias, Balmitras on different topics like, health, Savings and Legal Aid etc.

### **3. Vocational Training**

Vocational training programmes are organized to improve the skills of the members of the Samooh so that they can be employed gainfully. The members are trained as Masons, Tube well Mechanics, Mushroom production, and pickle preparation etc.

### **6. Excursion**

To learn from each other the core team organizes an excursions of different centers at different district and state level.

## **Different activities of Mahila Samakhya**

### **1. Saving Accounts**

The women in the Samooh are made to understand the importance of savings and credit through training programmes. During the training membership is collected and saving accounts is opened. This fund is used for giving credit to the Samooh members for carried out different activities like buying of fertilizer and seed, buying of land buying seed etc. If the thrift groups works according to the rules and regulations of Mahila Samakhya, a contribution of Rs 2,400. This contribution is given every year for three years.

## 2. Writing, Publications and Communication

Mahila Samakhya organises circulation of success stories, incidents, ideas and thoughts etc. of the members of Mahila Samakhya.

## 3. Evaluation:

Evaluation of the activities under taken is carried out from time to time at different level like Samooh, district, state and national.

## Mahila Samakhya at 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.

Workers for Mahila Samakhya at various levels of operation such as District Core Team, Sahayoginis, Sahelis, Sakhis are all selected through a net work of participatory process with emphasis of on 'Mission Mode' work culture.

The Mahila Samakhya of Ranchi has, over the years, been able to create an appreciable impact on the social environment of the targetted 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 Samooh 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 non 'vocal' world.

In the light past experience, a need was felt for further pinpointing the persisting local problems. For this purpose, the process of Participatory Rural Appraisal was repeated through which (a) Core Team, Sahayogini, Sahelis, Sakhis, Teachers, Parents, local NGOs, ICDS workers, PHED workers have been involved at district, block and village levels. The proces has brought into focus the following points demanding early attention.

1. Villages are scattered over large areas.
2. Lack of awareness of villagers prevents emotional integration
3. Ignorance of benefits available in Govt. Welfare Schemes
4. Lack of interest on spread of education
5. Unmindful about women's problems
6. Distance of schools from villagers retards enrolment of girl children to school
7. Difficult communication, system, no road, no transport
8. Guardians not favourably disposed to teachers

9. Lack of mutual understanding and co-operation among people of different socio-religious groups
10. Lack of reasonable medical facilities
11. Problem of drinking water and rural sanitation

## 6.2 Problem and Issues

- i. Anti prohibition movement
- ii. Public distribution system
- iii. Environment - like protecting forest
- iv. Health facilities
- 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.
- ix. Provision of Drinking Water, skilled mechanics to repair tube wells, etc.

### 1. The Problems of different Block

- Lack of proper communication
- Lack of the knowledge of the village dialect
- Lack of infrastructural facility to build Mahila Kutir because of regional customs like Khutkati and Manki Munda custom
- Lack of Literate women to run the Jagjagi Kendras
- Problem of language, hinders the women to participate effectively in the meeting
- Lack of resource centres in the block

### 2. Mander and Chanho block :

- Lack of resource persons from the district level is the cause of non-availability of training facility to Sakhis at village level
- Lack of monitoring Jagjagi Kendras because of inadequate human resource
- Lack of resource materials, like library for the different Jagjagi Kendras.
- At some places the SamooH Savings account have not been opened because of lack of Bank's co-operation
- The seasonal migration of the girls from different Jagjagi Kendras disrupts its regular functioning.
- Lack of proper collaboration among women of different vocations

- Physical distance, and lack of proper communication facility effects regular contact
- Most of the tube wells are out of order
- Lack of sufficient projects and schemes from the Government for the development of the villages.

## The Future Plan

### I. Expansion Programmes

- In the Murhu Block, to remove the language barrier, there should be a centre where there will be a short term language course, for all those working in Murhu and who do not know the Mundari language.
- We plan to increase the area of our work. Apart from 30 Mohallas in the town, we want to expand our area of work to 318 new villages in three blocks namely Angara, Arki, Burmu.
- To work more efficiently more training programmes need to be conducted so that more Jagjagi Kendras can be started in Murhu Block. The literate/semi-literate women may be undergo training for 15-20 days in language, arithmetic and things related to environment by some able instructors so that they become good field workers.
- More training programmes for Sakhi and Sarnooch will be conducted to have a bank of trained instructors.

### II. Field Centers

- To enable better supervision of the work, we plan to have more field centers which will be managed by Sahayogini. We want to take houses in rent for this purpose close to our field work. We want to begin the process of federation soon.
- Realizing the importance of Kutir, we go for constructing more such houses where women can gather to share their joys and sorrows.

### Jagjagi

- \* We want to open more such Kendras where more and more women and girls be their trained.
- \* Girls desiring to continue their studies after having completed their training from literacy centers or Jagjagi will be encouraged to join some open schools.
- \* Girls from the Kishori Manuals will be provided special training from time to time.
- \* The Sahyogini and the instructors of field centers will be made in charge of monitoring the different Jagjagi Kendras.

### **Reflection**

Keeping in view the increasing number of Jagjagi Kendra, it is proposed to increase the number and frequency of reflection cum sharing meetings of core team, Sahayogini and Baimitra.

### **Training Programmes**

With the Expansion of the work additional human resource like Sahayoginis, Sahelis, Instructors, Samooh, Sakhis be trained, training and motivation activities will require to expand.

Additional no. of workshops, seminars, camps, exhibitions, it is proposed to expand on the topics related to Mahila Samakhya work like, Savings, Legal aid, Health, etc. will be conducted.

### **Mahila Training Centers**

It is proposed to shift, the Mahila Prasikshan Kendra to the DIET Campus as the existing centre does not have sufficient place to conduct activities.

### **Seasonal Migration**

A special team will be set up to study the problems of Seasonal migration of the people in search of work to brick kilns outside the district, fields of Panchayats and urban units. Savings activity will be encouraged and credit given to members to set up small business.

### **Provision of Clean Water**

Efforts will be made to ensure supply of clean drinking water for the people of Murhu block.

### **Development Projects**

It will be ensured that women should get involved in the implementation of development projects, like Indira Awas Yojana, Million well scheme, EAS etc.

### **Field Survey**

Core Team, Sahayogini, Sakhi of Mahila Samakhya will take up extensive survey in the six blocks to identify local problems.

### Schooling

Mahila Samakhyas will take part in awareness campaign for increasing enrolment and reducing dropout.

### Convergence

We will work in tandem with NGO's and various Government department working in the field of women empowerment improving living conditions of people, education, etc.

### 6.3 ACTIVITIES

Villages not covered in the existing three blocks (Chanho, Mander, Murmu) will be covered during the 5-year plan period.

Three new blocks, Arki, Burmu, Angara will be taken up for M.S. Activities.

Year	Block	No. of village covered
1998-99	Arki	58
	Burmu	80
1999-2000	Burmu	18
	Angara	92

### Establishment of Field Centres

For effective and successful implementation of the programmes, one field centre in each of the block under Mahila Samakhyas coverage will be set up. These field centre will ensure proper supervision and monitoring of the field works in the covered block.

Year	Block	No. of fieldcentre
1998-99	Arki	1
1999-2000	Burmu	1
2000-2001	Angara	1



**Mahila Kutir**

50 Mahila Kutirs are proposed to be constructed in the six blocks during the next five years.

Year	No.of Mahila Kutir
1998-1999	10
1999-2000	10
2000-2001	10
2001-2002	10
2002-2003	10

**Jagjagi Kendra**

At present, 34 Jagjagi Kendra and 10 Bal Jagjagi Kendras are being run under Mahila Samakhya activities. This number will be raised to 280 for Jagjagi kendras and 105 for Bal Jagjagi Kendras during the next five years.

Year	Jagjagi Kendra	Bal Jagjagi Kendra
1998-1999	105	35
1999-2000	105	35
2000-2001	70	35
2001-2002	--	--

**Mahila Samooh Bachat Kosh**

Uptill now 141 Samooh Bachat Kosh accounts have been opened by the Samoohs in the 3 blocks under Mahila Samakhya programme. 470 more Bachat Kosh Accounts will be opened with the Bank during the next 5-year plan period.

The B.E.P. contribution to the existing Bachat Kosh will be for a total amount of Rs. 7200/- in three years period and Bachat Kosh of more than one year in operation will be paid on additional amount of Rs.1000/- each over and above the annual contribution of Rs.2400/-.

Year	No. of Bachat Kosh
1998-1999	80
1999-2000	95
2000-2001	95
2001-2002	100
2002-2003	100

### Training

#### For Sahayoginis

Sahayoginis are recruited through a process of training. This training process will be repeated during the next 5 years as given in the table below :

Year	Total Participants	First Phase 10 days	Second Phase 8 days	Third Phase 6 days
1998-99	46	20	20	6
1999-2000	48	14	14	20
2000-2001	20	--	--	20
2001-2002	14	--	--	14

#### For Sakhi

Sakhis are the nuclei for the village mahila samooh. They organise Mahila congregations and lead the samoohs in their designated activities.

It is, therefore, imperative that for the building of Samoohs to facilitate mahila empowerment, the Sakhis are adequately and effectively trained. The table given shows the training schedule of the Sakhis in Mahila Samakhya covered 6 blocks for the next 5 years.

Year	Total Parti- cipants	Group	Days
1998-1999	175	5	5
1999-2000	210	6	5
2000-2001	210	6	5
2001-2002	175	5	5
2002-2003	175	5	5

#### For Mahila Samooh

Mahila Samoohs are given 3 days Non-residential training for the purpose of educating them in various local, social and economic issues of their concern, thereby facilitating their empowerment. The table below shows the number of the Mahila Samoohs proposed to be trained in the next five years.

Year	Total Parti- cipants	Group	Days
1998-1999	2800	80	3
1999-2000	2625	75	3
2000-2001	2800	80	3
2001-2002	2100	60	3
2002-2003	2100	60	3

#### For Saheli

Sahelis run the Jagjagi Kendra set up in villages as per neet expressed by the samooh. Sahelis are therefore given training to more effective in their assigned activities.

The number of such sahelis proposed to be trained in the next five year plan period is indicated in the table below.

Year	Total Parti- cipants	First Phase 15 days	Group	Second Phase 10 days	Group
1998-1999	245	105	3	140	3
1999-2000	210	105	3	105	3
2000-2001	140	70	2	70	2
2001-2002	35	--	--	35	1

#### For Balmitra

Children in 3-6 years age group are grouped together to attend Baljagjagi centres opened for them according to the need and demand from the Sameoohs. Balmitras run these Bal Jagjagi kendras for which necessary training is imparted to them.

The numbers of the Bal Mitras proposed to be trained in the next five year period, is given in the table below.

Year	Total Parti- cipants	First Phase 15 days	Group	Second Phase 10 days	Group
1998-1999	70	35	1	35	1
1999-2000	70	35	1	35	1
2000-2001	70	35	1	35	1
2001-2002	35	--	--	35	1

#### For Kishori

Kishori of villages are trained in groups under Mahila Samakhya coverage as a very important first step towards their development and transformation as women empowered in the society.

The table below gives the number of Kishoris that will be covered for training during the next five year period.

Year	Total Participants	Group	Days
1998-1999	245	7	5
1999-2000	245	7	5
2000-2001	245	7	5
2001-2002	245	7	5
2002-2003	245	7	5

### Vocational Training

Vocational Training to the Mahila Samooh members is very effective to enhance their economic potential and resultant self empowerment. Programme of vocational training for mahila samooh, is given in the table below for the next five year plan period.

Year	Total Participants	Group	Days
1998-1999	70	2	10
1999-2000	70	2	10
2000-2001	70	2	10
2001-2002	70	2	10
2002-2003	70	2	10

### For Material Preparation Training

For running of Jagjagi Kendras the teaching and learning materials are essential. To prepare the required materials for various kendras, necessary training will be imparted to the Sahelis and Balmitras during the next five year period as per details given in the table below :

Year	Total Participants	Group	Days
1998-1999	105	3	5
1999-2000	140	4	5
2000-2001	140	4	5
2001-2002	140	4	5
2002-2003	140	4	5

### Reflection

Reflection is essential for monitoring various work programmes undertaken by the core team. Sahyoginis, Sakhis, etc. Accordingly, as per the schedule given in the table below, reflection sessions will be carried out.

Meeting Period	No. of Participants yearwise				
	98-99	99-2000	2000-01	01-02	02-03
Core Team/ Field Centre Member	12	14	16	16	16
Sahyogini	67	81	81	81	81
Saheli	279	384	454	454	454
Balmitra	83	118	153	153	153
Sakhi+Samooh	15	15	18	18	18

### Conventions/Camps/Melas

Conventions/Camps/Melas are organised by the Mahila Samakhya for collecting deliberations on various social and economic issues. This has been provided very successful so far. Accordingly similar conventions etc. will be organised in the next five year plan, as per the schedule given in the table below:

Yearwise group number					
	1998-99	1999-2000	2000-01	2001-02	2002-03
District Level	1	1	1	1	1
Block / Cluster Level	5	4	4	4	4

**MAHILA SHIKSHAN KENDRA Garmi**

(Residential Centers)

Year 1997-98

**A. Non-Recurring:**

- |  |             |
|--|-------------|
| a) Additional facilities like Kitchen,<br>Sanitary Block / Repair, etc.  | 90,000.00   |
| b) Furniture, Equipment, Hostel,<br>Furnishings, TV, VCR, Almirah<br>Tape Recorder, Generator &<br>Securing Machines, Typewriter,<br>Teaching Materials like globe<br>charts, etc. | 1,50,000.00 |
| c) Setting up of the library   | 10,000.00   |

**B. Recurring :**

- |   |             |
|---|-------------|
| a) Fooding and Lodging for Trainers<br>Rs.400/- per trainee per month for<br>40 trainers (Rs.400/- x 12 x 40) | 1,92,000.00 |
| b) Stipend Rs.40/- per trainee per<br>month for 40 trainers<br>(40x40x11) 17600 x 1                           | 17,600.00   |

c) Salary to warden Rs.2500/- per month (30,000/- x 1)	30,000.00
d) Salary to 2 teachers Rs.2000/- per month (2 x 2000 x 12) - 48,000/- x 1	48,000.00
e) Salary to Peon cum Kitchen Assistant Lady Rs.1000/- per month x 12 (Rs.12,000/- x 1)	12,000.00
f) Salary to Night Guard Rs.1000/- per month (Rs.1000/-x12) (Rs.12,000/- x 1)	12,000.00
g) Teaching - Learning Materials Textbooks, Copy books, pens, etc. Rs.80/- per trainee per year 80 x 40 (Rs.6400/-x1)	6,400.00
h) Vocational Training (Honorarium to trainers raw materials, kits to trainers, etc.) (Rs.22000/- x 1)	22,000.00
i) Newspaper, Periodicals, Additional books, Audio-video cassettes, etc. (Rs.3000/- x 1)	3,000.00
j) Health Care of Trainees (Rs.9000/-x1)	9,000.00
k) Office and other administrative expenditure including TA for MSK staff (Rs.12,000/-x1)	12,000.00
l) Extra curricular activities (Field tours, sports, cultural activities, etc.)	11,000.00
m) Contingency (Rs.6000/-x1)	6,000.00

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TOTAL Rs. 3,81,000.00  
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A - 2,50,000.00

B - 3,81,000.00

Sub Total Rs. 6,31,000.00



**MAHILA SHIKSHAN KENDRA GERMI**  
(Residential Centers)

Year I - V

**A. Non-Recurring :**

a) Repair & Maintenance (Rs.20,000/- x 5)	1,00,000.00
b) Furniture, Equipraent, Hostel, Furnishings, Teaching Materials, etc. (Rs.10,000/- x 5)	50,000.00
c) Setting up of the library (Rs.10,000/- x 5)	50,000.00
d) Follow-up activities for the ex-MSK trainees (Refresher Camps, news letter, etc.) (Rs.5,000/- x 5)	25,000.00
	Rs. 2,25,000.00

**B. Recurring :**

a) Fooding and Lodging for Trainers Rs.400/- per trainee per month for 40 trainers (1,92,000/-x5)	9,60,000.00
b) Stipend Rs.40/- per trainee per month for 40 trainers (40x40x11) 17600 x 5	88,000.00
c) Salary to warden Rs.2500/- per month (30,000/- x 5)	1,50,000.00
d) Salary to 2 teachers Rs.2000/- per month (2 x 2000 x 12) - 48,000/- x 5	2,40,000.00
e) Salary to Peon cum Kitchen Assistant Lady Rs.1000/- per month x 12 (Rs.12,000/- x 5)	60,000.00
f) Salary to Night Guard Rs.1000/- per month (Rs.1000/-x12) (Rs.12,000/-x5)	60,000.00
g) Teaching - Learning Materials Textbooks, Copy books, pens, etc. Rs.80/- per trainee per year 80 x 40 (Rs.6400/-x5)	32,000=00

h) Vocational Training (Honorarium to trainers raw materials, kits to trainers, etc.) (Rs.22000/- x 5)	1,10,000.00
i) Newspaper, Periodicals, Additional books, Audio-video cassettes, etc. (Rs.3000/- x 5)	15,000.00
j) Health Care of Trainees (Rs.9000/-x5)	45,000.00
k) Office and other administrative expenditure including TA for MSK staff (Rs.12,000/-x5)	60,000.00
l) Extra curricular activities (Field tours, sports, cultural activities, etc.)	55,000.00
m) Contingency (Rs.6000/-x5)	30,000.00
	-----
TOTAL	Rs. 19,05,000.00
	-----
	A - 2,25,000.00
	B - 19,05,000.00
Grand Total	Rs. 21,30,000.00
Repairs / Maintenance Rs.10,000/- x 1	10,000.00
Follow-up activities for the Ex.Msk. Trainees (Refresher campus, newsletter, etc.) (Rs.5000/- x 1)	5,000.00
	-----
Grand Total	Rs. 6,46,000.00

**Development of District and Sub-district Institutional Capacity**

**7.1 District Level Office**

Ranchi being an old BEP district already has a district level. The existing and the proposed staffing pattern is as follows:

Si. No.	Post	Existing		Proposed	
		Number	Pay-Scale (Rs.)	Number	Pay-Scale
<b>Grade-I</b>					
1.	D.P.C.	1	Negotiable	1	3700-5000
2.	Administrative Officer	1	5000	-	
3.	Programme officer/ Architect/Engineer	6	5000	4	3000-4500
4.	Chartered Accountant	1	5000	-	
<b>Grade-II</b>					
1.	Finance Officer/ Accounts Officer	1	4500	1	2200-4000
2.	O.S.D./Comp. I/C	6	4500	-	
3.	Asst. Prog. Officer	-		5	2200-4000
4.	Resource Person	6	4000	5	2000-3800
5.	Asst. Engineer	1	4000	2	2200-4000
6.	Jr. Engineer	-		4	1500-2750
7.	A.R.P.	6	3000	5	1640-2900
8.	Asstt. Programmer	1	3000	1	1640-2900
9.	Accountant	1	2800	2	1500-2750
10.	Research/Prog. Asstt.	1	2300	-	
11.	Sr. Stenographer	2	2300	2	1400-2600
12.	Librarian	1	2300	-	
<b>Grade-III</b>					
1.	Accounts Asstt.	3	1800	3	1200-1800
2.	Office Asstt./Storekeeper	2	1800	2	1200-1800
3.	Purchase Assistant	1	1800	1	1200-1800
4.	Stenographer	3	1800	3	1200-1800
5.	Typist	2	1800	3	1200-1800
6.	Asstt. Librarian	1	1800	1	1200-1800
7.	Technician	2	1800		
<b>Grade IV</b>					
1.	Driver	5	1700	5	950-1500
2.	Peon	6	1300	6	775-1050

## **7.2 Setup of MIS Unit**

An effective and efficient Management Information System plays a key role in success and failure of any project. We propose to establish a strong MIS unit at DLO which will have PMIS, and EMIS.

### **Project Management Information System (PMIS)**

Project Management Information System is a computerised monitoring system which is used to collect information on project progress in terms of fund movement, actual expenditure against budget, quarterly progress report and performance indicators.

Chief objectives of PMIS will be to track the progress of delivery of project inputs, monitoring the fund movements, monitoring the physical progress of the project activities and to provide project performance indicators which help the project authority to take corrective step for smooth implementation of the project.

### **Educational Management Information System (EMIS)**

Educational Management Information System is a comprehensive software package which collects educational statistics to reflect various educational indicators such as enrolment retention and dropout, it is also used for planning and monitoring project inputs.

Chief objective of EMIS will be to develop a net work for collection of educational statistics from recognised institution imparting primary education, to create a school level computerised data based at the district level, to provide access to school level data base to educational planners, administrators, and researchers at district, state and national level and train them adequately to analyse and use the data base for the future planning and to provide a programme solution for the BEP/DPEP society to monitor the progress of primary education at the district state and national level by monitoring key educational indicators.

### **Financial Management Information System (FMIS)**

FMIS is an integrated package for Financial Accounting, Budgeting and MIS. FMIS will enable us to maintain accounts and monitor all activities in terms of financial parameters.

## Requirements

The following are the infrastructural/hardware/software requirements for the effective functioning of MIS unit.

Sl. No.	Items	Number
<b>Furnitures :</b>		
1.	Fire Protection equipment	2
2.	Vaccum Cleaner	1
3.	Emergency light	1
<b>Hardware :</b>		
1.	Pentium Computer	1
2.	Printer sharer	1
3.	Modem	1
<b>Software :</b>		
1.	M.S. Windows 95	
2.	MS Office (Word, Excel, Power point)	
3.	Foxpro (Window based)	
4.	Antivirus vaccine	
5.	Disk diagnostic tools	
6.	Bilingual word processor (AKSHAR)	

### **7.3 District Institute of Education & Training**

Teacher is the axle of any educational programme. BEP/DFEP aims at bringing about social change through UPE by revamping the content and process of education. To achieve this objective it is extremely necessary to enhance competency, efficiency and involvement of teachers in the process of education; bring about attitudinal changes and motivate them by conducting regular various inservice training programmes. It will be the responsibility of the DIET to provide resource support for teachers evolving proper teaching methods after experimentations and trials, and to strengthen primary schools and teachers academically by training them and monitoring their work. The methods adopted to achieve these aims will be to identify the needs of students and teachers at primary level by microlevel research keeping in the view the natural social and cultural environment of Ranchi district.

Unfortunately inspite of having very strong infrastructural facilities DIET, Ratu, Ranchi is a victim of scarcity of staff. At present only one of its component i.e., inservice training is functional, it is running with only two lecturers. In 1991 being the first BEP-DIET it has started with its full strength and capacity. We propose to retain the same structure and man the DIET fully as follows:

Sl.No.	Posts	Staff in Position	Proposed Staff	Pay-Scale
1	Principal	*	1	3700-5000
2	Senior Lecturer	*	2	3000-4500
3	Lecturer	2	5	2200-4000
4.	Computer Programmer	*	1	2000-3800
5.	Computer Operator	*	2	1500-2750
6.	Accounts Officer/ Asstt. Accountst Officer	*	1	2000-3800
7	Statistician	*	1	1500-2750
8	Librarian	1	1	1500-2750
9	Laboratory Asstt.	1	1	1500-2750
10	Office Supdt.	1	1	1500-2750
11	Accounts Assistant	1	1	1400-2600
12	Stenographer	1	1	1400-2600
13	Cook	3	3	800-1150
14	Peon	1	1	775-1025
15	Gardener	1	1	800-1150
16	Ele. Technician	2	2	800-1150
17	Watchman	1	1	800-1150
18	Driver	*	2	950-1400

It is proposed to establish full fledged computer room at DIET (the details of furniture, hardware, software is given in costing tables).

#### 4 Block Resource Centre

B.R.C. has to work as a sub DIET at the block level. The philosophy behind setting of BRC is centralisation of training processes and to relieve the pressure on DIET, so that it can devote more time research and innovation in educational field. In Ranchi, we have 24 educational blocks and 20 CD blocks. It is proposed to construct 7 BRCs at the rate of one for three CD blocks. The cost of construction for each BRC is Rs. 7 lacs. The construction activity of BRC will be completed in the first two year. The main activities at the BRC level is as follows:

- \* Inservice training in Ujala-II
- \* Training course for CRC coordinators
- \* Subject specific training for teachers.
- \* MLL based textbook training for teachers
- \* MLL based evaluation training for teachers
- \* Special training for development and use of TLM
- \* Training on field monitoring and evaluation
- \* Recurrent field visit, field support and academic monitoring of the schools.

Staff structure:

	Number	Pay Scale
1. Coordinator	1	2200-4000
2. Resource Person	3	(100 Rs. per day for 20 days in a month)
3. Clerk	1	1200-1800
4. Peon	1	750-1025

#### Cluster Resource Centre

CRC has an important role to play in strengthening the primary education system. CRCs are intended to host the educational activity at the grassroot level. This will be achieved through continuous interaction between teachers in a cluster. Apart from the teachers interaction the CRCs will be responsible for organising and strengthening the community, organising cluster level students activities periodically in the coming years. Regular VEC trainings will be conducted for increasing community participation in



education. It will also identify local specific educational problems and needs. It will serve as the resource centre at the grassroot level. One hundred and twenty CRC buildings will be setup in the district. Under the BEP construction of CRCs has already commenced and by the time the DPEP -III is launched around 35 CRC buildings would be completed. The balance 85 CRC building will be constructed during the first year of the project at a cost of Rs. 1.37 lacs each. The main activities include :

- \* To impart recurrent training to teachers, VEC members, ECCE and ALS instructors
- \* To hold meetings with the teachers of clusters and MTA/PTA members
- \* To organise Bal Melas, Inter school educational exhibition, inter school sports competitions, Vigyan Melas and Teacher pupil Melas at cluster and village levels
- \* To provide feedback to BRC for monitoring
- \* To provide a platform for the innovative, TL and TLM activities of the teacher
- \* Support VEC in taking out Pad Yatra.
- \* Visit each village in cluster every quarter and mobilise, sensitise and discuss issues related to education, girls child, disabled etc.
- \* To sensitise teachers regarding caste, religion, gender.
- \* To sensitise teachers, villagers, VECs towards disabled.

#### 7.6 Village Education Committee

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 for UPE.

The VEC consist of 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 of each of S.C.,S.T.,B.C.,O.B.C. and minority community	Member
3	One representative of Teacher-Guardian association	Member
4	On workers of the Angan Bari of concern village	Member
5	One member of the concerned village who takes interest in the field of education	Member
6	Head teacher of the primary schools	Member Secretary

The village education committee shall consist of minimum seven members and maximum 16. Every muhalla/tola covered under the school. One third of the members should be women.

functions of 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. There 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 viz-a-viz 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 villager and helps in identification of disabled.

management functions of the VEC will be as below:

- 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

As per the circulars of education department VECs have been formed and are functioning. Our thrust will be to motivate, strengthen and train the VEC.

LIBRARY & DOCUMENTATION CENTRE  
State Institute of Educational  
Technology, Mysore  
K. S. Narayana Murthy Marg,  
New Mysore  
DOC. No. D-10998  
Date 13-03-2001

## SUMMARY OF COSTING

Rupees in Lacs.

Sl.No	Component	Total Cost	1st Year	% of Total Project Cost
1.	Access	1267.839	197.595	37.04%
2.	Retention	490.928	96.773	14.34%
3.	Quality	1044.298	354.318	30.51%
4.	Capacity Building	152.746	43.782	4.46%
5.	Mahila Samakhya	467.437	77.464	13.65%
	<b>Total Basic Project Cost</b>	<b>3423.248</b>	<b>769.932</b>	<b>22.49%</b>
	Price Contingency 10%	342.325		
	Physical Contingency 3%	102.697		
	<b>Total Project Cost</b>	<b>3868.27</b>		

Component: Improving Access/Enrolment

Sl.No. Activity	Unit	Unit Cost	IMPLIMENTING AGENCY
<b>Research</b>			
School Mapping	Per Village	500.00	DIET
<b>Civil Work</b>			
Construction of			
New School Building	Per School	195000.00	DLO
School Building	Per School	195000.00	DLO
Additional Class Room	Per Room	100000.00	DLO
Toilets for middle school	Per toilet	6000.00	DLO
Installing drinking water facility	Per school	25000.00	DLO
construction of mahila Shikshan Kendra	Per kendra	250000.00	DLO
Construction of mahila Kutir	Per Kutir	50000.00	DLO
<b>Salary</b>			
Salary for newly appointed teachers	Per teacher	4800.00	DLO
Salary/Honararium of Shiksha Premi	Per S.P.	800.00	DLO
Salary of Engineer	Per person	9000.00	DLO
Salary of Asstt. Engineer	Per person	4450.00	DLO
Honararium of Bal Mitra	Per Bal Mitra	200.00	DLO
Honararium of NFE instructor	Per person	200.00	DLO
<b>Training</b>			
Training of Shiksha Premi (30 days)	Per trg.	90000.00	DIET
Training of NFE Instructor (10 days)	"	30000.00	DIET
Training of ICDS workers (15 days)	"	45000.00	DIET
Recorrent training for ICDS Workers			
<b>Infrastructur</b>			
TLM for ICDS (Non World Bank)	Per Centre	2000.00	DIET
TLM for NFE centres	Per Centre	2000.00	DIET
<b>Non Financial Activity</b>			
Selection of Shiksha Premi (Through VEC)			
Opening of JagJagi Kendra			
Seletion for Bal Mitra			
Opening of special NFE centre			
Selection of NFE instructor			

Component: Reducing Dropout/Improving Retention

Sl.No. Activity	Unit	Unit Cost	Cost type
<b>Non curricular &amp; Media Sport Activity</b>			
1 Cultural programmes & Local visits	Per prog.		
2 Puppets show/Street Play	Per play		
3 Mela of all type	Per mela	2000.00	VEC/CRC
4 Pad Yatra	Per vill.		
5 Development of awareness material		20000.00	DLO
6 Promotion of education exhibition	Per exihi.	2000.00	CRC
7 Meeting press & propaganda	Per meeting	1000.00	DLO
8 Conducting awareness programme of AIR			
9 Preparation of Audio cassette	Per cassette	8000.00	DLO
10 Preparation of Vidlo cassette	Per cassette	25000.00	DLO
11 Meetings with mobilising group			
Village Level	Per meeting		VEC/CRC
Cluster Level	Per meeting		VEC/CRC
Block Level	Per meeting		VEC/CRC
<b>Grant</b>			
1 Grant of Rs. 2000 per VEC	Per year	2000.00	DLO
2 Annual Grant of Rs. 500 per teacher	Per Teacher	500.00	DLO
<b>Research Evaluation/Documentation</b>			
1 Research projects	Per project	5000.00	DIET
2 Specall Study	Per Study	100000.00	DIET
<b>Awards/Incentives</b>			
1 Special Awards for Schools with better performance	Per School	10000.00	DLO
2 Inter school/Inter cluster competition	Per cluster	2000.00	DLO
<b>Training</b>			
1 Training of VEC members (5 days)	Per trg.	15000.00	CRC
<b>Workshop/Seminars</b>			
1 Gender Sensitiation workshop (1 day)			
Village Level	Per W.S.	1000.00	DLO MS
Cluster Level	Per W.S.	1000.00	DLO MS
Block Level	Per W.S.	1000.00	DLO MS
2 Convergence meetings with various Dept.	Per meeting	1000.00	DLO

Component Improvising Quality

Sl.No. Activity	Unit	Unit Cost	Cost type
<b>Development of Educational Study Material</b>			
1 Workshop for review of curriculum from a tribal child perspective Block Level (2 days) District Level (3 days)	Per workshop	15000.00	DIET
		20000.00	DIET
2 District level workshop to review textbook and other TLM from gender perspective (3 days)		15000.00	DIET
3 Developing Supplementary TLM in tribal dialect	Per W.S.		
A. Cluster level workshop (One Day)		1000.00	DIET
B. Block level workshop (One day)		1000.00	DIET
C. District level workshop (3 day)		8000.00	DIET
5 Induction Workshop for BRC Coordinator (3 days)	Per Workshop	9000.00	DIET/DLO
6 Identification Workshop of MT	Per Workshop	9000.00	DIET/DLO
7 New Letter for BRC (PRINTING & DISTRIBUTION)	Per issue	3000.00	BRC
8 New letter for DIET	Per issue	25000.00	BRC
9 Developing bridge language inventory (DISTRICT LEVEL WORK SHOP 3 DAY )	Per W.S.	8000.00	DLO
<b>Teaching Aid &amp; supply there of (including printing)</b>			
1 Purchase of Textbook			
Class - I Language & Maths	Per Child	20.00	DLO
Class - II Language & Maths		20.00	DLO
Class - III Language, Maths & Evs.		30.00	DLO
Class - IV Language, Maths & Evs.		30.00	DLO
Class - V Language, Maths & Evs.		30.00	DLO
2 Printing of bridge Language inventory	Per inven.	100.00	DLO
3 Printing of TLM in tribal dialect	Per TLM	100.00	DLO
<b>Civil Work</b>			
1 Construction of BRC	Per BRC	700000.00	DLO
2 Construction of CRC	Per CRC	137000.00	DLO

Component Improving Quality

Sl.No. Activity	Unit	Unit Cost	Cost type
<b>Training</b>			
1 Training of Master Trainer (10 days) of 40 participants	Per course	30000.00	DIET
2 Training of BRC coordinator (5 days)	Per course	15000.00	DIET
3 Training of CRC coordinator (5 days)	Per course	15000.00	DIET
4 RECURRENT CRC Meeting	Per Meeting	1000.00	CRC
5 Training for teachers "Ujala - 2" (10 days)	Per course	30000.00	BRC
6 Theme/subject specific training for teachers (3 days)	Per course	9000.00	BRC
7 Training of Headmasters (5 days)	Per course	15000.00	DIET
8 Training for inspecting authority (5 days)	Per course	15000.00	DIET
9 Special training for teachers to cope with specific needs of the tribal children based on bridge language inventory (5 days)	Per course	15000.00	DIET
<b>Salary</b>			
1 Salary of Prog. Officer	Per Person	11000.00	DLO
2 Salary of Asstt. Prog. Officer	Per person	9000.00	DLO
3 Salary of Driver	Per Person	4000.00	DLO
4 Salary of BRC	""		
Coordinator	""	8600.00	DLO
Resourse Person	""	2000.00	DLO
Clerk	""	5600.00	DLO
Attendant	""	2500.00	DLO
3 Salary of DIET			
Principal	""	12000.00	DIET
Sr. Lecturer	""	10400.00	DIET
Lecturer	""	8600.00	DIET
Computer Programmer	""	8000.00	DIET
Computer Operator	""	6100.00	DIET
Account Officer	""	8000.00	DIET
Statistician	""	6100.00	DIET
Librarian	""	6100.00	DIET
Lab Asstt.	""	6100.00	DIET
Officer Supritendant	""	6100.00	DIET
Account Asstt.	""	5600.00	DIET
Steno	""	5600.00	DIET
Typist	""	4600.00	DIET
Head Cook	""	3500.00	DIET
Cook	""	2800.00	DIET
Cyclostyle Operator	""	2500.00	DIET
Gardener	""	2800.00	DIET
Technician	""	2800.00	DIET
Watchman	""	2800.00	DIET

Component Improving Quality

Sl.No.	Activity	Unit	Unit Cost	Cost type
<b>Infrastructure</b>				
1	Over head projector for DIET	Per Item	10000.00	DLO
2	Fax for DIET	Per Item	30000.00	DLO
3	Xerox Machine for DIET Heavy Duty	Per Item	200000.00	DLO
4	Furniture for the DIET Computer Room	do		
	Godrej Computer Monitor desk	do	3600.00	DLO
	Godrej Printer Desk	do	4700.00	DLO
	Godrej Steel Table T-9	do	6900.00	DLO
	godrej Steel Chair CH-7	do	1400.00	DLO
	Godrej Steel Chair PCH-7022+C	do	4350.00	DLO
	Godrej Steel Store Well Model -2	do	8050.00	DLO
	Pedastal Fan	do	2000.00	DLO
	Rack (slotted Angle)	do	1000.00	DLO
	Fire Protection Equipment	do	500.00	DLO
	Vaccum Cleaner	do	7000.00	DLO
	A.C. 1.5 Tonne	do	36000.00	DLO
	Emergency Light	do	700.00	DLO
5	Hardware for DIET Computer Room			
	Pentium Computer	Per Item	75000.00	DLO
	Dot Matrix Printer	do	25000.00	DLO
	U.P.S. 2 KVA	do	90000.00	DLO
	Modem 28.8 KBPS	do	12000.00	DLO
6	Software for DIET Computer Room	do		
	MS Windows for workgroup	do	5000.00	DLO
	MS Office	do	25000.00	DLO
	Foxpro	do	16000.00	DLO
	Anti Virus vaccine Red Alert	do	3000.00	DLO
	Bilingual Word Processor Akshar	do	10000.00	DLO
	Furniture / Equipment for DIET	do		
	Aqua Guard	do	6000.00	DLO
	Water Cooler	do	25000.00	DLO
	CCTV	do	10000.00	DLO
	Cordless Telephone	do	5000.00	DLO
	Cemra	do	3500.00	DLO
	White Board	do	300.00	DLO
	Public Address System	do	20000.00	DLO
7	Furniture for BRC			
	Almirah	PER ITEM	5000.00	DLO
	Steel Table	PER ITEM	2500.00	DLO
	Chairs	PER ITEM	600.00	DLO
	Book Sheves	PER ITEM	3000.00	DLO
	Trunk GS larg size	PER ITEM	2000.00	DLO
	Electric Fan	PER ITEM	1000.00	DLO
	Racks	PER ITEM	2000.00	DLO
	Wall clock	PER ITEM	300.00	DLO
	Iron Coats	PER ITEM	1500.00	DLO
	Bedding ( one coir board Mattress, One Blan, one Pillow, two bed sheetes, two pillow cov)	PER SET		



Component Improving Quality

Sl.No.	Activity	Unit	Unit Cost	Cost type
	One Mosquito Net) One set	PER ITEM	2200.00	DLO
	Dari Jazeem set	PER ITEM	5100.00	DLO
	Jute Mat for Dinnoing Hall	PER ITEM	800.00	DLO
	Books for Bro Library	PER ITEM	25000.00	DLO
	Duplicating machine	PER ITEM	35000.00	DLO
	Type writer	PER ITEM	10000.00	DLO
	Generator 2 KVA	PER ITEM	15000.00	DLO
	T.V / VCR/Stabilizer set	PER ITEM	40000.00	DLO
	Two in One Tape & Transistopr	PER ITEM	5000.00	DLO
	Moter Cycle ( Moped )	PER ITEM	20000	DLO
	Hand Pump	PER ITEM	25000	DLO
	Plate with compantment	PER ITEM	100	DLO
	Lantern	PER ITEM	75	DLO
	Bucket	PER ITEM	50	DLO
	Scissor	PER ITEM	10	DLO
	Musical instruments	PER ITEM	3500	DLO
	Petromax (gas)	PER ITEM	500	DLO
	Water filter	PER ITEM	800	DLO
	Water Tank (fero cement)	PER ITEM	500	DLO
12	Furniture for CRC	PER ITEM		DLO
	Duplicating Machine manual	PER ITEM	7000	DLO
	Dari	PER ITEM	5100	DLO
	Jute Mat	PER ITEM	800.00	DLO
	Wall Clock	PER ITEM	200.00	DLO
	Bucket	PER ITEM	50.00	DLO
	Drum	PER ITEM	500.00	DLO
	Glass Steel	PER ITEM	10.00	DLO
	Petromax (gas)	PER ITEM	500.00	DLO
	Musical Instruments	PER ITEM	3500.00	DLO
	Office Expenses at DIET			
	T.A. Conveyance	Per year	100000.00	DIET
	Telephone & Trunkcall	Per year	100000.00	DIET
	Bank commission	Per year	5000.00	DIET
	News paper & Magazines	Per year	10000.00	DIET
	Meeting expenses	Per year	20000.00	DIET
	Entertainment recreation	Per year	10000.00	DIET
	Misc. Exp.	Per year	25000.00	DIET
	Computer Repair & maintenance	Per year	75000.00	DIET
	Generator repair & maintenance	Per year	25000.00	DIET
	MIS consumable	Per year	10000.00	DIET
	Office consumable	Per year	25000.00	DIET
	Office building repair & mentainence	Per year	200000.00	DIET
	<b>Vehicle</b>			
	Vehicle at DIET	Per Vehicle	400000.00	DLO
	Fuel charges & maintenance	Per year	180000.00	DLO

Component: Building Institutional Capacity

Sl.No. Activity	Unit	Unit Cost	Cost type
<b>Infrastructure</b>			
<b>Furniture/Equipment for DLO</b>			
Fire Protection equipment	Per item	500.00	DLO
Vaccum Cleaner	Per item	7000.00	DLO
Emergency light	Per item	700.00	DLO
Calculator	Per item	800.00	DLO
Camera	Per item	3500.00	DLO
Moter Cycle	Per item	45000.00	DLO
Video Camera	Per item	7000.00	DLO
Cordless Phone	Per item	5000.00	DLO
Pager	Per item	10000.00	DLO
White Board	Per item	300.00	DLO
<b>Hardware for DLO Computer Room</b>			
Pentium computer	Per item	75000.00	DLO
Printer Sharer	Per item	500.00	DLO
Modem	Per item	12000.00	DLO
<b>Software for DLO Computer Room</b>			
MS Windows 95	Per item	5000.00	DLO
MS Office 7.0	Per item	25000.00	DLO
Foxpro	Per item	16000.00	DLO
Anti Virus Vaccine	Per item	3000.00	DLO
Bilingual Word Processor	Per item	10000.00	DLO
<b>Salary</b>			
Salary of D.P.C.	Per person	16500.00	BLO
Administrative Officer	Per person	9000.00	DLO
Accounts Officer	Per person	9000.00	DLO
Computer Programmer	Per person	7000.00	DLO
Data Entry Operator	Per person	5000.00	DLO
Accounts Asstt.	Per person	5000.00	DLO
Stenographer	Per person	5000.00	DLO
Storekeeper	Per person	5000.00	DLO
Technician	Per person	5000.00	DLO
Driver	Per person	4000.00	DLO
Pleon	Per person	3000.00	DLO
Office Assistant	Per person	5000.00	DLO
<b>Vehicle</b>			
Vehicle for DLO	Per item	400000.00	DLO
Fuel charges & maintenance for DLO vehicle	Per year	500000.00	DLO
<b>Office Expenses at DLO</b>			
T.A. Conveyance	Per year	100000.00	DLO
Telephone & Trunkcall	Per year	100000.00	DLO
Bank commission	Per year	5000.00	DLO
News paper & Magazines	Per year	10000.00	DLO
Meeting expenses	Per year	20000.00	DLO
Entertainment recreation	Per year	10000.00	DLO
Misc. Exp.	Per year	25000.00	DLO
Computer Repair & maintenance		75000.00	DLO
Generator repair & maintenance		25000.00	DLO
MIS consumable		10000.00	DLO
DLO office consumable		100000.00	DLO
Office building repair & maintenance		100000.00	DLO

Sl.No.	ACTIVITY	UNIT	UNIT COST
1	CORE TEAM		
	SALARY OF DISTRICT RESOURCE PERSON (1)	Per Person	0.0552
	SALARY OF ASSTT. RESOURCE PERSON (2)	Per Person	0.0718
	SALARY OF DRIVER (1)	Per Person	0.0398
	MANAGEMENT COST	Per Year	0.5000
2	FIELD CENTRE		
	FIELD CENTRE WORKER	Per Person	0.0150
	HONORARIUM TO SAHYOGINI		
	1st tow month	Per Person	0.0025
	After two month	Per Person	0.0075
	After one year	Per Person	0.0100
	Completion after 3 year	Per Person	0.0130
(b)	TRAINING / WORKSHOPS		
	1. TRAINING OF CORE TEAM MEMBERS(15 DAYS)		
	2. TRAINING OF "SAHYOGINIS"		
	I) DISTRICT LEVEL	Per batch	0.3260
	3. TRAINING OF SAKHIS (5 DAYS)	Per batch	0.1200
	4. TRAINING OF "SANDHON"	Per batch	0.0220
	5. TRAINING OF SAHELIES		
	I) 1ST PHASE (15 DAYS)	Per batch	0.3260
	II) IIND DAYS (10 DAYS)	Per batch	0.2030
	6. TRAINING OF "BAL MITRAS"		
	I) 1ST PHASE (15 days)	Per batch	0.3260
	II) IIND PHASE (10 days)	Per batch	0.2030
	7. TRAINING OF DISTRICT TRAINERS TEAM (15 DAY- AT STATE LEVEL OFFICE)		
	8. M.S.K. STAFF TRAINING (10 DAYS)		
	9. RISHORIES TRAINING (5 DAYS)	Per batch	0.1200
	10. VOCATIONAL TRAINING	Per batch	0.2100
	11. DEV. OF TRAINING MODULES/MATERIALS	Per workshop	0.1800
	12. Workshop/Special Training		
	B) DISTRICT LEVEL	Per Workshop	0.1500
	C) BLOCK/CLUSTER LEVEL	Per Workshop	0.0500
(c)	REFLECTION		
	(1) Core Team & Field Centre Member(12)	Per reflection	0.0080
	(2) CORE TEAM (15 DAYS)		
	(3) BTT (12 DAYS)		
	(4) SAHYOGINI (36 DAYS)	Per Reflection	0.0600
	(4) SAHELIES (6 DAYS)	Per Reflection	0.0600
	(5) BAL MITRAS (12 DAYS)	Per Reflection	0.0600
	(6) SAKHIS/SANDHON (CLUSTER LEVEL 1 DAYS)	Per Reflection	0.0100
	(6) MSE STAFF	Per Reflection	
(d)	JAGJAGI		
	(1) OLD M.S. KENDRA	Per Kendra	
	(2) OLD JAGJAGI KENDRA	Per Kendra	0.0750
	(3) NEW JAGJAGI KENDRA	Per Kendra	0.1100
	(4) NEW BAL JAGJAGI KENDRA	Per Kendra	0.0900
	(5) OLD BAL JAGJAGI KENDRA	Per Kendra	0.0600

Sl.No.	ACTIVITY	UNIT	UNIT COST
(e)	M.S. RESOURCE CENTRE (RES. BOOK ETC.)		
(f)	M.S. FIELD CENTRE/UNIT CENTRE	Per Centre	2.0000
(g)	CONSTRUCTION OF MAHILA SHIKSAN KENDRA	Per Kendra	2.0000
(h)	CONSTRUCTION OF MAHILA KUTIR	Per Kutir	0.5000
(i)	FIELD TOURS	Per year	0.2000
(j)	DOCUMENTATION & PUBLICATIONS		
	(1) PRINTING OF MS PROGRESS REPORT	Per year	0.5500
	(2) COMPILATION OF MS SUCCESS STORIES CASE STUDIES	Per year	0.1500
	(3) "HALCHAL" (MONTHLY BROAD SHEET)		
	(4) M. S. PAMPHLETS	Per year	0.1000
	(5) POSTERS / PLANNERS	Per year	
	(6) MS AUDIO CASSETTES PREPARATION	Per Cassette	0.0500
	(7) M.S. THREE MONTHLY "NEWS LETTER"	Per Letter	0.1000
	(8) M. S. VIDEO PRESENTATION		
(k)	M.S. UNIT/VGGs (59 VILLAGES FOR 3 YEARS)		
	OLD		
	NEW		
(l)	SHORT TERM CONSULTANCIES	Per Year	0.2000
(m)	ACTION/RESEARCH/EVALUATION		
(n)	SUPPORT TO "MAHILA SAMOCH"		
	OLD (RECURRING)	Per Samoch	0.0240
	NEW (NOT RECURRING)	Per Samoch	0.0240
(o)	CONVENTIONS/MELAS/CAMP		
	A) STATE LEVEL		
	B) DISTRICT LEVEL	Per year	1.0000
	C) BLOCK/CLUSTER LEVEL	Per Mela/Camp	0.1000

Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year		IIInd Year		IIIrd Year		IVth Year		Vth Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
Research													
School mapping Exercise	NR	100	0.500	100	0.500								
Civil Work													
Construction of	NR												
School Building (New units)		100	195.000	30	58.500	70	136.500						
School Building		50	97.500	30	58.500	20	39.000						
Additional Class Room		300	300.000	50	50.000	250	250.000						
Compound Wall for School		100	15.000	50	7.500	50	7.500						
Ashram School		1	13.000			1	13.000						
Salary	R												
Programme Officer (1)		60	8.242	12	1.350	12	1.485	12	1.634	12	1.797	12	1.977
Asstt. Programme Officer (1)		60	6.838	12	1.120	12	1.232	12	1.355	12	1.491	12	1.640
Driver (1)		60	2.839	12	0.465	12	0.512	12	0.565	12	0.619	12	0.681
Newly appointed teachers (200)		9600	364.320			2400	99.360	2400	88.320	2400	88.320	2400	88.320
HM (Ashram School) (1)		48	3.168			12	0.864	12	0.768	12	0.768	12	0.768
Teachers (Ashram School) (3)		144	5.465			36	1.490	36	1.325	36	1.325	36	1.325
Cook for Ashram School (1)		48	1.228			12	0.335	12	0.298	12	0.298	12	0.298
Honararium of Shiksha Premi (400)		13200	105.600			1200	9.600	2400	19.200	4800	38.400	4800	38.400
Asstt. Engineer (2)		96	10.866	24	2.24	24	2.734	24	2.734	12	1.504	12	1.504
Jr. Engineer (4)		168	11.611	48	3.260	48	3.240	48	3.240	12	0.891	12	0.891
Honararium of NFE instructor (200)		12000	24.000	2400	4.800	2400	4.800	2400	4.800	2400	4.800	2400	4.800
Training	NR												
Shiksha Premi (30 days)		10	9.000			3	2.700	3	2.700	4	3.600		
NFE Instructor (18 days)		5	1.500			2	0.600	3	0.900				
ICDS workers (15 days)		38	17.100	10	4.500	10	4.500	10	4.500	8	3.600		
Recurrent training for ICDS Workers		150	9.000	6	0.360	12	0.720	24	1.440	48	2.880	60	3.600
Infrastructure	NR												
TLM for ICDS (Non World Bank)		100	2.000	100	2.000								
TLM for NFE centres		200	4.000			80	1.600	120	2.400				

Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year		IIInd Year		IIIrd Year		IVth Year		Vth Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
Expenses of Ashram School													
Monthly expenses per student (Rs. 750) (750 x 150 x 12 x 5)	R		54.000		0.000		13.500		13.500		13.500		13.500
Furniture	NR		0.535				0.535						
Equipment	NR		0.268				0.268						
Contingency	R		0.200				0.050		0.050		0.050		0.050
Maintenance	R		0.060				0.015		0.015		0.015		0.015
Research Evaluation Survey													
Special Intervention for disable	NR		5.000		2.500		2.500						
Non Financial Activity													
Selection of Shiksha Premi (Through VEC)													
Opening of special NPE centre (200)													
Selection of NPE instructor													
TOTAL :			1257.839		197.595		598.640		149.741		188.957		188.957

Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year		IInd Year		IIIrd Year		IVth Year		Vth Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
Salary	R												
Programme Officer (1)		60	8.242	12	1.350	12	1.428	12	1.504	12	1.580	12	1.657
Asstt. Programme Officer (1)		60	6.338	12	1.126	12	1.202	12	1.278	12	1.354	12	1.430
District Resource Person (1)		60	6.459	12	1.058	12	1.164	12	1.269	12	1.374	12	1.479
Driver (1)		60	2.829	12	0.465	12	0.512	12	0.560	12	0.607	12	0.654
Non Curricular & Media Sport Activity	R												
1 Cultural programmes & Local visits/ Puppets show/Street Play/ Mela of all type/ Pad Yatra		600	12.000	120	2.400	120	2.400	120	2.400	120	2.400	120	2.400
2 Development of awareness material			1.000		0.200		0.200		0.200		0.200		0.200
3 Promotion of education exhibition		600	12.000	120	2.400	120	2.400	120	2.400	120	2.400	120	2.400
4 Meeting press & propaganda		5	0.550	1	0.010	1	0.010	1	0.010	1	0.010	1	0.010
5 Preparation of Audio cassette		10	0.300	2	0.160	2	0.160	2	0.160	2	0.160	2	0.160
6 Preparation of Vidio cassette		5	1.350	1	0.250	1	0.250	1	0.250	1	0.250	1	0.250
7 Inter school/Inter cluster competition		600	12.000	120	2.400	120	2.400	120	2.400	120	2.400	120	2.400
Grant	R												
1 Grant of Rs. 2000 per VEC		9865	197.300	1913	38.260	1913	38.260	1913	38.260	1913	38.260	1913	38.260
2 Annual Grant of Rs. 500 per teacher		24550	122.750	4790	23.950	4790	23.950	4790	23.950	4790	23.950	4790	23.950
Research Evaluation/Documentation	NR												
1 Research Projects (Action Research)		10	5.500	2	0.100	2	0.100	2	0.100	2	0.100	2	0.100
2 Special Study		1	1.000	1	1.000								
Awards/Incentives	NR												
1 Special Awards for school with better performance		120	12.000	24	2.400	24	2.400	24	2.400	24	2.400	24	2.400

Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year		IIInd Year		IIIrd Year		IVth Year		Vth Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
Training	R												
1 Training of VEC members (5 days)		600	90.000	120	18.000	120	18.000	120	18.000	120	18.000	120	18.000
Workshop/Seminars	NR												
1 Gender Sensitisation workshop (1 day)													
Village Level		300	3.000	100	1.000	100	1.000	100	1.000				
Cluster Level		30	0.300	10	0.100	10	0.100	10	0.100				
Block Level		10	0.100	5	0.050	5	0.050						
2 Convergence meetings with various Dept.		50	0.500	10	0.100	10	0.100	10	0.100	10	0.100	10	0.100
Non Financial Activity													
Formation of MTA/PDA													
Formation of MTA/PDA													
Conducting awareness programme of AIR													
Meetings with mobilising group													
Village Level													
Cluster Level													
Block Level													
TOTAL :			496.928		98.772		98.172		99.662		99.647		99.477





Sl.No. ACTIVITY	Cost Type	Cumulative Target		1st Year		IInd Year		IIIrd Year		IVth Year		Vth Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
Teaching Aid & supply there of (including printing) for ST, SC boys & girls, General Girls	R												
1 Purchase of Textbook													
Class - I Language & Maths		440100	88.020	82500	16.500	85200	17.040	87900	-17.580	90800	18.160	93700	18.740
Class - II Language & Maths		368400	73.680	52000	10.400	72600	14.520	76700	15.340	80900	16.180	86200	17.240
Class - III Language, Maths & Evs.		301100	90.330	38900	11.670	46800	14.040	66800	20.040	71700	21.510	76900	23.076
Class - IV Language, Maths & Evs.		240950	72.285	31700	9.510	35000	10.500	43000	12.900	62250	18.675	69000	20.700
Class - V Language, Maths & Evs.		190200	57.060	29900	8.970	28600	8.580	32200	9.660	40500	12.150	59000	17.700
2 Printing of bridge Language inventory		3000	3.000	3600	3.000								
3 Printing of TLM in tribal dialect		3000	3.000	3000	3.000								
Civil Work	NR												
1 Construction of BRC		7	49.000	7	49.000								
2 Construction of CRC		85	116.450	85	116.450								
Training	R												
1 Master Trainer (10 days) of 40 participants		2	0.600	2	0.600								
2 BRC coordinator (5 days)		4	0.600	4	0.600								
3 CRC coordinator (5 days)		15	2.250	3	0.450	3	0.450	3	0.450	3	0.450	3	0.450
4 Recurrent monthly CRC meeting		7200	72.000	1440	14.400	1440	14.400	1440	14.400	1440	14.400	1440	14.400
5 Training for teachers "Ujala - 2" (10 days)		100	30.000			100	30.000						
6 Theme/subject specific training for teachers (3 days)		25	2.250	9	0.810	8	0.720	8	0.720				
7 Headmasters (5 days)		5	0.750	5	0.750								
8 Inspecting authority (5 days)		10	1.500	2	0.300	2	0.300	2	0.300	2	0.300	2	0.300
9 Special training for teachers to cope with specific needs of the tribal children based on bridge language inventory (5 days)	NR	48	7.200			24	3.600	24	3.600				

SI.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year		IIInd Year		IIIrd Year		IVth Year		Vth Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
Salary	R												
1 Programme Officer (1)		60	8.242	12	1.350	12	1.485	12	1.634	12	1.797	12	1.977
2 Asstt. Programme Officer (1)		60	6.838	12	1.120	12	1.232	12	1.355	12	1.491	12	1.640
3 Driver (1)		60	2.839	12	0.465	12	0.512	12	0.563	12	0.619	12	0.681
4 Salary of BRC													
Coordinator (7)		336	33.527			84	7.224	84	7.946	84	8.741	84	9.615
Resourse Person (21)		1008	14.544			252	5.544	252	3.000	252	3.000	252	3.000
Clerk (7)		336	18.750			84	4.040	84	4.444	84	4.388	84	5.377
Attendant (7)		336	9.746			84	2.100	84	2.310	84	2.541	84	2.795
7 Honorarium for CRC Coordinator (120)		7200	28.800	1440	5.760	1440	5.760	1440	5.760	1440	5.760	1440	5.760
8 Salary of DIBT													
Principal (1)		60	8.791	12	1.440	12	1.584	12	1.742	12	1.917	12	2.108
Sr. Lecturer (2)		120	15.238	24	2.496	24	2.746	24	3.020	24	3.322	24	3.654
Lecturer (5)		300	31.502	60	5.160	60	5.676	60	6.244	60	6.868	60	7.555
Computer Programmer (1)		60	5.861	12	0.960	12	1.056	12	1.162	12	1.278	12	1.406
Computer Operator (2)		120	8.938	24	1.464	24	1.610	24	1.771	24	1.949	24	2.143
Account Officer (1)		60	5.861	12	0.960	12	1.056	12	1.162	12	1.278	12	1.406
Statistician (1)		60	4.469	12	0.732	12	0.805	12	0.886	12	0.974	12	1.072
Librarian (1)		60	4.469	12	0.732	12	0.805	12	0.886	12	0.974	12	1.072
Lab Asstt. (1)		60	4.469	12	0.732	12	0.805	12	0.886	12	0.974	12	1.072
Officer Suprintendant (1)		60	4.469	12	0.732	12	0.805	12	0.886	12	0.974	12	1.072
Account Asstt. (1)		60	4.103	12	0.672	12	0.739	12	0.813	12	0.894	12	0.984
Steno (1)		60	4.103	12	0.872	12	0.739	12	0.813	12	0.894	12	0.984
Typist (1)		60	3.370	12	0.552	12	0.607	12	0.668	12	0.735	12	0.808
Driver (2)		120	5.128	24	0.840	24	0.924	24	1.016	24	1.118	24	1.230
Cook (3)		180	6.154	36	1.008	36	1.109	36	1.220	36	1.342	36	1.476
Peon (1)		60	1.832	12	0.300	12	0.330	12	0.363	12	0.399	12	0.439
Gardener (1)		60	2.051	12	0.336	12	0.370	12	0.407	12	0.447	12	0.492
Technician (2)		120	4.103	24	0.672	24	0.739	24	0.813	24	0.894	24	0.984
Watchman (1)		60	2.051	12	0.336	12	0.370	12	0.407	12	0.447	12	0.492





Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year		IIInd Year		IIIrd Year		IVth Year		Vth Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
12 Furniture for CRC													
Duplicating Machine manual		120	8.400	120	8.400								
Dari		120	3.600	120	3.600								
Jute Mat		120	0.960	120	0.960								
Wall Clock		120	0.240	120	0.240								
Bucket		240	0.120	240	0.120								
Dram (Water Tank)		240	1.200	240	1.200								
Glass Steel		600	0.060	600	0.060								
Petromax (gas)		120	0.600	120	0.600								
Musical Instruments		120	4.200	120	4.200								
13 Office Expenses at BIET	R												
T.A. Conveyance		0	5.000		1.000		1.000		1.000		1.000		1.000
Telephone & Trunkcall		0	5.000		1.000		1.000		1.000		1.000		1.000
Bank commission		0	0.250		0.050		0.050		0.050		0.050		0.050
News paper & Magazines		0	0.500		0.100		0.100		0.100		0.100		0.100
Meeting expenses		0	1.000		0.200		0.200		0.200		0.200		0.200
Entertainment recreation		0	0.500		0.100		0.100		0.100		0.100		0.100
Misc. Exp.		0	1.250		0.250		0.250		0.250		0.250		0.250
Computer Repair & maintenance		0	3.750		0.750		0.750		0.750		0.750		0.750
Generator repair & maintenance		0	1.250		0.250		0.250		0.250		0.250		0.250
MIS consumable		0	0.500		0.100		0.100		0.100		0.100		0.100
Office consumable		0	1.250		0.250		0.250		0.250		0.250		0.250
Office building repair & maintenance	R	0	10.000		2.000		2.000		2.000		2.000		2.000
14 Vehicle													
Vehicle at BIET	NR	2	8.000	2	8.000								
Fuel charges & maintenance	R	0	8.000		1.600		1.600		1.600		1.600		1.600
TOTAL :			1044.298		354.318		176.212		159.195		169.511		185.062



## Component: MAHILA SAMAKHYA ACTIVITY

Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year		IInd Year		IIIrd Year		IVth Year		Vth Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
9. KISHORIBS TRAINING (5 DAYS)		35	4.200	7	0.840	7	0.840	7	0.840	7	0.840	7	0.840
10. VOCATIONAL TRAINING		10	2.100	2	0.420	2	0.420	2	0.420	2	0.420	2	0.420
11. DEV. OF TRAINING MODULES/MATERIALS		19	2.850	3	0.450	4	0.600	4	0.600	4	0.600	4	0.600
12. Workshop/ Special Training		0	0.000										
B) DISTRICT LEVEL		10	1.500	2	0.300	2	0.300	2	0.300	2	0.300	2	0.300
C) BLOCK/CLUSTER LEVEL		75	3.750	15	0.750	15	0.750	15	0.750	15	0.750	15	0.750
(c) REFLECTION		0	0.000										
(1) Core Team & Field Centre Member(12)		74	0.831	12	0.131	14	0.160	16	0.180	16	0.180	16	0.180
(2) CORE TEAM (16 DAYS)		0	0.000										
(3) DTT (12 DAYS)		0	0.000										
(4) SAHYOGINI (36 DAYS)		391	8.550	67	1.470	81	1.770	81	1.770	81	1.770	81	1.770
(4) SAHELIES (6 DAYS)		2025	12.545	279	1.730	384	2.385	454	2.810	454	2.810	454	2.810
(5) BAL MITRAS (12 DAYS)		660	5.700	83	0.720	118	1.020	153	1.320	153	1.320	153	1.320
(6) SAKHIS/SAMOOH (CLUSTER LEVEL 1 DAYS)		84	0.840	15	0.150	15	0.150	18	0.180	18	0.180	18	0.180
(7) MSK STAFF													
(d) JAGJAGI													
(1) OLD M.S.KENDRA		5	21.300	1	4.260	1	4.260	1	4.260	1	4.260	1	4.260
(2) OLD JAGJAGI KENDRA		1720	129.000	169	12.675	274	20.550	379	28.425	449	33.675	449	33.675
(3) NEW JAGJAGI KENDRA		280	30.800	105	11.550	105	11.550	70	7.700				
(4) NEW BAL JAGJAGI KENDRA		105	9.450	35	3.150	35	3.150	35	3.150				



## Component: MAHILA SAMAKHYA ACTIVITY

Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year		IInd Year		IIIrd Year		IVth Year		Vth Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
(5) OLD BAL JAGJAGI KENDRA		540	32.400	45	2.700	80	4.800	115	6.900	150	9.000	150	9.000
(e) M.S. RESOURCE CENTRE (RES. BOOK ETC.)		5	2.500	1	0.500	1	0.500	1	0.500	1	0.500	1	0.500
(f) M.S. FIELD CENTRE/UNIT CENTRE		3	7.000	1	2.000	1	2.000	1	2.000		0.500		0.500
(g) CONSTRUCTION OF MAHILA KUTIR		50	25.000	10	5.000	10	5.000	10	5.000	10	5.000	10	5.000
(h) FIELD TOURS		0	1.500		0.300		0.300		0.300		0.300		0.300
(i) DOCUMENTATION & PUBLICATIONS		0	0.000										
(1) PRINTING OF MS PROGRESS REPORT		0	0.250		0.050		0.050		0.050		0.050		0.050
(2) COMPILATION OF MS SUCCESS STORIES		0	0.900		0.150		0.150		0.200		0.200		0.200
CASE STUDIES		0	0.000										
(3) "HALCHAL" (MONTHLY BROAD SHEET)		0	0.000										
(4) M. S. PUMPHLETS		0	0.500		0.100		0.100		0.100		0.100		0.100
(5) POSTERS / PLANNERS		0	0.000										
(6) MS AUDIO CASSETTES PREPARATION		0	1.250		0.250		0.250		0.250		0.250		0.250
(7) M.S. THREE MONTHLY "NEWS LETTER"		0	2.400		0.400		0.500		0.500		0.500		0.500
(8) M. S. VIDEO PRESENTATION		0	0.000										
(j) M.S. UNIT/NGOs		0	0.000										
(50 VILLAGES FOR 3 YEARS)		0	0.000										
OLD		0	0.000										
NEW		0	0.000										
(k) SHORT TERM CONSULTANCIES		0	1.700		0.200		0.300		0.400		0.400		0.400
(l) ACTION/RESEARCH/EVALUATION		0	0.000										
(m) SUPPORT TO "MAHILA SAMOOH"		0	0.000										
OLD (RECURRING)		1135	31.640	175	4.950	210	5.840	250	6.950	250	6.950	250	6.950
NEW (NON RECURRING)		470	11.280	80	1.920	95	2.280	95	2.280	100	2.400	100	2.400
(n) CONVENTIONS/MELAS/CAMP		0	0.000										
A) STATE LEVEL		0	0.000										
B) DISTRICT LEVEL		5	5.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000
C) BLOCK/CLUSTER LEVEL		21	2.100	5	0.500	4	0.400	4	0.400	4	0.400	4	0.400

465.837

77.114



Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year		IIInd Year		IIIrd Year		IVth Year		Vth Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
<b>Salary</b>	R												
Salary of D.P.C. (1)		60	12.088	12	1.980	12	2.178	12	2.396	12	2.635	12	2.899
Administrative Officer		60	5.128	12	0.840	12	0.924	12	1.016	12	1.118	12	1.230
Accounts Officer (1)		60	6.838	12	1.120	12	1.232	12	1.355	12	1.491	12	1.640
Asstt. Computer Programmer (1)		60	5.263	12	0.862	12	0.948	12	1.043	12	1.147	12	1.262
Accountant (1)		60	4.976	12	0.815	12	0.897	12	0.986	12	1.085	12	1.193
Accounts Asstt. (2)		120	7.041	24	1.153	24	1.269	24	1.396	24	1.535	24	1.689
Technician (1)		60	2.198	12	0.360	12	0.396	12	0.436	12	0.479	12	0.527
Office Assistant/SKR (2)		120	7.082	24	1.160	24	1.276	24	1.404	24	1.544	24	1.698
Purchase Asstt. (1)		60	3.541	12	0.580	12	0.638	12	0.702	12	0.772	12	0.849
Stenographer (1)		60	3.521	12	0.577	12	0.634	12	0.698	12	0.768	12	0.844
Typist/ Data Entry Operator (2)		120	7.041	24	1.153	24	1.269	24	1.396	24	1.535	24	1.689
Driver (1)		60	2.839	12	0.465	12	0.512	12	0.563	12	0.619	12	0.681
Peon/ Night Guard (5)		324	11.091	60	1.817	60	1.998	60	2.196	72	2.418	72	2.660
<b>Vehicle</b>													
Vehicle for DLO	NR	4	16.000	4	16.000								
<b>Office Expenses at DLO</b>	R												
T.A. Conveyance			5.000		1.000		1.000		1.000		1.000		1.000
Telephone & Trunkcall			5.000		1.000		1.000		1.000		1.000		1.000
Bank commission			0.250		0.050		0.050		0.050		0.050		0.050
News paper & Magazines			0.500		0.100		0.100		0.100		0.100		0.100
Meeting expenses			1.000		0.200		0.200		0.200		0.200		0.200
Entertainment recreation			0.500		0.100		0.100		0.100		0.100		0.100
Misc. Exp.			1.250		0.250		0.250		0.250		0.250		0.250
Computer Repair & maintenance			3.750		0.750		0.750		0.750		0.750		0.750
Generator repair & maintenance			1.250		0.250		0.250		0.250		0.250		0.250
MIS consumable			0.500		0.100		0.100		0.100		0.100		0.100
DLO office consumable			5.000		1.000		1.000		1.000		1.000		1.000
Office building repair & maintenance			5.000		1.000		1.000		1.000		1.000		1.000
Fuel charges & maintenance for DLO vehicle	R		25.000		5.000		5.000		5.000		5.000		5.000
			<del>152746</del> 127.746		38.782		19.970		21.387		22.946		24.661

*DISTRICT AT A GLANCE*

Area	:	7,57,4 Sq. K.M.
Population	:	Male : 11,52,736 Female : 10,61,312 Total : 22,14,048
S.C. Population	:	Male : 50,856 Female : 47,470 Total : 98,326
S.T. Population	:	Male : 4,26,348 Female : 4,22,640 Total : 8,48,997
Percentage of SC Population	:	5.57 %
Percentage of ST Population	:	43.56 %
Population Density	:	288 per 1 Sq. K.M.
Female Ratio	:	921 per 1000 Male
% of Child (0-5) in total population	:	19 %
% Change in population (1981-1991)	:	21 %
Literacy Rate	:	Male : 65.20 % Female : 36.57 %
No. of Blocks	:	20
No. of Villages	:	2,038
No. of Urban Areas	:	9
No. of Primary School	:	1405
No. of Middle School	:	508
Total School	:	1913

**CLASS WISE ENROLMENT SHOWING ENROLMENT IN CLASS I - V FOR THE  
LAST 6 YEARS BY BLOCK UNDER THE CATEGORY OF BOYS & GIRLS**

DISTRICT	YEAR	CLASS - I		CLASS - II		CLASS - III		CLASS - IV		CLASS - V		GRAND TOTAL		
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	TOTAL
RANCHI	1991	46616	35468	23678	17256	21652	14947	19435	13399	17355	11344	128736	92414	221150
	1992	52146	41362	24720	18270	21338	15495	19366	13509	17774	12116	135344	100752	236096
	1993	57114	45993	28398	21274	21829	18016	19526	13606	18061	12507	144928	111396	256324
	1994	68031	68193	32965	26323	26960	19724	21338	15313	18730	13237	168024	142790	310814
	1995	46153	44080	40975	36210	29081	22761	23468	17574	19979	14629	159656	135254	294910
	1996	48893	45540	31450	27753	29022	25657	24924	20003	21987	16368	156276	135221	291497

COMMUNITY WISE ENROLMENT SHOWING ENROLMENT IN CLASS I - V FOR THE  
LAST 6 YEARS UNDER THE CATEGORY OF BOYS & GIRLS

DISTRICT	YEAR	GENERAL		S.C.		S.T.		GRAND TOTAL		
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	TOTAL
RANCHI	1991	55532	44100	9118	6035	64086	42279	128736	92414	221150
	1992	57134	46730	9428	7100	68782	46922	125344	100752	236096
	1993	60673	49812	9822	9263	74433	52321	144928	111396	256324
	1994	65592	61075	12869	10212	89563	71503	168024	142790	310814
	1995	60761	56806	12028	9456	86462	69143	159251	135405	294656
	1996	62100	59934	11019	8893	83157	66494	156276	135321	291597

ENROLMENT OF S.C. STUDENTS 1992 & 1996

BLOCKS	YEAR	CLASS - I		CLASS - II		CLASS - III		CLASS - IV		CLASS - V		GRAND TOTAL			RR2	
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	TOTAL	BOYS	GIRLS
DISTRICT	92	3441	2952	1843	1220	1540	1173	1403	926	1201	829	9428	7100	16528		
	96	3449	3097	2263	1828	2201	1705	1662	1257	1444	1006	11019	8893	19912	41.96	34.08

ENROLMENT OF S.T. STUDENTS 1992 & 1996

BLOCKS	YEAR	CLASS - I		CLASS - II		CLASS - III		CLASS - IV		CLASS - V		GRAND TOTAL			RR2	
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	TOTAL	GIRLS	BOYS
DISTRICT	92	29024	21522	12037	7930	10118	6593	9177	5804	8426	5072	68782	46922	115704		
	96	27215	24116	16599	13728	15563	12405	12806	9093	10974	7155	83157	66497	149654	37.81	32.25

CLASS WISE ENROLMENT SHOWING ENROLMENT IN CLASS I - V FOR THE  
LAST 6 YEARS BY BLOCK UNDER THE CATEGORY OF BOYS & GIRLS

PAGE : 01

BLOCK	YEAR	CLASS										GRAND TOTAL		
		I		II		III		IV		V		BOYS	GIRLS	TOTAL
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS			
KANKE	1991	2832	1813	1581	900	1512	772	1367	687	1179	548	8471	4720	13191
	1992	2802	2128	1644	1021	1223	844	1086	762	1014	656	7769	5411	13180
	1993	3028	2338	1940	1213	1460	810	1104	677	1110	683	8642	5721	14363
	1994	4691	4575	2251	1688	1907	1189	1520	887	1204	702	11573	9041	20614
	1995	1932	1671	2909	2263	2245	1700	1779	1194	1456	866	10321	7694	18015
	1996	3590	3159	2119	1857	1889	1588	1670	1250	1447	928	10715	8782	19497
RATU	1991	2909	2181	1423	1044	1113	818	1025	747	917	596	7387	5386	12773
	1992	3287	2576	1581	1195	1251	893	1035	763	947	688	8101	6115	14216
	1993	3410	2976	1866	1371	1322	1038	1090	811	919	743	8607	6939	15546
	1994	4450	4470	2036	1701	1644	1260	1213	938	971	761	10314	9130	19444
	1995	4145	3772	2309	1697	1458	1143	1147	887	926	759	9985	8258	18243
	1996	3356	3155	1904	1619	1855	1588	1359	1150	1255	995	9729	8507	18236
CHANHO	1991	1494	764	849	470	702	388	591	316	512	271	4148	2209	6357
	1992	1772	1100	864	517	821	385	587	344	525	275	4569	2621	7190
	1993	1840	1310	1103	762	802	423	645	353	563	304	4953	3152	8105
	1994	2113	2055	1166	813	919	600	745	374	598	322	5541	4164	9705
	1995	1907	1739	1487	1201	919	600	745	374	598	322	5656	4236	9892
	1996	1849	1563	1093	774	957	770	761	578	703	480	5363	4165	9528
MANDER	1991	2308	1634	1178	697	975	656	862	557	736	450	6059	3994	10053
	1992	2881	1935	1194	745	1020	647	883	559	819	514	6797	4400	11197
	1993	2896	2005	1557	959	1047	675	916	553	859	532	7275	4724	11999
	1994	2903	3224	1370	1009	1227	784	883	618	763	477	7146	6112	13258
	1995	1678	1452	1760	1496	1270	1002	879	767	911	477	6498	5194	11692
	1996	3380	2648	1576	1250	1399	1182	1136	845	1109	695	8600	6620	15220



BLOCK	YEAR	CLASS												
		I		II		III		IV		V		GRAND TOTAL		
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	TOTAL
LAPUNG	1991	1622	1103	594	403	602	383	537	315	512	260	3867	2464	6331
	1992	1978	1464	594	395	501	348	552	349	530	304	4155	2860	7015
	1993	2430	1944	718	444	525	338	460	319	527	323	4660	3368	8028
	1994	2705	2618	891	630	665	387	487	361	469	296	5217	4292	9509
	1995	1945	1967	920	727	814	544	587	350	453	309	4719	3897	8616
	1996	1267	1289	1010	872	784	592	727	494	567	330	4355	3577	7932
BURMU	1991	2306	1381	1219	804	1326	685	1231	579	936	468	7018	3917	10935
	1992	2488	1653	1207	785	1167	696	1160	538	1053	524	7075	4196	11271
	1993	2795	1824	1604	1043	1221	691	1123	642	1036	532	7779	4732	12511
	1994	3857	3933	1648	1120	1458	909	1076	689	953	555	8992	7206	16198
	1995	2010	1529	1432	1293	1265	872	1084	684	885	513	6676	4891	11567
	1996	2332	1986	1485	1093	1247	975	1100	760	1010	610	7174	5424	12598
BERO-I	1991	1648	1033	805	412	652	357	568	292	541	280	4214	2374	6588
	1992	1887	1287	805	515	672	341	574	318	610	259	4548	2720	7268
	1993	1986	1398	956	612	672	431	573	306	585	303	4772	3050	7822
	1994	2218	1979	1172	742	871	523	639	430	623	338	5523	4012	9535
	1995	1932	1827	2081	1752	871	523	639	430	610	338	6133	4870	11003
	1996	1502	1227	1018	727	985	692	812	503	678	395	4995	3544	8539
NAMKUM	1991	2845	2420	1133	944	948	698	670	527	505	367	6101	4956	11057
	1992	3675	3670	1393	1244	1047	943	745	763	610	648	7470	7268	14738
	1993	3844	3178	1232	1043	1029	864	1068	805	949	750	8122	6640	14762
	1994	4526	4379	1468	1279	1128	941	999	848	1003	814	9124	8261	17385
	1995	2402	2437	1649	1548	1275	1120	1052	904	894	796	7272	6805	14077
	1996	3826	3616	1660	1557	1286	1125	1029	879	922	809	8723	7986	16709

BLOCK	YEAR	CLASS												
		I		II		III		IV		V		GRAND TOTAL		
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	TOTAL
DRMANJHI	1991	1672	971	667	371	728	296	602	246	508	207	4177	2091	6268
	1992	1803	1036	946	460	721	310	651	209	515	168	4636	2183	6819
	1993	1878	1220	1100	695	869	450	685	370	563	242	5095	2977	8072
	1994	3015	3025	1473	984	1026	627	787	449	672	326	6973	5411	12384
	1995	1637	1423	1207	1196	1206	788	849	477	720	410	5619	4294	9913
	1996	1848	1765	1232	994	1041	886	1022	684	796	525	5939	4854	10793
	ANGARA	1991	2199	1310	1218	695	1103	574	995	446	851	301	6366	3326
1992		2487	1541	1225	703	1057	547	992	484	900	369	6661	3644	10305
1993		2429	1683	1497	943	1087	613	946	476	868	404	6827	4119	10946
1994		3418	3479	1633	1204	1338	828	979	574	899	447	8267	6532	14799
1995		1439	1379	2420	2433	1676	1162	1314	819	959	572	7808	6365	14173
1996		1741	1946	1464	1375	1464	1209	1300	947	1161	701	7130	6178	13308
SILLI		1991	1696	1468	1355	949	1198	864	1078	836	1028	684	6355	4801
	1992	1904	1773	1241	985	1148	764	1076	708	964	656	6333	4886	11219
	1993	3002	2486	1400	1184	1074	787	983	634	898	522	7357	5613	12970
	1994	2141	2400	1638	1416	1366	1124	1090	797	984	624	7219	6361	13580
	1995	1224	1190	1467	1580	1426	1239	1194	985	985	759	6296	5753	12049
	1996	2198	2168	1548	1434	1376	1338	1337	1054	1091	952	7550	6946	14496
	RANIA	1991	691	525	416	365	371	263	391	276	345	271	2214	1700
1992		727	632	445	393	400	283	414	303	370	275	2356	1886	4242
1993		893	731	695	585	451	353	345	265	335	141	2719	2075	4794
1994		1409	1355	528	405	459	325	350	252	323	211	3069	2548	5617
1995		360	307	1724	1608	550	448	482	455	338	261	3454	3079	6533
1996		1074	956	484	417	450	418	391	294	357	251	2756	2336	5092

BLOCK	YEAR	CLASS												
		I		II		III		IV		V		GRAND TOTAL		
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	TOTAL
MURHU	1991	1573	1195	738	551	680	519	622	406	547	425	4160	3096	7256
	1992	1633	1331	701	540	653	493	597	421	551	433	4135	3218	7353
	1993	2036	1659	809	662	653	474	605	453	566	396	4669	3644	8313
	1994	2614	2469	969	810	708	593	578	445	551	446	5420	4763	10183
	1995	486	511	2359	2376	994	786	746	586	590	455	5175	4714	9889
	1996	1632	1352	1001	811	976	775	689	500	569	372	4867	3810	8677
TORPA	1991	3031	2343	940	760	909	675	792	570	799	560	6471	4908	11379
	1992	3151	2285	1140	782	917	730	835	582	760	536	6803	4915	11718
	1993	3190	2525	1177	822	955	777	876	622	797	576	6995	5322	12317
	1994	3248	2814	1175	920	967	718	911	670	800	615	7101	5737	12838
	1995	1292	1254	3727	3004	1392	1023	1010	732	956	683	8377	6696	15073
	1996	1945	1889	1100	865	1065	864	901	727	864	614	5875	4959	10834
KARRA	1991	1995	1185	956	557	836	546	767	481	540	330	5094	3099	9193
	1992	2252	1554	886	550	779	478	711	435	633	325	5261	3342	8603
	1993	2207	1734	994	665	797	448	657	390	580	369	5235	3606	8841
	1994	3523	3078	1149	794	868	559	714	391	621	391	6875	5213	12088
	1995	2870	2615	1065	791	885	717	717	395	688	500	6225	5018	11243
	1996	3561	3002	1263	901	1025	770	820	616	709	425	7378	5714	13092
ARKI	1991	752	404	139	66	34	29	0	0	0	0	925	499	1424
	1992	847	594	147	35	40	14	0	0	0	0	1034	643	1677
	1993	976	651	117	52	15	9	0	0	0	0	1108	712	1820
	1994	2411	2324	1138	696	884	499	658	351	591	296	5682	4166	9848
	1995	947	983	1402	1316	974	616	778	450	594	330	4695	3695	8390
	1996	1308	1191	1258	1040	1321	1129	923	538	751	430	5561	4328	9889

CONTINUE.....

BLOCK	YEAR	CLASS												
		I		II		III		IV		V		GRAND TOTAL		
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	TOTAL
KHUNTI	1991	2512	2148	1056	712	951	511	917	624	668	508	6104	4503	10607
	1992	2978	2163	1096	832	921	640	814	559	772	479	6581	4673	11254
	1993	4059	2323	1155	337	926	578	872	520	724	517	7736	4775	12511
	1994	3476	2980	1372	894	1030	514	800	384	752	324	7430	5096	12526
	1995	3899	2666	1478	1089	1198	870	984	700	973	618	8532	5943	14475
	1996	1843	1446	1158	690	1016	557	898	435	730	311	5645	3439	9084
BUNDU	1991	1118	978	756	546	638	450	587	355	564	277	3663	2606	6269
	1992	1079	937	774	483	680	461	584	360	572	310	3689	2551	6240
	1993	1352	1182	739	533	565	419	606	394	574	333	3836	2861	6697
	1994	1363	1654	1229	1007	845	637	652	447	509	378	4598	4123	8721
	1995	814	891	1092	1152	1081	900	782	580	629	450	4398	3973	8371
	1996	1074	1085	926	977	1009	1006	993	803	779	551	4781	4422	9203
SONAHATU-7	1991	1051	983	592	482	513	376	402	322	388	262	2946	2425	5371
	1992	1024	991	611	486	518	376	426	355	412	296	2991	2504	5495
	1993	1084	1165	718	589	536	380	482	333	415	340	3235	2807	6042
	1994	1124	1452	781	765	649	494	514	370	459	324	3527	3405	6932
	1995	622	785	725	878	658	677	605	464	479	339	3089	3143	6232
	1996	860	995	726	794	688	704	641	607	576	458	3491	3558	7049
TAMAR	1991	2083	1476	1167	697	1129	603	948	475	923	385	6250	3636	9886
	1992	2057	1398	1100	660	990	564	1025	511	924	418	6096	3551	9647
	1993	2375	1671	1137	683	956	568	933	489	894	453	6295	3864	10159
	1994	3055	3211	1710	1294	1469	968	1047	646	857	570	8138	6689	14827
	1995	2123	2038	2111	2006	1591	1151	1418	913	1014	600	8257	6708	14965
	1996	1819	1596	1803	1638	1916	1797	1455	1093	1346	862	8339	6986	15325

BLOCK	YEAR	CLASS												
		I		II		III		IV		V		GRAND TOTAL		
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	TOTAL
RANCHI-I	1991	1845	2006	1195	1362	1183	1322	1125	1370	1143	1246	6491	7306	13797
	1992	2373	2640	1339	1513	1261	1598	1214	1302	1080	1284	7267	8337	15604
	1993	2256	2760	1387	1607	1226	1407	1117	1275	1016	1160	7002	8209	15211
	1994	2906	3458	1883	1834	1644	1653	1383	1336	1120	1313	8936	9594	18530
	1995	2377	3343	2584	2302	1591	1553	1383	1336	1120	1313	9055	9847	18902
	1996	2140	2556	1441	1845	1385	1742	1349	1660	1225	1617	7540	9420	16960
RANCHI-II	1991	4267	4410	2401	2605	2411	2414	2302	2290	2312	2103	13693	13822	27515
	1992	4589	4647	2516	2416	2466	2454	2368	2258	2262	2118	14201	13893	28094
	1993	4712	5008	2828	2774	2453	4686	2430	2370	2310	2265	14733	17103	31836
	1994	4339	4797	2738	2955	2524	2609	2284	2266	2124	2134	14009	14761	28770
	1995	3838	3969	3921	3885	2524	2609	2284	2266	2124	2134	14691	14863	29554
	1996	2601	2961	2503	2797	2345	2502	2237	2368	2052	2125	11738	12753	24491
BERO-II	1991	1443	1129	748	526	650	443	604	395	503	360	3948	2853	6801
	1992	1588	1283	694	625	602	426	591	366	548	346	4023	3046	7069
	1993	1480	1333	956	696	652	471	565	385	541	364	4194	3249	7443
	1994	1477	1311	829	765	702	528	530	460	434	338	3972	3402	7374
	1995	565	474	1016	936	833	813	739	603	593	450	3746	3275	7021
	1996	1363	1179	996	807	908	837	741	709	704	539	4712	4071	8783
SONAHATU-II	1991	724	608	552	338	488	305	452	287	398	185	2614	1723	4337
	1992	884	744	577	390	483	260	446	260	403	235	2793	1889	4682
	1993	956	889	713	500	536	326	445	164	432	255	3082	2134	5216
	1994	1049	1153	718	598	662	455	499	330	450	255	3578	2771	6349
	1995	300	407	631	660	615	494	567	410	461	322	2574	2297	4871
	1996	784	810	682	619	635	611	633	509	586	395	3320	2942	6262

BLOCKWISE RETENTION RATE FOR S.T. AND S.C. STUDENTS

BLOCKS	S.T.		S.C.	
	BOYS	GIRLS	BOYS	GIRLS
KANKE	47.96	40.07	43.26	42.24
RATU	35.57	36.61	31.36	33.07
CHANHO	34.48	36.52	36.17	56.67
MANDER	36.83	31.60	22.86	8.70
LAPUNG	28.01	22.15	18.52	37.29
BURMU	31.15	27.12	50.34	39.89
BERO-I	34.81	27.51	44.12	14.10
NAMKUM	24.10	22.64	39.41	17.63
ORMANJHI	37.25	43.15	48.54	60.87
ANGARA	49.96	43.48	36.56	37.35
SILLI	54.98	40.84	44.70	42.42
RANIA	47.71	38.81	72.22	20.93
MURHU	33.19	26.16	50.60	54.41
TORPA	28.85	24.42	20.51	14.00
KARRA	27.18	22.94	28.41	19.39
ARKI	84.33	61.21	85.90	88.89
KHUNTI	24.64	15.59	23.47	6.58
BUNDU	68.91	52.61	66.67	61.11
SONAHATU-1	51.38	41.54	52.94	42.11
TAMAR	64.03	58.67	75.66	69.92
RANCHI-I	42.54	52.37	39.75	45.48
RANCHI-2	38.14	38.22	37.39	33.71
BERO-2	40.21	38.46	62.07	58.33
SONAHATU-2	76.22	56.55	44.32	45.10

District Planning Team

1.	Sh. S.S.Verma, IAS, Dy. Commissioner	-	Chairman
2.	Sh. M.S.Bhatia, IAS, Dy. Dev. Commission	-	Vice-Chairman
3.	Sh. B. K. Sinha, Distt. Edu. Officer	-	Member
4.	Sh. Shivnarayan Sah, Distt. Supdt. of Edu.	-	Member
5.	Sh. Khursheed Alam, Distt. Mass. Edu. Officer	-	Member
6.	Sh. Emdeshwar Paswan, Distt. Welfare Officer	-	Member
7.	Dr. M. K. Jamuar, Member Secretary, DLC	-	Member
8.	Ms. Aparajita Jha, Distt. School Inspectress	-	Member
9.	Ms. Alka Nizami, Deepshikha	-	Member
10.	Sh. Ram Kishore Sahu, HM, M.S. Chadri	-	Member
11.	Dr. A.D. Sharma, Surgeon, Sadar Hospital	-	Member
12.	Sh. G.V.S.R. Prasad, Director, DIET Ratu	-	Member Core Team
13.	Sh. Kitta Manoj Kumar, Lecturer, DIET Ratu	-	Member Core Team
14.	Ms. Sandhya Prashilla Ekka, Incharge, PTEC	-	Member Core Team
15.	Dr. Rose Kerketta, Reader, Regional & Tribal Language Department	-	Member
16.	Ms. Ziya Ul Ummat Ansari, Teacher, M. S. Bariidih, Beru	-	Member
17.	Ms. Basanti Khalko, HM, St. Agnesh Itki	-	Member
18.	Sh. A. K. Sinha, Chief Officer, NIC Ranchi	-	Member
19.	Ms. Pushpa Kerketta, A.R.P., BEP Ratu	-	Member
20.	Ms. Kapila Ekka, A.R.P., B.E.P. Ratu	-	Member
21.	Sh. Sunil Kumar, B.D.O. Angara	-	Member
22.	Dr. Mithilesh Kanti, Retd. Principal Netarhat Vidyalaya, Ashok Nagar, Ranchi	-	Member
23.	Dr. Prakash Oroan, T.W.R.I., Bariatu	-	Member
24.	Sh. S. B. Kundu, Teacher Trainer	-	Member
25.	Sh. B. B. Ojha, En. Engineer, PHED, Ranchi	-	Member
26.	Sh. B. P. Singh, CDPO, ICDS, Ranchi	-	Member
27.	Sh. B. Surin, KISS, Ranchi	-	Member
28.	Sh. Binod Kispotta, IAS, DPC BEP Ranchi	-	Member Secretary

\* \* \*

## Visioning / Input Workshop

Sl.No.	Date	Place	No. of Participants	Status	Discussions	Remarks
1	23.11.96	DIET Ratu	32	DSE, Dy.DSE AEO, BEEO NGOS Presidents	Quality & infrastructural aspects of education	Included in further Chapter-4, Section-II
2	27.11.96	DIET Ratu	27	BDO, BEEO, CDPO CO, Block Level Official NGO, Teachers, VEC members of Ratu block	Quality & Infrastructural aspects of education	Included in further Chapter-4, Section-II
3	27.11.96	DIET Ratu	49	Mahila Samakhya's Sahyogini, Saheli	Girls education-Problems and solution strategies	Included in further Chapter-4, Section-II
4	14.12.96	Kisan Bhawan	44	BDO, BEEO, CDPO CO, Block level official NGO, Teachers, VEC Members of Angara block	Quality & Infrastructural aspect of education	Included in further Chapter-4, Section-II
5	16.12.96	Kilkari Ranchi	33	Working children age range 6-16	School of our dream	Included in further Chapter-4, Section-II
6	18.12.96	M.S.Getalsood	111	Illiterate mothers, female VEC members	Girls education-Problems and solution strategies	Included in further Chapter-4, Section-II

## Details of PRA Meetings :

Sl.No.	Date	Place	Block	Organising person/Agency	Details
1.	19.11.96	Otongora	Murhu	Mahila Samakhya	Chapter-4, Section-I
2.	12.11.96	Hesalghughri	Mander	Mahila Samakhya	Chapter-4, Section-I
3.	21.11.96	Kerge	Mander	Mahila Samakhya	Chapter-4, Section-I
4.	21.11.96	Kambheetha	Mander	Mahila Samakhya	Chapter-4, Section-I
5.	14.11.96	Kothatoli	Murhu	Mahila Samakhya	Chapter-4, Section-I
5.	21.11.96	Syko	Murhu	Mahila Samakhya	Chapter-4, Section-I
7.	19.11.96	Gore	Mander	Mahila Samakhya	Chapter-4, Section-I
8.	14.11.96	Totambe	Mander	Mahila Samakhya	Chapter-4, Section-I
9.	04.12.96	Simaliya	Angara	Krishi Gram Vikas Kendra	Chapter-4, Section-I
10.	04.12.96	Lalgarh	Angara	Krishi Gram Vikas Kendra	Chapter-4, Section-I
11.	05.12.96	Childag	Angara	Krishi Gram Vikas Kendra	Chapter-4, Section-I
12.	05.12.96	Sirka	Angara	Krishi Gram Vikas Kendra	Chapter-4, Section-I
13.	05.12.96	Angara	Angara	Adim Jati Samagra Vikas Parishad	Chapter-4, Section-I
14.	02.12.96	Jidu	Angara	Adim Jati Samagra Vikas Parishad	Chapter-4, Section-I
15.	02.12.96	Lapsar	Angara	Adim Jati Samagra Vikas Parishad	Chapter-4, Section-I
16.	30.11.96	Jaratoli	Angara	Adim Jati Samagra Vikas Parishad	Chapter-4, Section-I



17	19.11.95	Dehua	Angara	Adim Jab Samagra Vikas Parishad	Chapter-4, Section-I
18	20.11.95	Delvad	Angara	Adim Jab Samagra Vikas Parishad	Chapter-4, Section-I
19	20.11.96	Jonha	Angara	Adim Jab Samagra Vikas Parishad	Chapter-4, Section-I
20	25.11.96	Hane	Angara	Adim Jab Samagra Vikas Parishad	Chapter-4, Section-I
21	22.11.96	Narayan Soso	Angara	Adim Jab Samagra Vikas Parishad	Chapter-4, Section-I
22	22.11.96	Jarum	Angara	Adim Jab Samagra Vikas Parishad	Chapter-4, Section-I
23	26.11.96	Agartol	Angara	I.D.E.A	Chapter-4, Section-I
24	26.11.98	Jaspur Chapter-4, S	Angara	I.D.E.A	Chapter-4, Section-I
25	29.11.96	Saheda	Angara	I.D.E.A	Chapter-4, Section-I
26	26.11.95	Baksideh	Angara	I.D.E.A	Chapter-4, Section-I
27	27.11.96	Idd	Angara	I.D.E.A	Chapter-4, Section-I
28	27.11.96	Nagrakera	Angara	I.D.E.A	Chapter-4, Section-I
29	27.11.96	Hesatu	Angara	I.D.E.A	Chapter-4, Section-I
30	28.11.95	Faru	Angara	I.D.E.A	Chapter-4, Section-I
31	29.11.96	Maignose	Angara	I.D.E.A	Chapter-4, Section-I
32	04.12.95	Chaha	Charho	Bhartya Kisan Sangh	Chapter-4, Section-I
33	02.12.96	Fani Charcho	Charho	Bhartya Kisan Sangh	Chapter-4, Section-I
34	01.12.95	Lapsar	Charho	Bhartya Kisan Sangh	Chapter-4, Section-I
35	30.11.96	Madhukam	Charho	Bhartya Kisan Sangh	Chapter-4, Section-I
36	30.11.96	Homa	Charho	Bhartya Kisan Sangh	Chapter-4, Section-I

01.12.96	Nunhu	Chanho	Bhartiya Kisan Sangh	Chapter-4, Section-I
02.12.96	Bijupara	Chanho	Bhartiya Kisan Sangh	Chapter-4, Section-I
03.12.96	Berhe	Chanho	Bhartiya Kisan Sangh	Chapter-4, Section-I
04.12.96	Bejang	Chanho	Bhartiya Kisan Sangh	Chapter-4, Section-I
09.12.96	Kerkat	Chanho	Bhartiya Kisan Sangh	Chapter-4, Section-I
12.11.96	Tangerbasi	Mander	Mahila Samakhya	Chapter-4, Section-I
27.12.96	Sakara	Mander	Mahila Samakhya	Chapter-4, Section-I
14.11.96	Tatahai Toli	Murhu	Mahila Samakhya	Chapter-4, Section-I
21.11.96	Manug Toli	Murhu	Mahila Samakhya	Chapter-4, Section-I
14.11.96	lowadh	Murhu	Mahila Samakhya	Chapter-4, Section-I
21.11.96	Jate	Murhu	Mahila Samakhya	Chapter-4, Section-I
02.01.97	Gaingan	Murhu	Mahila Samakhya	Chapter-4, Section-I
02.01.97	Badhiaya	Murhu	Mahila Samakhya	Chapter-4, Section-I
02.01.97	Karnati	Chanho	Mahila Samakhya	Chapter-4, Section-I
16.11.96	Jaipur	Chanho	Mahila Samakhya	Chapter-4, Section-I
21.11.96	Raghunath Pur	Chanho	Mahila Samakhya	Chapter-4, Section-I
22.12.96	Sarva	Mander	Mahila Samakhya	Chapter-4, Section-I
10.12.96	Bazara	Mander	Mahila Samakhya	Chapter-4, Section-I
07.11.96	Bejang	Chanho	Mahila Samakhya	Chapter-4, Section-I
05.11.96	Tanger	Chanho	Mahila Samakhya	Chapter-4, Section-I
05.11.96	Huzar	Chanho	Mahila Samakhya	Chapter-4, Section-I
06.11.96	Mejani	Chanho	Mahila Samakhya	Chapter-4, Section-I
09.12.96	Chutyo	Chanho	Mahila Samakhya	Chapter-4, Section-I

60	17.11.96	Saiko	Mundu	Mahila Samakhya	Chapter-4, Section-I
61	17.11.96	Kambo	Mander	Mahila Samakhya	Chapter-4, Section-I
62	16.11.96	Darjan	Mander	Mahila Samakhya	Chapter-4, Section-I
63	09.12.96	Bajigama	Mundu	Mahila Samakhya	Chapter-4, Section-I
64	31.12.96	Parke	Mundu	Mahila Samakhya	Chapter-4, Section-I
65	10.12.96	Hassa Badhrai	Mundu	Mahila Samakhya	Chapter-4, Section-I
66	23.12.96	Sans Khunti	Charho	Mahila Samakhya	Chapter-4, Section-I
67	31.12.96	Patus	Charho	Mahila Samakhya	Chapter-4, Section-I
68	10.11.96	Rago	Mundu	Mahila Samakhya	Chapter-4, Section-I
69	06.12.96	Lupung Dhi	Mundu	Mahila Samakhya	Chapter-4, Section-I
70	02.01.97	Onabwa	Mander	VEC Member	Chapter-4, Section-I
71	02.01.97	Bagsa	Mander	VEC Member	Chapter-4, Section-I
72	03.01.97	Naro	Mander	VEC Member	Chapter-4, Section-I
73	02.01.97	Karge	Mander	VEC Member	Chapter-4, Section-I
74	22.12.96	Muruboh	Sonahatu	Nagpur Kala Sangam	Chapter-4, Section-I
75	13.12.96	Bardih	Sonahatu	Nagpur Kala Sangam	Chapter-4, Section-I
76	02.01.97	Sarmaji	Sonahatu	Nagpur Kala Sangam	Chapter-4, Section-I
77	03.12.96	Karamtam	Sonahatu	Nagpur Kala Sangam	Chapter-4, Section-I
78	24.12.96	Bhakuadih	Sonahatu	Nagpur Kala Sangam	Chapter-4, Section-I
79	15.12.96	Kashoh	Sonahatu	Nagpur Kala Sangam	Chapter-4, Section-I
80	23.12.96	Sakhande	Sonahatu	Nagpur Kala Sangam	Chapter-4, Section-I
81	12.12.96	Gokau	Sonahatu	Nagpur Kala Sangam	Chapter-4, Section-I
82	14.12.96	Ulidih	Sonahatu	Nagpur Kala Sangam	Chapter-4, Section-I
83	04.12.96	Sosodih	Sonahatu	Nagpur Kala Sangam	Chapter-4, Section-I
84	25.12.96	Rangadih	Sonahatu	Nagpur Kala Sangam	Chapter-4, Section-I
85	07.12.96	Gharudin	Sonahatu	Nagpur Kala Sangam	Chapter-4, Section-I
86	09.12.96	Jurga	Sonahatu	Nagpur Kala Sangam	Chapter-4, Section-I
87	09.01.97	Hoyar	Bundu	VEC Member	Chapter-4, Section-I

8	10.01.97	Chun	Burnu	VEC Member	Chapter-4, Section-1
10	11.01.97	Aruch	Burnu	VEC Member	Chapter-4, Section-1
30	17.01.97	Kudapuro	Murhu	VEC Member	Chapter-4, Section-1
21	16.01.97	Sundari	Tappa	VEC Member	Chapter-4, Section-1
32	18.01.97	Siki	Sali	VEC Member	Chapter-4, Section-1
59	17.01.97	Hatu	Bero	VEC Member	Chapter-4, Section-1

Reasons for Boys not attending schools

<u>Sl.No.</u>	<u>Reason</u>	<u>Name of villages</u>
1	Lack of Awareness	1. Lupugdih, 2. Bajigama, 3. Saus Khuti Toli, 4. Bondo 5. Badaiya, 6. Kewra, 7. Autogora, 7. Karge, 8. Rogo, 9. Rogo, 10. Perka, 11. Raghunathpur, 12. Jate, 13. Laitoli 14. Maroog, 15. Kathal Toli, 16. Bargari, 17. Narayan Soso 18. Idd, 19. Malghausa, 20. Bijupara, 21. Barhe
2	Parent's Illiteracy	1. Lupugdih, 2. Hasar Bandi Toli, 3. Perka, 4. Bajigama 5. Darji Jari, 6. Bondo, 7. Saiko, 8. Choryo, 9. Melani 10. Badaiya, 11. Kamani, 12. Gangam, 13. Jate, 14. Luitola, 15. Kathal Toli, 16. Sakra, 17. Tanger Basli, 18. Kammitha 19. Kotha Toli, 20. Tolambi, 21. Silli, 22. Kura Purti, 23. Bargari, 24. Dahuwa, 25. Jekad, 26. Jonha, 27. Narayan Soso, 28. Baksi Dih, 29. Nagra Bera, 30. Hesatu, 31. Malghausa
3	Poverty	1. Lupugdih, 2. Rogo, 3. Saus Khuti Toli, 4. Hasar Bandi Toli, 5. Perka, 6. Bajigama, 7. Darji Jari, 8. Bondo, 9. Choryo, 10. Tanger, 11. Bejang, 12. Bajra, 13. Sarpa 14. Raghunathpur, 15. Kewra, 16. Gaigai, 17. Kamati 18. Tangerbasli, 19. Jate, 20. Luitola, 21. Autogoda, 22. Badaiya, 23. Silli, 24. Naro, 25. Karge, 26. Bargari 27. Chatwal, 28. Angara, 29. Jaratoli, 30. Dahuwa, 31. Jekad, 32. Hade, 33. Saheda, 34. Idd, 35. Hesatu, 36. Haratu, 37. Malghausa, 38. Hari
4	Helping family work	1. Hasarg Bandhi Toli, 2. Perka, 3. Kenra, 4. Bajigama, 5. Melani, 6. Sarpa, 7. Raghunathpur, 8. Maroog Toli 9. Kammitha, 10. Kotha Toli, 11. Totambi, 12. Bejang 13. Silli, 14. Jara Toli, 15. Jonha, 16. Idd
5	Cattle grazing	1. Simitya, 2. Lalgadh, 3. Childag, 4. Sirka, 5. Choreya 6. Lepsar, 7. Madhukam, 8. Barhe, 9. Bondo, 10. Hasar Bandi Toli, 11. Perka, 12. Baji gama, 13. Chota Hotar, 14. Tanger, 15. Bejang, 16. Badaiya, 17. Luitola, 18. Meroogtoli, 19. Kathal Toli, 20. Hesel Jugri, 21. Karge  22. Gaure, 23. Hathu, 24. Sundari, 25. Kura purti, 26. Arud 27. Hoyear, 28. Naro

Reasons for Boys not attending schools

<u>Sl.No.</u>	<u>Reason</u>	<u>Name of villages</u>
6	Parent's Consuming liquor	1. Melari, 2. Rogo, 3. Perka, 4. Saus Khuti Toli, 5. Hasar Bandi Toli, 6. Baji Gama, 7. Badaiya, 8. Kamati, 9. Jate 10. Lui Tola, 11. Autonggoda, 12. Silli
7	Temporary Migration	1. Janum, 2. Hathu, 3. Churi, 4. Naro, 5. Bargari 6. Chatwai
8	Unsuitable school location	1. Agar Toli, 2. Hari, 3. Sonahatu (Kasidih), 4. Darji Jari 5. Jate, 6. Lui Toli, 7. Arud, 8. Churi, 9. Bargari
9	Lack of teachers	1. Autogoda, 2. Chatwai, 3. Lepsar, 4. Hari
10	Child Labour	1. Sundari, 2. Churi
11	Education makes children arrogant	1. Pondo, 2. Bajigama, 3. Luitoli
12	Not interest in Education	1. Saheda, 2. Nunhu, 3. Sonahatu
13	Beating by the teacher	1. Naro

### Reasons for Girls not attending schools

Sl.No. Reason	Name of villages
1 Lack of awareness towards education	1. Lupungdih, 2. Rogo, 3. Patuk, 4. Bajigama, 5. Saiko, 6. Choty, 7. Kothageli, 8. Jaipur, 9. Kewra, 10. Marug Toli, 11. Karge, 12. Kurapurti, 13. Hoyer, 14. Bargari, 15. Narayan Soso, 16. Aagartoli, 17. Idd, 18. Nagraber, 19. Malghausa, 20. Bijupara, 21. Barhe, 22. Saheda, 23. Nunhu
2 Poverty	1. Lupungdih, 2. Rogo, 3. Issargbandhi Toli, 4. Perup, 5. Bajigama, 6. Darji Bari, 7. Bondo, 8. Saiko, 9. Melani, 10. Sakra, 11. Kammitha, 12. Totambi, 13. Sapa, 14. Gaigai, 15. Jate, 16. Luitola, 17. Marugtoli, 18. Tanger-Basli, 19. Kamati, 20. Silli, 21. Karge, 22. Baro, 23. Bargari, 24. Chatwal, 25. Angara, 26. Dahua, 27. Jekad, 28. Jonha, 29. Hade, 30. Janum, 31. Agartoli, 32. Saheda, 33. Idd, 34. Hesatu, 35. Haratu, 36. Malghausa, 37. Hari
3 Parents Consumpting liquor	1. Badaiya, 2. Jate, 3. Lupugdih, 4. Rogo, 5. Hassrgbandi Toli, 6. Perka, 7. Choty, 8. Bajigama, 9. Kewra, 10. Luitola
4 House hold work	1. Sauns Toli, 2. Lupungdih, 3. Rogo, 4. Patuk, 5. Hasargbandi Toli, 6. Wo, 7. Tanger, 8. Bajigama, 9. Bejang, 10. Perka, 11. Bondo, 12. Chota Hotar, 13. Kamati, 14. Choty, 15. Bajra, 16. Karge, 17. Jate, 18. Luitola, 19. Marugtoli, 20. Katil Toli, 21. Autongbora, 22. Kammitha, 23. Kotha Toli, 24. Totambi, 25. Kewra, 26. Sakra, 27. Hesel Jugri, 28. Hatu, 29. Arud, 30. Churi, 31. Naro, 32. Chatwal, 33. Simaliya, 34. Lalgadh, 35. Childag, 36. Sirka, 37. Jaratoli, 38. Janum, 39. Idd, 40. Hari
5 Child Labour	1. Bondo, 2. Rogi, 3. Hasargbandhi Toli, 4. Perka, 5. Badaiya, 6. Maroog Toli

### Reasons for Girls not attending schools

<u>Sl.No.</u>	<u>Reason</u>	<u>Name of villages</u>
6	Parent's Illiteracy	1. Luitoli, 2. Tanger Basli, 3. Kammittha 4. Totambi, 5. Darjijari 6. Kewra, 7. Gamgam, 8. Kothatoli, 9. Lupugdih, 10. Rogo, 11. Hasra Bandi Toli, 12. Perka, 13. Bani Gama, 14. Melani, 15. Kamati, 16. Bondo, 17. Bajra, 18. Sarpa, 19. Badaiya, 20. Jate, 21. Sakra, 22. Kurapuri, 23. Churi, 24. Bargari, 25. Siraiya, 26. Lalgadh, 27. Childag, 28. Sirka, 29. Iduva, 30. Jekad, 31. Jonha, 32. Narayan Soso, 33. Saheda, 34. Baksidih, 35. Nagrabera, 36. Hesatu, 37. Malghausa
7	Temporary Migration	1. Darjijari, 2. Bondo, 3. Sarpa, 4. Jaipur, 5. Badaiya, 6. Tanger Basli, 7. Sakra, 8. Hathu, 9. Naro, 10. Bargari, 11. Janum
8	Unsuitable School Location	1. Darjijari, 2. Jate, 3. Luitoli, 4. Hoyer, 5. Bargari 6. Jaratoli, 7. Aagatoli, 8. Madhukam, 9. Hari
9	Girls consider as "Paraya Dhan" (Other's property)	1. Saustoli, 2. Lupugdih, 3. Rogo, 4. Pathuk, 5. Hasar Bandhu Toli 6. Perka, 7. Bajigama, 8. Saika, 9. Bajra, 10. Kamati, 11. Kathal Toli 12. Choty, 13. Melani, 14. Sarpa, 15. Raghunathpur 16. Badheya, 17. Kewra, 18. Gamgam, 19. Marug Toli, 20. Autongbora, 21. Hesel jugri, 22. Karge
10	Bigger Family Size	1. Bondo, 2. Sakra, 3. Tangerbasli, 4. Sundari,
11	Lack of Teachers	1. Lepsar, 2. Madhukam, 3. Hari
12	Education makes them Arrogant	1. Raghunathpur
13	Family Pressure	1. Saiko, 2. Kewra, 3. Gamgam, 4. Jaipur
14	Involved in Agricul- tural Activities	1. Sundari, 2. Kurapurti, 3. Bargari
15	Dilapcted School Building	1. Hoyer
16	Beating by the teacher	1. Naro



Children (Boys) of any specific Community not attending to school

<u>Sl.No.</u>	<u>Reason</u>	<u>Name of villages</u>
1	Kids involved in professional work	1. Lupugaih, 2. Rogo, 3. Bajigama, 4. Luitola, 5. Autoggora, 6. Kammita, 7. Totambi, 8. Hasargbandi Toli, 9. Sundari, 10. Jara Toli, 11. Janum, 12. Karkat
2	Poverty	1. Lupugdih, 2. Rogo, 3. Melani, 4. Karge, 5. Hasargbandi Toli, 6. Rui Tola, 7. Chotyo, 8. Kewra, 9. Kammita, 10. Gaure, 11. Totambi, 12. Hau, 13. Kurapurti, 14. Arud, 15. Hoyer, 16. Bargari, 17. Angara, 18. Hade, 19. Aagar Toli, 20. Saheda, 21. Haratu, 22. Choreya, 23. Rani Chocho, 24. Hari, 25. Karkat
3	Lack of Awareness Towards Education	1. Lupugdih, 2. Bajigama, 3. Hasargbandhi Toli, 4. Maroog Toli, 5. Darjijari, 6. Badaiya, 7. Melani, 8. Kewra, 9. Gaigai, 10. Ruitoli, 11. Karge, 12. Kurapurti, 13. Hoyer
4	Cattle grazing	1. Sirki, 2. Lalgadh, 3. Child, 4. Sirka, 5. Madhukam, 6. Numu, 7. Barne, 8. Lepsar, 9. Madhukam, 10. Karkat
5	Language Problems	1. Hathu (Muslim community), 2. Kurapurti
6	Temporary migration	1. Hathu, 2. Choreya, 3. Bijupara
7	Agricultural work	1. Hathu,
8	Unsuitable school location	1. Jonha
9	Parent's consuming liquor	1. Hari, 2. Silli
10	Cause of Illness	1. Narayan Soso
11	Problem of Social Status	1. Aagartoli, 2. Idd, 3. Lepsar
12	Parent's Illiteracy	1. Karkat

Children (Girls) of any specific Community not attending to school

<u>Sl.No.</u>	<u>Reason</u>	<u>Name of villages</u>
1	Lack of awareness towards education	1. Lupugdih, 2. Bajigama, 3. Patuk, 4. Hasargbandhi Toli, 5. Melani, 6. Darjjari, 7. Raghunathpur, 8. Gore, 9. Kewra, 10. Ruitola, 11. Maroog Toli, 12. Kotha Toli, 13. Saiko, 14. Gaigai, 15. Arua, 16. Naro, 17. Simliya, 18. Lalgadh, 19. Childag, 20. Sirka, 21. Nagrabera, 22. Lepsar, 23. Barhe, 24. Karkat
2	Poverty	1. Sauskheti Toli, 2. Chutyo, 3. Melani, 4. Kewra, 5. Maroog Toli, 6. Autonggora, 7. Karge, 8. Saiko, 9. Totambi, 10. Bondo, 11. Kotha Toli, 12. Hathu, 13. Hoyer, 14. Bargari, 15. Simliya, 16. Lalgadh, 17. Angara, 18. Hade, 19. Agar Toli, 20. Saheda, 21. Hari, 22. Harata, 23. Choreya, 24. Ranichocho, 25. Karkat
3	Not Interest in Education	1. Simliya, 2. Lalgadh, 3. Childag, 4. Sirka, 5. Saheda
4	Problem of Social status	1. Lupugdih, 2. Rogo, 3. Sauskhuni Toli, 4. Bajigama, 5. Chutyo, 6. Melani, 7. Raghunathpur, 8. Hasargbandhi Toli, 9. Darjjari, 10. Badai, 11. Silli, 12. Sundari, 13. Kuraparti, 14. Arud, 15. Bargari, 16. Agar Toli, 17. Idd, 18. Lepsar, 19. Kewra
5	Household work	1. Simliya, 2. Childag, 3. Sirka, 4. Jara Toli, 5. Jonha, 6. Melani, 7. Hathu, 8. Hoyer
6	Parda Partha (Muslim)	1. Darjjari, 2. Bondo, 3. Sakra, 4. Tangar Basli, 5. Kam-mitha, 6. Totambi, 7. Hathu, 8. Karge, 9. Bargari, 10. Chatwai
7	Child Marriage	1. Darjjari, 2. Sakra, 3. Tanger Basli, 4. Hathu
8	Kids involved in professional work	1. Hasargbandhi Toli
9	Temporary migration	1. Choreya, 2. Bijupara
10	Cause of illness	1. Narayan Soso

Children (Girls) of any specific Community not attending to school

<u>No.</u>	<u>Reason</u>	<u>Name of village</u>
11	Parent's consuming liquor	1. Hari
12	Girls considered to be "Paraya Dhan"	1. Marcog Toii, 2. Tanger Basii, 3. Salra, 4. Churi
3	Unsuitable school location	1. Totambi, 2. Hathu
4	Lack of Toilets facilities in school	1. Hathu, 2. Naro
5	Language problem	1. Hathu, 2. Naro

LIST OF SCHOOLS WHERE THE BASE LINE SURVEY WAS CONDUCTED

Block : BUNDU

1. Govt. Primary School, Muisudih
2. Govt. Primary School, Gosaidih
3. Govt. Primary School, Jam Gami
4. Govt. Primary School, Amjora
5. Govt. Primary School, Baghdadih
6. Govt. Primary School, Ragai
7. Govt. Primary School, Hussiltatu
8. Govt. Primary School, Karambu
9. Govt. Primary School, Bicha Hatu
10. Govt. Primary School, Kebng Haatu
11. Govt. Primary School, Jam Toli

Block : SILLI

1. Govt. Primary School, Jumla
2. Govt. Madhya Vidyalaya Maayaram Jaraidih
3. Govt. Madhya Vidyalaya Gram Vikas, Silli
4. Govt. Primary School, Murhu
5. Govt. Primary School, Palasdi
6. Govt. Primary School, Misir Hotang
7. Govt. Primary School, Lgam
8. Govt. Primary School, Bhuli
9. Govt. Primary School, Khedaadih
10. Govt. Primary School, Kulsud
11. Govt. Madhya Vidyalaya, Usrliain Muri
12. Govt. Middle School, Kita

Block : BURMU

1. Govt. Primary School, Barandi
2. Govt. Primary School, Munnaa
3. Govt. Middle School, Mohanpur
4. Buniyadi School, Sosai
5. Govt. Primary School, Role
6. Govt. Primary School, Kashi Tola
7. Govt. Primary School, Manatu
8. Govt. Primary School, Itche
9. Govt. Primary School, Gesway
10. Govt. Middle School, Katengdiri

Block : BERO

1. J. Lakra Middle School, Rnikhatanga
2. R. B. School, Narkopi
3. Govt. Middle School, Tuko
4. Govt. Middle School, Gadhgacn
5. Govt. Primary School, Karge
6. Govt. Primary School, Patna
7. Govt. Primary School, Hithar
8. Govt. Primary School, Kesha

Block : URBAN AREA, RANCHI-2

1. Hindi Primary School, Kadru
2. Govt. Primary School, Gwala Toli
3. Govt. School Rly.Station Lal Siram Toli
4. Urdu Primary School Kadru

TOTAL NO. OF SCHOOL WHERE BASELINE SURVEY CONDUCTED : 45

LIST OF NEW PROPOSED SCHOOLS

Block : BERO-1

- 1 Mutari
- 2 Bhaisadon (Kakariya)
- 3 Haru (Aero)
- 4 Bera (Mhangoan)
- 5 Dighia Basti  
(In front of Old Church)
- 6 Kokre - Singersarai
- 7 Chano (Bharkopa)

Block : BERO-2

- 1 Sat Parha
- 2 Bhaluti
- 3 Sauka
- 4 Malti
- 5 Bodeya
- 6 Baid Khijri
- 7 Dar Kandariya

Block : BUNDU

- 1 Bera (Hawep)
- 2 Bareda Tola
- 3 Chutru (Kauwa)
- 4 Dahu Kocha
- 5 Kajibaru (Humta)
- 6 Tilai Marcha
- 7 Oledih (Barahatu)
- 8 Beradih Tola
- 9 Korehatu (Madhukam)
- 10 Farwedih (Taw)
- 11 Patra Toli College Road

Block : SONAHATU-1

- 1 Punddag (Jintu)
- 2 Sarmali (Sonahatu)

Block : RANCHI-2

- 1 Hind Pidhi (Nijam Nagar)

Block : MANDER

- 1 Charbag
- 2 Charki
- 3 Barwar

Block : ORMANJHI

- 1 Piprabera (Bijang)
- 2 Ganeshpur (Palu)
- 3 Tawe (Chadag)
- 4 Jirawar (Khuchu)
- 5 Aikerem (Bijang)

Block : ANGARA

- 1 Childag Soso
- 2 Bedbari
- 3 Amartoli
- 4 Lenhatoli
- 5 Bandhuwdih

Block : KANKE

- 1 Haldama
- 2 Balwapani
- 3 Karitaugri
- 4 Tukutola
- 5 Sinduar Tola
- 6 Jangaltoli (Makha)

Block : MURHU

- 1 Ruitola
- 2 Saidba
- 3 Chamratoli
- 4 Pirihatu

Block : RATU

- 1 Nurhura (Urdu)
- 2 Kathitarn (Urdu)
- 3 Kalande
- 4 Kota
- 5 Harhi
- 6 Sarnatoli
- 7 Chitarkota Chotkatoli

Block : NAMKUM

- 1 Pindarkom
- 2 Dokapidhi
- 3 Gurutoli
- 4 Dundu
- 5 Kisko
- 6 Gundur
- 7 Kutetoli

Block : SILLI	8	Garke
Gala	9	Hesbapidhi
Haridih	10	Tanju
Jamtola	11	Hethdahu
Gargoan	12	Kudagadha
Halang	13	Chapatoli

Block : TAMAR

Chirudih	1	Sarmali
Jaroo	2	Kurchudih
Chotikaw	3	Bautiya
Nichitpur	4	Aagra
Kamla Mahal	5	Pelakdih

Block : LAPUNG

Sagutoli (Dalkeya)	1	Chara
Gado	2	Saran Toli
Urikel	3	Chariyen
Kanderkel		

Block : KARBA

Block : KHUNTI	1	Nauriya
Rai	2	Samunder
Rimbukel	3	Mitkora
Sirko Pidhi	4	Muchiya Kala
Tirja		

Total No. of New School proposed to be constructed : 104

Source : D.S.E. RANCHI

List of Building less Schools

o. Block	Name of the School
Ranchi-1	1. Primary School, Chotanagpur (Girls) 2. Primary School, Hotwar 3. Primary School, Hesal 4. Primary School, Urdu Bariyatu 5. Primary School, Mahuwa Toli
Ranchi-2	1. Primary School, Dom Toli 2. Primary School, Mani Tola 3. Primary School, Hindpiri (Girls) 4. Primary School, Kadru 5. Primary School, Purani Ranchi (Girls) 6. Primary School, Bhitari Bazar Doranda 7. Azad Urdu Primary School, Ranchi 8. Nejamiya Primary School, Ranchi 9. Urdu Primary School, Pathal Kudwa 10. Raain Urdu Primary School, Ranchi
Nankum	1. Primary School, Neemdihi 2. Primary School, Hesla Toli 3. Primary School, Bundubara 4. Primary School, Hesa Bera
Silli	1. Primary School, Muri 2. Primary School, Sevadihi 3. Primary School, Burhagugu 4. Primary School, Godla 5. Primary School, Sosobikho 6. Primary School, Rangamati
Angara	Nil
Kanke	Nil
Mander	Nil
Chanho	1. Primary School, Hundpiri 2. Primary School, Beyasi
Burmū	1. Primary School, Naya Tola 2. Primary School, Lokud Bera
Ratu	Nil
Bero-1	1. Primary School, Mahugaon 2. Primary School, Khukhra (Girls) 3. Primary School, Karge
Bero-2	1. Primary School, Harmu



- |     |            |   |
|-----|------------|---|
| 13. | Lapung     | <ol style="list-style-type: none"> <li>1. Primary School, Tapkara</li> <li>2. Primary School, Latratu</li> <li>3. Primary School, Lapung (Girls)</li> </ol>   |
| 14. | Bundu      | <ol style="list-style-type: none"> <li>1. Primary School, Ragey</li> <li>2. Primary School, Chhorda</li> <li>3. Primary School, Harwadag</li> </ol>   |
| 15. | Sonahatu-1 | <ol style="list-style-type: none"> <li>1. Middle School, Ambe</li> <li>2. Primary School, Fundag</li> <li>3. Primary School, Baherajara</li> </ol>  |
| 16. | Sonahatu-2 | Nil   |
| 17. | Tamar      | <ol style="list-style-type: none"> <li>1. Primary School, Baghai</li> <li>2. Primary School, Dumridih</li> <li>3. Primary School, Bekadih</li> <li>4. Primary School, Kheduwadih</li> <li>5. Primary School, Patras Dih</li> <li>6. Primary School, Lojhdara</li> <li>7. Primary School, Badla</li> <li>8. Primary School, Kurkutta</li> <li>9. Primary School, Mudhi</li> <li>10. Primary School, Bamladih</li> </ol>  |
| 18. | Arki       | <ol style="list-style-type: none"> <li>1. Primary School, Parasu</li> <li>2. Primary School, Supkoya</li> <li>3. Primary School, Telgadih</li> <li>4. Primary School, Sareyad</li> <li>5. Primary School, Mailpiri</li> <li>6. Primary School, Bargidih</li> <li>7. Primary School, Kurunga</li> <li>8. Primary School, Redsud</li> <li>9. Primary School, Maluti</li> <li>10. Primary School, Chaipi</li> <li>11. Primary School, Mosanga</li> <li>12. Primary School, Madhatu</li> <li>13. Primary School, Marang Buru</li> <li>14. Primary School, Suru Aanda</li> </ol> |
| 19. | Khunti     | <ol style="list-style-type: none"> <li>1. Primary School, Hutar</li> <li>2. Primary School, Paska</li> </ol>  |
| 20. | Murhu      | <ol style="list-style-type: none"> <li>1. Primary School, Buchnipiri</li> <li>2. Primary School, Barno</li> <li>3. Primary School, Deroya</li> <li>4. Primary School, Kujrang</li> <li>5. Primary School, Sokos</li> </ol>  |
| 21. | Torpa      | Nil   |
| 22. | Rania      | <ol style="list-style-type: none"> <li>1. Primary School, Olkar</li> <li>2. Primary School, Borom</li> <li>3. Primary School, Matroy</li> <li>4. Primary School, Morompir</li> </ol>  |

5. Primary School, Goyod
6. Primary School, Halom
7. Primary School, Kendugara
8. Primary School, Barjo
9. R.C. Primary School, Pidul
- 10 R.C. Primary School, Sode
- 11 G.E.L. Middle School, Churdag

23. Karra
1. Primary School, Tubud
  2. Primary School, Ganguniya
  3. Primary School, Govindpur

24. Ormanjhi Nil

Total No. of Schools - 87

List of Schools having unequal Student-Teachers Ratio  
(more than 1 : 50)

Block - Kanke

Sl. No.	Name	School Type	STR
1.	Boreya	Middle	58.41
2.	Sukurhutu	"	116.91
3.	Urugutu	"	95.00
4.	Kumharia	"	89.00
5.	Katantoli	"	71.88
6.	Tirutola	"	75.17
7.	Pithoria	"	71.14
8.	Chandwe	"	78.33
9.	Malsiring	"	94.25
10.	Lalganj Sugnu	"	74.00
11.	Simalia	"	70.74
12.	Basic Mesra	"	123.46
13.	Mission Bankara	"	69.77
14.	Mission Sundil	"	115.00
15.	M. St. Joseph Kanke	"	81.46
16.	M. St. Mariya Kanke	"	92.36
17.	Dubalia	Primary	110.50
18.	Necri Hindi	"	135.00
19.	Sirango	"	88.00
20.	Hundur	"	111.50
21.	Karkatta	"	105.00
22.	Muretha	"	201.00
23.	Chamhuru	"	115.00
24.	Dumardaga	"	127.00
25.	Patratoli Urdu	"	97.00

Block - Ratu

1.	Lalgutuwa	Middle	71.88
2.	Huhuri	"	72.60
3.	Gurubajpur	"	84.13
4.	Saber	"	63.33
5.	Nagri	"	69.08
6.	Chipra	"	72.17
7.	Ratu Raj	"	60.54
8.	Tikratoli	"	112.75
9.	Soparam	"	67.59
10.	St. Josh. Patrachauli	"	102.31
11.	St. Kuldip	"	137.83
12.	Ratu Mukhyalya	Primacy	69.00
13.	Tarup	"	71.60
14.	Tigra	"	135.00
15.	Nagri Hindi	"	76.33
16.	Basila	"	131.00
17.	Pundag Urdu	"	179.00
18.	Lada	"	57.50

## Block - Chanho

1.	Sons	Middle	65.67
2.	Patratu	"	70.20
3.	Balsokra	"	59.20
4.	Silagain	"	89.00
5.	Beyasi	"	96.00
6.	Lunuri	"	65.00
7.	Tangai	"	89.43
8.	Coreya	"	64.38
9.	Baraiha	Primary	96.00
10.	Pandri	"	85.67
11.	Gidhra	"	78.67

## Block - Mander

1.	Murma	Middle	66.14
2.	Mander	"	68.00
3.	Uchri	"	63.00
4.	Sakarpatar	"	75.17
5.	Kendri	"	104.75
6.	Rajra	"	134.00
7.	St. Aloys Mander	"	94.08
8.	St. John Newatand	"	98.13
9.	St. Teresa Mander	"	89.38
10.	Loyo	Primary	117.00
11.	Sakra	"	110.00
12.	Mandro	"	81.67
13.	Burha Khukhra	"	98.50
14.	Nagra	"	126.00
15.	Hatma	"	111.00
16.	Langson	"	171.00
17.	Sarwa	"	160.00
18.	Murma	"	79.50
19.	Kanjia	"	82.00
20.	Kurkurra Mission	"	139.00

## Block - Lapang

1.	Sarsa	Middle	76.25
2.	Fatehpur	"	207.00
3.	Bakakera	Primary	91.00

## Block - Burma

1.	Khalari	Middle	76.75
2.	Ray	"	96.57
3.	Umendada Girls	"	68.75
4.	Basic Sosai	"	92.00
5.	Chhapar	Primary	312.00
6.	Munna	"	242.00
7.	Hutar	"	138.00
8.	Purani Ray	"	129.50

9. Pare " 154.80  
Block - Bero -1

1.	Ita Childiri	Primary	84.83
2.	Tuko Kanya	"	164.00
3.	Yarkari	Middle	84.25
4.	Toke	"	71.00
5.	Bero	"	61.75
6.	Asro	"	66.00
7.	Balika Dighiya Mission	"	63.89
8.	Makunda Mission	Primary	107.50

Block - Nankum

1.	Jojesereng	Primary	73.25
2.	Sidrol	Primary	73.75
3.	Hardag	"	107.50
4.	Mahilong	"	94.00
5.	Boram	"	100.67
6.	Dungri	"	79.00
7.	Upardaha	"	100.50
8.	Khijri	"	78.25
9.	Sarbal	"	81.67
10.	Jareya	"	106.00
11.	Nichitpur	"	126.00
12.	Hahap	"	92.50
13.	Chandaghasi	"	123.00
14.	Arrah R.C. Mission	"	144.50
15.	Jalgain R.C. Mission	"	128.00
16.	Lali R.C. Mission	"	101.00
17.	Basia Eunivadi Nankum	Middle	64.77
18.	Tati Silwey	Middle	84.44
19.	Dundigarn	"	93.33
20.	Fatima Hulundu R.C.M.	"	61.88
21.	Silwey Kaniya R.C.M.	"	69.14
22.	Rajaulatu R.C. Mission	"	68.91
23.	St. Joseph Hulundu	"	61.88
24.	St. Joseph Hezag	"	65.94

Block - Ormanjhi

1.	Ormanjhi	Middle	71.92
2.	Pancha	"	57.09
3.	Sadma	"	90.00
4.	Chakla	"	79.60
5.	Dahu	"	58.00
6.	Mandro	"	99.60
7.	Irba	"	65.64
8.	Baridih	Primary	96.00
9.	Bhusur	"	93.00
10.	Charu	"	147.00
11.	Jiddu	"	120.50
12.	Jaidiha	"	148.00
13.	Gagari	"	92.50
14.	Tundahoi	"	126.00

15.	Kanta	"	76.00
16.	Jawagarha	Primary	172.00
17.	Chapabar	"	180.00
18.	Manatu	"	141.00
19.	Muta	"	97.50

Block - Angara

1.	Getalsud	Middle	83.42
2.	Chatra	"	82.71
3.	Hesatu	Primary	87.50
4.	Dimra	"	91.50
5.	Musungu	"	97.00
6.	Soso	"	197.00
7.	Badri	"	106.50
8.	Turup	"	75.33

Block - Silli

1.	Hakedag	Middle	74.00
2.	Lota	"	90.55
3.	Bara Muri	"	86.43
4.	Tutki	"	64.29
5.	Saheda	Primary	165.00
6.	Ashurkora	"	97.50
7.	Sundil	"	172.00

Block - Muhru

1.	G.E.L. Sarnatoli	Middle	63.14
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Block - Torpa

1.	Marcha R.C.	Middle	65.29
2.	Girls St. Torsa	"	72.80
3.	Ursalin Con. Dorma	"	69.33
4.	Torpa R.C. Boys	Primary	135.25

Block - Karra

1.	Padampur	Primary	80.67
2.	Chapi	Primary	146.00
3.	Lappa	"	91.00
4.	Murhu R.C.	"	97.00
5.	Jariagarh	Middle	116.00
6.	Ghursuli	"	73.50
7.	R.C. Balak, Karra	"	84.00
8.	R.C. Balika, Karra	"	65.86
9.	S.P.G. Kachabari	"	130.43

Block - Arki

1.	Nowrhi	Middle	62.67
2.	Longa	"	104.67
3.	Doreya	"	69.00

4.	Aabulwaha	"	72.25
5.	Nowrhi Girls	Primary	186.00
6.	Dolda	"	104.00

Block - Khunti

1.	Taro Siladon	Middle	66.29
2.	Silda	Primary	114.50
3.	Bhut	"	128.00
4.	Hitutola	Middle	63.00
5.	R.C.G.M. Khunti	"	94.73
6.	Balak Maranghada	Primary	73.26
7.	Balika Maranghada	"	138.50

Block - Bundu

1.	Tau	Primary	87.67
2.	Balranpathsala, Bundu	"	76.33

Block - Ranchi-1

1.	Kantatoli	Middle	67.50
2.	Booty	Middle	70.92
3.	Baragai Urdu	"	98.29
4.	Sardanandweva Ashram	"	62.43
5.	St. Anne's Girls	"	71.47
6.	Hehal	Primary	78.00
7.	Mahauwatoli	"	96.00
8.	Chotanagpur Kanya	"	66.29
9.	Konar Union	"	69.33
10.	Ursaline Con. Girls	"	32.55

Block - Ranchi-2

1.	Jagannaathpur Dabra	Middle	65.65
2.	Naya Tupudana	"	77.78
3.	Church Road Urdu	"	61.71
4.	Girls Middle Doranda	"	61.08
5.	ST. Joseph Samlong	"	71.93
6.	Ely Station Ranchi	Primary	71.80
7.	Pathalkudwa Urdu G	"	145.00
8.	SPG Hundra	"	85.50
9.	B.G.M.S. Hatia	Middle	80.62

Block - Ber6-2

1.	Bhandra	Primary	100.50
2.	Kesa	"	171.00
3.	Chachgura	"	97.50
4.	Purio Kaniya	"	75.00
5.	Jamtoli R.C. M	"	184.00
6.	Jaria R.C.Mission	"	125.00
7.	Harhanji	Middle	60.00
8.	Itki, Urdu Kanya	"	65.00

9.	St.Stephen R.C.Mission "		62.57
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Block - Sonahatu-2

1.	Dulmi Bengadag	Middle	71.33
2.	Chokahatu	Primary	76.00



LIST OF SINGLE TEACHER SCHOOL

Block : RANCHI-1

1. P.S. Remand Home

Block : RANCHI-2

1. P.S. Kantatoli,  
Refusee Colony

Block : ORMANJHI

1. P.S. Roljara
2. P.S. Parsatoli
3. P.S. Ichadag
4. P.S. Jaidih

Block : RATU

1. P.S. Urdu Pundag

Block : KANKE

1. P.S. Bagha
2. P.S. Jhiri
3. P.S. Balu
4. P.S. Sutiambe
5. P.S. Dumardaga
6. P.S. Cheri
7. P.S. Manatu
8. P.S. Manho
9. P.S. Sanga
10. P.S. Pusu
11. P.S. Muretha
12. P.S. Nawasoso

Block : MANDER

1. P.S. Urdu Bajartarn
2. P.S. Urdu Heshmi
3. P.S. Urdu Dogatoli

Block : BURMU

1. P.S. Korabar
2. P.S. Heshalpidhi
3. P.S. Bharbodya
4. P.S. Aktan
5. P.S. Aridih
6. P.S. Aaradevar Khand
7. P.S. Kedli
8. P.S. Mahuwakhurhe
9. P.S. Nawatol

Block : NAMKUM

1. P.S. Kharsidag
2. P.S. Nichitpur
3. P.S. Durwa
4. P.S. Kochnar Toli

Block : SILLI

1. M.S. Tharuki tarn
2. P.S. Saheda
3. P.S. Jalu Horang
4. P.S. Sundil

Block : KHUNTI

1. P.S. Poseya
2. P.S. Kujram
3. P.S. Dumardaga
4. P.S. Rongtong
5. P.S. Ehut
6. P.S. Taroop

Block : MURHU

1. P.S. Latradih
2. P.S. Charid

Block : KARRA

1. P.S. Chapi
2. P.S. Vikwadih
3. P.S. Mutpa
4. P.S. Sonmer
5. P.S. Hutuw
6. P.S. Jalanga
7. P.S. Bhusur
8. P.S. Chaldendu
9. P.S. Masko
10. P.S. Sapra
11. P.S. Aara
12. P.S. Tapesara
13. P.S. Gunguniya
14. P.S. Warangi
15. P.S. Tigga
16. P.S. Lohagara
17. P.S. Taski
18. P.S. Sehlo
19. P.S. Jelsiring

Block : TORPA

10. P.S. Murupiri
11. P.S. Binja
12. P.S. Chaper
13. P.S. Konka
14. P.S. Munna
15. P.S. Chullo
16. P.S. Lapra
17. P.S. Churi Koliyari

Block : Bero-1

1. P.S. Kanya Tuko
2. P.S. Korpali
3. P.S. Balak Ghaghra
4. P.S. Kanya Ghaghra
5. P.S. Pahar Kandariya

Block : Bero-2

1. P.S. Lupanga
2. P.S. Kundi
3. P.S. Kesha Tangariya

Block : Lapung

1. P.S. Panda
2. P.S. Malgodado
3. P.S. Sakarpur
4. P.S. Parsa
5. P.S. Garai
6. P.S. Kura
7. P.S. Budhani
8. P.S. Pola
9. P.S. Tilai
10. P.S. Tetra
11. P.S. Tetra

Block : ANGARA

1. P.S. Hapatbera
2. P.S. Maini Chapar
3. P.S. Haratu
4. P.S. Supoo
5. P.S. Jaspur

1. P.S. Kulha
2. P.S. Maladon
3. P.S. Gurgurchuwa
4. P.S. Churgi
5. P.S. Jhatnitoli

Block : RANIA

1. P.S. Lohagara
2. P.S. Manahatu
3. P.S. Garai
4. P.S. Khakhagara
5. P.S. Talda

Block : ARKI

1. P.S. Ulihatu (Kanya)
2. P.S. Marangburu
3. P.S. Chatam Hutuw
4. P.S. Kowa
5. P.S. Kadaldih
6. P.S. Redsood
7. P.S. Kochang
8. P.S. Bilhoki (Kanya)
9. P.S. Kurunga
10. P.S. Ghaghra (Kanya)
11. P.S. Madhatu
12. P.S. Suru Amda

Block : BUNDU

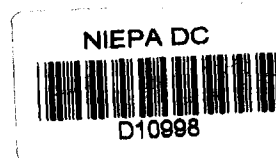
1. P.S. Block HQ Bundu

Block : TAMAR

1. P.S. Darikocha
2. P.S. Aarahanga
3. P.S. Tardori Kandula
4. P.S. Managora
5. P.S. Khunti
6. P.S. Tamrama
7. P.S. Harwagadh

TOTAL NO. OF SINGLE TEACHER SCHOOL : 128

Source : D.S.E. RANCHI



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