



## **Rural Block Placement Report**

**Submitted To**

***Parivartan, Siwan***

***Bihar***

**Submitted By-**

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## Chapter-I

# Introduction

We are two students from Tata Institute of Social Science at the centre for Community Organisation and Development Practice. Our engagement with Parivartan was a part of curriculum to understand the rural community. Alongside understanding the rural community, our engagement with Parivartan was also assigned with the 5 project of the education vertical. Understanding the educational scenario of rural Bihar and intervention of Parivartan in uplifting the status of education was an essential aspect. However, we did not limit our engagement and understanding to the mere vertical as assigned. Rather, we made effort towards an integrative approach of understanding the intersectionality of different field towards building a holistic society. Having considered education as a propeller in building a community, our objective within the vertical was as follows:-

- To understand the status of current education scenario in the core villages of Parivartan.
- Understanding the impact and implication of the different projects Parivartan.
- Influence on the schools through the programs intervention of Parivartan
- Understanding the intervention of Parivartan in ICDS centres.

The report presented here is an outcome of our engagement in the field. The deliverables in the report contains documentation of educational projects, case studies, observation and findings, discussion and analysis to understand a strategic and sustainable programme design for Parivartan in the field of education. The case studies developed provides an understanding of the impacts and intervention of Parivartan through its different sub verticals. The report critically have analysed and discussed the implementation and execution of its different projects in the sub verticals. We believe that a detailed examination and review of these project would provide a positive scope for enhancing the interventions of the organisation. In this effort, we attempted to employ a SWOT and Stakeholder analysis as a part of the discussion in the report.

**Methodologies:** Keeping in view of the aims and objective of the field placement with Parivartan, the methodologies adopted were as follows:

(a) **Interview:** To understand the community profile and various aspects pertaining to the education vertical, we conducted interview with different stakeholders in the field. We interview 4 Government school teacher/headmaster, 3 Private school, 2 coaching centres, Students, 4 ICDS anganwadi kendra, community individuals, Parivartan employee in education vertical, Sarpanch and community leaders and SMC members.

(b) **Focus Group Discussion:** The FGD aimed to study the village communities. To understand the dynamics in the villages, we conduct FGD in the community which enhanced the process of community's perception on education. Besides it, we also employed FGD among beneficiary students of Parivartan as a method to study and understand the impact of its intervention.

(c) **Observation:** In the process of community engagement and interaction with different stakeholders and individuals, observation as a methodology provided us with insight and perspectives. Observation in the process of community engagement was a continuous process to supplement and substantiate our understanding.

## Chapter-II

# Project Documentation

### (A) Balghar Kishlay

Balghar Kishlay is a sub vertical of education in the Parivartan. It was initiated in May 2014. The initiation aimed at helping school children in harnessing quality education through a series of programs and activities. Education in Balghar Kishlay is to substantiate and enhance children's learning capabilities, acquiring language skills through various application based programmes. The targeted beneficiaries of the programme are school children pursuing primary education in 3<sup>rd</sup> , 4<sup>th</sup> and 5<sup>th</sup> standard. The primary objectives of the sub vertical can be stated as below:

1. Helping children to open up in social sphere and dispelling shyness.
2. Enhancing speaking and writing skills through Hindi language development.
3. Encouraging creativity through crafting skills.
4. Re-use of waste materials in designing crafts.

Induction of students into the programme is based on a basic skill test. A common designed tool for all the students are used to select school children. The tool consist of Hindi alphabets, words and a paragraph. Students in the class are orally tested. 30 students from each schools who successfully clear the test are selected. While reservation break up of intake capacity are 5, 10 and 15 for 3<sup>rd</sup> , 4<sup>th</sup> and 5<sup>th</sup> standard respectively.

The programme since its initiation has covered 1167 students in 6 batches. It has two dimension of operation. Viz. Community based operation and school based operation. The programme has identified 8 primary govt. schools and 4 communities in within the core villages of Parivartan. Duration of the programme is 6 and 8 month for the schools and community respectively. The villages identified are Dharampur, Khem Bhatkan, Shikiya and Badhuliya.

Villages are selected in rotation for community class once in a week. 2 schools out of the total 8 schools visits the campus for classes daily.

Curriculum of the course in the programme is designed in agglomeration with programme specific activities and school curriculum. The syllabus of the programme consist of 12 different classes. Each class is based on different objective and contents. While the duration for each class is 90 minutes. The curriculum is further designed with different programmes and activities as below:

<b>Programme</b>	<b>Duration</b>	<b>Activity</b>
Kabita Pat Samaruh	1 day	Poetry recitation
Khel Khel me Karyashala	1 day	Community based learning via. sport
Shiko Shikaye Karyashala	2 days	Peer learning between new entrants and students who have completed the course
Chahak ne ke Lalaj	Once in a month	Children are encouraged for self creativity in different theme based activities and write-up.

Currently, the project is being continued with its 5<sup>th</sup> batch. A brief attendance detail of its functioning batch is as below:

<b><u>Attendance</u></b>				
<b>Name of the school</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>
Narendrapur Rajkiya Madhya Vidyalaya (RMV)	28	27	26	35
Dudha Tola RMV	13	16	12	18
Belahi RMV	29	33	41	37
Dhrampur RMV	30	31	30	40
BMC (Maktab) RMV	20	20	29	45
Khem Bhatkan RMV	18	17	16	16

Sikiya RMV	No student despite selection
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<b>Facilitator</b>		
<b>Name</b>	<b>Qualification</b>	<b>Experience</b>
Priyanka	Higher Secondary	3.5 yrs
Aarti	Higher Secondary	4 yrs



### **Case Study**

*Biru Kumar a 12 year old guy from Dharampur village who studies in class 6. His father is Chandan Ram and mother Seema Devi. Biru's father currently works as a contractual labourer in Kolkata. His mother is engaged with Parivartan's weaving work.*

*Biru's parents say that he has been a sharp student since his childhood. After getting connected to Kislay of Parivartan, it is like Biru got a new mileage. Visiting the library he got*

*exposed to the world of knowledge and it built the curiosity in him and increased his interest in reading. Now all his teachers in the school praises at the intelligence of Biru. His mother proudly says that his son though reads in class 6, but has the spirit to read class VIII level text books. His parents are happy at the development made by Biru after coming to Parivartan. They are quite happy that Biru got through Parivartan. They opines that they are thankful to Parivartan for what it is doing to improve the conditions of communities and students.*

### **(B) Gharaunda**

Gharaunda, a sub vertical in the education vertical is specific to painting and art skill. It encourages children and students to the field of fine arts and painting. Honing the dormant skill of students in the field, the sub vertical believes in enhancing the creative capabilities of the students. Provided an opportunity as such, it is indeed a unique opportunity for school children in the region. The otherwise, students in the covered area of the project has little such opportunity to harness fine art skills. Widening the scope of education through painting is an emphasis of this project. Therefore the aim and objective of this sub vertical can be stated as below:

- (1). Developing creativity through painting on themes of poetry, story and etc.
- (2). Mental development of children by boosting imagination skill.

Selection of students for the program is on the basis of children's self desire and keenness in the field of art and painting. Students are drawn both from the community and schools. The program has co-ordination with govt. Schools in their area of operation. The operation of the programme both in the schools and community is exercised through visits and interaction with students, teachers and communities. In a batch, the programme intakes a maximum of 30 students. Age and class profile of students varies from 9-14 yrs and 1-10 classes respectively. Beneficiaries of the programme since its inception in 2014 includes 339 and 66 students from the community and schools respectively.

The curriculum of the programme is designed for a period of 4 months. However, children from the community has flexible time to join the programme. The pedagogy of the curriculum begins to inculcate the basics as to how to hold a pencil and to draw lines, curves and shapes. In the course of the programme, children are encouraged to draw painting on various themes based on

poetry, story etc. The programme functions in two slots a day. The timing for school children is from 10:30 am -12:30pm. While the timing for the community children is 3:00pm to 5:00pm. Moreover, the design of programme is further substantiated by various sub-programmes as below:

<b>Programme</b>	<b>Duration</b>	<b>Venue</b>	<b>Objectives</b>
Baal Manch	1 day	Schools	To encourage children to exercise their dormant skill through art, poetry, drama, dance, songs and storytelling.
Baal samagam	1 day	Schools	Children shares their last activities. It is a platform to inculcate courage to speak in front of public.
Akshar Lekhan	1 day	Schools and Campus	Children are guided to draw and write letters and words in different designs. It can help them in their further art skills.
Gharaunda ke Aur	1 day	Schools	It is a workshop to make craft by utilising waste materials.
Outdoor sketching	1 day	Community	Students draw pictures visualising the nature out in the open nature.
Boli Rangoli	1 day	Schools or Campus	Children are encouraged to draw pictures on the basis of Gulzar Shahab's poetry.
Chitro ki bhasa	3 day	Schools or Campus	Students are discussed about national and international artist.
Art workshop	5 day	Campus	Expert visit the workshop and engages the children in different activities.
Abhibabak sa Bal sabha maanch	1 day	Community	Interaction with parents and children in the community to understand the children and their progress.

<b>Facilitator</b>		
<i>Name</i>	<i>Qualification</i>	<i>Experience</i>
Abinash Gupta	Bachelor in Fine Arts	3yrs.



**Case Study:1**

*Rani Kumari Sarma, 14 year old girl from village Chiyachi is very much keen towards drawing and painting. She is currently studying in class 9 from Rajakiya Madhya Vidyalaya Sanjalpur and visits “Parivartan” regularly.*

*She had interest in painting from her early childhood. One day after getting to know that students get to learn painting in Parivartan, her mother sent her to Parivartan. Seeing her interest and dedication, her father Gujarat as a Fitter, has asked her to give her best effort in painting as she is very much good at it. In a society, where academic success is only considered as real success, it is really inspiring when her father father encourages her to choose painting as a career option.*

*Rani says that before coming to Parivartan she used to draw whatever she saw without knowing the ABC of Painting. But now, she has grasped how to develop drawing and painting skills gradually and systematically. She she knows how to do sketching, color combination, glass painting, landscape drawing, live portrait and many more. Rani becomes very happy coming to Parivartan because here she can do whatever she loves to do and she can clear her doubts too. She has got a chance to attend Spic-Macay Program in New Delhi where she showcased her talents in Madhubani Painting.*

*Besides being an artist, she is a hardworking daughter too. She engages herself along with her two sisters in their agricultural field. They have taken up land on bataidari system for agriculture along with their own cultivation land. She is quite determinant and optimist about herself and says that if someone sticks to one's path leading to goal, the one is sure to achieve the destination someday. Rani wants to live a free life unlike other girls whom she finds as the birds of a cage. She wants to be great artist in future and teach others travelling across the world.*



*(In Photo: Rani holding a glass painting prepared by her.)*

**Case Study 2:**

*Rajkumar Shah is a student of class 9 and studies in Dewanti First Mark Public School, Barhuliya Tola. His hobby is painting and playing Badminton. He has two younger brothers and mother and father at his home. Father works as a foreman in the field of construction work in Saudi Arabia and mother is a housewife.*

*He first came here to attend a painting competition and since then he developed his interest in coming to Parivartan. He now can do sketching, oil painting, watercolor and acrylic colour painting. He is going to attend on behalf of Parivartan in Spic Macay which is going to be held in December this year in Bangalore.*

*Keeping painting as a hobby, Rajkumar wants to become a doctor. He seeks to serve poor people at subsidized rates and provide free service to even poorer people. Raj Kumar says that Parivartan is very nice, as they get to learn painting free of cost and also people, especially women are getting empowered connecting to Parivartan.*



(In Photo: Rajkumar Shah.)

### **(C) Balghar Aangan**

Bal Ghar Aangan is a sub vertical that aims at providing early childhood care and education. The intervention of the program strives to bring child development in their early stage of life. It serves as substantial programme to the anganwadi kendras. In a model of a play school, the programme is designed to extend developmental support to harness children's mental, physical and oral capacities. Age profile of the targeted beneficiaries are between 3-6 yrs. The programme was started in 2013 with a vision to build a basic educational base to enhance and prepare a child towards a holistic development. The objectives of the sub-vertical can be stated as below:-

- (1) Learning through play.
- (2) Supporting physical and mental development at the early childhood stage.
- (3) Encouraging children to express themselves and personality development.

The programme operates in coordination with the ICDS anganwadi kendras. Children in the kendras are the target population. The execution of the programme is in two level, i.e, one in the campus and the other at the kendras in the communities. Children are drawn from 16 anganwadi kendras or the campus based execution. While 24 anganwadi kendras are identified for community based engagement. Children are drawn from the anganwadi kendras on the basis of children's very basic capacity to perform poetry, rhymes and ability to speak. The selection is considering the fact that the children can be trained. These students are in turn expected to influence and encourage peer learning. Since its inception, the programme has reached out to 960 beneficiaries in a total of its existing 6<sup>th</sup> batch.

5 children from 4 anganwadi kendras are selected for 3 days of engagement in a week. The programme has two shift per day. The programme functions with two facilitator. If one goes to the community based anganwadi kendra, the other engages in the campus. The duration of programme is spreaded over a periods of 8 months. At the end of the programme, a report on children's development and learning is prepared and submitted to the parents and the Child Development and Programme Officer (CDPO) in the office of the ICDS. While, the vertical also publish a newsletter named 'Hamare Angan'.

The curriculum of the programme is based on exercise to harness motor development, building oral development, identifying letters, alphabet and engaging in conversation. These activities are designed through story telling, rhymes, puzzle game and puppetry. Besides these, the programme is substantiated with different programmes as below:

**(a) Gun-Gun:** It is a programme organised in the community based anganwadi kendras. It is a capacity building programme for the Sevika to enhance their engagement with the children in their respective kendras. This programme is organised in the 6<sup>th</sup> month of its duration targeting one Sevika at a time.

**(b) Dhama Chokri:** It is a programme to bring together the trained children who have completed 8 months of the programme. An interaction of these trained children with the new entrants is organised to orient and encourage children's participation. It is organised in the 3<sup>rd</sup> month of the 8 duration in the campus.

**(c) Nanhe Kandha:** It is programme organised in the 6<sup>th</sup> month of the programme in the campus. The purpose of this programme is to appraise the parents and guardians about their children's improvement, participation and learning in the due course of the engagement.

**(d) Sevika Prasikshan:** The objective of this programme is to train the Sevikas. One Sevika from 5 panchayats are targeted for the training. The training is designed as a workshop where trainings on child pedagogy is facilitated by resource persons.

**Area of programme coverage in ICDS centres**

Sl. No.	Village	No. of Anganwadi Kendra	Block
1.	Badhulia	4	Jiradai
2.	Bharauli	4	
3.	Pathar	2	
4.	Jamapur	3	
5.	Narendrapur	2	
6.	Babu Bhatkan	2	
7.	Khem Bhatkan	2	
8.	Santhu	2	
9.	Banthu Sriram	1	
10.	Banthu Salona	2	
11.	Gajiapur	2	
12.	Bidhauliya	1	
13.	Chiyasi	1	
14.	Miya Bhatkan	2	
15.	Narayanpur	1	

16.	Sanjalpur	2	
17.	Gonthi	2	
18.	Bangra Ujjain	2	
19.	Bailehi	2	
20.	Dharampur	1	
21.	Jiradai	3	

<b>Facilitator</b>		
<i>Name</i>	<i>Qualification</i>	<i>Experience</i>
Madhubala Devi	Higher Secondary	4yrs.
Rinku Kumari	Higher Secondary	2 yrs.



### Case Study:

*This story is about Alisha Khatun, a 6 year old girl from the village Banthu Salona. While she was studying in Anganwadi Kendra, Banthu Salona, she used to come to Parivartan in Balghar Angan. While Alisha was here, she used to be the one who would be teaching the peers in Parivartan also and help them learn together. Alisha being fun loving and smart, used to be the apple of teacher's eyes in the Anganwadi centre too. In the Anganwadi centre, the teacher taught the other students with the help of Alisha while she sings or acts the other students also repeat along with her.*

*Whatever Alisha had learnt here in Parivartan, she used to teach all the same to her sister Aliya after returning home. As a result Aliya has become another Alisha now. Aliya is as smart as Alisha and she also does the same leading role like her elder sister Alisha was playing. Balghar Angan's facilitator Miss Rinku Kumari said that Alisha was shy and less opened towards others. But she got transformed totally coming here. She became expressive and smartly talks to people. Her parents are delighted that their two daughters got to come Parivartan and became a part.*

### **(D) Jharoka**

Jharoka in the education vertical is a computer based learning centre for children. The centre offers a unique opportunity for school children to learn the basics of computer. Along with basic computer skills, it also aims to enhance vocabulary and language skills. The programme in Jharokha is a software based language learning platform. Primarily children learn two languages i.e, Hindi and English. Providing an acquaintance to computer system and enhancing children's learning capacities in a systematic software based application is a unique supporting mechanism for children's education. The aim and objectives of Jharoka is thus as follows:

- (1) Developing language competency of children.
- (2) Enhancing learning capacity via. E-learning pedagogy.
- (3) Learning to operate a computer.

The programme started in November 2016 has children from communities as the target population. Beneficiaries are drawn from the community on the basis of their interest in computer based learning. Children in the community are mobilised via. promotional and oriental engagement about computer based learning. The beneficiaries albeit drawn from community are primarily school children from standard I-VIII. The concentrated communities for the programme includes villages viz. Narendrapur, Babu Ke Bhatkan, Badhuliya, Dharampur, Sarma Tola and Bhavrajpur. However, women from Mahila Sahyogini also engages once a week in the programme. These women are taught about basic utilities of computer viz. Report writing, documentation, sending an E-mail and etc.

Beneficiaries for the programme is drawn with an universally inclusive approach. Selection of children is considered on the sole criteria of interested children's ability to atleast read Hindi. The duration of the programme is designed for a period of 5 months. The execution of the programme has a systematic curriculum splitted into 175 sessions. **Duolingo**, the software designed for the programme facilitates to enhance children to learn in their own pace rather than following a rigid and typical curriculum. Initially children are introduced to the computer system and its accessories. It provides them an understanding about its devices like mouse, keyboard, desktop and

etc. Gradually children are acquainted with handling these accessories and are encouraged for self learning in a digital platform under the guidance and instruction of the facilitator.

Children engages in the computer based learning programme for 3 days a week on each alternate days. On each day, the programme is designed for two shifts i.e, 10:30 AM-11:30 AM and 2-4 PM. In the first shift, children comes from schools during their leisure period. While, the second half is for the convenience of community children after their school hours. Each session endures for a period of 1.5 hrs where two children shares a computer. Evaluation of children's progress is designed in a worksheet where children are tested about their computer based learning. Each worksheet evaluation are subsequently discussed with the children and necessary practice are guided.

<b><u>Facilitator</u></b>		
<b>Name</b>	<b>Qualification</b>	<b>Experience</b>
Brijesh Kr. Singh	B.Sc, B.Ed DCA (O level)	9 yrs in the field of education



### **(E) Vigyanshala**

Vigyanshala in the education vertical is a platform for school children to develop their scientific temperament. It has a laboratory well equipped with practice materials for science (physics, chemistry) and mathematics (geometry) for school students. The idea of initiating this centre dwells in enhancing science education for school children. It emphasizes on learning through practice. Providing an opportunity to access to a laboratory based practical learning is a boost for children to inculcate interest in science and mathematics. Student benefits to substantiate their textbook knowledge by practicing the same in the laboratory. Thus the aims and objective of vigyanshala can be stated as below:

- (1). Providing practical learning opportunity for school children.
- (2). Bridging the gap of lack in laboratory learning in govt. Schools.
- (3). Changing the pedagogy of mere theory based knowledge to practical knowledge.
- (4). Boosting scientific temperament among school children.

Programme in vigyanshala is executed in two types. School children from classes VI, VII and VIII are the targeted beneficiaries for the project. The facilitator visits the schools and then draws the interested students for practical learning in the campus laboratory. The project has identified 6 government schools for intervention. Visiting one schools a day, the facilitator teaches science lesson in all the classes, i.e VI,VII and VIII of the targeted schools. Nonetheless, students' admission for laboratory practice is flexible and encourages their participation at their convenience. Subsequent to the classroom teaching-learning, interested 5 students are taken to the campus for practical learning. Targeted schools for intervention:-

Schools	No. of students			
	Class VII	Class VII	Class VIII	Total
Rajakiya Madhya Vidyalaya, Badhuliya.	59	27	53	139
Rajakiya Madhya Vidyalaya, Sanjalpur	61	45	96	202
Rajakiya Madhya Vidyalaya, Banthu Sriram	73	82	128	283
Rajakiya Madhya Vidyalaya, Gonthi	51	59	71	181
Rajakiya Madhya Vidyalaya, Narendrapur	71	91	90	252
Rajakiya Madhya Vidyalaya, Belhipurwa	27	32	38	97
<b>Total (Boys-554; Girls-600)</b>				<b>1,154</b>

The duration of the programme is designed for a period of 12 months. The course content is in the line of school curriculum. Besides the designed curriculum, the programme undertakes various programmes as below:

<b>Programme</b>	<b>Venue</b>	<b>Duration</b>	<b>Objective</b>
Science fair	School	1 day per month	Students are encouraged and guided to prepare model on the basis of their learning in their respective schools.
Science Workshop	Parivartan Campus	3 days quarterly	Model preparation in collaboration with all the targeted school students.
Block level Science Workshop	Parivartan Campus	3 days	Experts engages with school children and undertakes model preparation. School children from Jiradai and Andhar block participates in this programme.

<b><u>Facilitator</u></b>		
<b>Name</b>	<b>Qualification</b>	<b>Experience</b>
Sudhir Singh	B.com, Diploma in Marine Engineering	<ul style="list-style-type: none"> <li>● 3 yrs experience with Pratham Education Foundation as Regional programme Associate</li> <li>● 1 yr experience in Jan Jagriti Health Educational Society as a trainer</li> </ul>

**Case Study:**

*Vishnu Kumar Manjhi is a 16 year old science enthusiast. He aspires to become a scientist one day. It was Krrish, a sci-fi bollywood movie where he watched a machine created by a genius brain that foresees the future. Vishnu's elder sister said that Vishnu could also make such a machine one day. Vishnu remembers it as his greatest inspiration and since then he has been*

*passionately engaged in this field. Vishnu is diligent, and is financed by his elder brother who sacrificed education life due to sudden demise of father.*

*Vishnu was in class when he came to Parivartan for the first time to function a unmoving toy train. After that he has been continuously making new science models one after another. His second science model was a 'Paani-Jahaj'- a boat that runs with battery and the list just got continued with models of 'lifts', 'water rocket', 'Flying Car' that works as a car and helicopter both. With the help of Parivartan*

*Vishnu contested a state level Science Fair competition in Patna where he won the 1<sup>st</sup> prize with a cash prize of Rs. 11,000 and a trophy. But had to spend the whole amount in his sister's marriage. Vishnu is so sensitive even in his early age that whatever amount he gets as pocket expenses are spent on buying materials for the science models.*

*Vishnu loves to visit Parivartan everyday after school. He regularly comes and stays in Vighyanshala from 3 to 5 pm and quenches his curiosity by asking questions to the facilitator mr Sudhir. Vishnu says that Parivartan has given him the Platform what he needed most, a suitable environment for practical learning, a guru to be guided by and recognition of his aspirations.*



*(Photo: Vishnu exhibiting his grass cutting model)*

### Chapter-III

## **Observation and Findings**

This section of the report describes the education scenario of the area in its totality. It would further contain the intervention of Parivartan in the existing education system and scenario. The chapter documents educational status of the area into two components. The first component describes the general status. While the second part describes the role and extent of Parivartan in influencing and uplifting the education status in its 17 core villages through various project initiatives. To understand the education scenario in the region, we have considered government schools, ICDS Anganwadi centres, Private Schools and private coaching centres as institutions determining the education scenario. While the contribution of Parivartan in the education field is understood via its educational project initiatives and interventions. This report on education status in its totality depicts the harsh realities of education in a rural setting. In its broader understanding, it highlights an insight of multiple social, economic, political and cultural complexities that factors to influence the education of rural Bihar in Siwan district. The outcome of observation and findings after visiting various stakeholders of education are as follows:-

### **(A) General overview of education scenario in the region.**

1. Educational institution in the region are government schools, Anganwadi centres, Private schools and private coaching institute. Status of education in the region reflects a lesser standard of quality education. The socio-economic characteristic of rural region has implication in quality and extent of education in the region. The primacy of children's education as a priority albeit promised in the Right to Education is still a lacking in par with its spirit. Universalisation of elementary education till class VIII if considered as mere schooling and attendance is a reflection of poor education standard in this rural region.

2. Of the four Rajkiya Madhya Vidyalaya visited in the region, basic infrastructure like playground and library is a major lacking in the schools. None of the schools have a playground. Sanjalpur Rajakiya Madhya Vidyalaya has a library but its utility for the benefit of student is meagre. Sports in the schools is hardly a concern and consideration for children's development.

3. No schools in the region has bench and desk for primary classes i.e, standard I-IV. Students comes to school carrying their own personal mat and squats on the floor. The lack of proper desk and bench in the school impacts children's attention for a day long hours. This is further aggravated where children from different classes shares the same classroom and blackboard. For instance, the school in Sanjalpur accommodates teachers and students from 2 nearby schools due to lack of infrastructure in the latter. Two schools being merged into BMC Maktab school in Sanjalpur disrupts a conducive learning classroom environment. It was evident where class II students from the three schools were sharing the same roof under the instruction of 3 different teachers. This ultimately have repercussions in the quality of education the children receives.

4. Teacher student ratio as prescribed in the RTE is not always a practice in the ground. The teacher-pupil ratio of 30:1 and 35:1 for primary and upper primary schools respectively is not universally maintained across the schools. The RTE prescription on teacher pupil ratio is superseded where schools are merged and teacher-students share the same roof. The rhetoric of fulfilling this RTE norms is also evident due to inefficiency of school administration. For instance, the Rajakiya Madhya Vidyalaya in Banthu Sriram has 130 students while the class room seating capacity is meagre 70. Citing scarcity of classroom , the school undertakes 3 classes in a single class room. However, it has two vacant room in the name of store room.

5. The society in the region is characterised by patriarchal system. Women has a subordinated position in the society. The mobility of women and their status is determined by the patriarchal socio-cultural norms. Despite such a scenario, girl student outnumbers boys in the government schools. However, the face value of girls' more enrollment in schools is merely relative whose quality of education to enhance gender equality is sceptic. Nonetheless, it is a progressive indication whose face value awaits a quality education.

6. Corporeal punishment is undone in the RTE. The proscription in this act believed to enhance a conducive and encouraging teaching- learning relation between teacher and pupil. However, teachers in the government schools have not avoided carrying stick in the class. The teachers rationalise the same as a means to discipline the students by instilling a fear of punishment. The

consequence has implication on the student's' readiness to learn and reluctance to approach the teacher was reported.

7. Mid Day Meal (MDM) is an important scheme in the step towards universalising elementary education in the country. The MDM aims at increase students enrollment, improving students attendance and to provide a subsidiary nutrition to children. Above all, providing quality education is the inherent raison-d'etre of the scheme. The outcome albeit has improved enrollment, other aspects to inculcate quality education is still a missing in a few schools in the region. Headmaster in 2 schools reported that students leave the school after the meal being served. Although the class hour is scheduled till 3 pm. students in the school are found nowhere in the campus. As a result, the objective of improving attendance and the thrive to provide quality education remains a futile effort. Due to lack of boundary wall in these schools, students easily leave the campus with no restriction. The MDM service in the schools were found regular. Plates are not provided in all the school. In some schools, children brings their own plates. Students cleans their own plates after the food is served.

8. The no detention policy of the RTE also has implication in the education status of the region. Due to the prescribed norms, the focus on quality education has a little consideration. In an rural environment where education is a lesser priority, without understanding students' capability to learn they are regularly promoted to the subsequent standards. This has impeded quality education in the region. Although mechanism for special classes for the dummy students are in place, the effectiveness of these remedial classes has not improved their education.

9. School Management Committee (SMC) is a participatory mechanism instituted in the RTE to enhance community participation in improving education in the schools. The constitution of SMC in the schools in the region includes members from the school and community. Mothers of students belonging to different caste categories are reserved for membership in the SMCs. The members are the Ward member, Headmaster, a Senior school teacher, 2 women from Backward class, 2 women from SC/ST, 2 women from Economically backward class, differently abled member and one representative from the minority community. The frequency of SMC meeting although held monthly, the attendance of all the member is a lacunae in the effectiveness of this community

participation mechanism. As a result, the developmental discussion to built the school and enhance administration remains limited.

10. Students in the government schools received free textbooks, uniform, scholarship and bicycles. Payments are made for uniform via. Direct Benefit Transfer (DBT) system. Payment for uniform are Rs. 400, 500 and 700 for classes 1-2, 3-5 and 6-8 respectively. Annual stipend are rs. 600,1200 and 1800 respectively for classes 1-4, 5-7 and 7-8. The criteria for receiving this scholarship is a minimum requirement 75 % of attendance. Similarly, students from IX and Xth standard receives bicycles. However, the students do not receive the free textbook on time. Students have to manage with the old books of the previous batch and is not always available for all. Headmasters reported that they received book in the mid or towards the end of an academic year.

11. Inclusivity of education with adequate infrastructure for the differently abled students is a lacking in the schools in the region. Visiting 4 government schools, we found 3 differently abled students on an average. Among them, mentally disturbed students were common in the average. Their attendance in the school albeit reportedly regular, their participation in the class and the learning outcome was little due to lack of special pedagogy and attention to these differently abled students. Building a ramp for wheelchair was the only available infrastructure for them. Mere enrollment of differently abled student without supporting infrastructure is a rhetoric to the RTE's universal quality education.

12. We visited 4 ICDS Anganwadi centres i.e Bangra-Ujjain, Dharampur, Khem Bhatkan and Gonthi. It has been found lack of basic infrastructure. 3 centres out of 4 visited centres did not have their own premise. They were running in the premises of Panchayat Samuhik Bhavan. There were no pucca floor, no electricity and as the rooms were not meant for study purpose, the rooms are not suitable for kids for studying. The floors were wet and lacks sunlight. Sanitation and hygiene is a serious issue with these centres, as none of the Anganwadi centres have urinal or toilets for the kids. It has been normalized so much that while asked to the Sevikas about not having toilets, they answered very easily that students do open defecation. Also the ICDS centres do not have a store room. Even after getting playing materials from the government, the Sevikas can not store them in the centre itself fearing theft. They store foods and playing materials in their own home and brings necessary items on daily basis. Although they claim that foods are served in the

mid day meal as per the menu, when we visited the Dharampur ICDS for the 2<sup>nd</sup> time, we found that food was not served on that day as per the menu. The explanation given by the Sevika was that they have got only one utensil and it takes much work to prepare *Pulao* with one single utensil. While visiting the ICDS centre in Gonthi, we found that the Sevika has not measured the weights of any of the children since January 2017 where she should have measured the weights on monthly basis to have the record of the nutritional requirements. The very basic problems in the ICDS centres were that they have no electricity, no playground, no urinal or toilets and not having a proper store room.

13. Private schools and private coaching institute is an alternative to the government schools. Establishment of private institutes as proxy to public institute primarily is to provide a better quality education in an English medium. Private schools in the region covers students from nursery to Xth standard. The RK modern English school is one of the private schools with many branches in different villages. Parents with middle income send their children to these schools. However, the expectation from these private school as an alternative institute has lesser deliverables to account. Visits and interaction with the principal of 3 private school depicted a deplorable condition of education. These schools are functioning in a meagre and limited infrastructure. The deplorable condition of these private school is evident where the RK modern English school in Miya ke Bhatkan was conducting classes from UKG to VI th standard in a single dark room. The same school functions as a private coaching centre cum Computer education centre in the evening. These schools charges around 100-300 rs as monthly tuition fees. Only 55% of the parents could afford to pay the tuition fee on a regular basis. The establishment of these public schools have lacunaes undermining the RTE. They do not have a parent/community teacher coordination in its administration and functioning unlike the SMCs in the public schools. They do not abide by the RTE provision for reserving 25% of the seats for socio-economic backward pupils. Students in the region irrespective of their education in either public or private institution rely on private coaching as another substitute of education. The trend of joining private coaching centres reflects the inefficiency of education in the schools.

### **(B) Intervention of Parivartan**

1. The intervention of Balghar Angan has been observed by visiting 4 ICDS centres. It was found that setting aside 2 or 3 exceptions, most of the kids (except those who come to Parivartan) in the Anganwadi centres are shy, hesitates to talk and fears free bodily movements. The Sevikas are

poorly trained and also lack of willingness is observed to serve the children in this aspect. Parivartan through “Bal Ghar Angan” has tried to bridge this gap which is creative and need of the hour. The local scenario demands that there needs to be some mechanism that trains the sevikas and the shyness and hesitation to learn and speak is removed at the early stage of education. In Bal Ghar Angan, those 5 students who come to Parivartan from each Anganwadi centre, gets to learn in a playful manner and also gets a children park to cheer and play. They gets a different environment coming to Parivartan, unlike the Sevikas of the Anganwadi centres, the facilitators in the Bal Ghar Angan never uses a stick to threaten them and instead nurtures them with love and care. Our observation in Gonthi Anganwadi Centre, where Bal Ghar Angan has not reached, the kids in the ICDS centre are really very silent. In such a way Balghar Angan’s effort is clearly seen by comparing the two.

2. The intervention of “**Balghar Kislay**” is basically motivated by the idea of breaking the hesitation and shyness among students and making them more friendly to study, enhancing speaking and writing skills and encourage creativity. In Balghar Kislay, 30 students are selected from each school followed by a testing in which the students who shows better performance are selected. In such a manner , only the students who are already developed or who has received care would be selected. But there has been no any set norms to mandatorily select students from vulnerable sections of the community and for girls. In such a manner the idea of upliftment of the marginalised caste groups, tribals, lower income groups, minorities has been totally ignored.

Also our basic observation in the government schools was that the students are able to read and write in Hindi. There is a probability of overlapping of the contents taught to them. And Again, the students from standard 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> are taught together at a time and at the same class, applying the same set of contents and tools for study. It is not justifiable that there has been effective utilization of time and resources when students from different standards are taught the same content at a time. Yet again, there is has to be evaluation process to know the development made by the students in this period. There is no mechanism to measure the effectiveness and performances of this intervention.

3. The term **Gharonda** has been derived from the small hut that the children prepare during Diwali festival. The children get to see different articles, objects peeping through the window of the small

hut which is called Gharonda. So, GHARONDA in terms of Parivartan is a new abode for the students where their imaginations and aspirations get broadened and they can shape and colour their imaginations. The villagers are not well aware about the significance of fine arts. The students get to learn drawing and painting and crafts in a more professional and disciplined manner which make the work more recognized and dignified. The students get such professional and skillful knowledge free of cost and different programs organized in schools and communities encourage more children to join the program and get benefitted. Also the students have been given opportunity to go outside of Bihar to show the skills that they have harnessed here. This boosts their interest and also encourages them to learn and perform better.

There is structural problem in the formulation of this program. 6 school students visit Gharonda in different days of the week during 10:30 to 12:30AM. Initially the students followed the routine and came to attend in the first month and gradually they almost stopped coming in the school timing. Although the school administration has authorised the students to visit Parivartan during school academic hours but the students are losing the pace of study by missing the school study hours. They may take 1 hour in reaching Parivartan and returning to school, and they would remain here for 2 hours. So ideally they are missing 3 hours from the school hours and then there is no one to ensure that they return to school after leaving from Parivartan. Both drawing-painting and other academic classes like Science, Mathematics, Social Sciences are equally important. But here, as per the program, they need to attend painting class by neglecting other academic classes. There needs to be review of the structure of the program.

4. The Vighyanshala intervention has been designed to meet the requirement of practical testing of science education to class 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> students which the government schools does not seem to provide. The program also seeks to boost curiosity and interest towards science rather than the existing parrot learning tradition of studying. There has been no curriculum made for the students for 12 months and also there is no idea of evaluating the students who are directly benefitted from this program.

The facilitator visits one school daily between 10:30 AM to 1:00 PM and takes 3 classes spending 40 mins in each class. So the formulation of the plan assumes that there would be free slots of at least 40 mins or absence of any teacher, otherwise the class taken by the facilitator would not happen. Again, if the school administration becomes rigid or strict in operation, then it would require change in the plan. However, the students in the schools are really happy because they get to

learn in a more lively manner with testing tools which is missing in their school. Also the students while visiting the ViganShala, can discuss their doubts with the facilitator be it theoretical or practical. But the attendance of students is really very poor which shows lack of awareness among people about the benefits of VigyanShala, Parivartan and lesser interest in practical learning of Science Education.

5. Jharokha in the education is the platform to help the students to learn the basic skills to operate a computer and learning Hindi & English simultaneously. It uses the Duolingo software to function the program. The students come to attend classes either from targeted school or community. The targeted school students visit Parivartan during 10:30 to 11:30 AM. Again, here arises the same problem of missing the classes in the school academic hours. The students take time in coming to Parivartan and returning to school. The student may or may not return to the school which nobody takes responsibility. In such a manner it breaks the flow of how the school teacher is trying to build the knowledge base.

#### Chapter-IV

## **Analysis and Discussion**

The intervention of Parivartan in the field of education has a large outreach network across school, community and students in the 17 core villages across 5 panchayat in the region. Parivartan in the region works in different aspects of education. The coverage of Parivartan in educational aspects strives to provide a holistic platform that can enhance a student's development. The education vertical has its sub verticals with emphasis on different needs and objectives. Projects in education vertical are recent intervention. Most of these projects were started in 2013-14. *Jharoka* is one of the latest programme initiated in November 2016. Implementation of these projects have been operated amidst challenges and opportunity. Facilitators in these project have changed over a period of time. Such changes have also been an interruption in the efficiency of project implementation. The intervention of education vertical in different field without a project co-ordinator to monitor its overall execution is a challenge. The farsightedness of strengthening its intervention and to cause an uplifting educational scenario essentially needs a systematic planning, monitoring and evaluation of the projects.

Considering the significance of Parivartan's project intervention in particular and uplifting education in rural Bihar in general, the efficient implementation to achieve the stakeholders' needs is the fundamental essence of any intervention. The project implementation to leave an impact on its beneficiaries needs to acknowledge the sustainable aspect of both the impact and project execution. Therefore, understanding the organisation's resource and capabilities is intrinsic in the operating and executing the aims and objective of any projects. As such, Parivartan as a stakeholder in building rural community via. education has internal and external environment in determining its strategies and capacities in programme planning and implementation process. Therefore analysis of

its strength and weakness and to make appropriate programme planning is a prelude to project intervention. SWOT and Stakeholder analysis therefore is a handy tool for a preliminary comprehensive and precise decision making. Below here depicts a SWOT (fig.01) and Stakeholder(fig.02) analysis map followed by a discussion.

SWOT as a tool for programme planning and evaluation, provides a vivid illustration of external and internal aspects of all pros and cons. The SWOT analysis enables the program designer to acknowledge its Strength, Weakness, Opportunities and Threats. Strength and weakness are internal to the organisation while the opportunities and threats are external to organisation's control. It can create consensus among all stakeholders in attaining strategic priorities and to enhance an appropriate exploitation of its strength and opportunities (Groenedijk, L, n.d.). Tackling the major weakness and threats are more conducive by employing a SWOT analysis as a precursor to programme designing and planning. SWOT analysis of Parivaratan's educational vertical can be stated as below:-

In the internal ambit of the organisation, the strength are (a) resources, (b) sub-verticals and (c) reputation. While its weakness are (a)lack of planning and management, (b) lack of professionals and (c) lack of community profiling. The organisation has a well infrastructural support. Resources for educational intervention are children's library, playground and computer facilities. These are unique resources that the organisation possess. Government schools in the region do not have these strength. Enabling school and community children to access to these resource is primary strength that the organisation exercise. Beyond resources, the educational project in Parivartan aims to cover students from early childhood to adult. It has enabling scope for engaging children and students from different ages via. different projects both within and outside the educational vertical. Needless to state, Parivartan's intervention in the field of education in the region has its own reputation to provide educational services that the government schools and rural community in the region could not afford to provide.

The weakness of Parivartan's education vertical is a noteworthy observation in administering an efficient and successful project intervention. Primary weakness is the lack of proper planning and management of project implementation. The education vertical despite operating 5 sub vertical has no co-ordinator to monitor its overall execution. Professional expertise in the field of community engagement and educational field is a factor that also has influenced the efficacy of the sub vertical. The organisation has no professional outreach worker to engage the community with trained skills and quality. Projects in the vertical are designed with lacunae which do not acknowledge community needs, socio-economic vulnerabilities of potential clients. Rather the programme design are objective with little consideration of community profile. To be noted, the society identified for intervention has heterogeneous caste-class composition whose access to resources and services are not equal. Therefore, the intervention of project has to acknowledge the socio-economic diversities of rural setting as identified in the 17 core villages. What are the needs and priority of the community and potential clients is an imperative assessment before rolling out a project. More notably, the projects in the vertical has no mechanism for a baseline and endline survey to evaluate its intervention.

In its external ambit, the opportunity of the vertical's intervention are (a) Local communities, (b) Failure of Government schools and (c) rural socio-economic setting. While the intervention of Parivartan through schools if not accepted would be a great threat for its project. In other word, a strong school administration with efficiency and quality education service would dispel the need of Parivartan's intervention with the schools albeit during school hours. The project being operated in the local communities of the vicinity is an opportunity for garnering their support and well wishes. The failing condition of government schools in providing quality education is the biggest opportunity that has appropriated the role of Parivartan as an alternative educational service provider. Parivartan with its rich and enormous infrastructure and resource viz. Playground, children's park, computer learning, drawing and crafting etc. could cater the needs and interest of students which otherwise are a lacking in the school or the community. Thus the rural setting of its core villages with socio-economic backwardness also provides an opportunity for intervention to cause an uplifting standard.

Stakeholder analysis is another important tool to design a programme. It is not an alternative to a SWOT analysis rather an essential subsidiary to it. Stakeholder analysis is aimed at enhancing stakeholder involvement in participatory processes prior to their actual involvement in

decision-making activities. Thus stakeholders do not usually participate in this process. However, since stakeholder identification has consequences, analyses are likely to be bounded by the interests, current knowledge and agenda of the agency directing the exercise. It is important, therefore, to allow for the inclusion of more stakeholders later in the process as their interest comes to light (Allen, W., & Kilvington, M. n.d.).

The stakeholders in education can be identified as the schools, society, students and Civil Society Organisation (CSO). Schools can be further classified into public school, private school, ICDS centre and Private coaching centre. Similarly the society's stake in education can be understood as the SMC, parents and guardian and the village community. While student is the most instrumental stakeholder and the crux of education. Student being a stakeholder in education connotes the equal and inclusive share of opportunity, responsibility and consensus. In other word, consideration of student as stakeholder should acknowledge, accommodate and create equal opportunity for the benefit of all the socio-economically vulnerable section, differently abled and different learning capacities of the children should also be acknowledged. The role of private schools and coaching centres as stakeholders are consequences of inadequate and inefficiency of state and state run school in providing the necessary support for quality education. While the role of CSO intervention in education system should not be considered as an alternative to the state responsibility. Rather, the role of CSO should be a potential subsidiary to enhance public education system. Meaning thereby, each stakeholder has specific responsibility towards education and overriding the responsibility of one another should not be a welcome appreciation. The educational intervention of Parivartan via. school and community engagement should take into account of its own limitation. The subsidiary role of Parivartan via. its program viz. Gharounda, Vigyanshala and Jharouka is enhancing children's education which otherwise has no scope in the schools. At the same time, the programme design of its intervention should also take note that it do not interrupt class hours in the government schools. With its intervention, the programme of Parivartan should also advocate quality education among the rural communities. Strengthening communities participation via. SMCs and other possible means should be encouraged via. community mobilisation.

## Chapter-V

### **Conclusion**

The quality of education is affected by differences in forms and kinds of schools. The diversities of government and private schools, caste and class division, parent's education, income inequality are such influential causes of differences in quality education (Das. A, 2016). Inequality is a social reality of a rural Indian village. 64 percentage of rural Indian village are agricultural dependent. Societies dependent mostly on agriculture with subsistence production are also associated with inequalities in distribution of wealth and resources. This difference influences the accessibility of service and opportunities in the society. Inherently, these rural society is relatively lesser influenced by the importance of education. Therefore to leverage 'education' as the most influential agent of development, the primary education has its own relevance in the whole development process ( Mohanty, Biswal, 2009). To augment and ameliorate quality education as an indicator for rural development in the region, it is imperative to acknowledge the socio-economic composition of rural Bihar society. This also underlines the role of children as tomorrow's future whose human resource needs to be harnessed.

Durkheim believes education as a method of socialization of the younger generation. (Fagerlind, I, Shaha, J.I, 1986). It identifies education as the means to the society rather than ends in itself. The idea of building the nation and society inherently lies in the system of education. The function of education as a process for value acquisition contributes to the other process of social transformation. This transformation reflects in the socio-economic, value, culture and rationality of societal environment. Intervention in building an integrative rural development undeniably is aligned to harnessing education system. Having considered the same, the phenomenon of population growth awaits for its transformation into human resources. Literacy rate in rural Bihar is a meagre 59.78 %. While, male and female share of literacy rate in rural Bihar is 69.67% and 40%

respectively<sup>1</sup> (Census, 2011). This burden bestowed in rural pockets demands strategic and planned intervention of human resource management. Prioritizing education towards a paradigm model of social engineering is a need of development discourse and interventions.

To conclude the report in this discussion, the intervention of Parivartan in building an integrative rural society has significant role to contribute in the region. Its initiation of multiple verticals cutting across different aspects of rural development has potential strength to leave an impact in the society. Its interventions being operated across 17 core villages covering 8 Panchayat should acknowledge the holistic and multifaceted educational scenario of the region. Therefore, a rejuvenated intervention conglomerating the relationship between education and economic growth model is a pertinent rural rebuilding approach to adopt. In this effort the role of Parivartan nonetheless is a civil society organisation should execute its project implementation in the framework of RTE. Advocacy of RTE, education and strengthening the community participation at the grassroot in the framework of SMC remains an intrinsic role to play. Succinctly put, Parivartan's intervention with its enabling resource and infrastructure in education has significant potential to make a change in the overall scenario of education. Its role as a subsidiary stakeholder rather than as a substitute to state education system has possible scope for sustainable intervention in providing an inclusive education for the differently abled and socio-economically marginalised section of the society. Thus, the report recommend the following suggestions:-

1. To appoint a professional project co-ordinator to oversee the functioning and administration of the overall sub verticals.
2. Prior to roll out any project intervention, a systematic need assessment should be a priority to understand the feasibility, scope and sustainability of the project.
3. Project planning should be more participatory and professional. The operation of any project should undertake timely monitoring and evaluation of its execution. The effectiveness of the project impact should be evaluated by conducting a baseline survey at the beginning of the project and followed by an endline survey at the completion of specific course. Conducting monitoring and evaluation can provide scope for course correction of the project. As of now the organisation has no

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<sup>1</sup> "Bihar Profile - Census of India."

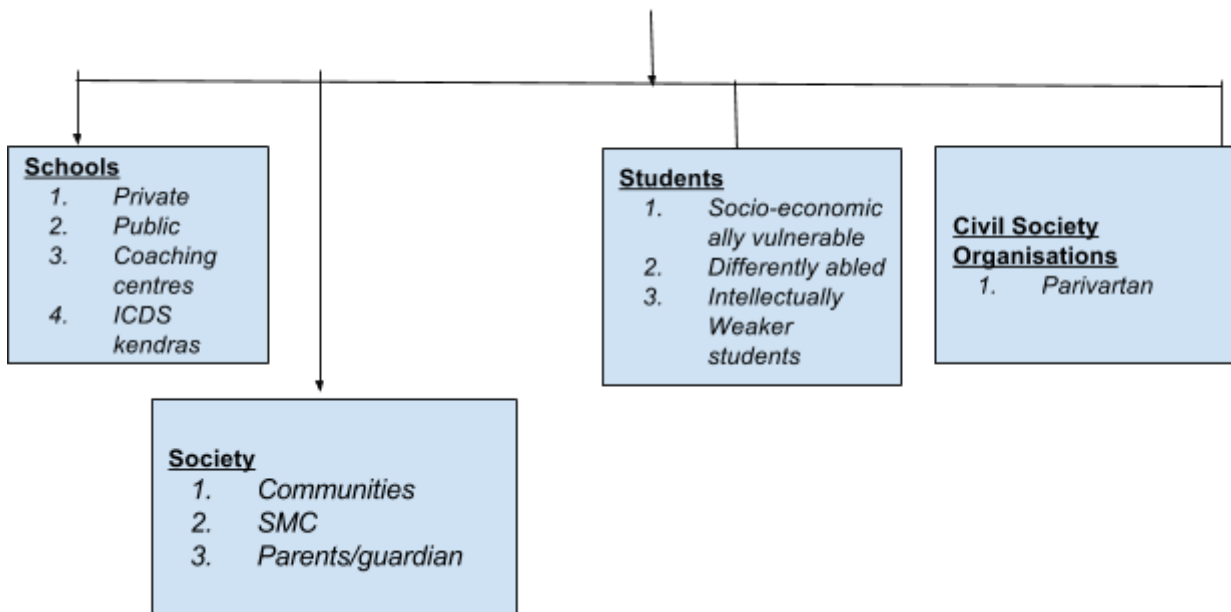
[http://censusindia.gov.in/2011census/censusinfodashboard/stock/profiles/en/IND010\\_Bihar.pdf](http://censusindia.gov.in/2011census/censusinfodashboard/stock/profiles/en/IND010_Bihar.pdf). Accessed 15 Sep. 2017.

mechanism for project monitoring and evaluation. Therefore, the report strongly recommends to conduct professional project evaluation.

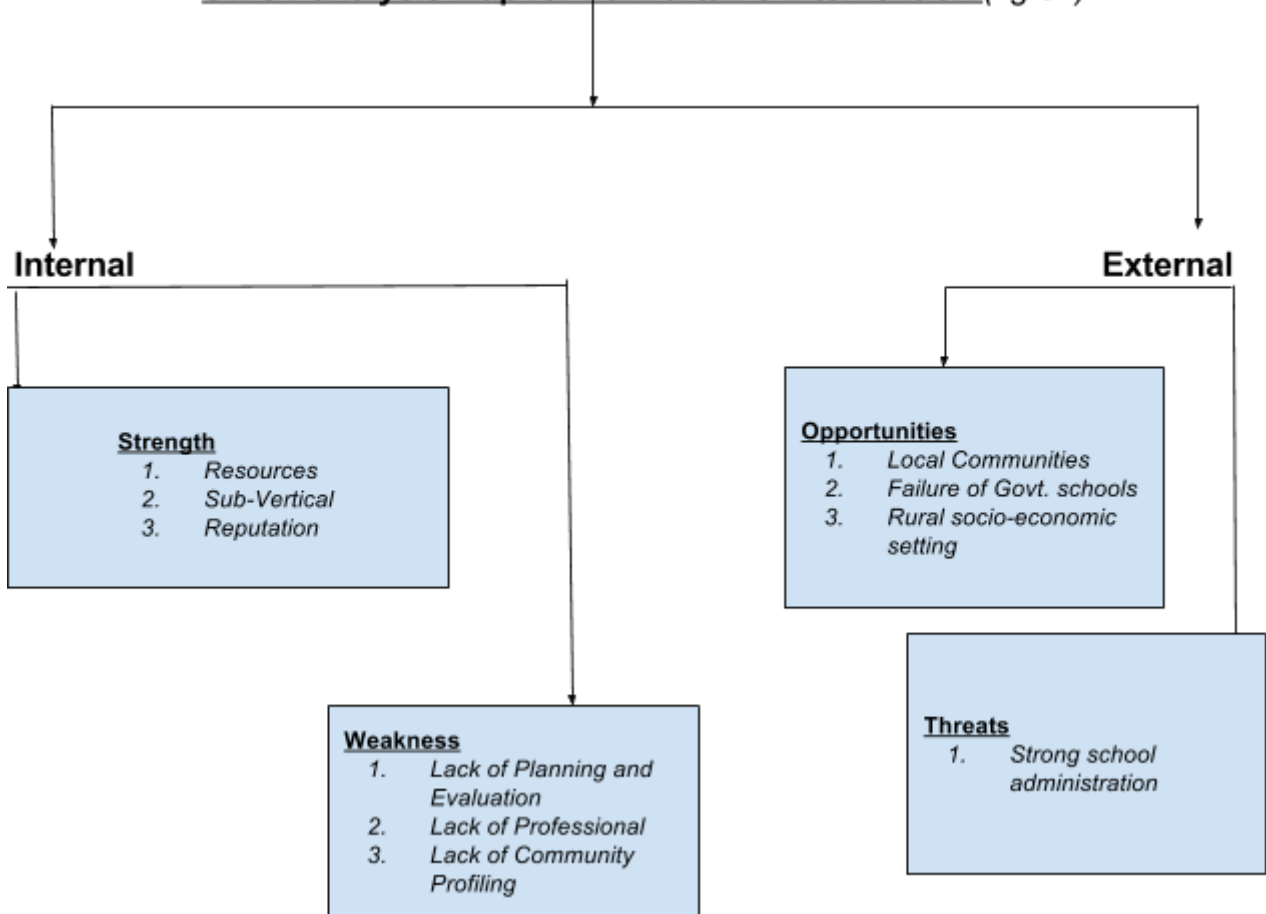
4. Any project implementation in the education vertical should acknowledge the significance of RTE norms. It should abide by the RTE, 2009 while intervening in the field of education.
5. As discussed afore in the report, the intervention of the various education programme of the organization overlaps with the school timing. The project planning should take concern of these issues so that it does not interrupts children's learning in the schools.
6. The organisation with its enriched and enabling infrastructure and resource have significant potentials to make differences in the field of education. While doing so, it should undertake its role as crucial subsidiary rather than as an alternative to the public education system to uplift and impart a quality education in the region.
7. Parivaratan should also play an advocacy role to strengthen education in the region rather than mere drawing of beneficiaries for their programme. It should undertake initiative to strengthen participation of parents and guardian in the SMC meeting held in the schools.
8. Understanding the loopholes and limitation of the government schools in the region, Parivartan should undertake initiate education for the differently abled students. This is a potential scope for the organisation's intervention because the government schools in the region has no infrastructure to impart quality education.
9. Understanding the social (caste and class) composition of the society, it should also assess the need of educational intervention with special emphasis on the socio-economically backward students in the region. Rather than rolling out education project by targeting blanket beneficiaries, this form inclusive education is an essential intervention where the needs of marginalised section in the society should be acknowledged by the organisation.

## Annexure

**Education Stakeholder Analysis Map** (fig.02)



**SWOT analysis Map for Parivartan's Intervention (fig.01)**



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