

***Second Year Narrative Report***

***Of***

***Project No.422/2019 Promozione dell'educazione  
dibase nelle aree svantaggiate nella regione di Bihar***



**Submitted by  
Mashal, Bihar, India  
May 2022**

**The overall Goal: "Promotion of Gender Equality by Accessing Quality Education"**

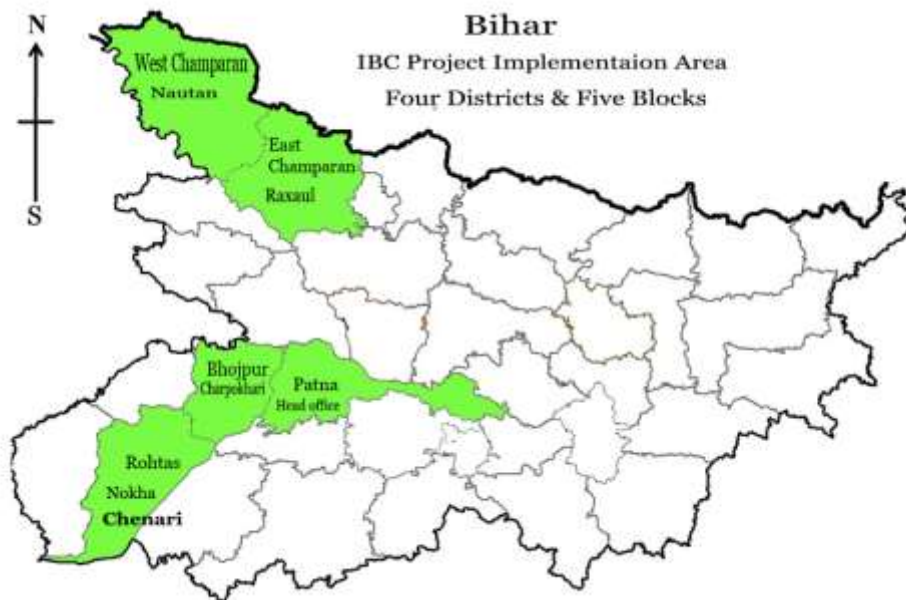
- Enrolment and retention of 1200 out of school and dropout girls in the age group of 06-18 years of the Scheduled Castes and Scheduled Tribes, minorities, and most economically backward class Communities
- Sensitization of the marginalised communities in 120 villages on Right to Education for better enrolment and retention of girls in the mainstream schools

**Purpose of the Project:** Strengthening of 1200 Adolescent girls from 120 groups in 120 villages/tolas

**Target Group:** Marginalized girls from 120 village/tola and 5 units in the districts Rohtas, Bhojpur, East Champaran and West Champaran.

**Programme Location:**

The project is being implemented in the Scheduled Castes and Scheduled tribes and minority and other economically backward Communities in 120 Villages from 26 Panchayats of 6 Blocks in 4 districts of Bihar, namely Rohtas, Bhojpur, East Champaran, and West Champaran where there are high rates of out of school and dropout girls.



## Activities of the Second Year

Budget Code:	Budgeted Activities	No.of participants-Target	Actual No.of participants
1.2.	Celebration of Girl Child Day and Education Day x 120 villages	1200	1863
1.3.	Training for CBO women on RTE amendment, 2400 women of 120 villages	2400	2945
1.4.	Interface meeting :50 participants x 5 Blocks	250	
1.5.	3 days Life Skill Training (Residential)	1200	1594
1.6.	20 Days Residential Summer camp for intensive coaching (25 girls x 5 units)	125	221
1.7.	BBOSE (Bihar Board Open Schooling, and Examination) linkage	15	15
1. 8.	Monitoring Activities 1.8.1. Training of the project personnel at the Centre 1.8.3. Half yearly meeting at the Central office	14 14	25 20

Non-budgeted activities: Weekly literacy classes in the villages:

Sl.No.	Name of Units	Number of girls attending weekly classes:	Girls enrolled and going to school:	Girls not going to school:
1.	Chenari	332	284	48
2.	Sasaram	442	409	33
3.	Gahiri	472	423	49
4.	Raxaul	272	257	15
5.	Piro	216	57	159
	<b>Total</b>	<b>1734</b>	<b>1430</b>	<b>304</b>

Overall Impact of the project:

70% of the girls in most villages are enrolled in schools.

70% of those enrolled are regularly attending classes.

50% of the girls have achieved age-appropriate learning.

60% of the parents are motivated for higher education of the girls.

80% of the parents have begun to encourage education of girls.

20% of the girls are still into early marriage.



Adolescent girls who are attending literacy classes performing for the women on Women's Day



Girls of Sasaram Unit admitted to Government run residential school by our Staff



Girls admitted to Government residential Schools after being made literate by the staff of Gahiri Unit



Earth Day Celebration on April 22<sup>nd</sup> by the girls of Sasaram Unit



Weekly literacy classes for the girls who are drop out and irregular to school in Sasaram Unit.



Girls who are illiterate or dropped out of school attending literacy classes in Sasaram Unit

**Details of each of the budgeted activities are given below:**

## 1.Celebration of Girl Child Day and Education Day

The celebration of Girl Child's Day was conducted in all the Units as planned. In some Units the celebration was held in each of the Centres while in others, children of few Centres came together and had the celebration.

The content of the programme of the day is as follows:

- Introduction about the International Girl Child Day as to why this day was declared by UN as Girl Child Day
- The situation of girl children in our country – a short interactive session with the participants
- Importance of education and higher education for girls in today's society
- Short Hindi spelling competitions through dictation
- Basic Mathematics, simple additions and subtractions
- Cultural programmes like – recitation of action songs, songs and story telling
- Indoor Games
- Prize distribution for the winners of competitions
- Distribution of refreshments and dispersal

The Theme of the celebration was “My Voice for Our Equal Future”. All the participants were enthusiastic about the celebration and participated in it actively. They were eager to sing, tell stories and perform action songs on importance of girls' education and empowerment of girl children. Many cultural activities were performed by the girls from different villages.

It was amazing to see the self-confidence the girls have gained through our classes and trainings and interactions. The girls who never went to school were able to stand alone on the stage give speeches or recite poems and stories that they had learned. All of them want to continue their studies and felt empowered by the gatherings

In many of the Centres, parents too came around to see the activities performed by the girls and they too enjoyed it. There is more acceptance of the learning centres though in the initial stage they were suspicious of our motives. But with the CBO training and the learning achieved by the girls, the parents are encouraged to send the girls for the weekly classes.

Following are the names of the centres and the number of participants:

### **1. Chenari;**

S.No.	Names of the Centres	Date of celebration	No. of participants
1	Chenari Dakshini Muhalla	11.10.2021	18
2	Chenari Ravidas Tola	12.10.2021	17
3	Lanji Ravidas Tola	13.10.2021	21
4	Lanji Dakshini Tola	14.10.2021	22

5	Banauli Pasi Tola	16.10.2021	17
6	Banauli Muslim Tola	18.10.2021	16
7	Veernagar	19.10.2021	26
8	Kenarkala Ravidas Tola (Centre 1)	11.10.2021	16
9	Bhabhsi Ravidas Tola(Centre 1)	12.10.2021	15
10	Barthalikhurd	13.10.2021	18
11	Sareya Ravidas Tola	14.10.2021	23
12	Kenarkhurd	16.10.2021	15
13	Kenarkala Ravidas tola(Centre 11)	18.10.2021	15
14	Bhabhsi Ravidas Tola (centre 11)	19.10.2021	17
15	Palaundha Paswan Tola	11.10.2021	14
16	Narena Ravidas Tola Tola	12.10.2021	18
17	Hata Ravidas Tola	13.10.2021	17
18	Semri Paswan Tola	14.10.2021	15
19	Hata Paswan Tola	16.10.2021	18
20	Lanji Paswan Tola	18.10.2021	21
	Total Number of participants		359

## 2. Piro

Sl. No.	Village	Date	No.of Participants
1.	Nagri Musahar Tola	11.10.2021	10
2.	Harpur	11.10.2022	11
3.	Passaur	11.10.2021	13
4.	Misharaulya Musahar Tola	11.10.2021	12
5.	Hawelipur Musahar Tola	13.10.2021	15
6.	Jaitpura	13.10.2021	11
7.	Passaur West Musahar Tola	15.10.2021	15
8.	Paleyadih	15.10.2021	15
9.	Mukundpur(Sager Tola)	15.10.2021	13
10.	Lilari E.Musahar Tola	15.10.2021	15
11.	Amorja	15.10.2021	12
12.	Mukundpur Musahar Tola	15.10.2021	11
13.	Kinodehera Dalit Tola	18.10.2021	11
14.	Madaryaha Dalit Tola	18.10.2021	15
15.	Danauthi w. Musahar Tola	22.10.2021	13
16.	Lilari W. Musahar Tola	22.10.2021	13
17.	Danuthi E.Musahar Tola	23.10.2021	13
18.	Madaryaha E. Musahar Tola	23.10.2021	13
19.	Repura	25.10.2021	10
20.	Mukundpur Musahar Tola	25.10.2021	12
	<b>Total</b>		<b>253</b>



### 3. Raxaul Unit;

S.No.	Names of the Centres	Date of celebration	No. of participants
1.	Chainpur Dakshin	09.10.2021	15
2.	Chainpur Uttar	09.10.2021	15
3.	Lakshmipur Utari	10.10.2021	12
4.	Lakshmipur Dakshni	10.10.2021	12
5.	Bharathmahi Paschmi,	11.10.2021	17
6.	Bharathmahi Purvi	11.10.2021	15
7.	Singhpur Haraiya	12.10.2021	17
8.	Dhupwatola Dakshini	12.10.2021	19
9.	Dhupwatola,Utari	12.10.2021	10
10.	Harnahi Dakshin	22.10.2021	13
11.	Harnahi Uttar	22.10.2021	13
12.	Partitola Uttar	23.10.2021	13
13.	Partitola Dakshin	23.10.2021	13
14.	Kadamawatola Uttar	25.10.2021	10
15.	Kadamawato Dakshin	25.10.2021	12
16.	Ratanpur	26.10.2021	18
17.	Kanana	27.10.2021	15
18.	Dhangarawa Dakshin	28.10.2021	11
19.	Dhangarawa Uttar	28.10.2021	12
20.	Raghawata	29.10.2010	20
	<b>Total Number of participants</b>		<b>282</b>

### 4. Gahiri Unit;

Sl. no.	Name Of Village	Date	Participants
1.	Gahiri Man tola	11.10.2021	15
2.	Gamhariya Harijan tola	11.10.2021	15
3.	Jhakhara Jan tola	11.10.2021	15
4.	Telhua Bhadewa tola A	11.10.2021	15
5.	Telhua Bhadewa tola B	11.10.2021	15
6.	Telhua Mathiya tola	11.10.2021	15
7.	Telhua Pachbhaiya tola	11.10.2021	15
8.	Telhua Nuniya tola	11.10.2021	15
9.	Telhua Harijan tola A	11.10.2021	15
10.	Telhua Jhagaru tola	11.10.2021	15
11.	North Telhua Sheikh Tola A	11.10.2021	15
12.	Telhua Harijan tola B	11.10.2021	15
13.	Telhua bin tola	11.10.2021	15
14.	Budhwaliya kumahar tola	11.10.2021	15
15.	Kotrahan Mushar tola A	11.10.2021	15
16.	Kotrahan Mushar tola B	11.10.2021	15

17.	Kotrhan Harijan tola	11.10.2021	15
18.	Kotrahan Dusad tola	11.10.2022	15
19.	Sareya vriti tola	11.10.2021	15
20.	South Telhua Shaikh toli B	11.10.2021	15
21.	Bahuwarwa Mushra tola	13.10.2021	15
22.	Kisun Majhariya	13.10.2021	15
23.	Dabariya Mushar Tola A	15.10.2021	15
24.	Dabariya Mushar Tola B	15.10.2021	15
25.	Dabariya Mushar Tola C	15.10.2021	15
26.	Baikuthawa Paswan Tola	15.10.2021	15
27.	Maduwahan Mushar tola	15.10.2021	15
28.	Bankatawa Mushar Tola	15.10.2021	15
29.	Kahira Mushar Tola	18.10.2021	15
30.	Baira Mushar Tola	18.10.2021	15
	Total		450

## 5. Sasaram Unit;

Sl.No	Name of the Village	Date	No. of Participants
1.	Jabra purvi	01.10.2021	19
2.	Jabra Pachimi	01.10.2021	20
3.	Sisirit Purvi tola	03.10.2021	19
4.	Sisirit pachim tola	03.10.2021	13
5.	Sisirit Chawdhari tola pachimi	04.10.2021	15
6.	Sisirit Chawdhari tola purvi	05.10.2021	16
7.	Satarbighawa	05.10.2021	20
8.	Shivpur utri tola	06.10.2021	16
9.	Shivpur Daxin tola	06.10.2021	17
10.	Tilaiy purvi tola	07.10.2021	19
11.	Tilaiy Ravidas tola	09.10.2021	19
12.	Hathini village	09.10.2021	19
13.	Mahapur village	09.10.2021	20
14.	Maudiha purvi tola	10.10.2021	16
15.	Maudiha Ravidas tola	10.10.2021	15
16.	Charnard purvi tola	12.10.2021	20
17.	Charnard Pachim tola	12.10.2021	19
18.	Singwa purvi tola	13.10.2021	14
19.	Singwa musahar tola	13.10.2021	10
20.	Hariharpur purvi tola	21.10.2021	19
21.	Hariharpur pachimi tola	21.10.2021	21
22.	Tarardh Rajwar tola	22.10.2021	19
23.	Tarardh Ravidas tola	22.10.2021	15
24.	Nonsari purvi tola	23.10.2021	19
25.	Sheikpurwa	23.10.2021	20
26.	Levera purvi tola	25.10.2021	19

27.	Levera Utri tola	25.10.2021	20
28.	Levera pachimi tola	25.10.2021	19
29.	Ghosiya utri tola	26.10.2021	10
30.	Ghosiya Musahar tola	26.10.2021	12
	<b>Total</b>		<b>519</b>

**Photos of the celebration from the Units:**



Chenari



Chenari



Gahiri



Sasaram



Sasaram



Piro



Piro



Raxaul



Raxaul

## **2. CBO Training**

One day Training was given to 2350 women from the Community Based Organizations on RTE on their role in the promotion of education especially of girls' education, and on government schemes which are launched for girls. The trainings were conducted in all the project villages as planned using a common module by the Resource Team of Mashal which is given below:

### **Training Module on RTE for CBO training**

#### **Session- 1**

##### **Part 1 - Importance of Education**

Q: Why should everyone be educated? Discuss the benefits of education or the impact of education in daily life. Give participants as many opportunities to have their views as possible. Discuss separately the role of education in family building, society building and nation building.

**Part 2** - What is the difference between educated and uneducated? Discuss.

Divide the participants into groups and ask them to list the differences between an educated and an uneducated person. If the participant is unable to write, the instructor should write their points on a chart paper or board and briefly discuss the main points.

**Part 3** - Do girls get less opportunities for participation in education, sports, and other fields than boys? If yes, then discuss its cause and solution.

**Part 4** - Display Video: Importance of Girls' Education and Higher Education. Discuss briefly after the video demonstration.

#### **Session- 2**

##### **Part 1 -**

The rights of children under the UNCRC have been explained under different headings, including –

1. Right to Life
2. Right to Development
3. Right to Participation

Discussing the above three headings in detail, explain the importance of education in ensuring these rights and explain that in their absence these rights have no meaning.

**Part 2** - Discuss the rights and duties related to education mentioned in Article 21 "A" under Fundamental Rights and 51A (k) under Fundamental Duties.

### **Session- 3**

#### **Part 1 -**

Briefly discuss the following main points about the Rights of Children to Free and Compulsory Education Act, 2009.

#### **1. Compulsory and free education for all**

In India, it is mandatory for the government to provide free and compulsory elementary education to every child in a local school within 1 km, up to class 8. No child is liable to pay fees or any other fee which may prevent him from pursuing and completing elementary education. Free education also includes provision of textbooks, uniforms, stationery items and special educational material for children with disabilities to reduce the burden of school expenses.

#### **2. Benchmark Mandate**

Right to Education Act norms and standards are there relating to student-teacher-ratio (number of children per teacher), classrooms, separate toilets for girls and boys, drinking water facilities, number of school working days, working hours of teachers etc. Every primary school (primary school + middle school) must adhere to these set of norms to maintain the minimum standard set by the Right to Education Act.

#### **3. Special provisions for special cases**

The Right to Education Act mandates that an out-of-school child should be admitted to an age-appropriate classroom and that special training should be provided to enable the child to reach an appropriate learning level.

#### **4. Number and quality of teachers**

The Right to Education Act provides for rational deployment of teachers by ensuring that the specified student-teacher-ratio is maintained in every school without urban-rural imbalance. It also mandates the appointment of properly trained teachers i.e. teachers with the required educational qualifications.

#### **5. Zero tolerance against discrimination and harassment**

The Right to Education Act 2009 prohibits all forms of corporal punishment and mental harassment, discrimination based on gender, caste, class and religion, screening procedures for admission of children, functioning of private tuition centres and unrecognized schools.

## **6. Ensuring all round development of children**

The Right to Education Act 2009 provides for the development of curriculum, which will ensure all round development of every child. Build a child's knowledge, human potential, and talents.

## **7. Improving Learning Outcomes to Reduce Detention**

The Right to Education Act states that no child can be detained or expelled from school till class 8. To improve the performance of children in schools, the Right to Education Act 2009 introduced the Continuous Comprehensive Evaluation (CCE) system in school results to ensure fair grades in education.

## **8. Monitoring of compliance with RTE norms**

School Management Committees (SMCs) play an important role in strengthening participatory governance in elementary education. All schools covered under the Right to Education Act 2009 are bound to constitute a School Management Committee consisting of a head teacher, local elected representative, parents, community members etc. The committees have been empowered to monitor the functioning of the schools and prepare plans for the development of the school.

## **9. Right to Education Act is justified**

The Right to Education Act is equitable and backed by a Grievance Redressal (GR) mechanism that allows people to act against non-compliance of the provisions of the Right to Education Act 2009.

## **10. Creating an Inclusive Space for All**

The Right to Education Act 2009 mandates all private schools to reserve 25 per cent of their seats for children from socially disadvantaged and economically weaker sections. The objective of this provision of the Act is to promote social inclusion to provide a more just and equal nation.

### **Part 2 -**

#### **Objective of New Education Policy**

The objective of the new education policy is to make India a global superpower in the educational sector and through the new educational policies for India, to provide the right level of education, so that the quality of the educational sector can be high. The objective of the new education policy is to make children aware of the importance of quality of education along with technology and creativity in India so that the quality of education can be improved.

The 10+2 format has been completely abolished in the New Education Policy 2021. Till now the school curriculum in our country used to run on the basis of 10+2 but now

it will be on the basis of 5+3+3+4. This means one part from primary to second grade, then another part from third to fifth, third part from sixth to eighth and last part from ninth to twelfth.

## **Session- 4**

### **Part 1**

Every child of the age of six to fourteen years shall have the right to free and compulsory education in a local school till the completion of elementary education.

In case of admission to class V, the neighborhood limit shall not exceed 01 KM and in case of admission from VI to VIII the neighborhood limit shall not exceed 03 KM.

A child who fails to complete his elementary education will be admitted to a class commensurate with his age.

Every child will have the right to get admission in any government and government aided schools based on transfer certificate.

No child in the age group of 6-14 years will be subjected to any screening process while admitted to the school.

No capitation fee shall be paid by the child or his/her parent or guardian to any school or person.

No child in the age group of 6-14 years shall be detained in any class or expelled from school until the completion of elementary education.

Every child shall have the right to elementary education without physical punishment or mental torture.

Every child in the age group of 6-14 years studying in government aided schools will get mid-day meal on every working day.

No child will be denied admission in the absence of proof of age.

In case of violation of any of the rights mentioned in the RTE Act, 2009, every child or his parent or guardian shall have the right to lodge a complaint with the concerned local authority for redressal.

The complaint(s) will be disposed of by the local authorities within 3 months.

If not satisfied with the decision of any local authority, the complainant concerned shall have the right to appeal to the State Commission for Protection of Child Rights (SCPCR) or Right to Education Protection Authority (REPA).

Every child will receive a certificate from the head of the institution (Principal/Principal) after completing education up to class VIII.



## **Part 2**

To explore ideas and understanding about the importance of community participation in strengthening RTE implementation.

**Step:** Ask the participants what the school looks like in their village where their children go to school?

Ask the participants to list the challenges children face in schools. (e.g., quality of learning, infrastructure, corporal punishment, etc.).

Divide the participants into groups of 4-5 and ask them to discuss.

Divide the participants into groups of 4-5 and ask each group to list all the factors that cause children's poor learning levels in school (based on their observation and experience).

## **Part 3**

What can we as parents, teachers, community do to help children to improve their learning?

One participant in each group records the factors identified by the group.

Give the groups 10 minutes to complete the task.

Ask one representative from each group to present their discussion.

### **What can teachers do?**

1. Identify the group of children in the school or community. (They can be children in third, fourth and fifth grades.
2. Find out if they can read and do basic arithmetic.
3. Group the children according to their level of learning. Teach them using methods and materials for that level. Try to ensure that they can do basic arithmetic, at least at class 2 level.
4. We hope that with extra effort and encouragement, these children will be studying and doing basic arithmetic in a few months-time.

### ***Things to remember-***

Encourage children to talk more and express their views.

Give extra support to weak students.

Share children's learning progress with their parents.

Set a goal for yourself. Track children's progress over time using the same tools you used before. Be a witness to the change you are making.

### **What can parents do to improve children's learning?**

1. Send your child to school regularly
2. Visit the school from time to time. Talk to teachers about how your child is doing. Ask what you can do to help at home.
3. Ask your child what he did in school. Make sure she regularly reads at home
4. Sit with Your Child While he/She does his/her Homework

### **What can the community do to improve children's education?**

1. Talk to the parents of out-of-school children and encourage them to send their children to school regularly.
2. Build awareness at the level of learning by talking to the parents frequently.
3. Organize frequent educational activities for children, such as drawing competitions and science fairs, where the entire community can participate.
4. Have volunteers to teach children who need extra support.

## **Part 4**

### **Why School Management Committee (SMC)?**

Sarva Shiksha Abhiyan (SSA) is an attempt to make primary education universal, the education program by community ownership of the school system is also an attempt to provide an opportunity, through this provision to improve the human capabilities of all children and in a mission mode. Its objective is to provide community-owned quality education.

Community participation, implementation of plans, interventions and monitoring will be a centralized and comprehensive factor for universal elementary education.

## **Session 5.**

### **Group Description**

- 3 school-related problems in your community that hinder children's learning and how to solve them

## **Outcome of the training:**

The participants were actively responding to the discussions during the training. But their understanding of education is limited to reading and writing, able to give signature etc. One of them, Meena Devi said that the educated person's behavior and words are different from an uneducated person which led to the discussion on education for life, formation of character, functional education and so on. In the course of discussion, the participants agreed that the girls are discriminated in the field of education.

Two short films were shown to the participants and further discussion continued on RTE and the provisions for universal primary education, children's rights and school education committee.

A situational analysis of the present status of schools made them realize the poor quality of education imparted in the school and their own negligence in monitoring the school. The parents are aware of the discriminatory practices against girls existing in the society and were challenged to take steps to address them beginning in their homes.

Discussing on what actions can be taken by women to improve the functioning of the schools and regular attendance of the children, the participants suggested that they would visit the village school to see how the children are learning. They will demand for regular meeting of School Management Committees and keep contact with the teachers in the school.

At the end of the training, the participants shared that they would ensure that their children go to school regularly and that they would visit the school and keep contact with the teachers.

**Rajkumari Devi** shared that she did not know about the forming of School Managing Committee which all the schools are supposed to have. She is motivated that now on she will go to school and find out what is happening in the school.

**Jayanti Devi** told that all the school had separate toilets for girls and boys but it is not maintained well. Girls are having problem when they go to school during periods. She said that from now on, as a group they will visit the school and demand for rights.

**Devanti Devi** expressed that the **grains for midday meal** is not distributed timely, and children also don't get scholarship. She told that through this training she came to know of the rights of children and that she will demand it to be realized.

## **Ghosiya musahar tola**

**Hiramuni Devi** said that they receive no help from anywhere as they belong to the lowest caste group, the Musahar caste. Their children are discriminated against and chased away from the school. Children are not accepted or respected in school. Teachers do not bother to teach them. So the children do not like to go to schools.

There is no Anganbadi centres (Integrated Child Development Scheme by Government) where children below aged 03 to 06 are given nutritious meals and helped to learn something basic. The training has motivated them to send their children to school.

### **Hathini village**

**Muniya Devi** regrets that she did not have the opportunities to study. Her parents did not educate her. She feels bad. But now she wants to educate her children specially the girls.

**Shivkumari Devi** said that because of the poverty and financial problems in the family, they were not able to send children to school. But through this training she is motivated to send the children to school, though she is poor. She is so happy to get information about the education system and the government programs.

### **Challenges:**

- Many of our women go for work on daily wages. Due to lack of economic stability of the families, they are not able to send their children for higher studies.
- The Government has introduced many schemes for the poor children. But the people do not have the required documents and they are not able to fill in the application forms online. Hence, the people do not benefit. Mashal staff try to support the parents to apply for schemes online wherever possible.

Goven below are the details of Centres and participants in every Unit.

### **1. Chenari Unit**

<b>Sl.No.</b>	<b>Date</b>	<b>Name of the Centres</b>	<b>No. of participants</b>
1	02.07.2021	Chenari Ravidas Tola	20
2	03.07.2021	Chenari Dakshini Tola	22
3	28.07.2021	Lanji Ravidas Tola	22
4	29.07.2021	Lanji Dakshini Tola	24
5	23.06.2021	Banauli Muslim Tola	29
6	07.07.2021	Banauli Pasi Tola	20
7	15.07.2021	Veernagar Ravidas Tola	21
8	25.06.2021	Lanji Paswan Tola	20
9	08.07.2021	Hatta Ravidas Tola	22
10	09.07.2021	Hatta Paswan Tola	21
11	26.06.2021	Semri Ravidas Tola	22
12	26.07.2021	Nareina Ravidas Tola	27
13	27.07.2021	Palaundha Ravidas Tola	23
14	22.06.2021	Kenarkala Ravidas Tola(1)	29
15	10.07.2021	Kenarkala Ravidas Tola(2)	23
16	22.07.2021	Kenarkhurd Paswan Tola	26

17	24.06.2021	Bhabhsi Ravidas Tola(1)	25
18	30.07.2021	Bhabhsi Ravidas Tola (2)	22
19	05.07.2021	Barthali Ravidas Tola	20
20	23.07.2021	Sareya Ravidas Tola	21
<b>Total No.of participants</b>			<b>459</b>

## 2. Raxaul

Sl.No.	Date	Name of village	No. Of Participants
1	31.07. 2021	Harnahi Uttaritola	14
2	08.01. 2021	Harnahi Dakshin	14
3	08.02. 2021	Lakshmipur	23
4	08.07. 2021	Kanana	28
5	08.08. 2021	Parthiatola Uttar	22
6	08.09. 2021	Chainpur Uttar	22
7	13.08. 2021	Chainpur Dakshin	21
8	14.08. 2021	Dhangardwa Dakshin	21
9	14.08. 2021	Parthiatola Dakshin	23
10	16.08. 2021	Singhpur Haraiya	24
11	21.08. 2021	Dhangardwa Uttari	23
12	21.08. 2021	Kadamatola	27
13	28.08. 2021	Lakshmipur Harijantoli	27
14	28.08. 2021	Bharathmahi	22
15	23.06.2021	Baluaha	26
16	23.06.2021	Rakhauta	22
17	24.06. 2021	Rathenpur	28
18	24.06. 2021	Bharathmahi	21
19	25.06. 2021	Kadamawatola	30
20	25.06. 2021	Bairiabrit/Dhupwatola	21
<b>Total No.of participants</b>			<b>459</b>

## 3. Sasaram

Sl.No.	Date	Village	No. of participants
1	21.6.2021	Tilaiy purvi tola	22
2	21.6.2021	Tilaiy Ravidas tola	23
3	21.6.2021	Ghosiya musahar tola	24
4	21.6.2021	Ghosiya Daxin tola	22
5	22.6.2021	Satarbighawa	22
6	22.6.2021	Sisirit purvi tola	22
7	22.6.2021	Sisirit tola	23
8	23.6.2021	Sisirit pachmi tola	25

9	23.6.2021	Hathini	24
10	24.6.2021	Jabra purvi tola	24
11	24.6.2021	Levera pachmi tola	25
12	24.6.2021	Levera purvi	25
13	25.6.2021	Jabra pachmi tola	24
14	25.6.2021	Levera utri tola	25
15	2.7.2021	Maudiha purvi tola	25
16	2.7.2021	Maudiha Ravidas Tola	25
17	2.7.2021	Hariharpur purvi tola	23
18	2.7.2021	Hariharpur pachimi tola	25
19	3.7.2021	Shivpur Utri tola	25
20	3.7.2021	Shivpur Daxin tola	25
21	3.7.2021	Charnard purvi tola	23
22	5.7.2021	Tarardh Ravidas tola	25
23	5.7.2021	Charnard pachimi tola	25
24	6.7.2021	Tarardh Rajwar tola	24
25	6.7.2021	Mahapur	22
26	7.7.2021	Levera uteri tola	27
27	7.7.2021	Sheikpurva	26
28	8.7.2021	Singwa piurvi tola	22
29	8.7.2021	Singwa Musahar tola	23
30	8.7.2021	Nonsari purvi tola	22
<b>Total No.of participants</b>			<b>717</b>

#### 4. Gahiri

S.No.	Date	Name of Village	No. of Participants
1	13.07.2021	Telhua Bin Tola	30
2	13.07.2021	Jhakhra Jan Tola	30
3	17.07.2021	Gamhariya Harijan Tola	30
4	17.07.2021	Mathiya Tola	30
5	22.07.2021	Khaira Mushsar Tola	30
6	22.07.2021	Baira Mushar Tola	30
7	22.07.2021	Dabariya Mushar Tola A	30
8	18.08.2021	Baikuthwa Paswan Tola	30
9	06.08.2021	Jhagru Raut K Tola	30
10	06.08.2021	Bhadewa Tola	30
11	06.08.2021	Bhadewa Tola	30
12	06.08.2021	Gahiri Man Tola	30
13	27.08.2021	Budhwaliya Kumhar Tola	30
14	27.08.2021	Telhua Sheikh Tola	30
15	11.08.2021	Kotrahan Harijan Tola	30
16	27.08.2021	Tekhua Harijan Tola A	30
17	26.08.2021	Tekhua Harijan Tola B	30

18	13.08.2021	Telhua Sheikh Tola	30
19	24.07.2021	Maduwahan Mushar Tola	30
20	24.07.2021	Bahuwarwa Mushar Tola	30
21	24.07.2021	Majhariya Kisun	30
22	24.07.2021	Dabariya Mushar Tola	30
23	04.08.2021	Kotrahan Dusad Tola	30
24	04.08.2021	Kotrahan Mushar Tola A	30
25	04.08.2021	Kotrahan Mushar Tola B	30
26	18.08.2021	Telhua Nuniya Tola	30
27	19.08.2021	Bankatawa Mushar Tola	30
28	19.08.2021	Panchbhaiya Tola	30
29	25.08.2021	Sareya Vriti Tola	30
30	25.08.2021	Dabariya Mushar Tola B	30
	<b>Total No.of participants</b>		<b>900</b>

## 5. Piro Unit

Sl. No.	Date	Village	No.of Participants
1.	22.06.2021	Nagri Musahar Tola	21
2.	24.06.2021	Harpur	21
3.	03.07.2021	Passaur	20
4.	04.07.2021	Misharaulya Musahar Tola	20
5.	05.07.2021	Hawelipur Musahar Tola	21
6.	06.07.2021	Jatpura	21
7.	07.07.2021	Passaur West Musahar Tola	20
8.	07.07.2021	Paleyadih	21
9.	08.07.2021	Mukundpur(Sager Tola}	21
10.	08.07.2021	Lilari E.Musahar Tola	20
11.	09.07.2021	Amorja	20
12.	11.07.2021	Mukundpur Musahar Tola	20
13.	13.07.2021	Kinodehera Dalit Tola	20
14.	14.07.2021	Madaryaha Dalit Tola	21
15.	15.07.2021	Danuthri w, Musahar Tola	20
16.	15.07.2021	Lilari W. Musahar Tola	20
17.	16.07.2021	Danuthri E.Musahar	21
18.	16.07.2021	Madaryaha E. Musahar Tola	20
19.	19.07.2021	Repura	21
20.	20.07.2021	Mundandpur Musahar Tola	21
	<b>Total No.of participants</b>		<b>410</b>

Photos of CBO training in villages:



Chenari



Chenari



Gahiri



Gahiri



Sasaram



Sasaram



Piro



Piro





**Raxaul**



**Raxaul**

## **Interface Meeting**

Interface meetings were conducted in all the Units as planned in the project. A short report of the same is given below;

Objective of the meeting:

- To create an integrated approach to the education of the children from the marginalized communities with the cooperation of the government agencies and the village community
- To encourage the parents of the learners to take active role in improving the school atmosphere through their active participation in the School Management Committee's activities and Parent- Teacher Association Meetings

Process:

The agenda of the meeting was to have a face-to-face discussion about the concerns and the challenges that the parents and the teachers are facing and how to promote the education of the girls particularly their retention in the school as well as to introduce various schemes of the government related to education.

The participants included elected representatives of local governing bodies from ward to Block level, officials of Education department of the Government, teachers of local schools, parents of the learners and some student representatives.

The Project Coordinators explained to the forum, the purpose of the meeting and invited the officials to talk about various schemes of the government to promote education.

One of the animators presented the annual activity report specifying all the activities we have done among the Dalit community after which the parents were asked to express their concerns regarding the problems that they face in sending the children to school. They shared that most of the village schools did not have a conducive atmosphere in the school for learning. Teachers do not show interest in taking regular classes. All the economically well-off people are sending their children to private schools. Only poor people's children go to government schools and hence not much care is taken to provide them good education.

Another issue talked about was the need for gender justice in the field of education. It has been noticed that many of the parents send their boys to private schools and girls to government schools as they do not want to spend money for the education of the girls. If there is any farm related work, girls are asked to stay back while boys go to schools. Many more such examples were put forward by the speakers to make the people understand the evil-effects of such practices.

The school teachers shared about the lack of cooperation they experience from parents. After the pandemic, the government is not providing printed books or

uniforms. Money is sent to the bank accounts of the children. But many children have not opened their accounts. In many instances, parents used the money for some other needs. So children are left without books and uniform.

The Sisters talked about importance of parent- teacher relationship in imparting good education for children and ensuring a bright future for their children.

The girls who were present for the meetings shared about what they have learned through the weekly classes and various trainings conducted by Mashal. The officials appreciated the efforts of Mashal to reach out to the children of marginalized communities to motivate them and to teach them functional literacy so that they can be admitted to age-appropriate classes.

The girls also shared their difficulties like they do not go to schools as there is no regular or proper teaching. The toilets are not maintained properly. In some Units the Teachers and officials accepted that there is need for much improvement in the education system and that they will present these issues in their meetings at Block and District level. The Cluster level Coordinator of the Education Department encouraged the School Management Committee to be active to check the day to day running of the school.

The parents promised to do their best in sending the children to school regularly and on time.

In Gahiri Unit, during interface meeting, the girls who passed class X exam through Bihar Board Open School were felicitated.

Outcome:

- Service providers and service receivers had a chance to come together on the same platform and listen to each other.
- The community became aware that they can approach the service providers and get help in need.
- Both parties realized that there had been plenty of drawbacks in their functioning which affect the future of our children and our nation.
- 20 applications are submitted to BEO seeking various schemes for the children.
- The presence and sharing of the girls from the Centers gave a realistic picture of the situation we have been presenting.
- Officers were very happy with the interaction with the students and parents.
- Mashal's involvement at the grassroot level was very much appreciated.
- An interaction between the officers and parents raised hope for the girls and parents for a better scenario in rural government schools.
- All the girls who spoke got more confident to speak to the officials. They were happy to be able to stand and speak in public.

Details of the interface meeting in Units:

Sl.No.	Unit	Date	No.of participants
1.	Chenari	12.03.2022	59
2.	Gahiri	21.03.2022	50
3.	Raxaul	12.03.2022	75
4.	Sasaram	12.03.2022	159
5.	Piro	28.04.2022	40

Photos of Interface Meetings from Units:



Chenari



Chenari



Sasaram



Sasaram



Gahiri



Gahiri



Raxaul



Raxaul



Piro



Piro

## Life skill training

The objectives of the trainings are as follows:

- Confidence building among the participants
- To awaken critical thinking among the learners
- To develop the ability to think and articulate freely

The topics covered are:

- ❖ The key to success
- ❖ Social participation
- ❖ Responsible citizenship
- ❖ The goal of life
- ❖ Self-awareness/recognizing one's abilities
- ❖ Capacity building

Training materials / teaching –learning materials used for the training:

- Banners
- Balloons for games
- Flash cards
- Song book
- Laptop for short video strips
- Mobiles used for teaching some songs

The process used during the training:

- Introduce the topic with a song or with a story
- Discussion on the song / story and elaborate it with applicability to the learners life
- Some of the lessons started with a game and challenged them to use their intellectual skills to win the game
- By using number cards the participants were encouraged to solve the given problem through cooperation and active participation
- Each activity was discussed and the learners were helped to see the applicability of it in their life situation
- Songs which are motivational and communicate love for one's country and society were played in the video and the learners were asked to repeat certain catchy lines. Then it is explained further to raise the awareness of them.
- Short videos from APJ Abdul Kalam was shown and explained to the learners to have a dream for their future and how to attain one's dream.
- Learners were encouraged to write in their note books as to what she wants to be in future.

- The story of 2 seeds planted under the soil was narrated and discussed to raise their self-awareness. It was further explained to see what one's fears are and how these fears are crushing their growth.
- Silence and stillness for a few minutes, closing the eyes and concentrating on one's breath was another activity to improve concentration and self-discipline.
- The balloon game was for entertainment as well as for recognizing one's competence.
- Each session was done with one or the other activity to capture the attention of the participants and to keep up their active participation.
- The participants wrote down their action plan at the end of the training.
- Every day's sessions ended with a captivating song which they could keep on singing even after the sessions were over.

#### Outcome of the training:

- ✚ Awareness created in the following areas-
- ✚ Not to be disappointed with failures
- ✚ Be positive in our thinking
- ✚ Work hard to achieve your goal
- ✚ Protection and care of the public property in your village like hand pump, playground etc.
- ✚ Learn to work together in cooperation with your companions and elders
- ✚ Give importance to unity
- ✚ Learn to see the good qualities in you and learn to appreciate them

#### Impact of the Training:

- The trainees were enthused by certain sessions that motivated them to focus on a goal in life
- Positive thinking began to evolve in the participants
- Began to develop the ability to think critically
- The ability to listen and to cooperate with one another began to emerge
- A sense of responsibility began to awake in the participants
- They decided to work hard to achieve their goal in life

#### Impact on the Community:

- The village community is cooperative and they see it as an opportunity for their children to learn.
- The parents of the learners appreciate the classes and the learning in our centres.
- They are aware of the need for girls' education.
- In spite of having their names enrolled in the school, when the Animators reach the village the children leave the school and come to the centres for learning.

- Demand for more centres is coming from different villages.
- The number has increased in every centre and the days when we had the Life Skill training we had double the number of participants.
- The behavior of the villagers towards the Animators is cordial and respectful.

For the training, girls of adjacent villages in every Unit came together at a common place like a school or community hall and 2 or 3 resource persons conducted the sessions for the girls. Girls profited much by coming together in big groups.

The details of the training is given below:

#### 1. Chenari Unit

S.No	Date	Name of the Centre	No.of Participants
1	18.11.2021 to 20.11.2021	Veeernagar Ravidas Tola	25
2	18.11.2021 to 20.11.2021	Chenari Dakshini Muhalla	16
3	18.11.2021 to 20.11.2021	Chenari Ravidas Tola	18
4	18.11.2021 to 20.11.2021	Lanji Ravidas Tola	19
5	18.11.2021 to 20.11.2021	Lanji Dakshini Tola	20
6	18.11.2021 to 20.11.2021	Banauli Pasi Tola	19
7	18.11.2021 to 20.11.2021	Banauli Muslim Tola	20
8	22.11.2021 to 24.11.2021	Kenarkala Ravidas Tola(1)	18
9	22.11.2021 to 24.11.2021	Kenarkala Ravidas Tola (2)	19
10	22.11.2021 to 24.11.2021	Bhabhsi Ravidas Tola(1)	18
11	22.11.2021 to 24.11.2021	Bhabhsi Ravidas Tola(2)	18
12	22.11.2021 to 24.11.2021	Barthali Khurd Ravidas Tola	18
13	22.11.2021 to 24.11.2021	Sareya Ravidas Tola	19
14	22.11.2021 to 24.11.2021	Kenarkhurd Paswan Tola	20
15	25.11.2021 to 27.11.2021	Narena Ravidas Tola	20
16	25.11.2021 to 27.11.2021	Palaundha Paswan Tola	20
17	25.11.2021 to 27.11.2021	Semri Paswan Tola	22
18	25.11.2021 to 27.11.2021	Lanji paswan Tola	28
19	25.11.2021 to 27.11.2021	Hatta Paswan Tola	24
20	25.11.2021 to 27.11.2021	Hatta Ravidas Tola	21
		<b>Total</b>	<b>402</b>



## 2.Gahiri Unit

S.No.	Date	Name Of Village	Participants
1	15.11.2021 to 17.11. 2021	Kotrahan Musahar Tola A	10
2	15.11.2021 to 17.11. 2021	Kotrahan Musahar Tola B	10
3	15.11.2021 to 17.11. 2021	Kotrahan Dusad Tola	10
4	15.11.2021 to 17.11. 2021	Kotrahan Harijan Tola	10
5	21.11.2021 to 24.11. 2021	Gahiri Man Tola	10
6	21.11.2021 to 24.11. 2021	Gamhariya Harijan Tola	10
7	21.11.2021 to 24.11. 2021	Jhakhar Jan Tola	10
8	21.11.2021 to 24.11. 2021	Sareya vriti tola	10
9	23.11.2021 to 25.11. 2021	Tekhua Harijan Tola 1	10
10	23.11.2021 to 25.11. 2021	Tekhua Harijan Tola 2	10
11	23.11.2021 to 25.11. 2021	Telhua Bin Tola	10
12	23.11.2021 to 25.11. 2021	Telhua Sheikh Tola	10
13	23.11.2021 to 25.11. 2021	Budhwaliya Kumhar Tola	10
14	20.12.2021 to 22. 12. 2021	Khaira Musahar Tola	10
15	20.12.2021 to 22. 12. 2021	Baira Musahar Tola	10
16	20.12.2021 to 22. 12. 2021	Bahuwarwa Musahar Tola	10
17	20.12.2021 to 22. 12. 2021	Majhariya	11
18	26.12.2021 to 28.12. 2021	Telhua Jhagaru Raut Ka Tola	10
19	26.12.2021 to 28.12. 2021	Telhua Pachbhaiya Tola	10
20	26.12.2021 to 28.12. 2021	Telhua Sheikh Tola	10
21	26.12.2021 to 28.12. 2021	Telhua Bhadewa Tola A	10
22	26.12.2021 to 28.12. 2021	Telhua Bhadewa Tola B	10
23	26.12.2021 to 28.12. 2021	Telhua Nuniya Tola	10
24	26.12.2021 to 28.12. 2021	Telhua Mathiya Tola	10
25	29.12.2021 to 31.12. 2021	Dabariya Musahar Tola 1	10
26	29.12.2021 to 31.12. 2021	Dabariya Musahar Tola 2	10
27	29.12.2021 to 31.12. 2021	Dabariya Musahar Tola 3	10
28	29.12.2021 to 31.12. 2021	Baikuthwa Paswan Tola	10

29	29.12.2021 to 31.12. 2021	Bankatawa Musahar Tola	10
30	29.12.2021 to 31.12. 2021	Maduwahan Musahar	10
		<b>Total no.of participants</b>	<b>301</b>

### 3. Raxaul Unit

SL.No.	Date	Village	No. of Participants
1	15.11.2021 to 17.11.2021	Harnahi Uttar	11
2	15.11.2021 to 17.11.2021	Harnahi Dakshin	12
3	15.11.2021 to 17.11.2021	Lakshmipur Dakshin	10
4	15.11.2021 to 17.11.2021	Lakshmipur Uttar	13
5	15.11.2021 to 17.11.2021	Parthiatola Dakshin	12
6	15.11.2021 to 17.11.2021	Parthiatola Uttar	11
7	22.11.2021 to 24.11.2021	Chainpur Uttar	10
8	22.11.2021 to 24.11.2021	Chainpur Dakshin	12
9	22.11.2021 to 24.11.2021	Singhpur haraiya	13
10	22.11.2021 to 24.11.2021	Rathenpur	11
11	25.11.2021 to 27.11.2021	Dhangarhwa Uttar	11
12	25.11.2021 to 27.11.2021	Dhangarhwa Dakshin	13
13	25.11.2021 to 27.11.2021	Reghauta	11
14	25.11.2021 to 27.11.2021	Dhupwatola Dakshin	13
15	25.11.2021 to 27.11.2021	Dhupwatola Uttar	14
16	29.11.2021 to 01.12.2021	Kanana Dakshin	11
17	29.11.2021 to 01.12.2021	Kanana Uttar	12
18	29.11.2021 to 01.12.2021	Bharathmahi Poorvi	11
19	29.11.2021 to 01.12.2021	Bharathmahi Paschim	11
20	01.12.2021 to 03.12.2021	Kadamawatola	11
		<b>Total</b>	<b>233</b>

#### 4. Sasaram Unit

Sl.No	Date	Name of the Village	Participants
1	01.12.2021 to 03.12.2021	Hathini Ravidas tola	15
2	01.12.2021 to 03.12.2021	Tilaiy purvi tola	15
3	01.12.2021 to 03.12.2021	Tilaiy Ravidas tola	15
4	01.12.2021 to 03.12.2021	Tarardh Ravidas tola	15
5	04.12.2021 to 06.12.2021	Mahapur village	15
6	04.12.2021 to 06.12.2021	Tarardh Rajwar tola	16
7	04.12.2021 to 06.12.2021	Maudiha purvi tola	14
8	04.12.2021 to 06.12.2021	Maudiha Ravidas tola	14
9	07.12.2021 to 09.12.2021	Shivpur Daxin tola	15
10	07.12.2021 to 09.12.2021	Shivpur utri tola	15
11	07.12.2021 to 09.12.2021	Shiekpurwa village	15
12	07.12.2021 to 09.12.2021	Satarbighawa village	15
13	10.12.2021 to 12.12.2021	Levera utri tola	15
14	10.12.2021 to 12.12.2021	Levera purvi tola	15
15	10.12.2021 to 12.12.2021	Levera pachim tola	15
16	10.12.2021 to 12.12.2021	Hariharpur pachim tola	15
17	13.12.2021 to 15.12.2021	Hariharpur purvi tola	16
18	13.12.2021 to 15.12.2021	Jabra pachimi	15
19	13.12.2021 to 15.12.2021	Jabra purvi tola	16
20	13.12.2021 to 15.12.2021	Charnard pachim tola	15
21	16.12.2021 to 18.12.2021	Charnard purvi tola	15
22	16.12.2021 to 18.12.2021	Ghosiya musahar utri tola	10
23	16.12.2021 to 18.12.2021	Ghosiya Musahar Daxin tola	12
24	16.12.2021 to 18.12.2021	Sisirit Chawdhari tola purvi	15
25	16.12.2021 to 18.12.2021	Sisirit pachim tola	15
26	20.12.2021 to 22.12.2021	Sisirit purvi tola	15
27	20.12.2021 to 22.12.2021	Sisirit chawdhari tola pachimi	15
28	20.12.2021 to 22.12.2021	Singwa purvi tola	15

29	20.12.2021 to 22.12.2021	Nonsari purvi tola	15
30	20.12.2021 to 22.12.2021	Singwa musahar tola	10
		<b>Total No.of participants</b>	<b>438</b>

### 5. Piro Unit

Sl. No.	Date	Village	No.of Participants
1.	15.11.2021 to 17.11.2021	Nagri Musahar Tola	10
2.	15.11.2021 to 17.11.2021	Harpur	11
3.	15.11.2021 to 17.11.2021	Passaur	11
4.	18.11.2021 to 20.11.2021	Misharaulya Musahar Tola	12
5.	18.11.2021 to 20.11.2021	Hawelipur Musahar Tola	10
6.	18.11.2021 to 20.11.2021	Jatpura	11
7.	18.11.2021 to 20.11.2021	Passaur West Musahar Tola	11
8.	22.11.2021 to 24.11.2021	Paleyadih	12
9.	22.11.2021 to 24.11.2021	Mukundpur(Sager Tola}	10
10.	22.11.2021 to 24.11.2021	Lilari E.Musahar Tola	11
11.	22.11.2021 to 24.11.2021	Amorja	11
12.	22.11.2021 to 24.11.2021	Mukundpur Musahar Tola	12
13.	22.11.2021 to 24.11.2021	Kinodehera Dalit Tola	10
14.	22.11.2021 to 24.11.2021	Madaryaha Dalit Tola	11
15.	25.11.2021 to 27.11.2021	Danuthri w, Musahar Tola	11
16.	25.11.2021 to 27.11.2021	Lilari W. Musahar Tola	12
17.	25.11.2021 to 27.11.2021	Danuthri E.Musahar	10
18.	25.11.2021 to 27.11.2021	Madaryaha E. Musahar Tola	11
19.	25.11.2021 to 27.11.2021	Repura	11
20.	25.11.2021 to 27.11.2021	Mukundpur East Musahar Tola	12
		<b>Total No.of participants</b>	<b>220</b>





Gahiri



Gahiri



Sasaram



Sasaram



Raxaul



Raxaul



Piro	Piro
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## **20-Day Intensive Coaching**

Intensive Coaching was conducted in all the Units for 25 or more girls. Those girls who showed keen interest in continuing their studies in higher classes but were not able to read and write Hindi and Mathematics fluently were selected. Some girls were totally illiterate. They were selected so that they will pick up basic knowledge during coaching and continue in school as well as in weekly classes conducted by Mashal personnel. Though the training was supposed to be residential, due to the fear of the pandemic, in most of the Units, the coaching classes were conducted in schools in villages where all the children could gather.

### **Process:**

A baseline study was made in the beginning to measure the existing knowledge of the girls. Accordingly, they were given learning activities to enable them achieve age-appropriate knowledge of literacy, numeracy and basic general knowledge. The Baseline study showed that the learning level of girls was very poor. Most of them were not able to read or write even two-letter words.

### **Methods followed to develop language:**

#### **1. Oral Language Development:**

- a. Classroom conversation/Discussion on pictures/Language development by stories and poems – open conversation/ uses of picture card, posters and big books, story books, posters, poems/rhymes
- b. Oral games: use of workbooks

#### **2. Decoding:**

- a. Developing Knowledge of letters and matras – uses of Big books, story books, letter cards, letter charts, etc.
- b. Creating words by adding letters and matras
- c. Developing meaning of words

#### **3. Reading:**

- a. Read and recite teacher – uses of big books/story books, workbooks
- b. Reading in guidance of teacher and independent reading by children – uses of big books/story books, workbooks
- c. Develop understanding of meaning.

#### **4. Writing:**

- a. Writing of letters and words – uses of workbooks
- b. Write to make own points – notebooks, black board, etc.

### **Pedagogy or the methods followed to develop Math:**

#### **1. Number concept:**

- a. Counting and identification of numbers from

- 1 to 9 – concrete to abstract – use of pebbles, marbles and tilli and number cards, number chart
- Concept of zero – rhymes and activities
- Counting and identification of numbers in 10s group – use of tilli bundle, Ganitmala and hook number cards
- Counting, identification and writing of numbers from 1-20 – tilli bundle, number cards, ganitmala and hook number cards.
- Counting, identification and writing of numbers from 1 to 100 in step wise manners.
- Skip counting, greater and smaller

**b. Concept of Addition**

- Addition with the help of pebbles and tilli
- Addition from Ganitmala
- Addition with the help of dice and pictures
- Addition of two-digit numbers without carry

**c. Concept of subtraction**

- subtraction with the help of pebbles and tilli
- subtraction from Ganitmala
- subtraction with the help of dice and pictures
- subtraction of two-digit numbers without carry

**d. Shapes**

Based on children's prior knowledge discuss on various shapes like, triangle, rectangle, and circle, etc. Then ask them to make different shapes from old newspapers or used papers, etc.

**e. Measurement**

Initially discuss with children on non-standard measurement unit, like

- For Length (for distance) – finger, hand span, steps, etc.
- For retentive (for liquid) - glass, cup, jug, bucket, etc.
- For Weight – To clear the concept to differentiate and compare light and heavy weight.

The lessons were highly interactive and engaging the children all the faculties of children in learning. Wherever the animators were creative, systematically planned lessons and used all the TLM, students learned as expected.

Hindi – To the girls who were still struggling to learn alphabet, the following letters were taught and most of them can now identify these letters and words made of these letters.

(na,ra,la,ka, sa, cha,kha,ja,ga,ya, and vowels – aa,ee,e,)

They were able to make two letter words and three letter words using these letters and vowels.



Mathematics – Numbers and digits were taught up to 100.  
Numbers in the ascending order and descending order  
Even numbers and odd numbers  
Simple additions and subtractions with 2 digits

Besides these, efforts were made to develop oral language through recitation of poems, stories, questions and answers, reading of short sentences and repetition of songs.

#### Outcome of the Intensive learning

1. Girls in the B group learned to read the given text book fluently
2. 60% of the girls are able to write short sentences when dictated word by word
3. 50% of the girls learned simple additions, subtractions and learned to borrow from the next digit.
4. 20% of them can do multiplication with one digit number.
5. Behavioral change is evident in attending the class like punctuality, discipline in the class, sharing their snacks with girls from the next tola, playing together, helping each other to learn etc. They have respect for teacher and wait for her to come. They are interested in continuing their studies in the school.
6. Cooperation from the village community – The community created an atmosphere for learning. A quiet place / community hall / Dalan was arranged by them. Some women, parents of the learners came and sat at the centre and listened to teaching. They made it sure that their daughters attend the class regularly on time.
7. Some of the villagers made the wandering boys to understand and keep away from the learning centre.
8. Parents were also very happy, they were very supportive to us and they were sending their children daily for the classes. Now they are ready to send their children to regular school. Parents have realized that their children have lost the opportunities to study but now they can study and attended regular classes in the school.
9. In Piro Unit, the girls attended the residential programme. They had never been to any school. They are from very poor families and been agricultural laborers. For them staying in a clean place, getting good food and opportunity to study was a unique experience. This short experience has developed keen interest in them to study. During the training, they were taken to a government sponsored residential school. Most of them are eager to join the school to continue their education.

## Challenges:

- Those children who are enrolled in school had to be in school. So we had to get permission from the school authorities to get the girls to attend the coaching classes.

Sl.No.	Dates	Units	No.of participants
1.	27.01.2022 to 15.02.2022 03.02.2022 to 27.02.2022	Sasaram	51 36
2.	03.02.2022 to 27.02.2022	Chenari	36
3.	15.02.2022 to 07.03.2022	Gahiri	45
4.	08.03.2022 to 31.03.2022	Raxaul	28
5.	28.03.2022 to 18.04.2022	Piro	25

## Photos of Intensive Coaching classes from Units

	
Sasaram	Sasarm
	
Chenari	Chenari



Gahiri



Raxaul



Raxaul



Piro



Piro

## **BBOSE Linkage-2022**

Many girls drop out of class 8 and 9 as they are unable to cope up with the syllabus of class X. In class X there is Board exam which needs to be passed to go for higher education. Though the new Education Policy will change this pattern, as of now this structure is being followed.

The department of Bihar Board of Open School Education (BBOSE), allows students to choose subjects that they have aptitude for and write one or two exams at a time. This helps students who are drop out of class 8 and 9 to study by themselves and write the exams as they feel ready.

Mashal staff of Chenari Unit assisted 15 girls from Musahar and other Dalit communities of the focus areas to register in BBOSE for the academic year 2022. It had been a very difficult task to motivate the girls as they had been drop out for few years and had no interest to continue their studies going to regular school. The parents neither wanted to spare them from the house hold work which the girls are normally occupied with. The staff organized meetings with the selected girls' parents motivating them to support the girls to complete their studies. After the registration the special coaching classes were conducted to coach them to prepare themselves for the exams. The text books were provided by the government for the BBOSE students. It was very hard to teach them as they had no habit of learning nor discipline themselves to sit in the class and pay attention as they are always used to doing the work at home. Yet continuous motivation and patient teaching helped the girls to gradually learn the syllabus.

The success rate of the students to previous batch also motivated the girls to continue learning.



15 students enrolled for BBOSE with Sr.Anupama



Girls attending coaching class



**Girls attending coaching class**

## Monitoring Activities

### **a) Daily Monitoring of the Field Activities**

Daily monitoring of weekly classes and other project activities was done through report writing and presentations, field visits of Sisters in charge of the Units and the Unit Coordinators. The resource persons took photos and videos of their activities and shared in the Whatsapp group which were reviewed daily by the Coordinators and Director. The mothers of the girls attending the program also were regularly present for the activities and shared their feedback about the activities. During this year, the text books donated by Unicef was given to the girls for learning literacy and numeracy. Assessment of their learning level is another means to monitor the activities.

### **b) Weekly and Monthly planning and reporting:**

In some units, weekly meeting, and in some units, bi-weekly meetings of the resource persons of each Unit are held for planning, and evaluation by the unit in-charge for the purpose of better implementation of the project activities and to prepare lesson plan and activity plan for the next week and month. The Facilitator and Director of Mashal also regularly visited the project areas and when she could not go to the field, conducted online monthly meetings with the unit in-charges for guiding and better implementation of the program.

### **c) Visiting of the Program Director of Mashal to attend some of the planned activities carried out by all the units:**

The director of Mashal Sr. Deepika visited the villages and participated in the International Day of Girl Child in Gahiri and Piro and 20-day intensive classes in Piro. She visited the field and participated in the adolescent girls' group meetings in Gahiri and Raxaul. She discussed with the girls and the parents about higher education and motivated girls for regularly attending school. She held meetings with the Unit In-charge Sisters, and the animators in their respective units with the purpose of guiding the unit staff for planning, evaluation, and documentation of the project implementation. She discussed about the expected outcomes of the project along with the indicators and the remedial measures for meeting the challenges in achieving the objectives of the project.

### **Challenges & Mitigations:**

- We began the second year of the project in June 2021. Fear of Covid was still around. Hence the project staff visited few girls at a time and conducted lessons with them. Once the

lockdown was completely lifted and it was safe for movement of people, the project activities were conducted. In rural villages, though social distancing and wearing masks were not very practical, we insisted on handwashing and isolation of those with symptoms of cold or fever. Most of the activities were carried out during the post lockdown period.

- Second challenge was weather and the seasonal work of the farmers interrupted the programme. Since Mashal has been working with Dalits and marginalized groups, and in the village areas, approximately all Dalits and marginalized people are agricultural labourers. They were unwilling to send the girls for literacy classes during those seasons as it adversely affected their income. For mitigation of this problem, the animators asked the family members of the adolescent girls of Kishori-manch to fix suitable time for teaching. The animators then started reaching at that time and conducted the village level classes. For it, they had to do double the amount of work in the village level classes.
- While many of the communities have begun to send their daughters to schools, the Musahar caste group is still not sending their children to school. Since they are one of the lowest caste groups, there is lot of discrimination. Hence the children dislike going to school. Mashal staff has been taking regular classes for these girls in the villages to teach them Hindi and maths reading and writing. We also motivating the parents to admit them to schools or residential schools of the government.
- Fourth, the Indian social structure and patriarchy is a big cause of deprivation and discrimination of women. Several orthodox rituals and cultures have blocked the development of women, like, for instance, stereotypes that girls are not as capable as boys, girls should only do house chores, girls are made only for serving the male members, girls should not go outside and stay outside anywhere etc. However, while these types of orthodox mindsets are breaking in the urban areas due to women raising their voice, but such mentality still exists in the villages. So, several parents were quite rigid with this kind of stereotypical thinking and did not give permission to their girls to participate in the cultural programs or other stage performances. The Unit in-charges and staff faced several problems of this kind. To solve these problems, the staff conducted meetings with the mothers and convinced them.
- Fifth, after the pandemic of COVID-19, a huge of number of girls were out of school due to their lack of awareness on the importance of education, so all units' staff are continuously working in the field and making villagers and girls aware of the



importance of regularly attending school after the opening of schools and completing their education.



Monitoring meetings and refresher training for staff of Sasaram, Chenari and Piro resource persons



Monitoring meeting and evaluation in Sasaram



Monitoring visit in the village by Sr.Anupama



Monthly meeting with resource persons in Gahiri Unit

Prepared by Sr.Deepika SND

## **Report of Orientation of Project Personnel and Resource Persons**

**Purpose of the Training:** Briefing the Project personnel about the project activities of the second year and enhancing skills of the resource persons with Teaching Learning Methodology of Language and Numeracy for weekly classes with the girls.

**Target Group:** Sisters in charge of 5 units in the districts Rohtas, Bhojpur, East Champaran and West Champaran and the Resource persons who conducts the village level trainings and weekly classes of girls

**Training Dates:** 29<sup>th</sup> to 30<sup>th</sup> JUNE 2021

### **Two days training programme for the project personnel at the centre**

On 29<sup>th</sup> and 30<sup>th</sup> June 2021, two days of orientation for the project personnel was conducted at the Mashal Head Office, Patna. In this training programme, 15 resource persons and 5 unit in-charges participated.

A brief review of the activities was conducted by the Mashal Director. The participants responded on points like no. of girls participating in each of the activities, the impact of the activities on the girls, their parents and the village community as well as the challenges faced. For further improvement of the project activities, in the subsequent sessions, training was given about how to teach literacy and numeracy during the weekly classes. A suggestion has come to focus more on those tolas where no children are going to school. Hence the resource persons need to learn how to use joyful methods of teaching those children.

### ***Following topics were discussed during the first session.***

- Importance of Language Learning,
- Balanced Language Learning method
- What is oral language development?
- Why is oral language development necessary?
- Oral Language Development Strategies and Activities – Discussion on Story and Other Tasks
- Oral Language Development Strategies and Activities – Discussion on Pictures and Their Experience on any event.

### **Outcome of the session:**

- At the end of the session participants learned about the importance of language learning. Through language one can gather information on any subject, get the knowledge from any source, have confidence to express their own opinion, views etc. in any debate or discourse, express their opinion critically and logically, analyse any statement, express their agreement or disagreement on any issues etc.

- They learned decoding and making meaning of letters, words, and sentences.
- They gained knowledge about language developmental process in any human being from childhood to adult.
- They learned how to conduct classes on storytelling, activities before storytelling, during storytelling and after the storytelling, raising open ended and close ended questions.
- They learned how to conduct the sessions using pictures or experiences of the children on any event, and to raise open ended and close ended questions.

*The second session* was on recognition of words, decoding, and developing print sense.

**Outcome of the session:** The participants learned the processes of teaching to recognise words, decoding process, and the print sense. They became aware that best way to teach alphabets is to ask children to tell some words that they know and then start teaching letters of that words. It will connect the children with their familiar world and learning.

*The third session* was on developing awareness of sound and why it is necessary.

**Outcome of the session:** The participants learned how to teach the children to recognise the sound of sentence, words and letter and the importance of it in language learning. Every sound can be written in any language and any language writing can be spoken. They became familiar with important steps to decode letters, words, and sentences using TLM, Grid card, Letter Card, Action song, storytelling, plays and games.

*The fourth session* was on what is reading, steps of reading, and strategy of reading with understanding.

**Outcome of the session:** Participants learned about the concept of reading. They understood that writing notes of any language can be read only when there is understanding of that language. It means recognition of letters, words and understanding of that language is necessary for reading with understanding. Participants learned many steps and strategies to teach the concept of reading and improvement of reading. Loud reading, shared reading and guided reading are helpful in teaching process of reading.

*The sixth session* was on writing skill. Open discussion was held on what the elementary level of writing should be, different level of writing and strategies to learn writing.

**Outcome of the session:** Participants learned about the skills required for writing, expressing your point of view in written words. It involves being able to write in a systematic and logical manner. They learned that it is necessary to develop two types of skills for writing:

- I. Basic Writing Skills
- II. High level and creative skills

They learned to develop writing skills. In the elementary classes the children themselves start writing their own words in a creative and accurate manner. This requires a balance between both basic and creative skills. While basic language skills do not require much attention once they are mastered, the development of higher-level writing skills continues throughout life. But the development of high-level writing skills does not happen on its own. Language learning works best when children could use language for meaningful purposes. Therefore, from the very beginning, there is a system of systematic teaching of basic writing skills as well as high level writing skills to the children.

Background of the language, knowledge of vocabulary, sentence structure, drawing conclusion, visualising presumption, sound, and print awareness of letters, and decoding play an important role in writing. Free writing, Shared writing, Guided writing are helpful in teaching process of writing.

*The sixth session* was on the Basic arithmetic, Arithmetic in daily life, Arithmetic in primary classes, Concept of numbers (From Tangible to Intangible)

*The Ninth session* was on the Concept of Addition, Subtraction and the Concept of Carrying forward and borrowing in calculation.

**Outcome:** The participants were capacitated with the knowledge to teach students innovative way by using Teaching Learning Materials.

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### **Half Yearly Meeting of Project Personnel**

On 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> December 2021, half yearly meeting of the resource persons and Sisters in charge of the Units who conducted the training in the villages was conducted. On the first day of the meeting each group presented their reports with photos. Reports included the details of girls attending the training: their names, names of parents, Aadhar Card Number, and educational status. Their learning level was tracked by listing the girls into different groups: those who are able to write or read two letters, four letters, and those able to read given words fluently etc.

After the reports were presented, Sr.Prabha conducted the evaluation of the project activities. The staff were asked to write down characteristics that we expect in a well-managed project; role of the parents, community leaders, school authorities, project personnel and beneficiaries. They had to rate these characteristics in a scale of one to ten by looking at the way our project is being implemented. The entire exercise was enjoyable and very revealing. It showed that lot more commitment was required from the parents and school authorities towards promotion of education of children. The resource persons also need to be more punctual and creative so that the girls who are enlisted in the program attend all the activities.

On the second day (08.12.21) the teaching techniques for language development that was introduced in the first training in June was repeated. Few more innovative and systematic ways of teaching was introduced. It was noticed that the staff are not preparing the lesson plans for the weekly lessons as decided. The girls are given text books that were donated by Unicef. These books are being used for teaching literacy and numeracy to the girls.

On the third day (09.12.21) inputs were given on teaching mathematics using the Teaching Learning Materials (TLM) like beads and sticks for counting, addition, and subtraction.

In the afternoon components of Mashal's Policy on Prevention of Sexual Exploitation and Abuse (PSEA) was explained to the staff. All the staff signed the code of conduct formed under the policy.

The meeting ended with a short evaluation of the proceedings of these 3 days. The staff returned to their places with more enthusiasm to carry out their responsibilities.

Photos of the Orientation and review meeting with Resource persons and Project staff given below:



## Case studies of girls who continued education despite odds in their lives



1. Suman Kumari, Father – Late Rajendra Manjhi, Mother – Dhuli Devi Kunwar, Village – Musahar Tola, Baira, Panchayat – East Nautan, Block – Nautan, District – West Champaran, is a resident of Bihar. They belong to the lowest caste group called Musahars. Even now they are considered to be untouchables. They are landless agricultural labourers. Suman Kumari has two brothers and two sisters. She is the eldest of the children in her family. When Suman was studying in the fifth standard, her father passed away. After the death of her father, Suman her siblings and her mother, became destitute. Suman dropped out of studies and started working in the fields with her mother to make a living for them. Suman had to face such harsh realities of life at the age of 11.

When a survey was conducted in Baira Musahar Tola by the Sisters of Notre Dame, through the Unit Pragati Rural Development, the personnel of the organization met Suman. A meeting was organized by the institution in the same village, in which the importance of education was discussed, due to which Suman became interested to study. She started coming every day to study at the centre run by the institution and started studying diligently. Now she reads her books and understands it too. She also brings her siblings with her to the centre every day and teaches them too.

Girls like Suman are hope to their families and communities.



2.Chandravati Kumari,  
father- Lal Babu Ram,  
mother- Malti Devi, is a  
resident of village- South  
Laxmipur, Raxaul, West  
Champaran. Her age is about  
10 years. She spends her  
time helping mother in



household chores, taking care of younger siblings, grazing goats, and playing with children of her age in the remaining time. Education had no place in her life. She was enrolled in local government school, but she did not go to school. No member of his family is educated. No member of her family understands the importance of education.

When awareness creation was conducted in the village, she was motivated to the centre. Along with other children of the village she started coming to the centre. In the beginning, she was not interested in studies. But after coming to the centre, she was impressed by the interesting way of teaching and started coming to the centre every day and learning what was taught. In an interesting and enjoyable way, through activities, stories, poetry, and other teaching-learning materials, she instilled in her a passion for studies. Solving maths questions boosted her courage and instilled confidence in her. Earlier in class she could not speak anything. But given opportunities to speak in the classroom and encouraged to speak, her ability to speak grew and she is now ahead in answering.

Her passion for studies has helped her to learn a lot. Now she has started reading letters, and words. Gradually the attitude of her family too changed, and they started supporting her in studies. Now even her mother does not engage her in household chores. And the necessary materials for reading and writing are also supplied by her parents. Her parents are now ready to teach her and will help her to study for as long as she wants. The story of Chandravati is a positive example for the other girls.



3. Pallavi Kumari is a class 5 student. Her village is in Kanana, Panchayat - Harnahi, Block - Raxaul, District - East Champaran. Her mother's name is Jamati Devi and father's name is Pramod Shah. Apart from household chores, her mother also works as a laborer. Father drives an auto rickshaw. This is their only source of income. They do not have agriculture land. She has two brothers and three sisters. She is younger than one brother and two sisters.

Tola meeting was organized to raise awareness about education in this village. On the occasion of Girl Child Day, music, speech program and life skills training were given. Due to the meetings and various programs, the awareness about the education of girls, parents, guardians increased. Now they send their girls to school on time every day.

Pallavi was weak in studies earlier. She knew only letters but could not read words. Earlier she did not even go to school. Impressed by the awareness programs, Pallavi also started going to school every day and started studying diligently. She also started coming regularly to the centre conducted by the Sisters of Notre Dame. As a result, her level of knowledge increased. Now she can read and understand the words. She can write words of dictation. She has started studying at home also. She wants to become a nurse and serve the sick.

4. Jyoti Kumari is a student of class-6, Government Senior Secondary Middle School, Kanan. She is eleven years old only. She is a



permanent resident of Ward No-7, Panchayat- Harnahi, Block- Raxaul, District- East Champaran. Her mother's name is Anita Devi and father's name is Dinesh Baith. Her father is a labourer. The only source of her family's livelihood is the income of her father's daily wages which is just enough to meet the basic needs of the family.

She has two sisters and two brothers. One brother is older than Jyoti Kumari, the rest are younger than her.

Although Jyoti attends regular school, she only knew the alphabet of Hindi. She was shy and was hesitant to speak or keep her views/opinion in class. Earlier she was very weak in studies.

During the awareness creation meetings for the mothers, people were made aware of changing lifestyle, importance of education, cleanliness etc. Apart from this, a program was organized on Girl Child Day, in which songs, music, drama, speech etc. were presented by the children and positive messages were transmitted in the society. As a result of which children, girls, parents became aware and started sending their children to schools regularly. They started to understand the rights of their children and became conscious of their responsibilities.

Jyoti started visiting school and the centre run by the organisation regularly. She was encouraged by the interesting curriculum and activities of the centre, and she started studying diligently. Gradually she started reading words and sentences too. Influenced by the activities other than the curriculum, her shy nature also changed. Now she started talking openly to everyone and can keep her point in front of everyone. Apart from studies, she also pays attention to cleanliness. She completes the work on time which is assigned or given to her. She motivates her friends too to attend school regularly.