

Completion Report of the Project “Continuation of Learning and Mainstreaming Out of School Students in Gahiri, West Champaran and Sheikhpura district”

Funded by: UNICEF



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1. Summary:

The COVID-19 pandemic that began in January 2020 changed the course of history. The total lockdown to curb the spread of the pandemic affected all the areas of public and private life. One of the worst affected was educational systems. Online educational programmes were introduced to continue the education but it could be accessed only by those who had access to the digital devices. Those who were irregular to school and out of school too were further denied of the Right to Education. Though the pandemic didn't affect children physically, the mental health of the children was adversely affected as they were deprived of socialisation with peers and outdoor activities.

To address these concerns of the children of the deprived communities, Unicef supported a project titled, "Continuation of Learning and Mainstreaming Out of School Students in Gahiri, West Champaran and Sheikhpura district" (Proj.Ref. IND/PCA2018359/PD2020974) from September 2020 to December 2021 with a total outlay of Rs.86,96,958.00 in which the grant from Unicef was Rs.78,53,158.00 and CSO Contribution of Rs.8,43,800.00. The project was implemented in 15 hamlets of Nautan Block of West Champaran Dt. And 30 hamlets of Sheikhpura Dt., Bihar. The project had components to teach school going children as well as those who are irregular, dropout and Out of school through mobile learning Centres and Bridge Course Centres, motivation of parents to promote higher education of girls, interface meetings with service providers, Sports Day and Academic Competitions, celebrations of Children's Day and Teachers Day and Flood Preparedness training. The teaching learning material was provided by Language and Learning Foundation (LLF), New Delhi. LLF trained the village level animators to teach using the TLMs introduced by them. The training was conducted online and offline in a phased manner.

The project assisted 1302 girls and 868 boys in the age group of 06-12 to attain basic literacy and numeracy and continue with the lessons taught online by BEPC through the mobile learning centres. The Baseline data showed that not many children knew to read and write but the final assessment as shown in the report shows that majority of those who attended the Centres have achieved proficiency in reading and writing both Hindi and Maths.

The attendance at the Centres and in the schools showed 80% improvement. 171 girls in West Champaran Dt. and 420 girls in Sheikhpura who were not in school were enrolled in school as result of motivating parents and children as well as interface meetings.

The project had to face challenges such as the lockdown imposed due to the second wave of Covid, agricultural seasons of planting and harvesting when the children are forcefully taken to the fields by parents to help out or to take care of the younger siblings, panchayat elections and festivals that interrupted the daily functioning of Learning Centres. But the commitment of the project staff, the engaging TLMs and involvement of parents and guidance of Unicef team helped the project to achieve the objectives.

2. Duration of the Project: The project was implemented in two phases. The first phase was from September 2020 to July 2021 and the second phase from September 2021 to December 2021. The first phase was implemented in two parts, in Nautan, West Champaran it was initiated in the month of September 2020 and in Sheikhpura January 2021.

3. Target Group(s):

Location	15 villages (12 tolas of Musahar Community in Nautan Block of West Champaran Dt.) and 06 Villages in Ariari Block (5 tolas of Musahar Community) and 24 villages of Sheikhpura Block (17 tolas of Musahar Community) under Sheikhpura Dt.
Number of children	600 children in West Champaran and 1200 Children in Sheikhpura Dt.
Age of students	06-14 years
Classes	01 to 08
Educational Status	Dropout, Out of School, Irregular and regular school going children.

4. Objectives of the Project:

- Following are the objectives of the project-
1. To enable the children of the marginalised communities have access to education.
 2. To facilitate age-appropriate learning students of the marginalised.
 3. To reduce the digital gap of the children of vulnerable communities.
 4. To make learning joyful and engaging for the dropout and out of school children
 5. To involve the parents in education of the children
 6. To continue education of the school going children during lockdown

5. Program Outputs

5.1. Program Output – 1: E- learning facilitated for students aged 06-18 in 45 Centres

MLRCs (Mobile Learning Resource Centres) were conducted using vehicles that were furnished with TV (size 43”) speakers along with the library books and TLM. These were taken to the villages. Using a pendrive the Facilitator who went in the vehicle, displayed the lessons that were aired by BEPC in collaboration with Unicef on Doordarshan Channel during school closure. 30 episodes of sections upto class 8 were taught to the students. The facilitator helped to explain further and make the children understand and learn the lessons. Since the e-learning materials were creatively done, the children could concentrate for long time. Timing of MLRC

was 4 hours during lockdown and two hours after schools reopened. The classes were conducted once in 15 days in every tola.

Challenges: Finding a suitable place to station the vehicles and conduct classes in the hamlets of Musahar communities and to gather children during harvesting time.

ACHIEVEMENT:

- 668 students (Girls - 442 and Boys - 226) in 15 tolas of Nautan Block in West Champaran district attended the MLRC classes.
- 1502 students (Girls - 860 and Boys - 642) in 30 tolas attended the MLRC classes.

For details about the number of children in the MLRCs see ANNEXURE 1:



Students attending e-lessons in MLRCs.

5.2. Program Output 2: Learning is facilitated for OOSC and school going children in the Non-residential Bridge Course Centres in 15 tolas

In the tolas of Musahars and few Dalit tolas while some children were dropouts, others were irregular and regular. A survey done in 2018-19, had showed that their knowledge of basic literacy and numeracy was very low. One could find children who could not read and write fluently even in High School Classes, a major reason sited to be the cause of high rate of drop out. This was due to the poor quality of teaching in Government schools. Hence our first approach was to enable children from age 06 to 12 learn to read and write Hindi and Maths upto the level of class III.

The success of the NRBCCs was the TLM developed by Language Learning Foundation (LLF), New Delhi, engaged by Unicef who developed the TLM, trained the village animators in both the districts and conducted assessments and gave timely guidance. The classes were conducted in Bridge Course Centres everyday for four hours during lock down days and in the morning two hours and after two hours after the schools reopened. According to the score secured by the students in the baseline study, they were divided into two groups, Group A and B. Students also used to sit groupwise for their classes.

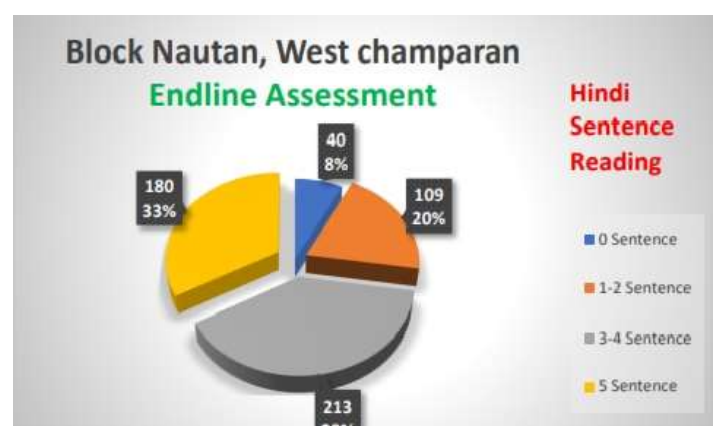
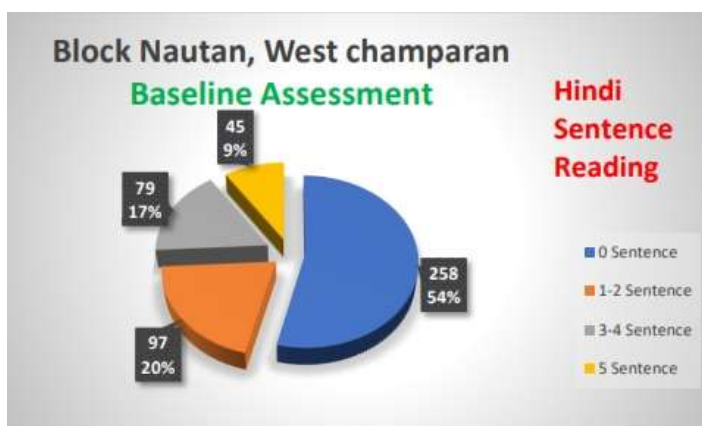
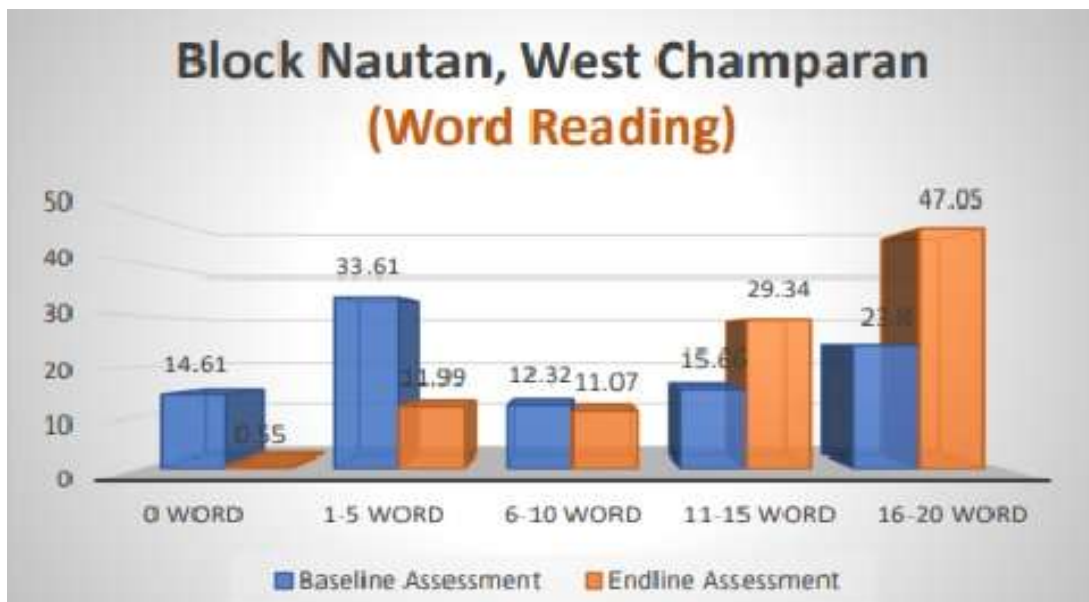
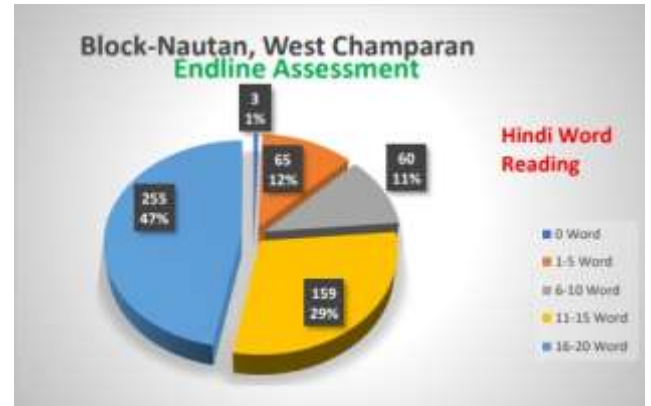
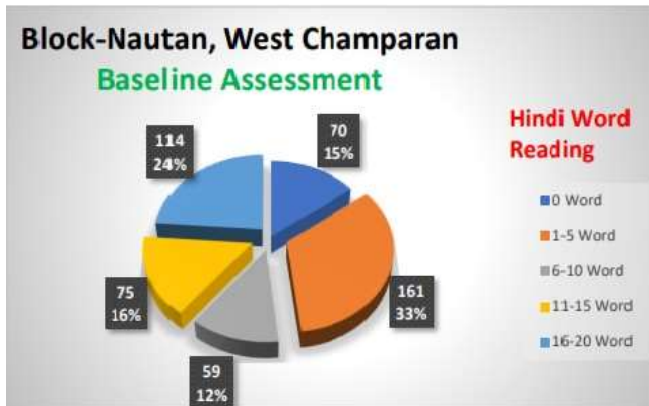
Beginning classes with physical exercises, use of action songs, rhymes, and storytelling in the beginning, during and at the end of the classes helped the children enjoy the learning. Workbooks with demonstrations and pictures, story books, rhymes, letter cards and letter charts were used to help children learn Hindi and Ganitmala, Tilli Bundle and Number cards and Charts were used to teach numeracy.

The Supervisors, Project Coordinators and Project Manager constantly monitored the Centres and guided the animators to follow the methodology introduced by LLF and took demo classes whenever possible. The monitoring team met with the parents on a regular basis and encouraged them to send children regularly to the Centres. A District wise WhatsApp group of all the staff was created. The animators used to post photos and videos of the classes in this group which was reviewed by the monitoring team on a daily basis and feedback was given. Thus we can say that the success in this project can be attributed to all these factors.

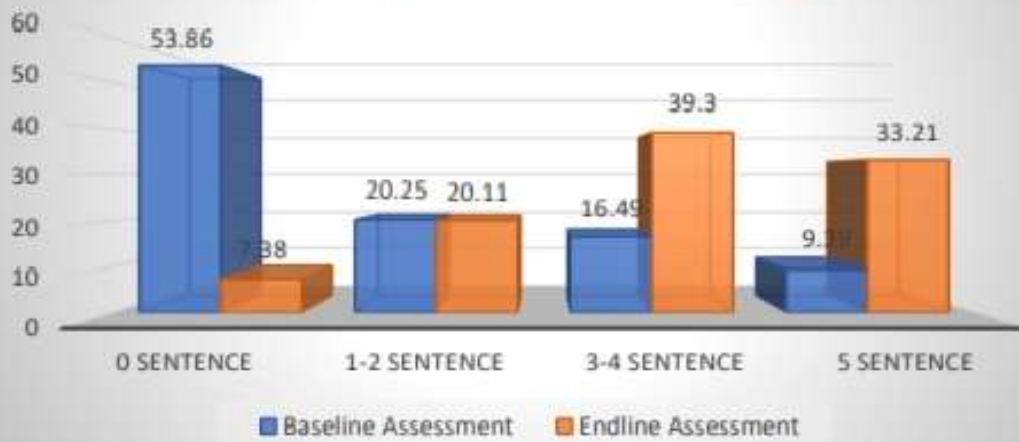
- Total 653 (Girls- 430 and Boys- 223) OOSC, dropouts, regular and irregular students attended NRBCCs in 15 centres West Champaran Dt.
- Total 1203 (Girl- 696 and Boys- 507 and) OOSC, dropouts, regular and irregular students attended NRBCCs in 30 centres in Sheikhpura Dt.

See detail in ANNEXURE 2

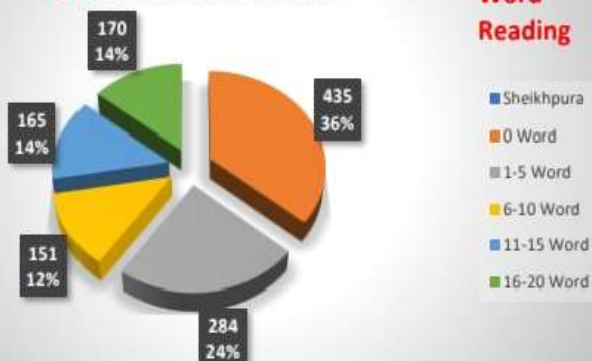
Progress in Learning of the children in given below:



West Champaran (Sentence Reading)

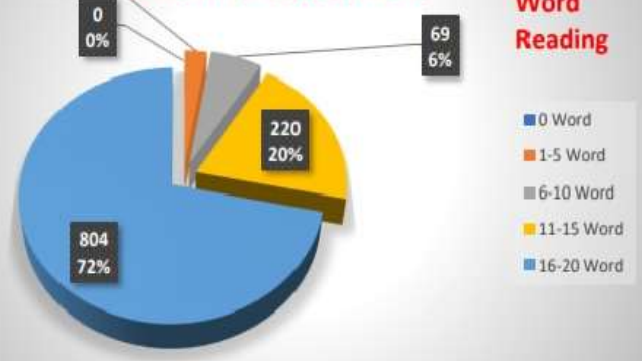


Sheikhpura Baseline Assessment



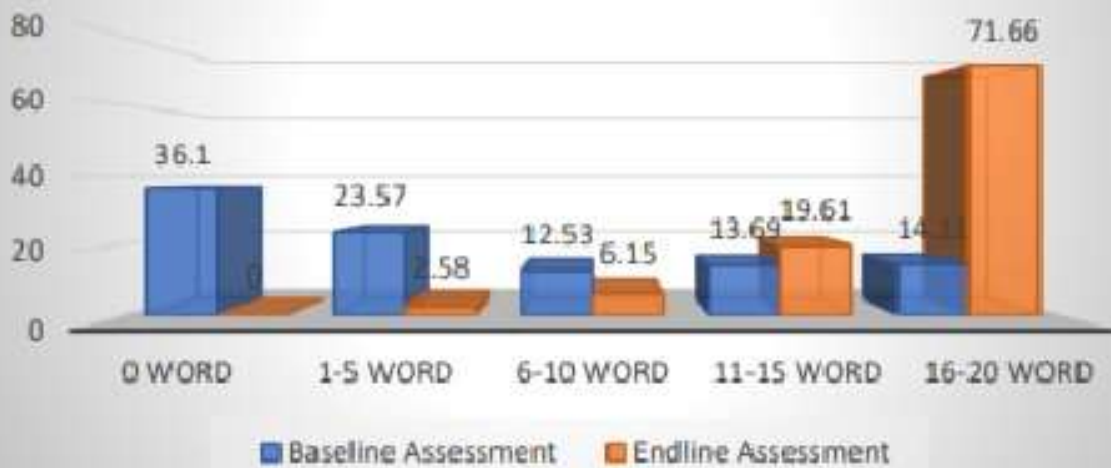
Hindi Word Reading

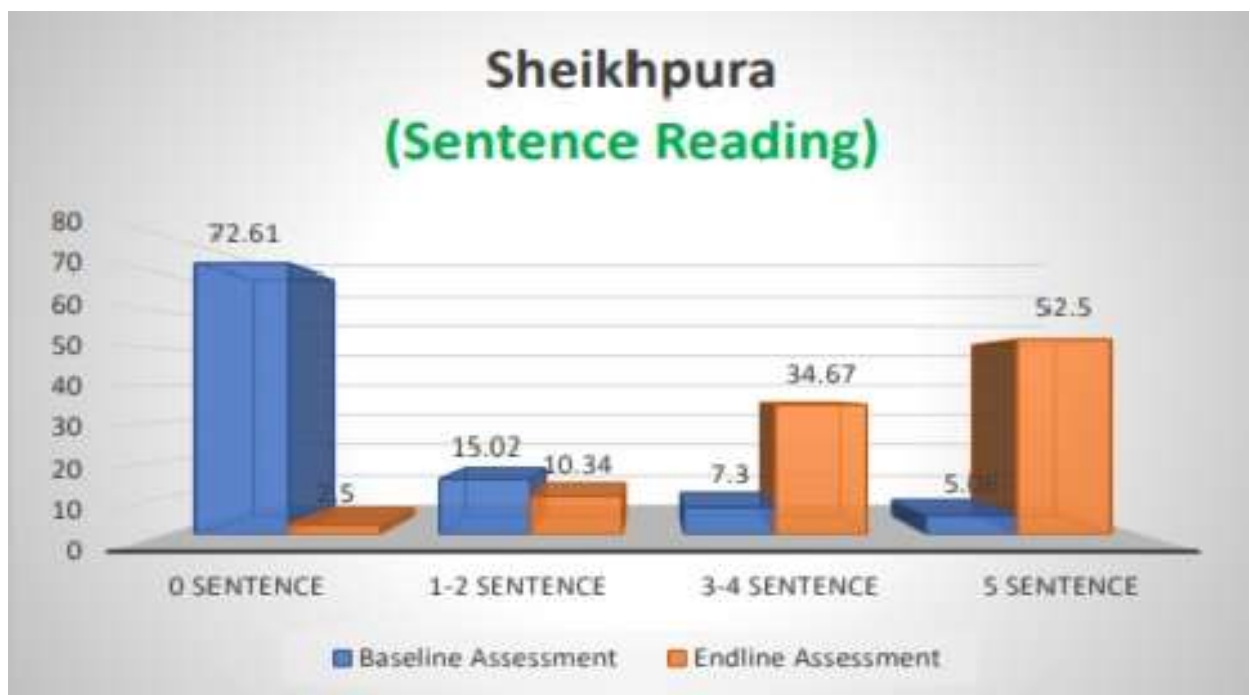
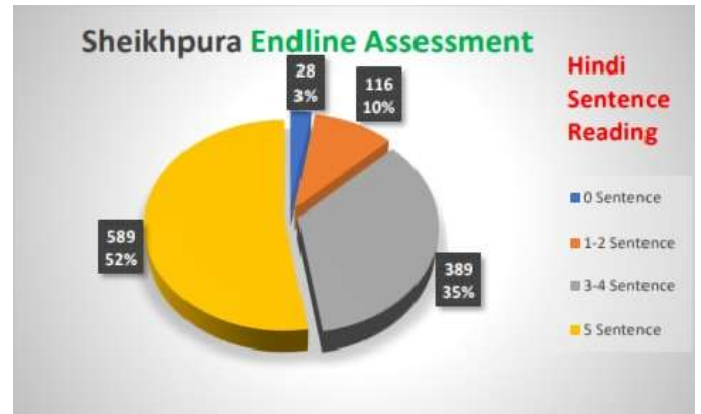
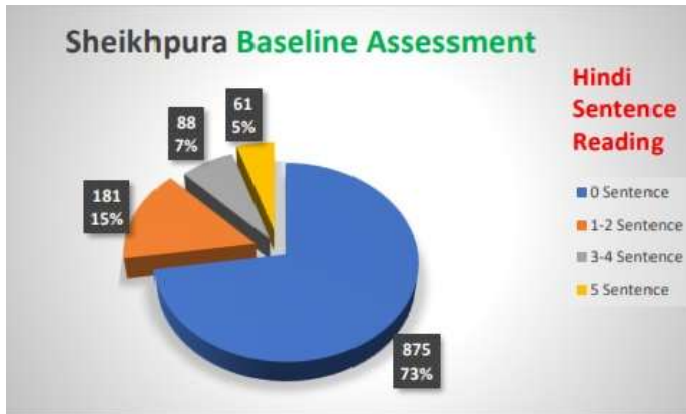
Sheikhpura Endline Assessment



Hindi Word Reading

Sheikhpura (Word Reading)





Students in NRBCCs



5.3. Program Output 3: Parents and elders participate in the awareness creation seminars on the value of girl children and importance of their higher education

Awareness creation seminars on the value of girl children, the importance of their higher education, gender based discriminatory practices and other challenges faced in the functioning of both MLRC and NRBCCS used to be conducted with the help of animators after finishing the MLRC class by the facilitator. Motivational films “Shiksha”, “Muskan” and “Hath se Nikal Jana” were shown after the MLRC program to promote the objective of promoting higher education of girls. Apart from these discussions, facilitator used to hold informative sessions on Right to Education, Sukanya Samridhhi Yojana, Balika Samridhhi Yojana, Beti Bachao Beti Padhao, and the adverse effects of child marriage and child labour etc.

No. of Participants:

West Champaran	475 women and few men
Sheikhpura	910 women and few men

Outcome:

- Parents became aware of the protocols of pandemic Covid 19, importance of the education especially of girl children, adverse effects of illiteracy, child marriage and child labour etc.
- Most of the mothers used to send children to the Centres regularly and on time.
- About 600 Girls who were not enrolled in schools or had discontinued classes were readmitted or enrolled in schools.
- 24 girls who had dropped out after class VIII took admission in BBOSE and wrote examination.
- In Gahiri village of West Champaran, the illiterate mothers came forward to learn to read and write
- In West Champaran, 17 girls took admission in residential school for Mahadalits run by Nari Gunjan in Danapur, Patna funded by Mahadalit Commission of Government of Bihar.

See more details in ANNEXURE 3



Mothers participating in Awareness Creation seminars in West Champaran and Sheikhpura Districts.

5.4. Program Output 4: Parents participate in the interface meeting with NRST team and strengthen “transitional Schooling”

In the first phase the Interface Meetings in West Champaran district was held in the quarter of October to December 2020 and in the Sheikhpura district it was conducted in the quarter of January-March 2021.

In the second phase it was conducted during the quarter of October- December 2021 in both districts.

Topics of Discussion: The topics of discussions during the meeting were:

- re-admitting the dropout students, OOSC and irregular Students in the schools when the schools reopened after the lock down period,
- sharing information about NRST centres as well as motivating parents to send students regularly to the NRBCCs.
- take help of the officials and representatives to address the issues emerged at the centres,
- to seek assistance in opening Bank accounts of the children so that the money given by Government for scholarship, dress, books, MDM etc. could be deposited directly into the account and
- to make Adhar card of the students who do not have it till now.

Participants: BEO, KRP, Govt. School Teachers/Headmaster/Principal, Tola Sewak, Vikas Mitra, Mukhiya, Ward Members, Anganwadi Sewika, ASHA, Core Committee Members, Parents of the children, and villagers participated in interface meetings.

Outcome

- In all the meetings the participants promised to help to get the students admitted or re-admitted to the nearby schools as well as assured cooperation for the smooth functioning of the NRBCCs.
- Parents became aware of the roles and functions of officials and representatives in resolving the issues in context of the education of their wards.
- Parents became aware of the rights of their children for education sought to knowhow to access the fund being sent by the government for dress, books and of other provisions.
- The officers provided clear information regarding the rules and regulations of bank accounts; to open accounts in the name of every student or change the account number if there are more than three children.
- The officials and representative promised to help in getting the benefits of Govt. schemes to all the children.
- According to the project 10 girl children from every centre had to be selected and admitted in the NRST centres operated at nearby school. After holding the interface meeting around 1000 girls have been selected for joining NRST Centres from West Champaran and Sheikhpura districts, but no centres are operating/functioning in the project areas. So, the girl children were admitted in the nearby school under back-to-school campaign in first phase of the project.

See detail information in ANNEXURE 4



Interface meetings in West Champaran and Sheikhpura

5.5. Program Output 5: Mothers/parents & community members participate in training in social security schemes and income generation programmes

The mothers of almost all the children are members of the Self Help groups being animated by Mahila Shikshan Kendra in Sheikhpura and Pragati Rural Development Centre in West Champaran Dt. Many of these women have also joined the women development programme animated by Jeevika, supported by Government of Bihar. The Project staff conducted animation sessions with the mothers to inform them about various schemes as well as to disseminate information on how to get apply and follow up to benefits from the schemes.

Govt. Schemes such as Pradhan Mantri Mudra Yojana, Ayushman Bharat Yojana, Pradhan Mantri Awas Yojana, Right to Education, Sukanya Samridhi Yojana, Balika Samridhi Yojana, Beti Bachao Beti Padhao, safeguarding guidelines of Covid-19, Atal Old age pension, Scholarship for students, schemes for promotion of rural livelihood activities, Schemes available through NABARD, and Jeevika program were introduced to the women.

Outcome:

- People became aware of the schemes and some of them approached the concerned offices



for availing them.

- Guidelines were provided by the supervisors and helped with filling up the application forms.
- 302 person got Job Cards and MANREGA in West Champaran
- 138 mothers of students got Rs.12000/- each to buy goats under Jeevika Programme in West Champaran
- 11 families got ration cards with which they can get free ration in West Champaran
- 156 mothers are engaged in income generation activities in Sheikhpura

Participants: Mothers and few youth of the communities.

5.6. Program Output 6: Flood Preparedness Training:

North Bihar is a flood prone area causing huge damage to crops and affecting over 30 lakh population. Nautan Block of West Champaran, is one of those Blocks that gets flooded every year. While most of the aspects of loss and destruction is covered by media and government hardly any attention is paid to the effects the annual floods have on the physical and mental health of children.

In order to ensure safety and wellbeing of children during flood, awareness creation training was conducted on 29 October in Bishambharpur and on 30 October in Shyampur Kotraha, of Nautan Block, West Champaran Dt. Training focussed on the following points;

During training following guidelines were discussed:

Preparation before flood:

- Arrangement of dry food (Satu, Bhunja, Chura)
- Build houses on higher place
- Raise the height of handpumps
- Keep boats ready for emergencies
- Arrange for emergency medicine.
- Request the Block Development Officer to make high places by filling soil.
- Keep torches, matches, filled gas cylinder in stock.
- Necessary papers such as land documents, children's book copies and school documents be kept in a safe place after wrapping with plastic sheet.

Preparation during Flood

- Keep your belongings in a safe and secure place
- Shift elders, children, disabled people, and cattle to higher places.
- Use sticks for support while going to unknown places in water.
- Inform the NDRF team
- Always use boats for travelling
- Living with your family in a higher place

Post-Flood Preparation:

- Before going back to the house, it has to be cleaned well.
- Spray any insecticides or kerosene where there is water logging.
- Bleaching powder should be put near the well.
- Public places like schools etc. should be cleaned.
- Drink boiled water.
- Use fresh food.

Participants: At Bishambharpur 77 women and 32 men and at Shyampur Kotraha 97 women and 17 men including Ward member, Vikasmitra, School Teachers, School Management Committee Members, and villagers made the training program successful with their v

Outcome:

- Villagers became aware about the preparedness during, after and pre flood situation and what safety measures must be adopted. They also came to know about the roles and responsibilities of the Govt. officials and public representatives during flood.

6. Extra-Curricular Activities:

The following extra-curricular activities were held during the project period for the students of NRBCs in both the districts:

6.1. Constitution Day:

Constitution Day was observed at every centre on November 26th to develop patriotic spirit among the students. During the function organized on the occasion, the children sang patriotic songs, gave speeches and recited the Preamble of the Indian Constitution. They were made aware of the important values enshrined in the Constitution i.e., Justice, Liberty, Equality, Fraternity, and the dignity of the individual.

6.2. Republic Day

Republic Day was celebrated in all the NRBC centers on the 26th of January 2021. Functions



were organized by the animators with the help of the supervisor and the Facilitator. The villagers, local leaders and PRI members participated in the function. The celebration was marked by flag hoisting, speeches, cultural programs, and sweet distribution. It was a wonderful opportunity for the children to become aware of the importance of the Republic Day.

6.3. International Women’s Day 2021

The International women’s day was celebrated in two different places at West Champaran. The mothers of the students were invited for the special day. The theme of the day was “Leadership role of women in the family and in the society for an equal future”. Fr. Seraphim, Mr. Praveen, Sr. Pushpa, Sr. Anupama and Mr. Hari Paswan spoke to the mothers on the importance of education of the girl children as well as on some of the existing social evils and how to stand together to fight against it through education of the girl children. Attractive cultural program including dances and skit on the theme was presented by the children of different centers and animators and same was appreciated by the women.

6.4. Teacher’s Day Celebration:

Teacher’s day was celebrated in all the Centres to appreciate & honour the role played by the teachers in the life of the students. The programme commenced with prayers, introduction of the programme, and explaining the life of the Dr.Radhakrishnan followed by dances, poems, speeches, slogans and drawing competition. Prizes were given to the winners of competitions.

Participants:

- In West Champaran total 654 students (221 boys and 433 girls)
- In Sheikhpura total 1097 students (447 boys and 650girls)



6.5. Sports Activities:

In second phase of the project, sports day was conducted in all the Centres. In some Centres, the Sports was conducted for the students of that Centre only while in some places the children of adjacent tolas came together. It was indeed an occasion for the children and parents to have a day of fun and for children to recognize and develop their abilities. There were sports items and games such as passing the ball, pot breaking, rope pulling, running race, chain race, sack race, spoon race, and many more which the children enjoyed. Winners of the competitions were awarded prizes.

Participants:

- In Nautan, West Champaran total 669 students (224 boys and 445 girls)
- In Sheikhpura total 1019 students (439 boys and 580 girls)



6.6. Celebration of Gandhi Jayanti:



All the Centres celebrated “Gandhi Jayanti” on 2nd October 2020. The programme commenced with songs by the students to pay tribute to Gandhiji. This was followed by speeches on the legacy of Mahatma Gandhi by some students. Animators in their speeches enlightened the audience with the relevance of Gandhian principles in modern times. The programme concluded with the song *“Vaishnav jan to tene kahiye je peer parayi jaane re.....”*.

6.7. International Girl Child Day:

International Girl Child Day, 11 October, the NRBCCs organised various activities to press for girls’ rights and to speak for the challenges faced by them in the society. The objective of the celebration was to increase awareness on the importance of girl’s higher education, their health and nutrition. Some cultural programmes and speeches by children marked the occasion. The programme organized on the occasion increased awareness about the gender inequality and that gender equality can help create an equal future of the girls. They also highlighted the fact that the girls are the epitome of strength, love, sacrifice, and courage. The programme shed light upon various schemes like “Beti Bachao Beti Padhao” to empower girls for their sustainable development and to end all kinds of discrimination towards them. Valuable participation of parents and villagers on this occasion made the programme successful.



6.8. Literacy Day:

To draw attention of the communities on the importance of being literate, the Literacy Day was observed in the month of September at every centres. The students presented slogans and delivered speeches spreading the message to educate more and more people. They also made the audience aware that education plays a vital role in curbing poverty, establishing gender balance and growth for all. The animators emphasised on education as the foundation stone to build a sustainable future for all. They appealed to all the villagers to focus on achieving total literacy and overcome the challenges that the communities face in this matter.



6.9. Children's Day:

Facilitators, Supervisors, and the programme coordinators greeted the children on this special day of the children. To highlight the importance of the day some impressive and informative cultural programme was organized for the day under the guidance of the animators. The parents were reminded of their duty towards bringing up their wards to attain their potential.

On 13 November Children's Day was celebrated at campus of Mariya Ashram, Sheikhpura with all the children and animators of all the 30 NRBCCs. The chief guest of the program was District Education Officer, Mr. Ranjit Paswan. Mr. Pankaj Kumar from Bihar Education Project, Sister Udaya, Vice Provincial of Sisters of Notre Dame, Mr. Praveen Kumar Madhu Project Manager, and Rev.Fr. Augustine, Parish Priest of Sheikhpura along with hundreds of parents participated in this program. The children from all the centres were presented cultural activities and made the day enjoyable and memorable for all.

Participants:

- At Nautan, West Champaran total 660 students (208 boys and 452 girls)
- At Sheikhpura total 1119 students (474 boys and 645 girls)





6.10. Academic Quiz:

Academic quiz was conducted in both districts after much preparation. General knowledge questions from different subjects were used for the quiz. Following are the details of winners:

- At Nautan, West Champaran total 90 students (34 boys and 56 girls) won the quiz and were awarded with prizes.
- At Sheikhpura total 450 students (178 boys and 272 girls) won the quiz and were awarded with prizes.



7. Staff Training:

Training and Orientation of the project personnel on Teaching-Learning methodology was conducted twice during the project.

For the project in West Champaran District 15 village animators, 1 Supervisor, 1 Facilitator and 1 Project Coordinator and 1 Programme Manager for both Districts were appointed soon after the approval of the Project. Since the project had to begin from September in West Champaran Dt., the staff had training from September 21st to 26th to teach the students from the book “Chirag”.

Capacity building training was imparted to the team by Language and Learning Foundation (LLF), New Delhi, at both the districts West Champaran and Sheikhpura, in 3 phases. The first phase had 5 days training, 3 days in 2nd phase and 5 days in the 3rd phase. The training focused on learning process of foundational literacy, numeracy, uses of study materials, TLM and assessment (group formation/group promotion, lesson plan and continuous tracking of learning progress of children), developed by LLF.



See ANNEXURE 5 for more details

8. Assessment:

Regular assessment to monitor the progress in learning was an integral part of the project. Initially baseline assessment was done of all the students. In the course of the project, two assessments were done; one in first phase and second at the end of the second phase. Workbooks were another method of regular assessments to measure the learning level of the students. According to their performance, the animators were helped to guide the children, particularly the weak ones

For more details see ANNEXURE 6

9. Training on Policy on Prevention on Sexual Exploitation and Abuse (PSEA):

One day training on PSEA was conducted for the staff at the end of the staff trainings.

Mashal has a policy of zero tolerance towards SEA. All employees and related personnel of Mashal are expected to always uphold the highest standards of personal and professional conduct, and to provide humanitarian assistance and services in a manner that respects and fosters the rights of beneficiaries and other vulnerable members of the local communities.

The organization holds mandatory trainings for all personnel on the organization's SEA policy and procedures and the training includes

- definition of SEA (that is aligned with the UN's definition).
- prohibition of SEA and
- reporting of allegations, investigation, and referral of survivors

10. Back to School Campaign:

The objective of the campaign was to achieve the goal of education for all children in the age group of 6-14 years. The Bihar government had launched Praveshotsav, a State-wide campaign to get students back to school in the State. The campaign was launched in March 2021. The campaign had morning assemblies, rallies, and door-to-door marches to connect with young people. Rallies were organized by the project staff in almost all the tolas where the NRBCCs are functioning in which children holding posters on right to education marched through the villages shouting slogans on the need of education. The parents and PRI supported the rallies. Many of our students were enrolled in schools after this campaign.



s11. Project Management:

11.1. Planning, Monitoring, Evaluation and Documentation

Mashal Director, Project Manager, Coordinator and Supervisors were monitoring the functioning of both the MLRC and Bridge Course Centres round the clock. In both the districts, a WhatsApp group was created. The animators had to daily upload a photo of their class and video of one of the activities. Apart from the direct field level monitoring, the monitoring team studied the videos, appreciated the learning by the students and suggested improvements. The district level coordinators and supervisors regularly visited the Centres, verified the use of TLMS at the Centres, participated in the meetings of the Core Committees and provided help to improve the teaching learning exercises and motivated children for regular attendance. During the monthly meetings, the lessons plans were verified. Animators who were doing well in teaching took demo classes for the team, thus helping each other.

11.2. Monthly meeting of the staff

Monthly meetings with the staff were conducted to assess the activities performed by the staff at the Centres as well as to assist them with the teaching mechanism as per the training provided by the LLF. In these meetings the animators had to present report of the progress of the students, difficulties faced and together they planned for the month ahead.

11.3. Monitoring Visits

Project Coordinators based in Gahiri and Sheikhpura made regular visits to the Centres with Project Supervisors. They personally observed the activities of the centre, checked lesson plans and workbooks of students. They regularly met with the parents and core committee members to address the problems of irregularity of students, non-cooperation of the parents with the animators etc.

Program Manager visited both units every month and evaluated the activities, teaching methodology, and performance of the teachers and students and provided needed guidance to follow the TLM provided by LLF. He also visited the Centres to monitor and evaluate the project activities.

The Director of Mashal monitored the project through regular contact with the team over phone, what's app group, and Google Meet. She evaluated the progress of the project by assessing the activities at its implementation level. She visited to the project villages during every quarter and inspected the documented activities at ground level.

11.4. Monitoring Visit by UNICEF Team

The management of Mashal, the project staff and students are grateful to the UNICEF team who visited the project villages in both the districts. They have given valuable feedback for further improvement of the project. The Spot check was conducted by the UNICEF Finance team at Mashal Head Office and feedback given for improving the functioning.



The Visit of team from Unicef Office, Patna to the Project site in Sheikhpura

12. Processes adopted in the project

- **Identification of the target communities:** In both the districts Mashal has been working on women empowerment since many years. We already had village level data regarding the educational status of children of the Dalit and Musahar communities. We chose those villages that were of the Musahars and Dalits for intervention.
- **Community Mobilisation:** We approached the children and communities through the local administration and Community Based Organizations (CBOs) like SHGs. We organized tola level meetings to create awareness regarding rights of children for education and the project components. A Core Committee consisting of the elected Ward Members, representatives of SHGs and parents were formed to facilitate and to monitor the project at ground level.
- **Monthly meetings of Core Committees** were held regularly to get feedback as well as to help keep the parents and children motivated to continue attending classes.
- **Regular family visits by Animators:** Animators regularly visited the homes of the students who were not regular to classes. In some tolas the animator upon reaching the place needed to go around and call the children. But regular visit of the animator to the families and to the tolas helped to build rapport and keep the children and parents motivated. It is very common for the parents to send children to graze goats or pick up grains of paddy, wheat or potato during harvest season and catch fish during monsoon.
- **Interface Meetings:** Interface meetings with the headmasters and teachers at local Government Schools, locally elected members of PRI, School Management Committee members, Core Committee Members and students were held in every Centre. In these meetings the parents and students shared the difficulties that they face like discrimination based on caste, poor quality of teaching, lack of toilets and seating facilities in schools etc. The service providers promised to do their best to solve the issues and requested the parents to send the students regularly to the school in uniforms and with required textbooks. As a result of the interface meetings, most of the students particularly of Musahar communities were admitted to schools.
- **Village level Celebrations and Observance of important days**
- The days of pandemic caused much emotional distress to the children as they were not engaged in any creative activities. Most of the days they had to restrict themselves to their one room house. The frustration of parents who couldn't find work to feed the family was much to handle for the family and often expressed as impatience to the children. Hence celebrations were organized with cultural activities, games, paintings, drawings, etc. Days like Republic Day, Independence Day, Girl Child Day, Gandhi Jayanti, Teachers' Day, Literacy Day, Children's Day, Environment Day, Earth Day, Child Rights Day etc. were observed with some activities. Every Centre organized Sports Day and various competitions. All of this provided opportunities for children to relax and creatively spent their energies. For the community too these were joyful occasions when surrounded by the gloom of fear of pandemic looming large over them.

13. Feedback and learnings

- The TLM supplied by LLF and the training given to the animators with inbuilt weekly assessment tools were systematically designed and had inbuilt tools for monitoring the animators and students.
- The pedagogy adopted in the curriculum made the learning interesting and engaging for the students. It helped them to understand the concept and learn rather than just repeating.
- LLF also introduced a different seating arrangement of children according to the learning level of students. It helped to maintain discipline and the animator could focus more on the weaker children.
- The success of the project also shows that involvement of the parents and rapport between the animators and the parents played a significant role in the regular attendance and influenced the learning of the children.
- Most of the parents of the Musahar communities are at work during the entire day. They need their children to look after their younger siblings. Most of them are not able to spend 6 hours of the day in the school. The compact curriculum of shorter period was found to be suitable for them.
- Children of Mahadalit communities are very sensitive to caste based derogatory behaviour of the other caste groups. The animators who work with them should be very mindful of this factor and should show respect and treat them with dignity.

14. Community participation, response, and recommendations

The project is well appreciated by the community. This is the first time they experienced their children being taught with commitment and love for them. They appreciated the interest of the animators who went to their tolas in all weather, collected the children, taught them and even accompanied them to school.

They were very pleased with the methods used to teach such as stories, rhymes, games, cards, charts, Ganitmala, tilli bundles, TV etc. It was a unique experience and many of the parents too used to come and sit to watch the lessons on TV.

Community participation was ensured through Community mobilisation in the beginning and whenever non-cooperation was experienced community meetings were arranged and matters

were discussed, and they cooperated. They were part and parcel of the project because the daily classes were being conducted in the tola itself.

Every month, in every tola, Core Committee meeting was organized in which mostly mothers participated. They were involved in selecting the venue for both MLRC and Bridge Course Centres.

Interface meetings were also mediums for community participation. The community learned of the various schemes of government and discussed with them about issues such as caste discrimination, denial of admissions in school, non-availability of rations etc.

The community's response is very positive and encouraging in most places. But in some places, poverty is so much that they want children to help out with grazing goats, collecting firewood, catching fish, collecting fallen grains and potatoes. During harvesting time, the landlords take all the people of the tola by tractor to their field for harvesting. Since that is the only time they can earn paddy for their food, we cannot stop them. But mostly the communities are very appreciative.

Their recommendations are that similar teaching should continue in Government schools. There should not be any kind of discrimination based on caste. Continue to teach these children in the villages until they can read and write fluently. The atmosphere in some communities is violent in the evenings due to alcoholism and fights. Many children particularly girls feel disturbed and insecure with such issues. Parents of many girls shared that though they would like to send their girls for higher studies, they cannot keep grown up girls at home for the fear of being misused by boys and men of upper castes. Hence there is a silent pressure to marry them off at a very young age. The older the girls, the more dowry they have to pay. So, many parents would want to get them married earlier to avoid paying a high dowry. These are challenging realities that perpetuate the vicious cycle of poverty. But the ray of hope are few enlightened parents who send their children to Kasturba schools and other hostels for higher education. We are hopeful that even if all the girls who study in our Bridge School Centres, do not continue their education, they will make a difference in society when they become mothers.

15. What children say

Children are very appreciative of the opportunity they received to continue learning especially during lockdown days. Children of the Musahar tolas shared that they often experience rejection from the teachers in schools. But here at MLRC, they feel comfortable. The TLMs that are used for teaching are interesting and enjoyable than the repetitive learning that they do in the schools. Many shared that they were unable to recognize letters nor write though we were studying in class 3 and 4. But now all of them have learned to read and write. On being asked what they enjoyed most they told that they enjoyed the rhymes, action songs and games. Before we used to feel shy and frightened to stand in front of the class, but now feel confident.

Mashal is grateful to UNICEF, for this great opportunity to continue this remarkable project to reach out and to continue the classes with those children who otherwise would not have learned anything during this entire lockdown and unlock period.

Submitted by

Chinnamma

Chinnamma KC
Secretary, MASHAL

Secretary
Mashal

Annexure 1

Centre wise number of students of MLRC in Nautan, West Champaran are given below

SL. NO	Name of the center	Girls	Boys	Total No. of student
1	Kotraha Harijan Tola	42	15	57
2	Kotraha Dusad Tola	30	21	51
3	Kotraha Musahar tola	31	11	42
4	Bahuwarwa musahar Tola	33	11	44
5	Dhagad Tola	27	16	43
6	Gahiri Mantola	22	23	45
7	Telhua Harijan Tola	31	7	38
8	Maduwaha Musahar tola	19	21	40
9	Dabariya ward no. 5	27	16	43
10	Dabariya ward no. 6	20	19	39
11	Baikunthwa Dusad Tola	24	13	37
s12	Bankatwa Ambedkar Nagar	34	11	45
13	Khaira Musahar Tola	33	22	55
14	Baira Musahar Tola	40	5	45
15	Sota Musahar Tola	29	15	44
Total		442	226	668

Centre wise number of students in MLRC in Sheikhpura are given below:

SL. NO	Name of the Center	Girls	Boys	Total Number of students
1	Pachna	30	20	50
2	Khorampur	28	22	50
3	Augil	26	24	50
4	Puraina	37	13	50
5	Chunnipur	22	28	50
6	Mandna	25	25	50

7	Devle	30	20	50
8	Pain	31	19	50
9	Firangibigha	24	26	50
10	Akauna	24	26	50
11	Gunhesa	27	23	50
12	Kare	36	15	51
13	Kariho	37	13	50
14	Pathraita	22	28	50
15	Mahadevnagar	25	25	50
16	Eksari	34	16	50
17	Gagaura	42	8	50
18	Manipur	29	21	50
19	Purankama	19	31	50
20	Budhauri	29	21	50
21	Chade	25	25	50
22	Katnikol	39	11	50
23	Latkana	23	27	50
24	Barui	26	25	51
25	Mandro	23	27	50
26	Daudpur	33	17	50
27	Ranka	31	19	50
28	Bajidpur	26	24	50
29	Makdumpur	20	30	50
30	Jamalpur	37	13	50
Total		860	642	1502

Annexure 2

Centre and group wise number of students in NRBCCs are given below:

Group wise number of students at Centers at Nautan, West Champaran						
SL. NO	Name of the Center	Group	Boys	Girls	Total	Total Number of students
1	Kotraha, Harijan tola	A	10	29	39	55
		B	5	11	16	
2	Kotraha, Dusadh tola	A	13	27	40	50
		B	8	2	10	
3	Kotraha, Musahar tola	A	8	26	34	40
		B	3	3	6	
4	Bahuarwa	A	7	30	37	43
		B	3	3	6	
5	Dhangad Tola	A	14	26	40	41
		B	0	1	1	
6	Gahiri, Mantola	A	16	20	36	45
		B	7	2	9	
7	Telhua, Harijan tola	A	2	23	25	35
		B	2	8	10	
8	Maduwaha, Musahar tola	A	17	12	29	40
		B	4	7	11	
9	Dabariya, Ward No. 5	A	13	17	30	43
		B	3	10	13	
10	Dabariya, Ward No. 6	A	12	15	27	39
		B	7	5	12	
11	Baikuthwa Dusadh tola	A	8	14	22	37
		B	5	10	15	
12	Vankatwa, Ambedkar Nagar	A	5	22	27	43
		B	6	10	16	
13	Khaira, Musahar tola	A	21	28	49	55
		B	4	2	6	
14	Baira, Musahar tola	A	4	26	30	45
		B	1	14	15	
15	Sota, Musahar tola	A	15	26	41	42
		B	0	1	1	
Total			223	430	653	653

Group wise number of students at Centers, at Sheikhpura						
SL. NO	Name of the Center	Group	Girls	Boys	Total	Total Number of students
1	Pachna	A	24	14	38	40
		B	1	1	2	
2	Khorampur	A	25	15	40	40
		B	0	0	0	
3	Augil	A	14	10	24	40
		B	5	11	16	
4	Puraina	A	26	8	34	40
		B	5	1	6	
5	Chunnipur	A	18	19	37	40
		B	0	3	3	
6	Mandna	A	13	19	32	40
		B	4	4	8	
7	Devle	A	19	12	31	40
		B	6	3	9	
8	Pain	A	20	13	33	40
		B	5	2	7	
9	Firangibigha	A	12	12	24	40
		B	7	9	16	
10	Akauna	A	17	17	34	40
		B	2	4	6	
11	Gunhesa	A	17	12	29	40
		B	4	7	11	
12	Kare	A	18	6	24	40
		B	8	8	16	
13	Kariho	A	24	11	35	40
		B	4	1	5	
14	Pathraita	A	13	11	24	40
		B	6	10	16	
15	Mahadevnagar	A	14	13	27	40
		B	7	6	13	
16	Eksari	A	18	11	29	40

		B	7	4	11	
17	Gagaura	A	20	7	27	40
		B	11	2	13	
18	Manipur	A	16	12	28	40
		B	9	3	12	
19	Purankama	A	15	13	28	40
		B	3	9	12	
20	Budhuli	A	17	13	30	40
		B	4	6	10	
21	Chade	A	13	11	24	40
		B	4	12	16	
22	Katnikol	A	26	3	29	40
		B	7	4	11	
23	Latkana	A	13	16	29	40
		B	6	5	11	
24	Barui	A	13	9	22	40
		B	10	8	18	
25	Mandro	A	16	13	29	41
		B	2	10	12	
26	Daudpur	A	20	5	25	40
		B	10	5	15	
27	Ranka	A	11	15	26	40
		B	4	10	14	
28	Bajidpur	A	10	10	20	40
		B	12	8	20	
29	Makdumpur	A	11	15	26	40
		B	4	10	14	
30	Jamalpur	A	15	13	28	42
		B	12	2	14	
Total			677	526	1203	1203

Annexure 3

Awareness creation seminar on IGP Programme

Awareness creation seminar on IGP Programme in West Champaran			
Date	Village/ Centre	Participants	No. of Participants
01.10.2021	Vankatwa	Mothers	30
02.10.2021	Bahuaarwa	Mothers	33
04.10.2021	Maduwaha	Mothers	36

05.10.2021	Kotraha Musahar Tola	Mothers	31
06.10.2021	Baira Musahar Tola	Mothers	32
07.10.2021	Dhangad Tola	Mothers	30
08.10.2021	Mantola	Mothers	34
09.10.2021	Dabaria Ward-5	Mothers	33
12.10.2021	Dabaria Ward-5	Mothers	30
13.10.2021	Kotraha Harijan Tola	Mothers	30
16.10.2021	Telhua Harijan Tola	Mothers	31
18.10.2021	Khaira Musahar Tola	Mothers	32
19.10.2021	Sota Musahar Tola	Mothers	30
20.10.2021	Baikuthwa	Mothers	32
21.10.2021	Kotraha Dusadh Tola	Mothers	30
Total			474

Awareness creation seminar on IGP Programme in Sheikhpura			
Date	Name of village	Participants	No. of Participants
02-10-2021	Guhesha	Mothers	27
02-10-2021	Akauna	Mothers	27
02-10-2021	Makdumpur	Mothers	36
04-10-2021	Mandro	Mothers	29
04-10-2021	Puraina	Mothers	37
05-10-2021	Kare	Mothers	23
05-10-2021	Finangebigha	Mothers	40
06-10-2021	Latkana	Mothers	31
06-10-2021	Manipur	Mothers	27
06-10-2021	Chare	Mothers	28
07-10-2021	Pain	Mothers	26
07-10-2021	Devle	Mothers	33
07-10-2021	Budhauri	Mothers	32
07-10-2021	Mahadevnager	Mothers	31
08-10-2021	Khorampur	Mothers	36
08-10-2021	Kariho	Mothers	34
09-10-2021	Augil	Mothers	26
11-10-2021	Eksari	Mothers	32
18-10-2021	Daudpur	Mothers	30
19-10-2021	Barui	Mothers	36
21-10-2021	Pachna	Mothers	33

21-10-2021	Jamalpur	Mothers	38
22-10-2021	Purankama	Mothers	32
23-10-2021	Chunnipur	Mothers	30
25-10-2021	Bajidpur	Mothers	40
26-10-2021	Gagaura	Mothers	36
26-10-2021	Mandna	Mothers	33
27-10-2021	Ranka	Mothers	34
29-10-2021	Katnikol	Mothers	33
30-10-2021	Pathraita	Mothers	30

Annexure 4

Details of Interface Meeting

Interface Meeting at Nautan, West Champaran				
DATE	VILLAGE	Number of Participants		
		Female	Male	Total
25.10.2021	Khaira Musahar Tola	23	12	25
25.10.2021	Baira Muasahar Tola	25	9	34
26.10.2021	Sota Musahar Tola	29	6	35
26.10.2021	Baikunthwa Dusad Tola	21	11	32
27.10.2021	Dabariya ward no 5	28	7	35
27.10.2021	Dabariya ward no 6	28	6	34
28.10.2021	Dhangad Tola	26	7	33
02.12.2021	Kotraha Musahar Tola	27	5	32
02.12.2022	Kotraha Dusadh Tola	24	9	33
03.12.2023	Vankatwa Musahar Tola	32	5	37
04.12.2024	Telhua Harijan Tola	26	13	39
06.12.2025	Maduwaha Musahar tola	30	10	40
07.12.2026	Kotraha Harijan Tola	21	12	33
11.12.2027	Mantola and Bahuarwa	114	73	187
Total		454	185	629

Interface Meeting at Sheikhpura				
Date	village	Number of Participants		
		Female	Male	Total
22.10.2021	Kariho	30	1	31
22.10.2021	Jamalpur	28	2	30
23.10.2021	Mahadevnager	31	1	32
25.10.2021	Devle	22		22
25.10.2021	Pain	25	6	31
26.10.2021	Firangebigha	39	7	46

26.10.2021	Kare	25	1	26
27.10.2021	Akauna	34	1	35
27.10.2021	Gunhesha	23	9	32
28.9.2021	Gagaura	38	2	40
28.9.2021	Daudpur	33	3	36
29.10.2021	Latkana	24	14	38
29.10.2021	Manipur	37	3	40
30.10.2021	Bajeedpur	21	1	22
30.10.2021	Mandna	34	9	43
18.11.2021	Makdumpur	35	2	37
18.11.2021	Badhauri	33	1	34
19.11.2021	Pathrita	27	1	28
19.11.2021	Khorampur	29	3	32
20.11.2021	Purankama	24	7	31
22.11.2021	Bauri	26	5	31
22.11.2021	Pachna	27		27
23.11.2021	Katnikol	30	1	31
23.11.2021	Ekshri	27	2	29
24.11.2021	Chande	23	1	24
24.11.2021	Abgil	24	3	27
25.11.2021	Puraina	29	3	32
25.11.2021	Chunnipur	28	2	30
26.11.2021	Mandro	8	17	25
26.11.2021	Ranka	26	1	27
		840	109	949

Annexure 5

Report of Training for Project Staff by LLF

Report of First Round of Training for Project Staff by LLF

Training and Orientation of the project personnel on Teaching-Learning methodology:

The 5 days training of animators and 1 day orientation of Supervisors and Facilitators was conducted for capacity building on teaching- learning methodology in foundational literacy and numeracy, based on the curriculum and materials developed by Language and Learning Foundation, New Delhi.

❖ 1 day orientation of Supervisors and Facilitators:

For enhancing the capacity of Supervisors and Facilitators to carry out their responsibilities to achieve the objectives of the project, orientation program was conducted on 19th February 2021 for the project Supervisors & Facilitators of West Champaran and Sheikhpura district

During this orientation program, the monitoring mechanism to provide support to centres ensuring quality and timely implementation of project and deliverables was introduced. After discussion with Supervisor and Facilitator it was decided that their main role in project are as follows:

- Regular classroom observation to ensure optimum quality of teaching-learning practices in the classroom and maintenance of documents upto date. They will conduct demo the sessions for animators who required support.
- Provide on-site support to animators based on findings during observation.
- Ensure regular monthly assessment and tracking of learning progress of every child and re-organize groups according to the learning achievements of children.
- Update the monitoring team of Mashal and LLF regarding the progress of the Centres during monthly review meeting.

❖ **5-day Training on Teaching-Learning Methodology to Animators:**

The objective of the training was to capacitate the Animators on teaching-learning methodology of foundational literacy & numeracy along with the tools & methods of tracking the progress in learning of children.

The Resource persons for the training were:

1. Mr. Anand Mishra and Miss Nidhi Kazi at Nautan, West Champaran.
2. Mr. Ajay Kumar and Mr. Ramratan Kumar at Sheikhpura.

Training Session:

Day 1 (20/01/2021): On the first day following topics were covered:

- What is reading
- Reading with understanding = Recognizing the written words + understand the meaning of written words.
- What is writing skill:

Classes could begin with the following activities in order to evoke the interest of the children in learning:

- a. Poem/Rhymes Recitation
- b. Discussion on pictures
- c. Initiation of discussion on any topics on the picture
- d. Establishing linkages with picture
- e. Various open-ended questions
- f. Storytelling and discussions on it

Day 2: (21/01/2021) On the Second day following topics were covered-

- Reading aloud (Use of big book)
- Systematic Decoding
- Importance of sets of letters
- Develop understanding on sub skills of Decoding – letter, maatra, blending and reading of words

- Practice on workbooks

Day 3: (22/01/2021) On the Third day following topics were covered-

- Understanding the Concepts of Elementary Mathematics.
- Number and calculation
- Development of Mathematical Abilities
- Pictures
- Pictures & symbols
- Addition and subtraction of one-digit numbers

Day 4: (23/01/2021) On the Fourth day following topics were covered-

- Place Value
- Addition without carrying forward
- Addition with carrying forward
- Subtraction without borrowing
- Subtraction with borrowing

Day 5: (24/01/2021) On the Fifth day following topics were covered-

- Understanding the functions of shapes, and measurement
- Shapes (Black board, Doors & windows, Wheel of cycles, Bread, Books & copies)
- Explanation regarding the group wise weekly plan of Mathematics
- Assessment and tracking of learning progress of children

Training Report

Three days training of animators (2nd phase) in West Champaran and Sheikhpura from 19th to 21st July & 23rd to 25th July 2021

Total No. of participants: 26 (W. Champaran) and 35 (Sheikhpura)

Resource Persons: 2

Objective of Training:

To build capacity of Coordinators and Volunteers on teaching learning process of foundational literacy & numeracy along with the tools & methods of tracking learning progress of children.

Training Session: The three days training was divided into two parts; first one and half day for Hindi and second one and half day for Mathematics.

Day 1:

The resource person started the session with formalities of prayer and then introduction of all participants and trainers including concerned project staff.

A revision of the previous training was conducted in the beginning of this training, recalling what was learned and what is being practiced. Six points of language development was again explained and what the animators are doing at Centres was reviewed.

The animators were given the teacher's guideline and were asked to note down the terms and points which they didn't understand.

All the participants were instructed to go through the Hindi Group A workbook in groups and after that prepare the weekly plan and present them.

After the group presentation the resource person carried on the discussion on चार खंडिय भाषा विकास and decoding to develop the understanding of participants.



Group work by participants

Which are as follows:

Oral Language Development

- Language development through classroom conversations/ discussions on pictures and picture posters/ storytelling and poem/rhymes recitation

Reading

- Read out by the teacher/volunteer.
- Read under the guidance of teacher and read independently by children.

Decoding

- Knowledge of letters and matras (वर्ण एवं मात्रा)
- Read with the words together with letters and matras.

Writing

- Writing letter and words
- Write own views or for express her/himself.

The resource person given homework for all the participants to prepare and to present the rhymes and stories (posters) which were provided by LLF.



Uses of Big book

Day 2:

The second day training session began with the presentation of rhymes and stories with action by participants.

Then all the participants were divided into groups worked on developing weekly plan for Hindi Group B workbook and presented demo sessions.

The resource person started Math's session with asking to solve a problem. That was यदि आपके पास 20 रुपये हैं और आपकी माँ एक दर्जन केला और 250 ग्राम चीनी बाजार से लाने को बोली। केला 11 रुपये दर्जन और चीनी 30 रुपये किलो है, तो दोनों सामान लेने के बाद आपके पास कितने रुपये बचेंगे?

Discussing on this example the Resource person said that most of the children understand operational mathematics. They only lack the knowledge of written language. So we should start working with their existing knowledge and not directly jump to counting, addition and subtraction etc. from books.

The session started with counting with the help of tili bundle and demo sessions were held on teaching place value of numbers using the 'tilli bundle'.

Participants were divided into groups and were asked to go through Math Group A workbook and prepare weekly plan for teaching.

After group presentation 2nd day's session ended.



Uses of tili bundle in counting and developing concept of Ones and Tens

Day 3: (22/01/2021)

On the third day the sessions focused on how to teach children place value, additions and



Group work on workbook

subtraction using 'tilli bundle'. Number of practical sessions were conducted during the day to make the animators familiar with the use of this TLM.

After giving inputs and demo sessions the participants were divided into five groups, Phase II Math Group B workbook was given for reading and to prepare weekly plan accordingly for 18 weeks.

Assessment and tracking progress in learning of children: Based on the weekly plan and the progress children has achieved in learning, the classroom activities will be conducted.

To track the regular progress of children every animator has to maintain on a monthly basis a learning tracker that is attached to the teachers' diary. The animators were told that all the documents related to children's learning must be maintained and updated at all centers.

Based on performance of the students in all the subjects, they can be promoted to group "B".

And at the end of the session the role & responsibilities of animators were discussed. The Supervisors have the responsibility to ensure proper teaching – learning processes in the Centres, as introduced during training.

Annexure 6:

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.

Annexure 7:

Case Studies

1. Poonam Kumari



Poonam Kumari had just returned from the field of the landlord, when she heard that a Bridge Course Centre is going to begin in her hamlet for teaching children. She had dropped out of school V last year. She had learned to read and write few alphabets in Hindi but could not read fluently, she recalls. Poonam Kumari belongs to village Maduvaha, P.O.Banaura, Dt.W.Champaran. Her mother is Bhagmati Devi and father is Phulena Manjhi. She has 4 brothers and 1 sister. Her parents are illiterate and works as agricultural labourers for their livelihood.

For generations they have been living in this hamlet working in the field of the landlords. With the meagre wages that they got they had to feed the 7-member family. They lived in one room hut. Money was never enough to buy dresses for the children or for their medical care. So, when Poonam and her brothers grew little bigger, parents were glad to have extra hands to earn a bit more to have food for everyone. They used to take them along when the tractors of the landlords came to their hamlets to take the labourers for planting, weeding, and harvesting of paddy, wheat and potatoes. Children used to collect the fallen paddy, potatoes and wheat from the fields and from the rat holes and fill few bags. The family could eat of it for a month at least. So when the staff of Mashal held meeting in the community and talked about children's right to education, the parents were puzzled. Though they desired that their children study and do well in life, the little earnings of the children helped the family meet their basic need for food.

Yet at the insistence of Poonam Kumari, the parents relented and allowed her to register her name at the Centre.

Poonam Kumari was studying in Middle School in Maduvaha. But dropped out in class V. She was not able to count numbers up to 100 nor could she recognize all the Hindi alphabets. She was a regular student at both MLRC and Bridge Course Centre. After 15 months of studying at the Centre, today she is able to read and write Hindi fluently and able to do sums in multiplication and subtraction. She is admitted in class VI in Middle School Dabariya. She wishes to study further and become a teacher.

2.



Pinki Kumari smiles today after reading a paragraph from the Hindi text book. She can read fluently and understand what she is reading. She says that though she spent five years in the local primary school, she was not even able to recognize the alphabet. But studying for about 15 months in the Bridge Course Centre of Mashal, she is able to cope up with the syllabus of class VI where she has taken admission now.

Pinki Kumari is the daughter of Smt. Gulabi Devi and Sri. Bhula Manjhi living in Vill. Dabariya, P.O. Mangalpur, Dt. West Champaran. She has 3 brothers and 1 sister. Her parents are landless agricultural labourers. She had dropped out in class IV as she was not learning anything in school. She used to go with her parents for work in the field or take care of household cores at home. Since she had already begun her life as a daily wage earner, she had no dreams for her life apart from getting married. But when Mashal began the Bridge Course Centre, her life changed and she began to have dreams for a life different from what she had resigned to. She was motivated to be regular to the Centre by the animator. Among the TLMs that helped learning most for Pinki were Ganitmala and tilli bundle. These helped her learn counting and do sums of addition and subtraction. She dreams of becoming teacher.

Her mother participates regularly in the awareness creation meetings held for the parents and is motivated to allow Pinki Kumari to study further.

3.



Pooja Kumari is the daughter of Kisravati Devi and Satan Manjhi of Vill. Dabariya Ward No.5, P.O. Mangalpur Gudariya, W.Champaran. She has 3 brothers and 3 sisters. Her parents are landless agricultural labourers like the rest of the people in her hamlet. Her parents and most of the siblings are illiterate.

Pooja Kumari had dropped out of school in class 111. But she joined the Bridge Course Centre that was begun in her tola by Mashal in September 2021. Though she used to be irregular to school while she was studying, she comes regularly to the Bridge Course Centres. She says that the animator teachers well using lot of TLMs like rhymes, charts and stories. Animator and other staff of Mashal treat all the children with respect and has good relationship with them. Lot of repetition is done through various activities. Such methods help her learn the letters and numbers easily and remember them later. Today she is able to read Hindi books. She used to think that she will never be able to learn. But today she says proudly that she can solve problems in addition and subtraction confidently. She is able to lead the group in singing the rhymes with actions and expressions. Her favourites are the poems and slogans which are used regularly at the Centre. She likes to develop more self confidence. Her ambition is to be a graduate and government employee. Her parents are very encouraging and are motivated to send her to continue her education in higher classes.



4. Name: Neha Kumari

Address: Village Abgil,
PO. Abgil, Korma, Sheikhpura, Bihar -
Father: Mr. Rampravesh Sao
Mother: Mrs.Lakho Devi
Age: 9

On the river bank a small village is situated where Neha Kumari lives with her family in Manjhi Tola. She is nine years old. Her father, Mr. Rampravesh Sao is a daily laborer. He gets very little wages in Bihar so he goes out of State to earn more money. Her mother stays at home. She takes care of her four children. She goes to work in other's field on daily wage basis. Her family condition is very poor. Parents are illiterate. Miss Neha Kumari was not sent to School. She had to look after her younger one at home while mother worked in the field. Her elder Sister goes to school. She is in class three.

Her younger sister is very small. One day the staff, Miss Demota and Laxmi Kumari from Mahila Shikshan Kendra, Sheikhpura visited her village. She was found playing with her friends on the road side. While the animators were talking with the child mother came from the field. They enquired about the education of the child. Mother said that her name was not enrolled in the school. Even if she goes to school she would not get anything. If she takes care her sibling's mother can work and feed them. The staff talked about the Rights of children and about the Bridge Course Center about to begin right in the village supported by UNICEF where children will be given all the learning materials free of cost. Listening to that her mother agreed to send her child to the Bridge Course Center at Abgil. Her name was registered in the center. When she joined she did not know how to read and write. After coming to the Bridge Course Center she learnt to write her name and her family members. The inter face meeting with the parents, teachers, local leaders helped the mother to understand the importance of education. She came to know the rights of children. She sends her child to the Bridge Course Center regularly.

Neha Kumari has improved in her cleanliness. The animator from Mahila Shikshan Kendra Sheikhpura got her admitted in Government Middle school, Abgil in class one. Now she is interested in studies. Her mother also sends her to the Bridge Course Center and school daily. The Teaching Learning Material has helped her to learn quickly. She is able to read the text with the help of flash cards, recite the poem. She has calculation with the help of number sticks. The lessons taught through television during MLRC has created an interest in her for studies. The story book helped to learn Hindi and improve the language. Learning and reciting poems has given her much confidence. She wants to study now by all means. She wants to be a teacher. But she needs follow up with coaching.

In the photo Neha Kumari is holding the number card 67.



5. Name : Ranvir Kumar
Address : Village- Purankama
Hathiwa ,Sheikhpura Bihar - 811105
Father : Mr. Anil Manjhi
Mother : Mrs. Fulwa Devi
Age : 10

Ranvir Kumar resides in Purankama village Sheikhpura Bihar. Here people live in different groups. He comes from Musahar Tola. The survey was conducted by the staff Prity Kumari, Mahila Shikshan Kendra Maria Ashram Sheikhpura. Parents wanted that their child should study. His parents told the animator that he used to go to school but because of Lock down he has lost the interest. They did not have sufficient money to buy a smart phone or TV to help him attend the

online classes. This was the same case in the entire tola. Though some parents were not very keen on educating their children, many were eager but the financial difficulties were such that no one could afford a smart phone or TV.

The animator explained about the MLRC and Bridge Course Centre. Ranvir Kumar registered his name in Bridge Course Center in Purankama and told the parents to send him every day. When he came to the center he used to come very untidy. He did not know to read and write. As the days passed he came to the center regularly and he developed interest in studies. In Hindi he has learnt to make words with the help of letter cards, and is able to read the words. In Maths, the beads with different colors helped him to learn counting fast. The MLRC programme helped him and his friends learn from the syllabus of class 1. They were eager to attend the classes as it was very enjoyable. There was no boredom of long hours of repetition. He enjoys saying aloud poems and rhymes with actions. His parents are very happy to see the change in him. Now he likes to go to school. He wants to become a teacher.



6. Name : Anjali Kumari
Address : Village Gagaura
P.O. Ariyari Sheikhpura Bihar -811105
Father : Mr. Mahesh Bind
Mother: Mrs. Saroj Devi
Age:10

Miss Anjali Kumari lives in a small village Gagaura Sheikhpura, Bihar. Her parents are very poor. They are five children; two brothers and three sisters. Her father stays in Delhi and mother is a house wife. All children are studying in government school. During lockdown days all the children were remaining idle at home. No one of them knew enough to help the others nor did they have the facility to attend the online classes. Like their friends, they were playing around all day or helped in the field.

A meeting was arranged in the village to discuss about the pandemic situation and the status of education of the children. Many of the parents shared that their children are playing around in the village all day. They did not have the means to send them for coaching or for attending online classes. The villagers gladly welcomed the concept of MLRC and Bridge Course Centre.

Thus Anjali Kumari registered her name at the Centre along with about 30 other children of the hamlet. When she joined she did not know read and write. Now she is able to write her name. Unlike in the Government School, the teaching learning material provided by Unicef helped in learning easily. With the help of letter cards she has learnt to make words, able to read small sentences. She is interested in studies and wants to become a teacher.



7. Name- Miss Chanchal Kumari
Address: Village Firangibigha ,PO Pain ,
Sheikhpura Bihar - 811105
Father :Mr. Kalyug Manjhi
Mother : Mrs. Gorki Devi
Age : 12

Chanchal Kumari lives in Firangibigha with her parents Mr. Kalyug Manjhi and Mrs. Gorki Devi. They have five children. Her father is a sickly man. He cannot do heavy work so he has kept few goats and manages the family. Her mother goes to the brick kilns. Whatever she earns she sends for her children. Both the parents are illiterate. None of their children were in the school. Chanchala Kumari was enrolled in the school but her mother had her taken to the brick kilns. So her name in the school was removed. She also had to look after sick father.

When we began the MLRC and Bridge Course Centre, she was registered and began to come daily to the Bridge Course Centre. She developed interest in studies. She enjoys using the letter cards and making words. She learnt to write her name by joining the letter cards. Her brother saw that she has interest for learning and asked to readmit her in the school. She was readmitted in the school through Mrs. Manju Devi an animator of Mahila Shikshan Kendra Maria Ashram Sheikhpura. The head master of the school did not want to readmit the child saying that she will drop out again. The animator talked to the Headmaster about the right of the child for education and convinced him to admit her. She goes to the school daily but not full time because she has to look after her sickly father. She has learned reading and writing well. She wants to be a good citizen.
