



Project Status
Report
on
*Enrolment of
2000 (OOSG)
Out of School
Girls*
Purnia, Bihar

SEPT 2022 - DEC 2023

Deepalaya Mansik Swasthya Evam Viklang Punarwas Sansthan

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1. Introduction:

Deepalaya M.S.E.V.P.S is a non-profit organisation based in Purnia, Bihar and founded in 1994. It was established only as a Health and Rehabilitation Unit under Nehru Yuva Kendra Sangathan, in 1991, under the leadership of Dr. A. K. Raman. Analysing the need of the hour, the then District Youth Coordinator Shri Z. A. Mian urged that this unit has the potential to cover a wider beneficiary base and therefore needs to establish itself as an independent social welfare organisation (NGO). In 1994, Deepalaya was established as an independent organisation and in 1999 it got its first recognition as a Non-government Organisation under Govt. of Bihar; with prime focus improving education, vocational and emotional needs for persons with disability and providing them care and rehabilitation. Deepalaya has been functional in the Purnia and nearby districts like Kishanganj, Katihar, Supaul and Araria for over 3 decades. Through the continuous efforts put in by the team, we have created a benchmark for ourselves in the upcoming future. With the needs arising, Deepalaya has expanded its aids and services towards women, adolescent, and girls by helping them advocate towards their basic needs for education and livelihood support. Deepalaya leverages community and government resources to create a broader and unbiased approach towards its initiatives. It partners with various government and non-government institutions and organisations, nationwide and overseas, to render its services across various landscapes. Over the past 29 years, it has established testimonies that justify our dedication towards creating a society where every individual is empowered and embraced.

Maitri Project, a one of a kind project that focuses on creating education needs for children, especially girls. The project is implemented with support and guidance from an overseas organisation - **Educate Girls US**. The project aims toward improving girls' enrolment, retention, and academic performance in government schools by leveraging existing community and government resources. Project Maitri is transforming the school system by engaging girl leaders, their communities, and the government. The key success factors have been leveraging the power of existing village committees, meetings, and PRI's.

Girls are often counted as some of the hardest to reach children. They face numerous barriers in their efforts to acquire formal education.

These barriers have been grouped into nine major categories:

- Social and cultural barriers
- Economic barriers
- Psychological barriers
- Institutional barriers
- Barriers caused by poor teaching-learning conditions in schools

- Barriers caused by family circumstances
- Geographic barriers
- Mental and physical barriers
- Barriers caused by armed conflict

Deepalaya has reached out to 65,600 households in over 144 villages across four blocks (Purnia East, Kasba, K. Nagar, and Dagarua) in Bihar's Purnia District. During the project's duration (Sept 2022- Dec2023), Deepalaya has enrolled 2121 OOSG (5-14 Years) in 136 schools across 94 villages.



2. Education Scenario in Bihar

Bihar is a large state in India, with a children population of 22,359 thousand, accounting for 11.79 percent of India's total population (1,89,593 thousand) aged 6 to 14 years. Bihar is home to nearly every 12th child in India, aged six to fourteen. In addition, Bihar is home to 93,459 (6.19%) of the total 15,09,136 schools covered under UDISE 2020-21. Without Bihar achieving the status of universal school education, India would be unable to reach the goal, which requires determined efforts to complete the unfinished assignment. Bihar, like other Indian states, has gradually moved towards universalization. With a little effort, it can quickly achieve the aim of universalizing basic education, which would eventually benefit India.

According to the Samagra Shiksha Report Card-Bihar Enrolment 2020-21 - "Primary enrolment is inconsistent with highest 15.88 million in 2011-12 & the lowest 11.23 million 2005-06. In the latest 2020-21, it was reported to be 13.73 million. Goal of universal enrolment in the state is still far out of reach, concerted efforts are required at upper primary level of education as the Gross Enrolment Ratio (*GER*) in 2020-21 is reported to be 83.2 percent. Enrolment Ratio at the Hr. Secondary level is as low as 34.78%."

Bihar has achieved significant progress in terms of schooling infrastructure and school-based universal school education. However, the objective of universal enrolment remains a faraway dream, as evidenced by many factors analysed in the Samagra Shiksha State Report Card for 2020-21. One of the most significant issues that the state continues to face is the quality and trustworthiness of its educational data, particularly enrolment numbers, which are very variable. The rapid ups and downs in enrolment make determining enrolment trends difficult, especially in the elementary and upper primary levels of education. As a result, the different enrolment ratios being discussed is no longer valid in assessing the state of school education in India.



International legal obligations: Under international human rights law children hold civil, cultural, economic, political, and social rights. These rights are formally guaranteed in international legal instruments, such as the Universal Declaration of Human Rights, International Covenant on Civil and Political Rights (*ICCPR*), and

International Covenant on Economic, Social and Cultural Rights (*ICESCR*) – and other core instruments. These provide several protections for children.

India is a party to the CRC and is required to ensure that CRC provisions and principles are fully reflected and given legal effect in its domestic legislation.

The CRC advocates several rights of all children, as mentioned ahead:

1. the rights to access health care and education;
2. to social security;
3. to birth registration;
4. to the right to protection from: arrest and detention, except as a means of last resort;
5. Protection after separation from parents; and
6. The right to special protection and assistance when deprived from a family environment. All children also have a right to be protected from economic exploitation, hazardous labour, and violence.

Rationale- Dropout Situation (Purnia)/Problem Statement

Purnea is a backward district often referred to as the Kala-a-pani of Bihar. It is also a disability specific district having the largest number of the divyangjan in any one district of Bihar. Poor socio-economic conditions, low per capita income, less opportunities of livelihood generation make Purnea a vulnerable district to many angels. The data availability of students in Purnea district is very sketchy. From various sources, we have collected some data and can conclude the following:

Demography:

1. The proportionate population of boys and girls is (17%) and (16%) respectively.
2. Sex Ratio: 2011:930, also high MMR among females due to teenage motherhood.
3. Distribution of population: Total student population (Std I -XII): 885000, Total girl student population: 368000 (41.58%) (Rounded figure)

Health:

1. Malnutrition prevails among the students, especially girls.
2. Age-specific mortality is 3 and 3.4 respectively for boys and girls.
3. The % of students married before is 18 in Bihar (71%) (NFHS Report)
4. Fertility Rate: NFHS I say 36% of married adolescents in the age group of 13 to 16 are already mothers or are pregnant with their first child as are 64% of those in the 17 to 19 age group. (CSO, 1998)

Education:

1. Education and Literacy % by Census 2011: 52.49 (Total), 61.09 (M), 43.19 (F)
2. The dropout rates in classes I to X is around 37%.

3. 40% of students feel difficulty concentrating on their studies and 37% fear exams and failure.
4. 73% and 56% students felt it tough to talk to their parents and friends respectively about their problems.
5. The Gross Enrolment Ratio (GER) has increased remarkably. The Pupil teacher Ratio (PTR) is yet to be improved. Dropout rates year wise, level wise and with relations to gender needs attention. Maximum drop out is seen in Std. IX and X. The ratio difference of dropout between boys and girls is negligible.
6. The gender parity index, Inequality indices and redistributive gender status mapping is difficult for non-availability of data right now.
7. That Purnea falls in the child labour zone of Bihar and poor socio-economic conditions, child labour economics, labour contractors, child trafficking for labour and other abuse is commonly seen.
8. Covid-19 has furthered the drop out data of the district. This has been reported in various governmental and non-governmental reports.
9. The situation of drop out girls is much worse as they are tempted and trafficked by various antisocial elements in the name of labour but engaged in different exploitative work, beginning from agricultural labour to domestic labour and sold in brothels of different cities of India for physical and sexual abuse.



Labour:

Major sectors of drop out and out of school children working in are the following:

1. Pan, Bidi and Cigarettes selling Construction Domestic Workers
2. Spinning/ Weaving Fisheries and Makhana Processing Brick-kilns, Tiles
3. Dhaba/Restaurants / Hotels Auto work shop/Vehicle Repair Carpet-making
4. Begging Crime and offences others

Importance of Education:

Women who have gone to school are 50% more likely to immunise their children. Over the previous 25 years, gains in female education have accounted for over 40% of worldwide hunger reduction.

Girls' education benefits both the community as a whole and the individual woman.

According to UN and World Bank data:

- Educating females decreases birth rates and family size by one for every four years of schooling.

- Family health increases, while infant mortality decreases; educated moms are 40% more likely to immunise their children.
- Literacy rates rise in subsequent generations, since educated moms are five times more likely to educate their children.
- Regions stabilise as violence and extremism decrease.
- Each additional year of schooling increases family and national income by 10%.
-

Many communities have female youngsters who are difficult to reach and hence miss out on the advantages of education. This is particularly prevalent in tribal areas and among the scheduled castes. Deepalaya works with the government and local communities to provide great education and self-development opportunities for girls in four Purnia District blocks through a programmatic strategy.

It is well researched that educating a girl has a ripple effect, impacting health, population control, school enrolment and the potential to earn. Education enables girls to make informed decisions and most importantly, live healthy and productive lives.



Maitri Team-Purnia conducting enrolment in a government school (in session)

3. Maitri Project

Deepalaya launched a pilot phase of the Project Maitri (Cohort-1) in four blocks of Purnea District. The MOU between Educate Girls US and Deepalaya M.S.E.V.P.S was signed on 27th August 2022. On 1st September 2022, d2d survey was initiated in all four blocks- Purnia East, Kasba, Krityanand Nagar, Dagarua; to study and identify the number of OOSG/dropouts and the reason for their dropout from the school.

Vision:

Reversal of **2000 dropout girl students** back to school in Purnia District.

Mission:

1. Identifying dropout girls by conducting **d2d (Door-to-door) Survey**.
2. Enrolment of identified girls in government school.
3. Conducting retention for enrolled students through daily school/household visit, conducting campaigns to enhance participation of mothers in sending their girl child to school.
4. Counselling of drop out students and their parents to promote maximum conversions of dropouts into regular students in schools.
5. Community awareness on girl child education so that community-imposed gender biased inhibitions are reduced.
6. Counselling of Principals and Teachers of schools for bringing back drop out girl students back in the school as per Govt. directives.



Objectives:

1. To sensitise government officials, PRIs, SMCs, and community on RTE and specific educational problems of girls and underprivileged communities.
2. To educate the community on RTE and other people's oriented acts, schemes and programs and encourage them to articulate their grievances and redressal procedures for drop out girl student reversal in schools.
3. To encourage students of underprivileged communities in general and girls in particular by providing them opportunity to display their inherent visionary capacities and to build the capacity of girl students to be future social facilitators.

4. Program Strategy and Outcome {Enrolment of 2000 OOSG (Out of School Girls)}

The strategy proposed for addressing dropout rates in Purnea district is structured into three key segments. **The first segment** focuses on the selection process for human resources, with further details provided in the Program Implementation Plan (PIP). It aims to ensure the effective identification and utilisation of personnel for the initiative. **The second segment** involves kick-starting and supporting operational activities, including orientations, training sessions, and community interactions. These activities are vital for creating awareness and garnering support for the dropout reversal efforts.

The third segment encompasses mainstream activities geared towards dropout reversal. This includes conducting baseline assessments and surveys to understand the factors contributing to dropout rates, such as socio-economic, cultural, and legal barriers. Additionally, it involves assessing the status of School Dropout Management Committees in each school and implementing measures to strengthen them, such as forming committees and developing dropout response procedures. Furthermore, it emphasises the development of school-specific Dropout Management Plans tailored to address the unique characteristics of each institution. Regular review, revision, and sharing of these plans with stakeholders are essential components of this process.



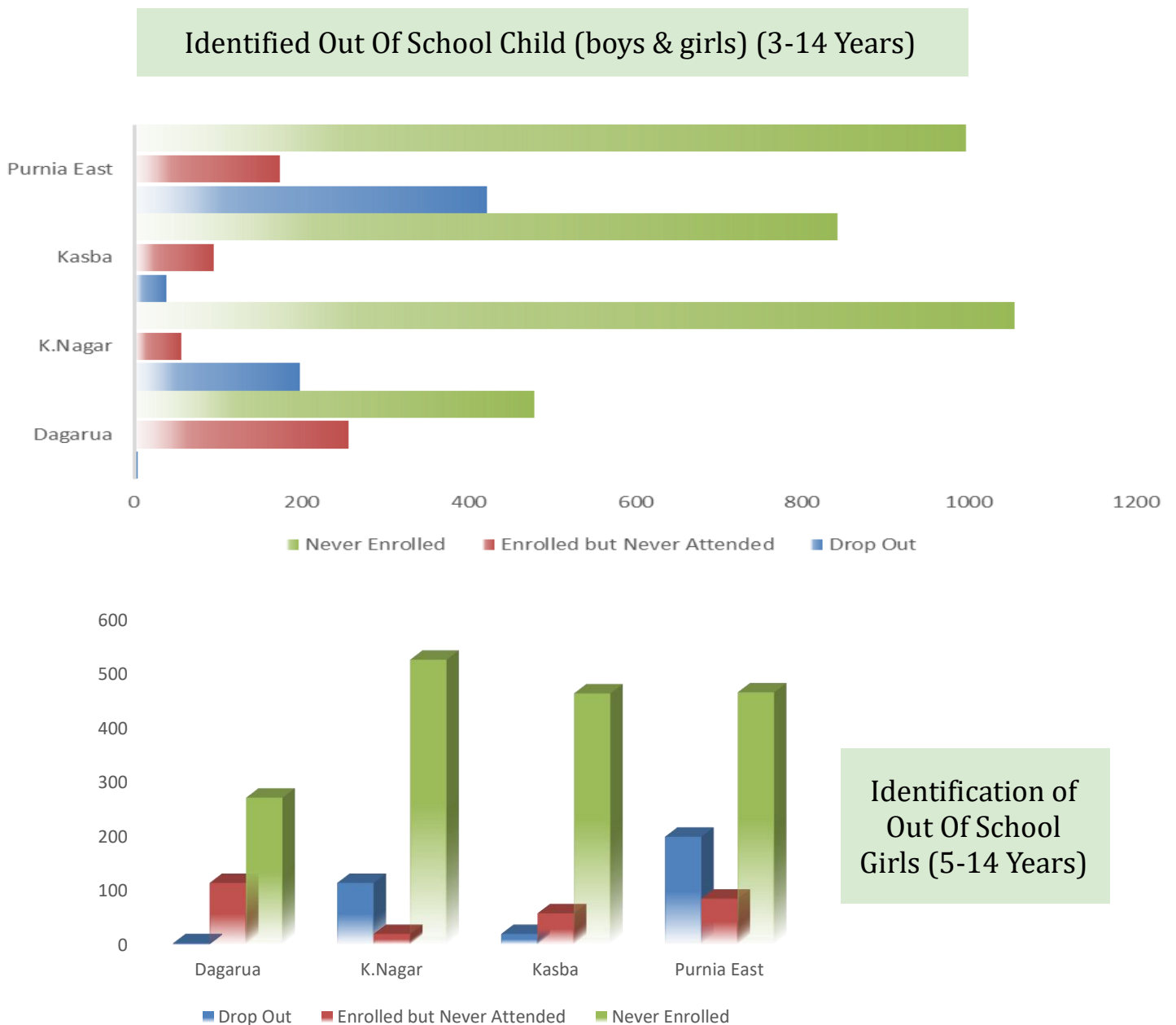
Awareness-building activities emphasise the importance of education and involve active dialogues with local service providers. Exclusive initiatives within schools, such as developing child reporters and organising various competitions, aim to empower students and reduce dropout rates.

Initiatives for dropout redressal activities involve conducting assessments to identify existing problems and developing action plans to address them. Ensuring schools adhere to minimum standards and implementing routine checks are crucial for maintaining the effectiveness of dropout management measures. Regular assessment and upgradation of the performance of poor students, along with periodic reporting of developments, are integral to sustaining progress in reducing dropout rates.

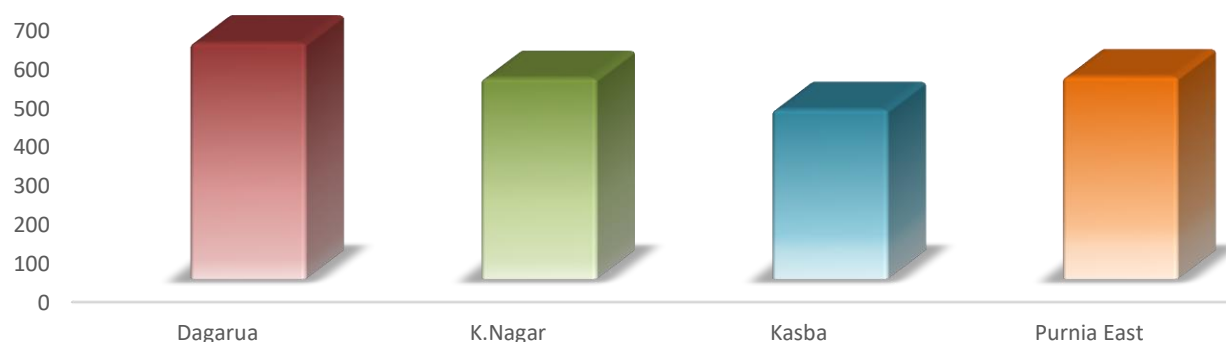
Project Outcomes:

1. **Number of total OOSG Enrolments – 2,121 (5-14 years)**
2. **Identification of Out of School Girls -**

The identification method consists of a door-to-door survey carried out by means of digital forms, which includes multiple checkpoints designed to separate the appropriate age group of children based on official identity verification. Deepalaya conducted a door-to-door household survey in the villages included by the project as part of the baseline identification survey at the start of the project.



3. Enrolments per block

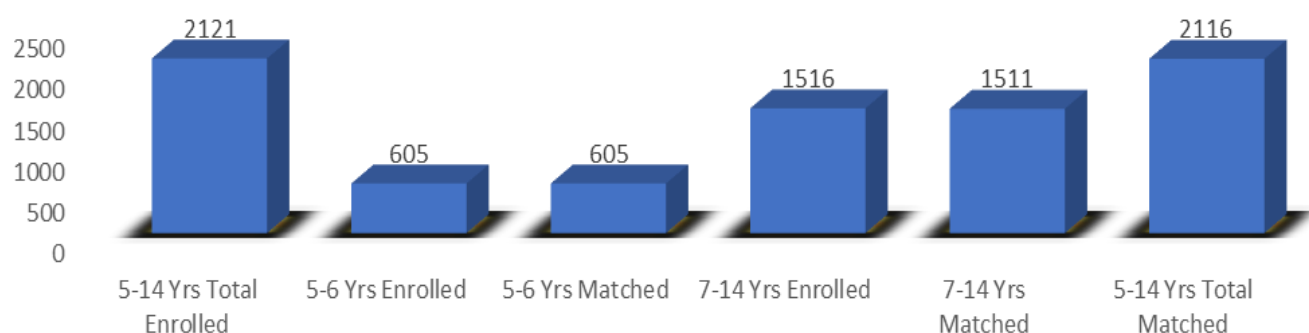


In Cohort-1, significant milestones have been achieved in the operational areas of Purnia District, specifically in Purnia East Block, Kasba Block, Dagarua Block, and Krityanand Nagar Block. The focus has been on benefiting girl children aged between 5 to 14 years old. Across 144 villages, a total of 65,589 households have been covered. Within these areas, 3,470 out-of-school girls (OOSG) have been identified, with an average of 24 OOSG identified per village. This effort has encompassed the coverage of 136 schools, indicating a comprehensive approach to addressing educational needs within the community. 1162 girls remained out of school and could not enrol into schools due to unfavourable socio-economic circumstances. An attempt is made to enrol these girls in the Second Phase.



(September 2022- December 23): 106% Enrolment achieved vs target in Cohort-1

Enrolment Chart (5-14 Years)



School wise enrolment data of Out of School Girls (7-14 Years)

Block: Purnia East

School Name	OOSG Enrolled
BS CHANDI RAJIGANJ	5
MS MAHENDRAPUR	15
MADAN ADARSHA MS HARADA	10
Madarsa Islahul Muslemin Kamalpur	10
MS FARIYANI	9
MS A RANI PATRA	18
MS BAIR BANNA	9
MS BELWA	11
MS BIYAR PUR	38
MS CHANDIKATHWA	5
MS DALIA HUSENABAD	14
MS GOURA	12
MS LAL GANJ	22
MS MAHARAJ PUR	1
MS MAJHUA	14
MS MATIA	19
MS PARMANANDPUR	7
MS RAMPUR GHORGHAT	22

Block: Dagarua

School name	OOSG Enrolled
MS Sindhiya	79
MS BABHNI	3
MS BEIGACCHI	7
MS CHANPI	1
MS DASPATTAR	24
MS GANDWAS	54
MS MAHTHOR	7
MS MAKAILI	34
MS SIAR KHAM	3
P S ANUSUCHIT JATI TOLA MAHTHORH	15
P S BABHNI SANTHALI TOLA	1
P S Chandbhati Purab Tola	11
P S Hathia Ghat Tola	21
P S SINDHWA	12
PS BHADARA	1
PS BISHWASPUR KAJALA RAHIKA	2
PS BUARI	17
PS CHAMUAA	4
PS CHANDBHATI	15

Block: Kasba

School Name	OOSG Enrolled
Madarsa Misbahul Ulum Kajra Betauna	12
Madarsa Riyajul Ulm Mirzabari Kasba	34
MS BARETA SANTHAL	7
MS BASANT PUR	6
MS BETAUNA	49

MS SINGHIYA DIVANGANJ	35
MS THADHA	15
PS Kuddus Tola	7
PS ANDAILI	5
PS BAHADUR PUR	5
PS CHHTIYA	5
PS DARGAHA	19
PS FASIA MASJID TOL	48
PS GHUSKI TOLA	4
PS GIRLS MAHENDRAPUR	2
PS HARIJAN RAJIGANJ	17
PS KHAKHOBARI	6
PS MUKHIYA TOLA LALGNAG	12
PS PIPRA	10
PS RAMGHAT	13
PS SHEKHAPURA	21
PS SHERSAHA WADI TOLA LALGAN	12
PS SHRE NAGAR	4
PS THADA MUSAHARI	4
PS UCHITPUR	35
Total	520

PS CHIKANI TOLA	38
PS DAKAILI	17
PS EKULWA	1
PS FARKIYA	20
PS GANDUWASH HARIJAN TOLA	15
PS GEHUMA EAST	5
PS JASWA	11
PS JHURI TOLA	6
PS KACHNA	10
PS KAMALPUR	1
PS KUNCHI	52
PS LASANPUR	4
PS MARNGA	19
PS MATWELI	8
PS MURAJPUR	8
PS PARMARA	1
PS PHUL PUR PURAB TOL	4
PS POKHRIYA	3
PS RAHIPUR BARASIEA	4
PS RAJWELI	13
PS SINDHYA TOLA	7
PS TAMAUT	40
PS THATHOL	9
Total	607

MS GADH BANAILI	3
MS KAJARA	39
MS LAGAN	4
MS LALHARIA	28
MS MOHANI	48
MS SADBELI	3
P S Fakir Takiya	23
P S Murli Tol Kamalpur	9

P S PATHAN TOLA KULA SUNDAR	5
PS IDGAH SAHJI TOL	1
PS AADIWASI TOLA MIRJABARI	30
PS BEGAM BARI	11
PS GUMTI BARETA	10
PS JANAKBAG KULLA KHAS	4
PS KAMAL PUR	26
PS KANWA PARA	8
PS KHAGJANA	8
PS MOHNI COLONI	2
PS MURADBAG	1
PS PANAILA BARI MOHNI	33
PS NAYA TOLA MURADABAD	11
PS SIKAR PUR	21
Total	436

Block: K. Nagar

AMS CHAMPA NAGAR	19
Madarsa Faizul Gurba Jhunni Istambrar	4
MS ALI NAGAR CHUNAPUR	14
MS BANBHAG NORTH	3
MS BEGAM PUR KHATA	145
MS BHUTHA	12
MS CHAPAY	23
MS DAINI	4
MS ITAHWA	21
MS JAGANI WEST	3

MS JAI KRISHNPUR KATAHA	33
MS JHUNNI ISTABRAR	24
MS PRAN PATTI	7
MS SAURHA	9
MS TIN MUHANI MOR	8
P S AADIWASI TOLA PRASADPUR BELDARI	6
P S BARKI MUSAHARI PRANPATTI	1
PS Hatdhanara	10
PS BANBHAG SOUTH	20
PS BELA	1
PS CHAMPA TOLA KOTHIGHAT	2
PS CHANDI RAM TOLA PRANPATTI	6
PS DEVINAGAR D.P.E.P.	6
PS DEVKI MOHANPUR DPEP	1
PS JAGANI EAST	1
PS JHAUARI GHAT BEGAMPUR	20
PS KARUA RAHIKA	1
PS MANJHI TOLA	7
PS MARKANDE TOLA SAURHA	3
PS NAYA TOLA DEVINAGAR	44
PS PRASADPUR BELDARI	6
PS RAMPUR MUSHARI TOLA	1
PS ROSHKA KOSHA GARH	2
PS VIND TOLA BEGAMPUR	34
UMS RAMPUR MILIK	15
Total	516



5. Lessons Learned

Deepalaya faced various hurdles and restrictions on its progress. Among these challenges were a lack of timely help and a scarcity of devoted and accountable personnel capable of navigating governmental regulations efficiently. A big obstacle came from parents' unwillingness to send their girls to school during the day owing to well established orthodox views. Overcoming this attitude and developing diversity offered a significant challenge.

Furthermore, a significant number of dropouts were the result of acute poverty, as parents prioritised sending their children to work for daily earnings to support their family. This economic requirement often outweighed the perceived value of education. Lack of facilities and girl friendly schools is the biggest hindrance to getting girls back to school. It has also been difficult for Deepalaya to motivate teachers to introduce new teaching techniques and allow students to explore their capabilities. As a result, addressing socioeconomic inequities and generating opportunities for education needs emerged as essential components of the project's aim.

Despite these limitations, Deepalaya's dedication to community participation and adaptable approach allowed it to adjust tactics and interventions to better meet the changing needs of beneficiaries, supporting progress towards its overarching goals of education and empowerment.

Project Maitri (Cohort-1) was a success when the footfall in schools increased because of continuous community engagement activities. Girls have become agents of change after realising the value, necessity, and benefits of education. They have reached out to their friends and relatives, ensuring that other girls will also benefit the way they have.

Deepalaya has enabled families towards inclusivity. A significant increase in enrolment has been seen during the project course. Deepalaya has provided technical and staff support in identifying and enrolling dropout/ OOSG's in government schools.

The retention activities are still at pace to ensure learning opportunities for each girl child. Owing to this success, Project Maitri is now being implemented in the remaining 12 blocks of Purnia District; with a target to enrol 6000 dropout /Out of School Girl children.

6. Conclusion:

Deepalaya has completed the first step of Project Maitri, with Educate Girls US as a partner. Educate Girls US seeks to promote and safeguard every girl's right to a quality education by fighting gender stereotyping, enrolling girls in school, and giving assistance to children to enhance their learning results. Educate Girls develops and implements programmes in places of greatest need for girls' education. They accomplish this via local, credible partnerships and leaders in the fields of community mobilisation, curriculum creation, pedagogy, behaviour change, and data analytics. Their objective is for every girl to learn and finish at least 12 years of their education.

The Educate Girls endeavour has succeeded in raising awareness in the community about the need of prioritising girls' education.

With successful completion of the first phase in 4 blocks enrolling approximately 2100 girls (age 5-14 years) in government schools, Deepalaya is expanding this initiative with the help of Educate Girls US to the remaining 11 blocks of Purnia District; with a vision: ***to enrol 6000 girl children by the end of 2025.***

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