

## THANAL

THANAL, managed by the Daya Rehabilitation Trust and registered under the Indian Trusts Act 1882 with Registration Number 09/08, has been operational since 2008. Over time, THANAL has expanded its network across various parts of the country and is currently a prominent pan-Indian non-governmental organization committed to promoting the health, education, welfare, and development of the most vulnerable populations. Currently, THANAL's services positively impact approximately 135,000 individuals directly and indirectly on a daily basis. We aspire to further expand our reach and aim to benefit a million individuals everyday by the year 2030.

### **IPRH PROGRAM** [Integrated project for the Rehabilitation of Homeless]

It encompasses the following Projects:

1. Educational Intervention through Micro-Learning Centres
2. Medical Intervention in Streets
3. Feed the Needy (Food Distribution Program)
4. Destitute Homes / Medical Care and Recovery Centre
5. Wash Project for accessibility to drinking water

## THANAL IN BIHAR – THE INTERVENTIONAL RELEVANCE

Bihar is one of the major states in India with a child population of 22,359,000 which is 11.29 percent of the total population in India (1,89,593,000) aged 6 to 14 years. Almost every 12<sup>th</sup> child of 6 to 14 years in India is located in Bihar. In addition, 93,459 (6.19 percent) of the total 15,09,136 schools covered under UDISE+ 2020-21 are located in Bihar. Without Bihar attaining the status of universal school education, India cannot achieve the goal for which concerted efforts are required to finish the unfinished task. Over time, Bihar, like other states of India, has made progress toward universalization. With a little push, it can move fast towards attaining the goal of universalizing elementary education, which would eventually help India achieve the goal of universal school education (Prof. Arun C Mehta). (Status of School Education (Primary, Elementary, Secondary & Higher Secondary) in Bihar 2020-21)

The primary survey in Bihar commenced in 2021 for the IPRH Program to identify dropouts in the region. The survey findings revealed that most children left schooling due to the pandemic. Schools in rural areas became deserted and lacked resources, leading children to engage in household chores and tending to cattle, turning them into wandering souls.

## **LITERACY RATE IN THE BENEFICIARY DISTRICTS OF IPRH EDUCATION VS STATE**

The literacy rate in Bihar is 61.8 percent where the beneficiary districts are selected both based on secondary and primary data collected for the program. These data represent the proportion of literate individuals within the total population of each district. A higher literacy rate generally indicates a higher percentage of people who can read and write within that population.

<b>SL NO</b>	<b>NAME OF DISTRICT</b>	<b>LITERACY RATE (PERCENTAGE)</b>
<b>1</b>	<b>ARARIA</b>	<b>53.53</b>
2	KATIHAR	52.24
3	KISHANGANJ	55.46
<b>4</b>	<b>PURNEA</b>	<b>51.08</b>
5	SUPAUL	57.67

Source: Indiacensus.net

## **IPRH EDUCATION (MICRO-LEARNING CENTRES)**

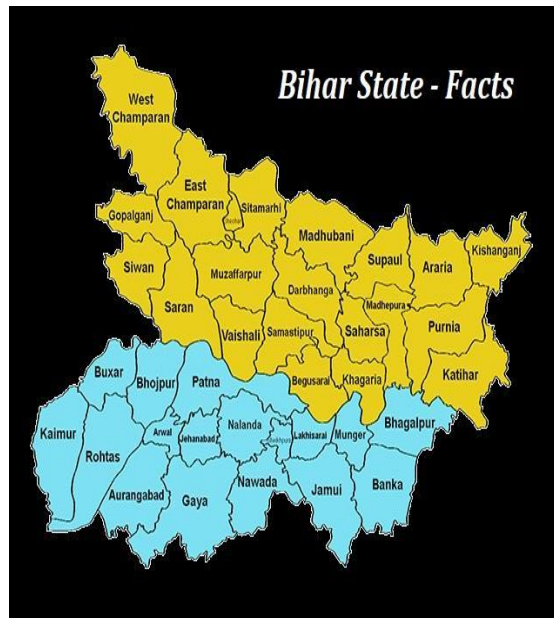
The Micro-Learning Centre (MLC) initiative, part of THANAL's IPRH, stands out as a significant intervention addressing the unique needs of marginalized communities across various regions in India. The MLC project acts as a crucial bridge for children who have discontinued their education due to socio-economic factors, including poverty and homelessness. The centres offer these children access to bridge the learning gap and additional sessions to help them regain lost knowledge, rebuild their confidence, and transition to mainstream educational institutions. Presently, there are 157 MLCs in operation, catering to a total student body of 10,000. Most of these MLCs are concentrated in the states of Jharkhand, Bihar, West Bengal, Maharashtra, and New Delhi.

The Micro-Learning Centres are a vital initiative in tackling the dropout rates by deploying two teachers. The educators focus on bridging the learning gap for students who've left formal schooling, aiming to reintegrate them into primary, secondary, or high schools. Once in the system, these students receive close monitoring to ensure consistent attendance and ongoing support to maintain their education within the formal school system.

## PHASE I – PURNEA DISTRICT

### BIHAR IPRH EDUCATION STATISTICS

The IPRH Education Program initially proposed in the Purnea district of the Seemanchal Division in Bihar. It consists of 14 blocks, among which Kasba has a large number of minorities, particularly where the conditions of Muslims and Dalits are very poor, both economically and culturally. The north-eastern blocks of Purnea are prone to flooding, leading to connectivity issues during the monsoon months. There are very few higher educational institutions in this area, and thus far, no regular classes have taken place due to a lack of professors and administrative failures. The school educational system also faces similar issues, although there is an abundance of teachers.



### FIELD STORY – PHASE I

Primary Survey was conducted in different blocks of the Purnea district in the initial phase.

Sl. No.	Blocks	No. of Panchayats	Potential Villages
1	Kasba	13	5
2	Amour	25	6
3	Dagarwa	18	5
4	Baisi	16	5
5	Jalalgarh	10	5
6	Purnea east	14	5





The Primary Survey conducted affirmed the fact that the closure of schools during Covid Pandemic has adversely impacted learning outcomes. A study conducted by the Azim Premji Foundation (2021) affirmed that elementary-level students have not only missed curricular learning from their current class but have also regressed in some learning abilities acquired in previous classes. The loss of foundational learning abilities or the inability to learn at the current grade level leads struggling students to face challenges in grasping complex concepts further. ASER (2021) has also reported similar findings.

## STUDENT STATISTICS IN PHASE I

The Education Program under IPRH in Bihar commenced on August 15, 2021. The Micro-Learning Centres were initiated in the Purnea district of Bihar State. In the primary phase, five centres were started in Kasba, Amour, and Baisi blocks respectively.

Sl No.	Name of MLC	No. of Enrolled Students	No. of Teachers
1	Lakhna	50	2
2	Kareemnagar	50	2
3	Khagjana	50	2
4	Garhara	50	2
5	Bhakheriya	50	2

Source: Primary Survey

## FINDINGS FROM PRIMARY SURVEY

### I. Invisible Dropout

In the case of Bihar, the rate of dropouts at the elementary level has reduced significantly since the upgradation of schools happened, as it has ensured the availability of elementary schools within a reasonable range of villages. **However, every school has some students who are absent for a long time, but their names are still listed in the enrolment register.** The number of those students is likely to increase, especially the younger girls (Banerji and Wadhwa, 2021).

### II. Paid Tuition

The trend of taking paid tuition has increased significantly (ASER, 2021). It entails that the demand for education has risen to the level where even lower-income households have managed to pay a certain amount of money for the education of their children.

### III. Students with no textbooks

A few years ago, a change took place in the process of providing textbooks to students in elementary schools. Before that, the government provided textbooks to every student. Now, the direct cash transfer scheme is at work. The money to purchase the textbooks is transferred to the bank account of the beneficiaries. The former process required managing various stakeholders for printing, transportation, distribution, and so on, which sometimes resulted in delayed delivery of books to students. The latter has proliferated the number of students who do not have all the textbooks for their grades. However, the students from poor families never used the amount to buy textbooks, they used the amount for essentials at home.

## IPRH EDUCATION IN BIHAR - PRESENT STATISTICS

Sl. No.	Name of MLC	District	Total Enrolment	Student Average (December)
1	Dangama	Purnea	60	55
2	Bakenia	Purnea	60	50
3	Bakhariya	Purnea	60	53
4	Balwa	Araria	60	59
5	Bareli	Purnea	60	55
6	Chakkai	Araria	60	56
7	Chauni	Purnea	60	54
8	Dogariya	Araria	60	58
9	Dumariya	Araria	60	54
10	Dumra	Araria	60	55
11	Dumri	Purnea	60	55
12	Gahatola			
13	Balwa	Araria	60	60
14	Garhara	Purnea	60	45
15	Ghaski	Purnea	60	55
16	Hakka	Purnea	60	51
17	Harhariya	Purnea	60	52
18	Kadwa	Purnea	62	59
19	Kagjana	Purnea	60	49
20	Kareem Nagar	Purnea	60	54
21	Kola	Purnea	60	54
22	Kosi Nahar	Araria	60	45
23	Kusiargaon	Araria	60	52
24	Lakhna	Purnea	60	50
25	Majhwa	Purnea	60	42
26	Zeromile	Araria	60	53
	<b>Total</b>		<b>1502</b>	<b>1325</b>

Source: Attendance Register December



## THE STORY OF TRANSFORMATION - 15 AUG 2021 TO 01 DEC 2023

1. Dropout bridging of children away from formal schooling - **72% of the total enrolments from 25 MLCs admitted to formal schools.**
2. Enabling access to drinking water for the MLCs and the communities – **300+ tube wells constructed in rural Bihar** from which **19 MLCs and 1140 students** are benefitted.
3. Community Engagement -**10 MLCs constructed by community people benefiting 600 students.**
4. Regularisation of Attendance in schools and MLCs – **75 schools identified for primary, secondary and high school dropouts.**
5. Sustaining the motivation to learn through the MLC Nutrition Development Program -**137,014 nutrition supplement kits distributed in 25 MLCs.**

### 1. Dropout Bridging

**As of now, 1079 children are enrolled back to school through the dropout bridging and by the intervention of Thanal.** This indicates that 72% of the total enrolments in the 25 MLCs of rural Bihar were admitted to normal schools. The nutrition program encouraged the children to sustain in education and include learning in their behavioural pattern.



### 2. Access to drinking water for the MLCs & the Community

Right to live with dignity shows the access to basic facilities for living. It includes safe drinking water which is a sustainable development goal of the United Nations Organisation. Following the mission our IPRH Program surveyed the community where our education is implemented, providing the Water Sanitation and Hygiene Program for the same. As of now 300+ Tube wells have been constructed in rural Bihar. Of this, 19 tube wells benefiting a total of 1140 children were constructed with the help and guidance of the teachers at MLCs and the local community members. This underscores that 76% of the children at MLCs sponsored by The Light Charitable Trust have been provided with an assured access to drinking water.



### 3. Community Engagement

The stakeholders' trust in Thanal has improved in the community and they started taking up the initiatives with sustained practices in each centre while in need. Mukhya, Sarpanch, Ward Members, and other Government Officials individually showed up to provide centres for the dropouts in the Villages of our intervention.



### 4. Regularising attendance of the students enrolled to formal schools through the proper intervention of the MLCs

The students from the MLCs will be reintegrated into formal schools, ensuring their continued support by establishing a rapport with the school authorities to guarantee quality education. Alongside academic support, our organization intervenes in nutrition programs within the MLCs, aiming to sustain the children and motivate their return to formal schooling. 75 schools in total have been identified to reintegrate the MLC students to primary, upper primary and high school levels. 90% of these children are going to schools since August 2023. Our team's stern and focused initiatives are actively in place to ensure that they are attending classes regularly.

The interventions in the MLCs are as follows:

1. Bridging dropouts through age-appropriate learning.
2. Providing nutrition supplements to regular children.
3. Conducting monthly assessments for students before their reintegration into formal school.

#### **5. Nutritional Support at MLCs**

A total of 137,014 nutritional supplement kits have so far been given away to the children studying at the 25 MLCs in rural Bihar. Rs. 959,098 is accounted as the total expenditure under the esteemed sponsorship of The Light Charitable Trust for this purpose.

# THE TRANSFORMATIONAL IMPACT



## A RENEWED OUTLOOK



Note: All the 25 MLCs improved attendance to 90% as an average due to the quality enhancement following the nutrition program.

## THE SUCCESS STORY OF IPRH - EDUCATION IN 2023

23 Students in the MLCs have qualified for the Matriculation examination and 95% of them secured admission for higher education. Six among them got First Division.



Among the total 23 children, three of them have been admitted to JDT Islam Group of Educational Institutions in Kozhikode, Kerala.

## **THE WAY FORWARD AND THE PLAN IN APRIL 2024**

### **1. Cent Percent Regularization of Children to Return to Formal Schooling**

This initiative aims at ensuring that every child who has left formal schooling is actively encouraged and supported to rejoin the formal education system. It involves comprehensive efforts to identify and engage with these children, addressing their specific needs, and providing necessary resources to facilitate their return to school. Strategies may include targeted outreach programs, counselling sessions for children and parents, addressing barriers to education, and ensuring a seamless transition back into the school environment.

### **2. Peer Group Monitoring for Children in Formal Schools**

Peer group monitoring involves assigning responsibilities to peers or older students to support and monitor their fellow classmates in formal schooling. This strategy fosters a sense of community and responsibility among students. Peers could help in maintaining regular attendance, academic support, and addressing any challenges or concerns that students may face in their educational journey. It promotes a supportive environment within schools, encouraging collaboration and collective growth among students.

### **3. Community Volunteering for Children in Formal Schools, Led by the Coordinator**

This initiative involves engaging the community in supporting children who have returned to formal schooling. The academic coordinator leads efforts to mobilize volunteers from the community. These volunteers may include parents, local leaders, retired professionals, or concerned individuals willing to contribute their time and expertise. Their roles could encompass providing mentorship, conducting extracurricular activities, organizing educational workshops, or assisting teachers. The coordinator plays a pivotal role in coordinating and overseeing these community efforts, ensuring a collaborative approach toward the holistic development of children within the formal education system.

Thank You,

 **Thanal**  
Daya Rehabilitation Trust

**Team Thanal Bihar**

***Submitted to The Light Charitable Trust on December 13, 2023.***