

# PEARLS FROM THE SLUMS



Story of Deepalaya's Partnership  
with Axis Bank Foundation and 10 NGOs,  
to educate the non-school going children in Delhi during 2007-10.



# PEARLS FROM THE SLUMS

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# In retrospect

Another feather in Deepalaya's cap. The implementation of the second capacity building program in partnership is completed.

In successful completion of the three year program to identify, educate and mainstream out of school children, who are like pearls down in the depth of dirty slums could happen only with financial support of Axis Bank Foundation, partnership from 10 participating Non Government Organization (PNGOs), parents, children and staff of PNGO's as also the hard working, sincere and committed team of Deepalaya. The partnership was rectangular and was a challenging task.



The capacity building and empowerment of PNGO's was evident, when they presented graphically their experiences of growth and development in the final concluding feedback session.

It was very delightful to compare the first PNGO session in July 2007, in which the PNGO's were briefed about the program, procedures, systems, policies etc. and how to plan, formulate, and budget their proposals, with the last session, and witness the sea change of enhanced capacity, know how in the fields of community work, quality education, systems, procedures, compliance, growth, confidence in communication etc. The 30 months were useful period, although for Human Development, the time may be grossly inadequate, to show case how a well defined, planned, strategised program to benefit the weaker section can be implemented successfully. How leakages can be plugged or detected and remedial measures taken, as also how a community of illiterates/semi literates can be motivated and empowered to educate the future generation and lay the foundation for a literate community, without which Nation Building can seldom happen.

No hesitation to project this project as a "Model" to be adapted for achieving the coveted goal of "Education For All". The concept of "Reaching Out", enabling and promoting self-reliance can be seen only if the program is continued and not restricted to limited periods, especially as education is a life long process. The unit cost has been minimal, effectiveness, quality and continuity of the programme are established. If the Government adopts the model and management techniques, universalisation of education and commitments made under the Right to Education Act will not remain a dream.

T.K.Mathew  
Secretary & Chief Executive

# Appreciation from the Axis Bank Foundation

*The Deepalaya Axis Bank Foundation (DABF) Program has been a three year Capacity Building Program with Deepalaya as Capacity Building Grantee seeking to build the capacities of ten smaller Partner NGOs (PNGOs) while fulfilling the larger objective of providing education to 4200 disadvantaged children in West Delhi.*

*Deepalaya, a well established name in educating the underprivileged since 1979, played the role of a Mother NGO in strengthening the organizational and programmatic capabilities of the selected PNGOs. This capacity building has primarily been in areas of community mobilization, financial management, class management techniques, principles of learning, lesson design, documentation etc.*

*Identified after fulfilling the criteria under a thorough selection process, these smaller PNGOs have, over the last three years, benefited immensely through the various trainings and workshops conducted by Deepalaya to build their academic competencies and financial capabilities. The detailed trainings provided to the community based teachers, supervisors and coordinators of each of the smaller NGOs on development of teaching learning materials, lesson plans, class management techniques with focus on multi grade teaching and peer based activities as well as maintenance of registers, etc have been specially noteworthy.*

*Besides sensitizing and involving the community in education of its children, Deepalaya along with the PNGOs, have followed up with the local schools to ensure continuity of the children' education; all of whom have been drop outs or non-starters in the age group of six to fourteen years.*

*The Program has far exceeded its target of educating 4200 children and gone a long way in building up the PNGOs to more organized, sustainable organizations.*

*We wish Deepalaya all the very best in all its endeavours.*

*Babu Joseph  
Shubhanjali Roye*



# Deepalaya Axis Bank Foundation Programme - a snapshot

Encouraged by the remarkable success mainstreaming 64% more children than the agreed target - of the Deepalaya Reach India Programme implemented during 2004-07 and convinced of the need for similar endeavours to school the disadvantaged, non-school going children in Delhi, Deepalaya approached the Axis Bank foundation, Mumbai (ABF), for financial support to identify, coach and mainstream 4200 children of 6-14 years in the north, west and south-west Delhi. ABF responded promptly and favourably and approved a grant of Rs 1.89 crores in June 2007. The programme was to be implemented through 6 NGOs to be assessed and selected by Deepalaya. In order not to disappoint any of the 10 NGOs which were assessed to be worth supporting and to ensure a greater reach of slum dwellers of Delhi, where the majority of the poor live and not so known NGOs work, Deepalaya decided to apportion the grant among the 10 NGOs.

Deepalaya organized quite a few Capacity Building Programmes for the Executive Board Members and staff of these 10 Partner NGOs (PNGOs), on programme planning and formulation, programme implementation and monitoring as well as on financial management. The project proposals received were finalised after detailed discussions with the respective PNGOs and after lot of modifications. Grants of Rs. 18,65,503/- each were approved for 6 PNGOs to mainstream a minimum of 500 non-school going children, and grants of Rs. 11,19,300/- each for 4 NGOs to mainstream 300, by April 2010.

During the period from July 2007 to April 2010 Deepalaya closely accompanied the PNGOs, organizing various Capacity Building Programmes, including educational trips to model educational programmes, especially for the teachers, visiting and monitoring the teaching activity at the Learning Centres, attending their meetings with the parents of the children etc. However, three PNGOs could not adhere to the norms laid down and had to be discontinued. Deepalaya was able to salvage the respective programmes, by taking over and directly implementing those programmes.

The PNGOs together identified 15985 children (8389 girls and 7596 boys), enrolled and coached 9922 (5073 girls and 4849 boys) out of them, in the 85 Bridge Course Learning Centres (BCLC) set up closer to the houses of these children, in the programme locations, numbering about 50. After coaching these children for periods ranging from 3 months to 25 months, 5752 (2924 girls and 2828 boys) were mainstreamed, i.e., admitted in formal schools, against the agreed target of 4200. These children were followed up till the close of the project in April 2010, by conducting Remedial Education Centres (RECs), dialoguing with Principals/Teachers of the schools where they were studying, visiting their homes and motivating their parents to take care of their studies etc. At the close of the project in April 2010, 2057 children (1114 girls and 943 boys), were attending the RECs. It is understood that most of the PNGOs are still (Jan 2011) continuing the RECs, though with less number of children.

Cost per mainstreamed child came to Rs 2764 at the level of the PNGOs and overall Rs 3407 per child at the level of Deepalaya.

# I. Programme Fundamentals at a Glance

## Title of the Programme

"Building Linkages to ensure Education to disadvantaged children in West Delhi".

## Goal

Education of underprivileged out of school children in Delhi.

## Objectives

- ◆ Identify, coach and mainstream 4200 out of school children using the services of selected NGOs, during July 2007 to May 2010;
- ◆ Build capacities of the selected NGOs, during the process of educating and mainstreaming out of school children.

## The Immediate Stakeholders (Rectangular Partnership)

- ⇒ Axis Bank Foundation, Mumbai;
- ⇒ Deepalaya, New Delhi;
- ⇒ Ten Non-Governmental Organizations (NGOs), in north, west and south-west Delhi, selected by Deepalaya and approved by Axis Bank Foundation;
- ⇒ Underprivileged families in about 50 locations in north, west and south-west Delhi.

## Programme Partners

- ⇒ Action for Resource Development in Health Education by Youth Association, Khyala (ARADHYA)
- ⇒ Bhartiya Navadeep Samiti, Pitampura (BNS)
- ⇒ Janhit Society for Social Welfare, Azadpur (JSSW)
- ⇒ Janta Welfare and Educational Society, Baljeet Nagar (JWES)
- ⇒ Mouthpiece for Agenda-based Network for Cultural Harmony, Tagore Garden (MANCH)
- ⇒ Mar Thoma Social Action, Karolbagh (MTSA)
- ⇒ Multi Vision Foundation, Narela (MVF)
- ⇒ Navjyoti Development Society, Okhla Phasell (NDS)
- ⇒ Paropkar Education and Cultural Society, Karampura (PECS)
- ⇒ Women & Rural Urban Development Association, Uttamnagar (WARUDA)

## Programme Period

For Deepalaya : July 2007 to June 2010  
For the selected NGOs : November 2007 to May 2010.

## Programme Locations

ARADHYA	Bhalswa Dairy, Vishwanathpuri
BNS	Pitampura, Shakurpur, Shalimar Bagh, Wazirpur, Prem Bari Pul
JSSW	Indira Vikas Colony, Lal Bagh, Mukherjee Nagar, Shadi Nagar
JWES	Anand Parbhat, Baba Farid Puri, Baljeet Nagar, Holy Chowk, Nehru Nagar, Nepali Mandir, Prem Nagar, Punjabi Basti, Rajasthan Colony, Taliwan Dera
MANCH	Kela Godown -Raghubir Nagar, Raghubir Nagar Juggies, R Block Shivaji Enclave, Khayala N Block
MTSA	Shabad Dairy, Suraj Park
MVF	Narela, Swatantra Nagar
NDS	Phase I, II & III of Dwarka Sector 3
PECS	Rama Road, Zakhira, Rajasthan Colony, Chuna Mandi
WARUDA	Mohan Garden and adjoining areas, namely, Sainik Enclave, Tilak Enclave, Kumar Colony, Raksha Enclave, Vikrant Chowk, Chandni Farm, Sainik Vihar, Ansari Chowk, Gandhi Chowk, Hastal Road, Sai Enclave, Plywood Factory.

Budget Presented to ABF Rs 2,05,81,716

Grant approved by Axis Bank Foundation Rs 1,89,36,674

### Financing Pattern:

Grant from ABF	Rs 1,53,55,250
Contribution by the beneficiaries	Rs 10,00,558
Contribution by the PNGOs	Rs 24,16,557
Contribution by Deepalaya (in-kind)	Rs 8,25,000
Total	Rs 1,95,97,365

No. of children mainstreamed : 5752 (2924 girls and 2828 boys)  
against the target of 4200

Deepalaya Axis Bank Foundation Programme Locations





## Deepalaya



- ✎ Deepalaya was founded in July 1979 by 7 socially conscious individuals, who wanted to return what they got from society "Education". They contributed Rs 2500 each, rented a room in Chitharanjan Park in South Delhi and started with 5 children and one teacher. Today Deepalaya runs 6 formal schools - 4 in Delhi, one in Ghusbethi in Haryana and one in Titron, UP. Besides the formal schools, Deepalaya runs a number of non formal and remedial education programmes and educate over 18000 underprivileged and destitute children with a motto "quality education at affordable cost";
- ✎ Over the years Deepalaya has educated over 50,000 children, 69% whom have been girls;
- ✎ Besides education, Deepalaya is engaged in Community Health, Gender Equity and Women Empowerment, Inclusion and mainstreaming of differently abled, Institutional care of the Destitute, Capacity Building of the NGOs and Networking and Advocacy;
- ✎ Deepalaya has won several awards for its meritorious service, the latest being the Indian NGO Award by the Resource Alliance and the Nand & Jeet Khemka Foundation, in 2008, for transparency, accountability and credibility;
- ✎ Deepalaya has also registered some global presence, by establishing its Chapters for resource mobilisation in USA, UK and Germany;
- ✎ Deepalaya has a staff-strength of 340 and an annual budget of Rs. 7 crores;
- ✎ Deepalaya is an ISO 9001:2008 certified organisation.

**"If you think education is expensive, have you checked out the price of ignorance?"**  
- Anonymous



## Axis Bank Foundation

- ✎ Formed in August 2006 and registered as a Public Trust for promoting philanthropic and development activities under taken by credible and competent Non Governmental Organizations;
- ✎ Through ABF, Axis Bank seeks to define and effectively fulfil its Corporate Social Responsibility (CSR) and therefore, allocates 1% of Axis Bank's PTT (Profit After Tax) to ABF every year for its activities; Staff chips in with their monthly pay roll donations;
- ✎ CSR areas are - *Children, Community Welfare, Education, Environment, Health Care, Poverty Eradication, Rural development, Vocational Training, Women and micro-finance*;
- ✎ Three CSR priority areas : Children, Education and Environment;
- ✎ ABF is focused on Education for the underprivileged children;
- ✎ Supports about 30 NGOs in a year. NGOs selected are supported for 3 years only;
- ✎ During 2008-09, ABF partnered with 16 more NGOs taking the partnership to 41 NGOs;
- ✎ 536 Education Centres in 12 States are covered by Foundation's programmes; 47055 children 24313 girls and 22742 boys are studying in these Centres;
- ✎ Some of the NGOs supported are :
  - CINI ASHA, Kolkatta;
  - CRY, New Delhi;
  - Darpan Academy, Jaipur;
  - Deepalaya, New Delhi;
  - Ekalavya Foundation, Bhopal;
  - Katha, New Delhi;
  - Lifeline Foundation, Vadodara,
  - Mission for Vision, Mumbai;
  - Nav Bharat Jagruti Kendra, Jharkhand;
  - Navjyoti Foundation, New Delhi;
  - NOIDA Deaf Society, NOIDA, UP

Source : Axis Bank website and Annual Report 2009

## The Programme Partners

- ⇒ *Action for Resource Development in Health Education by Youth Association, Khyala (ARADHYA):*  
 ARDHYA was registered as a Society in January 1999 by a group of young people driven by a conviction that it was everybody's duty to repay to society what he or she received from society. Aradhya set to translate this conviction by conducting Balwadis, non-formal and remedial education centres, female literacy programmes, vocational training programmes for girls and women empowerment programmes, environmental awareness programmes and legal awareness programmes etc. These programmes which were supported largely by the Government of NCT of Delhi, benefited hundreds of children, adolescent girls, youth and women.
- ⇒ *Bhartiya Navadeep Samiti, Pitampura (BNS):*  
 Wedded to the welfare of the weak and the marginalised, BNS has been in existence since 2001 and working in five Indian states. During the last five years, BNS has been able to mainstream about 8000 children of 6-14 years to formal schools. Of these, majority are girls, as BNS, like Deepalaya, practises preferential option for girls. Besides education of the underprivileged, BNS is engaged in Women Empowerment, Prevention of Child Labour, Reproductive and Child Health Issues and Community Health. BNS established linkages with Mamraj Foundation, Kolkatta and got dresses for all children in its BCLCs and RECs sponsored by them, contributing to the effective participation of the children in learning activities. RECs started under the DABFP, are still being conducted, with the support of India Sponsor Foundation and with nominal contributions from the parents. More importantly BNS has the distinction of having stood the test of transparency and integrity in its utilisation of the funds provided under DABFP, thanks to the commitment and competence of its General Secretary, Mr. R.K. Shukla, who is backed by an Executive Board composed of individuals known in the field of education and social development.
- ⇒ *Janhit Society for Social Welfare, Azadpur (JSSW):*  
 JSSW has been engaged in various types of social development activities well before it was formally registered as a Society on 31 May 1999. Its activities are spread in the states of Delhi, Bihar and Jharkhand and include education of marginalised children, various programmes for women, adolescent girls and Senior Citizens like non-formal education programmes, Stree Shakti Camps, Kishori Shakti Yojana, Day Care Centres for Senior Citizens, Environmental Awareness Camps, Solid Waste Management, promotion of Self

Help Groups, HIV AIDS Awareness and Prevention programmes etc. JSSW is supported by the UEE Mission, Department of Social Welfare, Indian Environmental Society, Nehru Yuvak Kendra, Delhi AIDS Control Society, Municipal Corporation of Faridabad etc. JSSW also has a few individual donors.

- ⇒ **Janta Welfare and Educational Society, Baljeet Nagar (JWES):**  
Promoted by a group of like-minded and socially conscious individuals under the leadership of Dr. Ashok Kumar Chouhan, JWES was formally registered as a Society in 1998. Since inception, it has been engaged in education of poor children, conducting HIV AIDS Awareness programmes, Health Camps, Disability Welfare Programmes, Promotion and Nurturing of children's creative talents. It is notable that JWES conducted all these activities, largely with contributions from individual well-wishers, MLAs' Programme Funds etc.
- ⇒ **Mouthpiece for Agenda-based Network for Cultural Harmony, Tagore Garden (MANCH):**  
MANCH was promoted in 1995 by a group of young artists, who were engaged in street plays and similar artistic activities designed to spread awareness among people on issues like need for education, women's status, evils of dowry, ante-natal care, female foeticide, immunisation, health and sanitation etc. Slowly MANCH started implementing programmes like promotion and management of Self Help Groups, Reproductive and Child Health Programmes, Stree Shakti Camps, Vocational Training Programmes like Tailoring, Beauty Culture, and Awareness programmes on topics like HIV AIDS prevention, Road safety. Its programmes are supported by Government of NCT of Delhi, Directorate of Education GOI, SOSVA, INDCARE, Rashtriya Mahila Kosh etc.
- ⇒ **Mar Thoma Social Action, Karol Bagh (MTSA):**  
MTSA is in existence since 1985. It owes its origin to a few socially conscious Mar Thoma Christians who were moved by the plight of the slum dwellers of samaypur Badli in North West Delhi. Started with small medical relief programmes in Sanjay Colony at Samaipur, MTSA slowly moved to other resettlement colonies in North West Delhi and spread its activities in 7 areas around. Its priorities are education of the poor, women empowerment and integrated community development. MTSA has so far educated over 15000 children, trained over 2600 women and girls in tailoring and embroidery, helped most of them to make use of their skill to earn and promoted Self Help Groups- about 46 with a total membership of 654 - which have generated a revolving fund of Rs 13 lakhs. These SHGs have established linkages with Banks and set up 263 micro-enterprises and



have enabled women to stand on their own legs. As a result of all these, the percentage of girls being educated has gone up from 20 to 50.

⇒ **Multi Vision Foundation, Narela (MVF):**

MVF was formed in 1985 and was registered as a Society with national level jurisdiction. It has been working in Delhi, Himachel Pradesh, Jammu & Kashmir, Haryana, Madhya Pradesh, Punjab and Rajasthan. MVF is running a formal school from I to V, a few non-formal education programmes, special school for working children, Vocational Training Programmes in Tailoring, Computer Courses, , Beauty Culture, Bamboo Craft, Driving School etc., Women Empowerment Programmes, Non-brothel based Target Intervention of HID AIDS Prevention, RCH Programmes, Janani Suvidha Yojana, Pulse Polio Programmes, Cancer Awareness Camps, Drug Addiction Awareness and Drug De-addiction Programmes etc. These programmes are supported largely by the relevant State Governments. MVF is also accredited under the National Institute of Open Schooling, Ministry of HRD, GOI, for conducting Open Basic Education examinations.

⇒ **Navjyoti Development Society, Okhla Phase II (NDS):**

NDS is a national level voluntary organization established in 1991 with a mission "to help the people to help themselves". Its Executive Board is composed of a unique group of professionals well versed in community development. NDS is engaged in education of underprivileged children, community health, rescue and rehabilitation of working children and organizing seminars and workshops on child rights issues. Member of a number of national level networks and advocacy groups like Forum for Street and Working Children, Delhi Bal Adhikar Manch, School Dkhila Abhiyan, NDS has been playing a catalytic role in promoting rights of children. Some of the organizations supporting financially are Canadian International Development Agency, Rashtriya Mahila Kosh and HPS Foundation. Since 1991, NDS has brought significant changes in the lives of hundreds of children living in difficult circumstances by providing education and health care services. NDS brings out a quarterly newsletter, "SUMAN", on its activities and plans.

⇒ **Paropkar Education and Cultural Society, Karampura (PECS):**

PECS is a community based organization, established in West Delhi in 2003, by a group of local youth with a desire to improve the quality of life of the deprived people in the area. It made a small beginning by disseminating information about the various welfare programmes of the Government among the people and linking them with the relevant departments. PECS is engaged in conducting vocational training programmes like tailoring and embroidery, training in Typewriting and Shorthand, mother and child health

care programmes, awareness generation programmes and promotion of Self Help Groups among women. Most of these programmes are financially supported by the Department of Social Welfare of the NCT of Delhi and well off people in the respective locations.

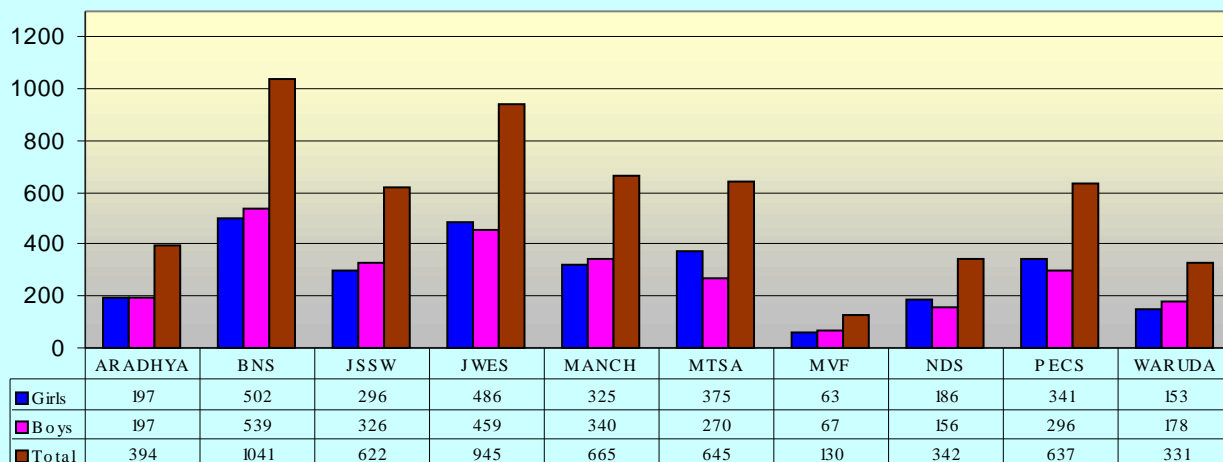
- ⇒ **Women & Rural Urban Development Association, Uttamnagar (WRUDA):** WARUDA was established in 2001. It is working in Delhi and Uttar Pradesh. It is engaged in various welfare activities like Kasturba Gandhi (Residential) Balika Vidyalaya, Residential Bridge Courses, 18 Learning Centres under UEEM Delhi, Mid Day Meals Programme in 15 Sarvodaya Schools in Delhi, Gender Resource Centres, HIV AIDS Awareness Programmes, Road Safety Awareness Programmes, DOTS Microscopic Centres, RCH Camps for women, Income Generating programmes for women etc.



Picnic - DABF Dwarka

# II. Target Achievement

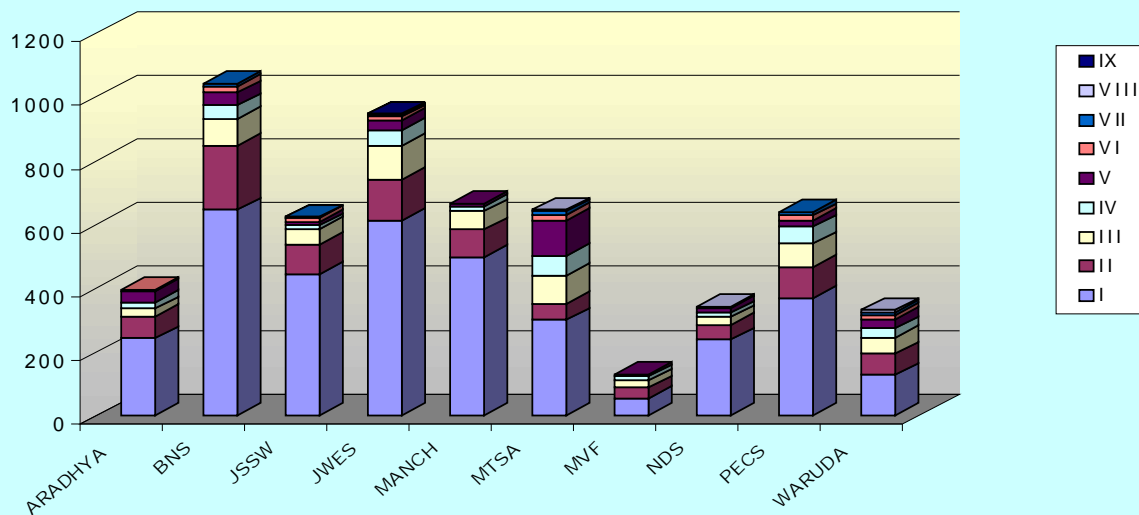
## Children Mainstreamed



**PNGOs**

**Total 5752**

## Children Mainstreamed Classwise



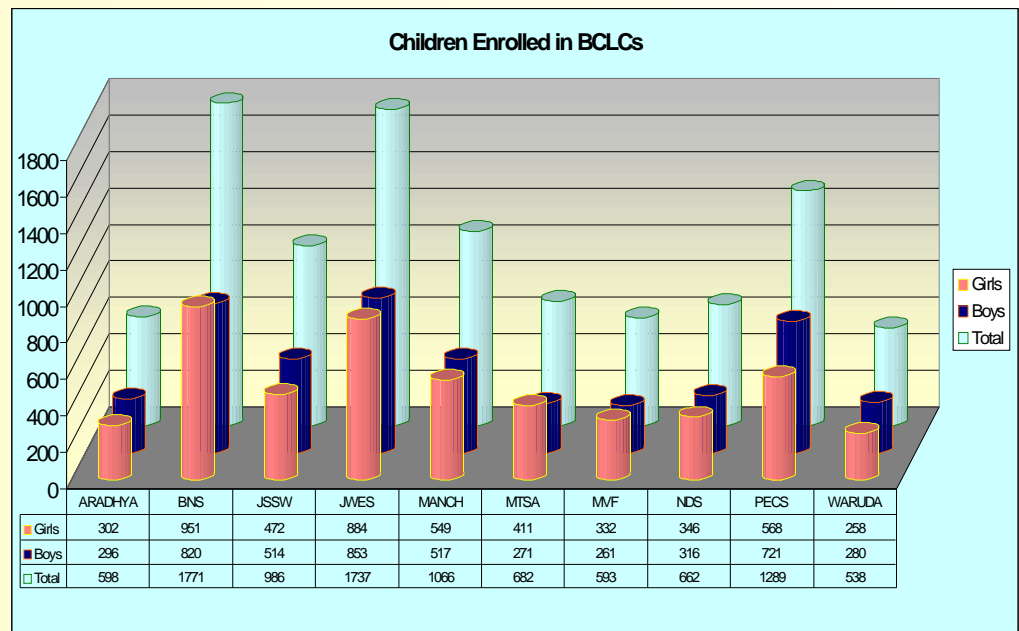
## Children Mainstreamed - Classwise

PNGO	I	II	III	IV	V	VI	VII	VIII	IX	Total
ARADHYA	242	68	25	20	35	4				394
BNS	645	200	83	44	39	20	10			1041
JSSW	444	92	48	12	12	13	1			622
JWES	611	129	106	48	32	10	5	3	1	945
MANCH	497	85	58	15	10					665
MTSA	300	50	90	60	110	20	10	5		645
MVF	55	32	23	12	8					130
NDS	238	46	24	14	14	1	3	2		342
PECS	368	98	72	53	21	15	10			637
WARUDA	127	66	51	29	29	14	8	7		331
Total	3527	866	580	307	310	97	47	17	1	5752

*It is heartening to note that nearly 40% (2225) of the children were over-aged, who were motivated, coached and mainstreamed in age-appropriate classes from II to IX.*

## Children Enrolled in BCLCs

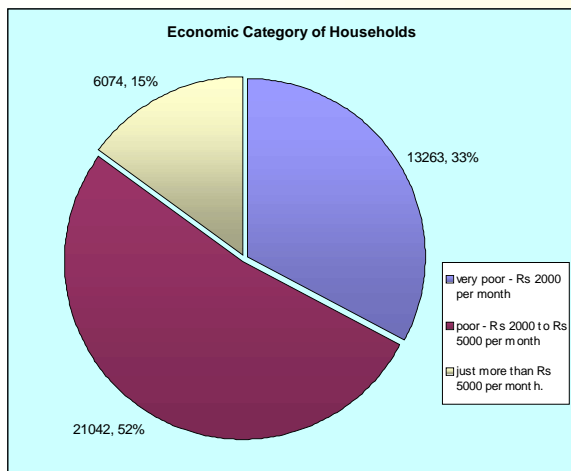
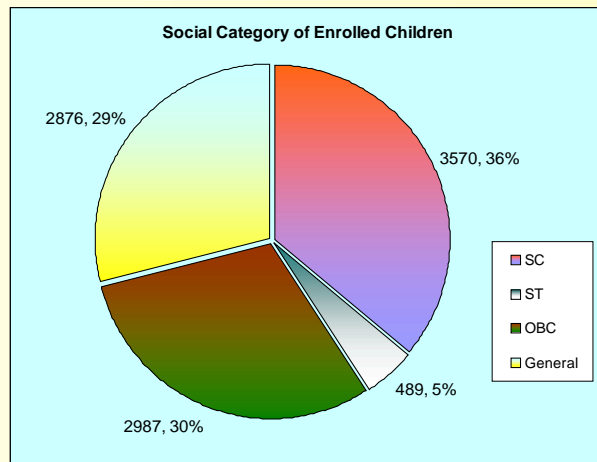
For mainstreaming 5752 children, the PNGOs had to enrol and coach 9992 children in their 85 Bridge Course Learning Centres (BCLCs), over a period of 30 months from December 2007 to May 2010:





Of the 9992 children enrolled, as many as 7116 (71%) belonged to the Scheduled Castes, Scheduled Tribes and Other Backward Communities, and the rest (2876) to the General Category. A base-line survey conducted in the beginning of 2008 in the programme locations by the PNGOs, covering 40179 households, showed that

- ✎ 17120 households (42.6%) belonged to Scheduled Caste;
- ✎ 12797 households (31.85%) to Other Backward Community;
- ✎ 7498 households (18.66%) to General category;
- ✎ 2764 households (6.89%) to Scheduled Tribe

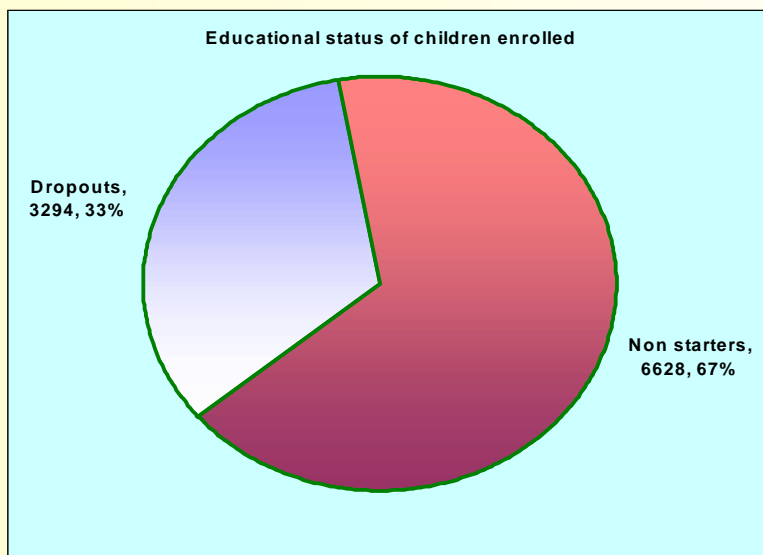


The same survey revealed that

- ✎ 13263 (32.5%) households were very poor, earning only about Rs 2000 per month;
- ✎ 21042 (52.7%) households were poor, earning from Rs 2000 to Rs 5000 per month; and
- ✎ 6074 (14.8%) households were slightly better, earning a bit more than Rs 5000 per month.

*These findings confirm the argument of social scientists that, in India, 'those who are socially backward are also backward economically; those who are socially and economically backward are educationally backward'.*

While 70% were those who have never been to schools, the rest were drop-outs from schools:



### PNGOs' efforts to attract and retain children in the BCLCs

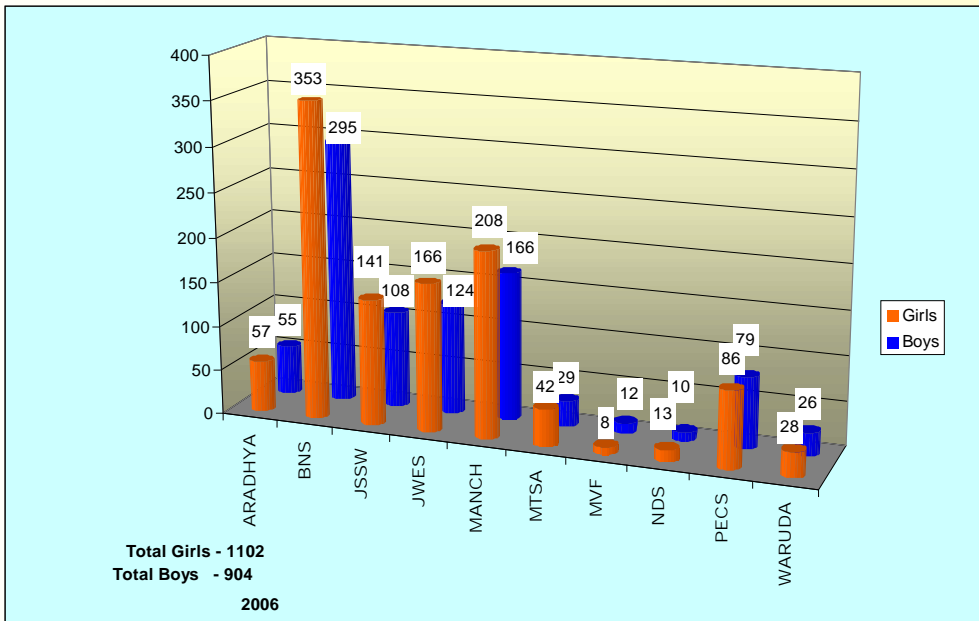
- ✎ Regular home visits;
- ✎ Meetings in the Clusters or settlements;
- ✎ Organizing Parent-Teacher Meetings;
- ✎ Prizes of children with best attendance;
- ✎ Prizes for the BCLC with best attendance record;
- ✎ Spreading awareness on the need for and importance of educating children;

### Children Dropped out of the BCLCs

Despite the PNGOs' best efforts, 2006 (20%) children dropped out 33.5% of the girls enrolled and 13.5% of the boys enrolled, in line with the trend at the national level - from the BCLCs, for various reasons like

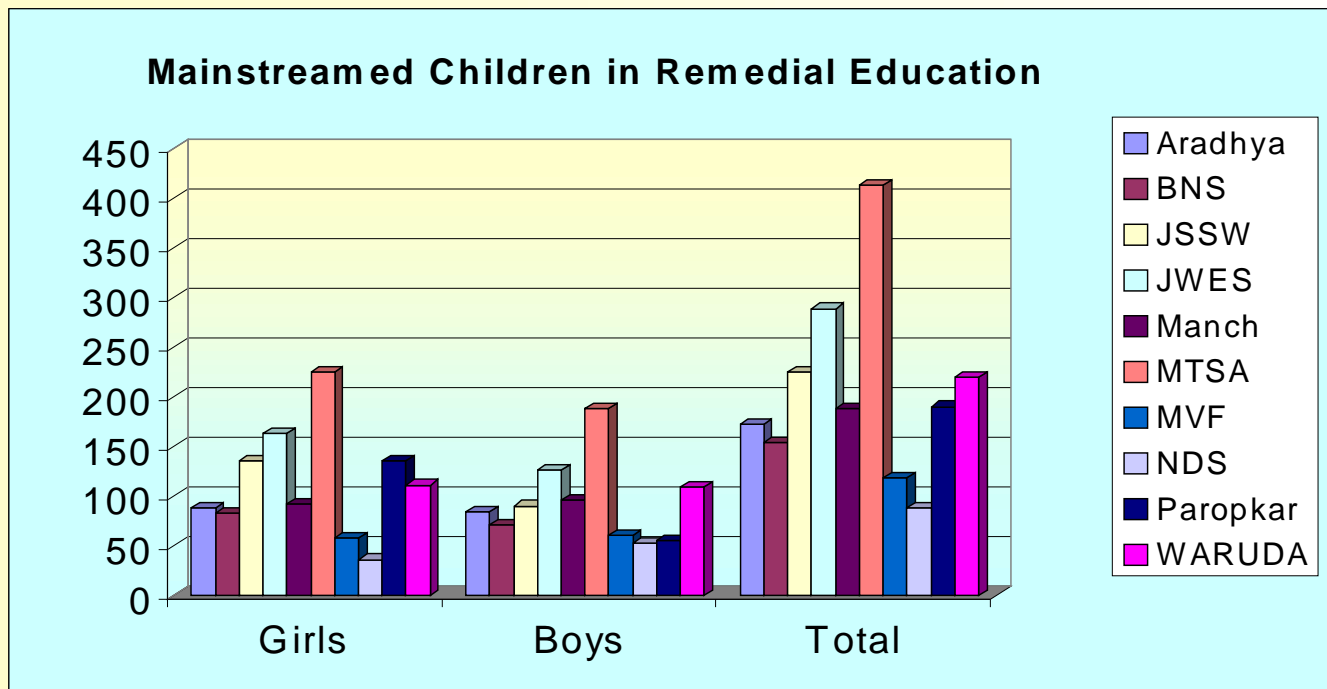
## PEARLS FROM THE SLUMS

- ✎ Parents shifting residences in search of work, or permanently migrating back to their native states;
- ✎ Need to look after the siblings 56% of the girls dropped out due to this reason - ,
- ✎ Children required at home for working and supplementing family's income, parents' indifference etc:
- ✎ Difficulty of some children's to sit in the class continuously for 3 hours
- ✎ Girl children being engaged for domestic work in rich people's houses, to supplement family income;



## How mainstreamed children were retained

- ✎ Visits to the children's homes, dialogue with them and with their parents to motivate them;
- ✎ Holding meetings in the clusters/settlements, with parents and community leaders and motivating them to make efforts to retain the children in schools;
- ✎ Visits to the schools where the children are studying and interaction with the Principal and or Teachers, to assess the conduct and progress of children in their studies;
- ✎ Conducting Remedial Education Centres, for the mainstreamed children, who are weak in studies, and to help them in doing their homework assigned from the school. At the close of the programme in May 2010, 2057 children were studying in 43 RECs:





“Chuti karna man nahee lagtha”, says Shabanam

Shabanam, 9 years old, is the eldest of three daughters of Abdul and Hazina Khatoon, staying in 'G' Block Shakurpur, near Pitampura in north-west Delhi. Abdul migrated from Madhuban in Bihar, some 15 years ago, in search of work. Abdul is a rickshaw puller, earning about Rs.3000 - 4000 per month but drowns most of it in country liquor. Hazina is only a housewife and has to pester her husband everyday for sparing something for the household expense. Shabanam was mainstreamed in 2nd standard in the MCD School in 'G' Block and is regularly attending the Remedial Classes run by the Bharatiya Navdeep Samiti. Poverty drove Hazina to engage Shabanam for washing utensils in a house in the adjacent colony. Savita, the Community Coordinator of BNS, intervened and motivated Hazina to stop working and allow Shabanam to concentrate in her studies. Shabanam likes going to school and doesn't like absents even for a single day. “I want to become a teacher, like them”, says Shabanam, looking at Gayatri, Pinky and Suman, the teachers at the RECs run by BNS.



**“If you educate a man, you educate a person, but if you educate a woman, you educate a family”**

**- Ruby Maniken in 'Observer'**



Against heavy odds, they still study and shine.....

# Do you know.....

- ✎ India has the largest illiterate population about 380 million in the world;
- ✎ Over 290 million students attend educational institutions on a working day;
- ✎ Enrolment at elementary level (Classes 1 to 8) has gone up from 19 million in 1951 to 130 m in 2009; that at higher level (Classes 9 to 12) from 1.5 m in 1951 to 37 m 2009;
- ✎ Higher education enrolment has gone up from 1.7 lakh students in 1951 to over 12 million in 2009;
- ✎ Most of the children of 6 to 11 years of age are enrolled, but Class 5 one-third drops out, by Class 8 half; by Class 10 nearly two-thirds are out of school;
- ✎ Only 10% go for higher education;
- ✎ In all, over 170 m children and youth, in the age group 6 to 24 years, are out of the education System; Why? because of the four great 'divides' in the Indian society, namely, the rural-urban, men-women, rich-poor and the high caste-low caste;
- ✎ In 1951, only 35% the urbanites and 12% of rural people were literate; In 2006 80% of urbanites were literate, but only 59% of rural people were literate;
- ✎ In 1961, literacy among Dalits was 10% and among Tribals 9%; this went up to 55% and 47% respectively in 2006;
- ✎ Among society's poorest third, literacy is 46%, while among the richest third, it is over 72%;
- ✎ In 2006-07, total expenditure on education was Rs. 1.33 lakh crore (3.6% of GDP); insufficient to educate 1.2 billion Indians. In 1966, Kothari Commission recommended that at least 6% of GDP should be set apart for education. Low Government spending has led to inequity in education, as those with better resources go for better education in private (called 'public schools' in India) schools, while majority have to be satisfied with mediocre education in Government Schools.

- Subodh Verma in "Education: an Unfinished Revolution",  
The Times of India 25 Jan 10.

# III. The Processes

## How PNGOs were selected

- ✍ Deepalaya advertised about DABFP on its website and spread the news through word of mouth, among NGOs, to which 18 NGOs responded;
- ✍ Gathered preliminary information, through a simple format, about the 18 NGOs which responded to the advertisement;
- ✍ Checked about the credibility and genuineness of the NGOs which sent back formats duly completed, with their earlier donors;
- ✍ Formed 6 teams of the Deepalaya staff: each team comprised 2 to 3 staff with expertise in programme and financial management;
- ✍ Each team visited the offices of the NGOs assigned, interacted with the members of their respective Executive Board Members, CEOs, other staff, scrutinised their programme and financial management systems and related documents; also visited programme locations and discussed with people benefited as well as those around;
- ✍ Each team prepared their reports as per a uniform format given by the Director of the DABFP, and awarded marks on a scale of 100 under 10 heads like, genuineness, competence, experience in implementing educational projects, systems and procedures etc;
- ✍ Discussed the findings of the 6 teams in a larger staff meeting at which CEO of ABF was also present, and arrived at a list of 10 NGOs, which were found to be worth selecting; the first 6 were found to be quite competent and next 4 as having reasonable competence and worth encouraging; it was accordingly decided to give a higher target and budget to the first 6 and a smaller target and budget to the next 4.



*Mr M V Subramanian, CEO of ABF and Mr T. K Mathew, CE of Deepalaya at the DEEP exchange programme at Deepalaya on 31-03-08*

## How PNGOs' programmes were finalised

- ✍ Capacity Building Programmes on Programme Formulation, Programme Management, Expected Financial Management systems etc. were conducted by Deepalaya at its Human Resource Centre, for key Executive Board Members and key staff of the 10 selected NGOs;
- ✍ Formats for preparing the Project Proposal and Budget were given to the PNGOs and explained how to prepare the same;
- ✍ After receiving the Proposals and Budget, the concerned DABFP staff at Deepalaya had several rounds of discussions with the concerned staff of each PNGO, including visits to the prospective programme locations. Each proposal and related budget were finalised after several modifications

## How the PNGOs were empowered

Conducting training programmes of various types, mainly for imparting quality education, was one of the ways through which the capacities of the PNGOs were enhanced. 2420 persons - the same staff attended more than one CBP - participated in the 56 Capacity Building Programmes conducted in the three year period, as indicated in the following tabulation :

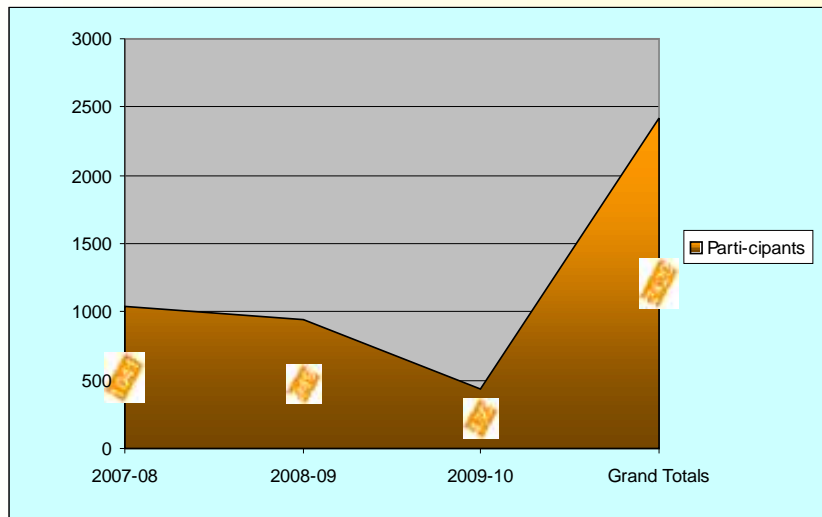
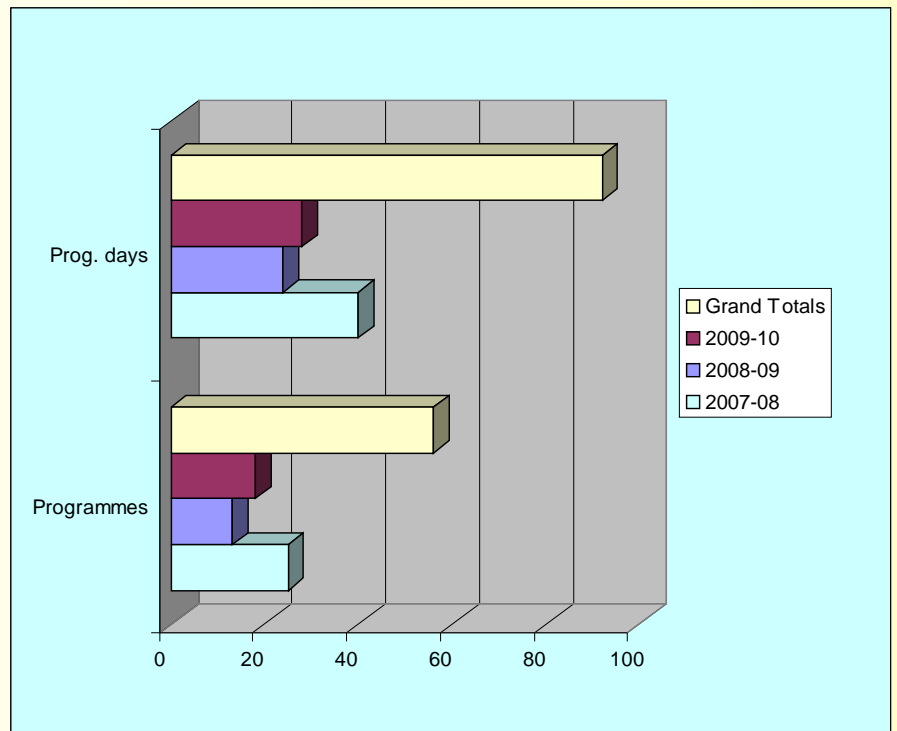


*Dr. Sharda Kumari, Teacher Educator from DIET on Inclusive Education at Deepalaya CBP*



Period	No of Programme s & No. of Prog. days	Important topics/skill area	No. of Parti- cipants	Type of Participants
September 2007 to June 2008	22 & 35	Class Management; Curriculum Development for Hindi, English, Mathematics and Environmental Science; Making Teaching-Learning Materials (TLM) for all the above subjects; Principles of Learning; Lesson Designing; How to teach Hindi, Mathematics & English; Community Mobilisation; Exchange of Experiences; Exposure visits to Model Education Programmes.	921	Selected Teachers, Programme Coordinators, and Supervisors
	1 & 2	Student Tracking Tool	38	Programme Coordinators and Computer Operators
	2 & 3	Financial Management, Human Resource Management	82	Heads of PNGOs, CEOs, Programme and Coordinators
<i>Totals</i>	<i>25 &amp; 40</i>		<i>1041</i>	
July 2008 to June 2009	10 & 20	Tools for Quality Education Assessment; How to teach English, Hindi and Mathematics, Making TLM for teaching English; Multigrade Teaching; Exposure Visit to Model Education Programmes; Exchange of Experiences; Training in Art & Craft	812	Selected Teachers, Programme Coordinators and Supervisors

Period	No of Programme s & No. of Prog. days	Important topics/skill area	No. of Parti- cipants	Type of Participants
July 2008 to June 2009	3 & 4	Review of DABFP Documentation Financial Review	137	Heads of Organizations Programme Coordinators Accountants
<i>Totals</i>	<i>13 &amp; 24</i>		<i>949</i>	
July 2009 to May 2010	17 & 27	Preparations for Annual Examination of Open Basic Education; How to teach Mathematics, Hindi and Environmental Science; Inclusive Education; Integrated Education; Progress Report Preparation; Art & Craft; Community Mobilisation.  Exchange of Experiences	410	Selected Teachers, Programme Coordinators,
	1 & 1		20	CEOs, Programme Coordinators, Supervisors and selected Teachers
<i>Totals</i>	<i>18 &amp; 28</i>		<i>430</i>	
<i>Grand Totals</i>	<i>56 &amp; 92</i>		<i>2420</i>	



**“In this exposure visit, we learnt from DRIP Partners how they made their programme a great success. We learnt how to mobilise community and what methods we should apply to maintain good attendance of children.....”**

**- Dr B. Sagar, President,  
JSSWat the final Exchange of  
Experiences**

**On 28 May 2010, about the CBPs.**



*Ms. Mousami Chatterji, Programme Officer of URIDA (DRIP PNGO) conducting session on Lesson Design*



*Madhu, Supervisor, DABFP Zakira, sharing of exposure visit experiences to the LCs of DABF PNGOs*

## Poonam is really Differently Abled!

Poonam is 13 years old and is the fourth of the eight children of Om Prakash Sharma and Kamala Devi, who migrated from Gorakhpur, UP in 1987. Polio struck Poonam when she was 5 months old, and therefore did not go to school for a few years. After attending the WARUDA BCLC for 7 months, Poonam got admitted in Class VI in Sanjivani Special School, but had to drop out in November 2009, as her parents could not pay the fees. In April 2010, she was admitted in Sarvodaya Kanya Vidyalaya at Sainik Enclave. Though Polio affected, Poonam dances well and has won some prizes. Poonam is also very good in studies. Her parents could not so far get a Disability Certificate for her, as they do not possess any residence proof. A Disability Certificate would have entitled Poonam to get some concessions, and WARUDA is now trying to get one. Poonam's parents are determined to educate her as long as she wants and dreams of her becoming a doctor. "I will study as much as I can and fulfil my parents' dream...Due to Polio, I am suffering; no child should suffer due to inaccessible treatment", says Poonam.



**"Teacher is one who makes two ideas grow  
where only one grew before"**  
- Elbert Hubbard in 'Roycroft Dictionary'

👉 Against heavy odds, they still study and shine.....



## Rinky wants to become a good teacher!

Rinky, 7 years old, is one of the 5 children of Avdesh Yadav and Runi Devi. She was a student of the BNS BCLC in 2009 and was mainstreamed in the MCD School in G Block, Shakurpur. Avadesh migrated from Balia in UP, nearly 20 years ago and is now working as a Moulder in a factory in Mangolpuri, earning about Rs 4000/- per month. Runi, who came to Delhi just 4 years ago, is only a housewife.



Rinky is studying in 2nd standard. Her two sisters and two brothers are also studying in the local MCD School. Rinky as well as her mother, wants Rinky to become a good teacher. Runi Devi was not literate when she came to Delhi. She underwent a literacy course at the Gender Resource Centre run by BNS. She can now sign, read the number and destination on Bus Boards. She sees the copy books of Rinky and checks whether she is doing the home work assigned.

## How teaching activities at the BCLCs were monitored

Supervisors from each PNGO were visiting the BCLCs every day checking the teaching activity, attendance etc; the Programme Coordinators used to visit each BCLC of each PNGO at least once a week to check the teaching activity as well as to check whether Supervisors were doing their duty; CEO of each PNGO used to make surprise visits to the BCLCs;

Similarly, the Monitoring Team from Deepalaya used to visit each BCLC at least once in a fortnight. Besides checking whether the above mentioned staff of the PNGOs were visiting the BCLCs, other tasks carried out during such monitoring visits are :



Against heavy odds, they still study and shine.....

- ✎ Scrutiny of Attendance Register;
- ✎ Checking average attendance during the week and comparing the same with the attendance during the week before;
- ✎ Whether any student has been absenting himself/herself too many days/too long, and if yes, advise/take appropriate action;
- ✎ Scrutiny of other registers like Community Visit Register, Lesson Plan Register, PTA Meeting Register, Mainstreaming Follow-up Register etc.
- ✎ Interactions with the teacher and students about the functioning of the BCLC, problems, if any, etc;
- ✎ Visit to homes of students who have been consecutively absent for several days and interactions with those available at the homes;
- ✎ Interactions with the people in the surroundings.



*Ms. Shubhanjali Roye at ARADHYA*

**“Learning level of children was good”**

**- Ms Shubhanjali Roye, Programme Manager of ABF, after visiting BNC REC-1 on 17 Feb 2010.**

**“Learning level was OK. But it was not increasing after the last month's test”**

**- Ms Shubhanjali Roye, after visiting ARDHYA's BCLC-1 on 18 Feb 2010.**

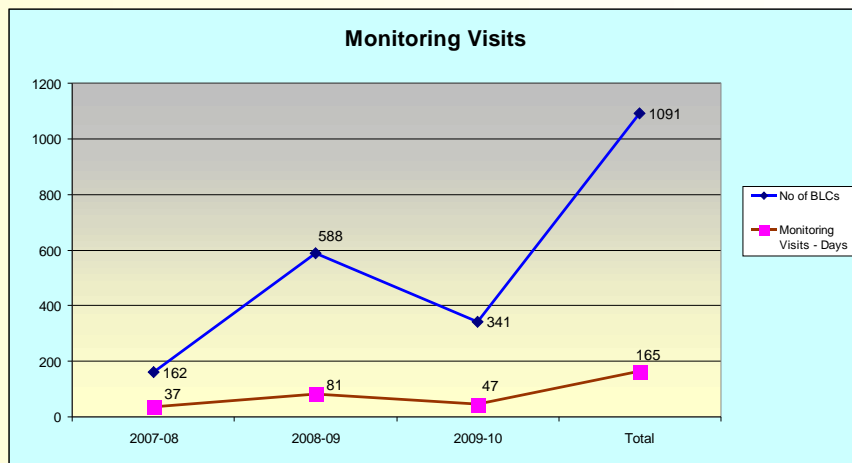
That 80% of the teachers are undergraduate girls from socio-economically backward families, pursuing further studies through evening classes or distance education, is notable.

Phulbabu enjoys going to school and likes Mathematics most !

12 years old Phulbabu is the 3rd of the 4 children of Mohammed Israel and Najma Khatoon, who came to Delhi from Bihar, about 15 years ago in search of work. Phulbabu's 18 years old elder brother is undergoing training in tailoring and embroidery, in the local Madarsa and the elder sister and younger brother are studying in the local MCD School, respectively in classes IX and I. Phulbabu was attending BCLC conducted by BNS at Shakurpur right from the start of the programme and was in the batch of students mainstreamed in 2006. Phulbabu is now in class IV, enjoys going to school and never absents himself. He is quite good in studies and likes Mathematics most. Phulbabu regularly attends the REC classes conducted by BNS. Phulbabu too, wants to become a teacher.

### Monitoring Visits to BCLCs

Year	No of Monitoring Visits	No of BLCs
2007-08	37 days	162
2008-09	81 days	588
2009-10	47 days	341
Total	165 days	1091



Against heavy odds, they still study and shine.....

**“Education makes a  
people easy to lead,  
but difficult to drive;  
easy to govern but  
impossible to enslave”  
- Lord Brougham**



*MTSA Teacher teaching at LC-4 in Shabad diary*



*Republic Day celebration at LCs of Manch*

## IV. Glimpses of Impact

Sample case studies of children, appearing in this booklet is one illustration of the positive impact the programme has made in the destinies of these children and in the lives of the underprivileged. Deepalaya has carried out Focus Group Dialogues (FGDs) in a few programme locations of a few PNGOs and these FGDs provide a further glimpse into the impact of the programme:

### FGD with parents at Shakurpur, Pitampura Program location of BNS

20-22 parents, mostly mothers, had assembled at the project office of BNS on 22 Jan 2011. Children of 15 parents were mainstreamed in the local MCD School, under this programme. Deepalaya's Team's queries brought out the following responses:

- ✎ Children from all families are regularly attending the MCD School;
- ✎ Only girls are coming to the REC conducted by BNS;
- ✎ " BNS is not admitting our sons, although we are ready to pay fees; please do something about it Sir" ! ; (this is because BNS is getting financial support from India Sponsor Foundation, for teaching girls only in their RECs; amount collected as fees Rs 25/- per month - , which only about 50% are paying in full, is too inadequate to meet the expenses)
- ✎ MCD Schools do not charge any fees; gives free books also;
- ✎ 8 to 9 parents, mostly mothers, attend the monthly PTA meetings;
- ✎ As a result of the discipline in the BNS BCLCs, children get ready and go to school on their own;
- ✎ Unlike before, they take bath and go;
- ✎ They go to play only after finishing the home work;
- ✎ In the RECs, girls are trained in dancing, singing, drawing etc. and mothers are proud of that;
- ✎ Fathers do take interest in the children's studies; check whether they have done the homework etc;



FGD at BNS Shakurpur



- ✍ While a few wanted their children to become teachers, one wanted her daughter to become a Doctor and another mother wanted her to become an Engineer.

## Bhawana, a drop-out, to appear for Class X Exam....!

**1** 6 years old Bhawana is the eldest of 4 children 3 daughters and 1 son of her parents who migrated from Uttar Pradesh in 2000. Bhawana had dropped out after class V, as her parents wanted her to work to supplement the family income. Latha, one of the teachers of MTSA BCLCs, met her during her home visits, dialogued with her and understood her problem. Latha made a special visit to Bhawana's home the next Sunday to meet her parents on other days they are away for work and return home only late evenings. Latha's talks, persuasive though she was, did not change Bhawan's parents initially. "Education is not as necessary as filling our stomach", "Who will look after the younger children?", "Who will cook, who will fetch water from the water tanker" (which comes just twice a week), were some of their arguments and counter questions. Latha, though disappointed, did not give up. After a series of dialogues and one-to-one counselling with Bhawana's mother, Latha succeeded in getting Bhawana admitted in MTSA's BCLC -5. After completing the bridge course in 4 months, Bhawana appeared for the class VIII examination under the National Institute of Open Schooling (NIOS) and passed with good marks. Bhawana's and Latha's problems were still not over. Bhawana's parents came up with proposal for her marriage with a man more than double her age. Latha swung into action again, she and her colleagues together counselled Bhawana's parents and succeeded in postponing that idea. Bhawana is now about to appear for Class X Examination under NIOS



## Manju Devi wants her son Niranjana to become a Doctor

1 2 years old Niranjana is the 6th child of the 7 children of Naresh Sahni and Manju Devi of Lal Bagh, who migrated from Begusari in Bihar. His 3 elder sisters are married off and two elder brothers are studying in Bihar. Niranjana who was mainstreamed by JSSW in Class V in the MCD School, Lal Bagh in 2008, is now in Class VII. He likes drawing and is also undergoing Computer Training. Although Niranjana's parents are illiterate, they are keen that all their children should study. "Unlike us, our children should study, as long as they want and we will make any sacrifice for that; I would like Niranjana to become a Doctor", says Manju Devi. Niranjana also cherishes such a dream.



"Working with Deepalaya was a good experience.....We now know the pros and cons of such a project; so any time in future we can make our plans and continue motivating the drop-out children who fear to go to school and also motivate the parents who don't care about their children's education"

- MANCH at the final Exchange of Experiences on 28 May 2010.



Against heavy odds, they still study and shine.....

**“The children who were mainstreamed by BNS are better than the children who come to our school directly from the community. Their conduct in class and performance in class test are better. Teachers of BNS visit our school and check attendance of the children they mainstreamed. Mothers of the children attend the PTMs but their fathers do not. Some of these children are attending the BNS RECs and some are not. Deepalaya should do something for such children who are not able to attend the RECs.”**

**- Mrs Lalita Luthra, Principal, MCD School, 'G' Block, Shakurpur**

**“There is a big difference in the Learning Levels of the children mainstreamed by BNS, from other children. BNS children showed better results in class tests. The children attending the RECs, sustain interest in studies. Some of the children earlier mainstreamed have dropped out due to the need to take care of siblings, since both the parents go away for work. Those who cannot regularly attend school several cannot, due to poverty and the need to take care of the siblings should be guided and helped to study under OBE and appear for NIOS exams.”**



**- Mrs Deepti, Class Teacher of Class II of the same School**

-

## FGD with parents at Lal Bagh, Azadpur Programme Location of JSSW

21 mothers were present. Children of 11 mothers had studied in the BCLCs conducted by JSSW and have been admitted in the MCD Schools at Ashok Vihar Phase III, Mohan Park, Azadpur and Gujranwala Town School. Mothers assembled responded to Deepalaya Team's queries on the following lines:

- ✍ Children are regularly going to the Schools;
- ✍ Children have improved their skill in reading and writing and also their cleanliness;
- ✍ Rajani, who mainstreamed her 2 daughters, Shikha and Kajal, in MCD School Ashok Vihar, said that they were studying well and attending the REC conducted by JSSW;
- ✍ Manju, mother of Rita who was mainstreamed in Class III of the same school said that Rita is now studying in Class IV and is attending the REC conducted ;
- ✍ Children are neat and clean, behave well with elders and teachers, and even tell their parents to be well-mannered;
- ✍ Most of the mothers want their children to become teachers;
- ✍ Fathers also show interest in children's studies;
- ✍ Seeing JSSW enrolling, coaching and mainstreaming so many children, some parents, whose children are not going to school, have approached JSSW to do something for their children also.



# Impact of DABFP as PNGOs perceived

*"After working for over 13 years, I have worked like a Community Level Worker with Deepalaya, and still learnt many things about working at grass root level as well as at higher levels"*

- Mr Umesh Kumar, Secretary, ARADHYA

*"The platform under the umbrella of Deepalaya for implementing DABFP has contributed a lot not only for the capacity and confidence building of our organization as a whole and all those associated with it."*

- Mr. R.K. Shukla, General Secretary, BNS

*"As we are a grass root level organization, we were not able to maintain all those records before Deepalaya CBPs; in those trainings, we learnt how to maintain these records...As a result of the monitoring of expenditures and scrutiny of accounts by Deepalaya, we have been able to streamline our procedures, and got a clean chit during the audit by the Govt deptt for GRC "*

- Dr. B. Sagar, President, JSSW

*"When I joined as a teacher in the project, I was not able to draw and paint any type of pictures and was very weak in drawings. But after the frequent trainings on how to make TLMs, I am now confident of making TLMs and teach children more efficiently...We have developed a good relationship with Govt. Schools which have made it easier for us to mainstream and follow up children"*

- Ms Pallavi and Ms Swati, respectively Teacher and Supervisor of JWES

*"...We learnt to be change agents of the community and develop linkages with individuals, local leaders, politicians, parents and community to sustain the project further."*

- Ms Madhu, Supervisor of DABFP, Zakhira

*"DABF Programme has given us opportunity to learn different ideas and systems of programme implementation and financial monitoring".*

- Mr Dinesh, Coordinator, MANCH

*"This programme is effective for educating non-schoolgoing children. This types of programmes should be repeated."*

- Mr Anil Kumar, Director, WARUDA

*"During the last three years, we realized the need to reach each and every non-school going child in the community. We also realised that there are many more children who remain untouched because of migration".*

- Ms Prachi, Coordinator, MTSA

*(The above are quotes from PNGOs' presentation at Deepalaya on 28 May 2010)*

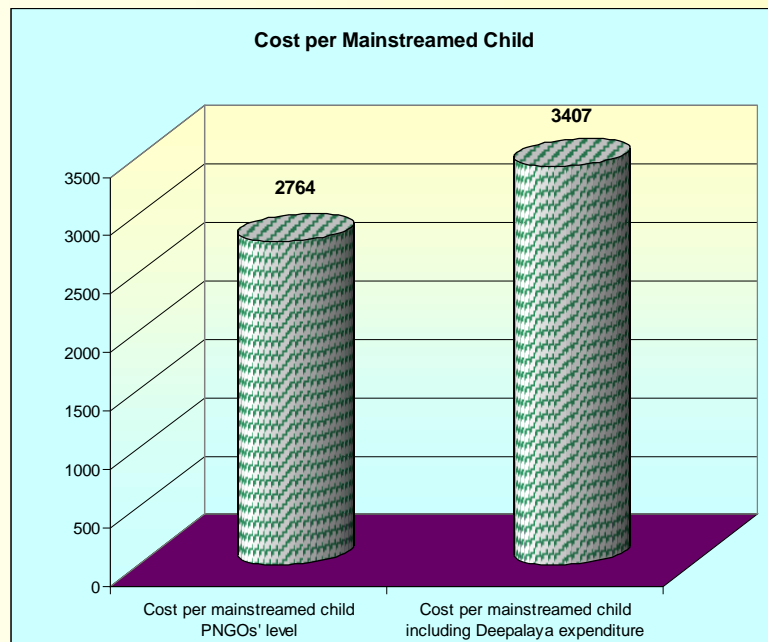
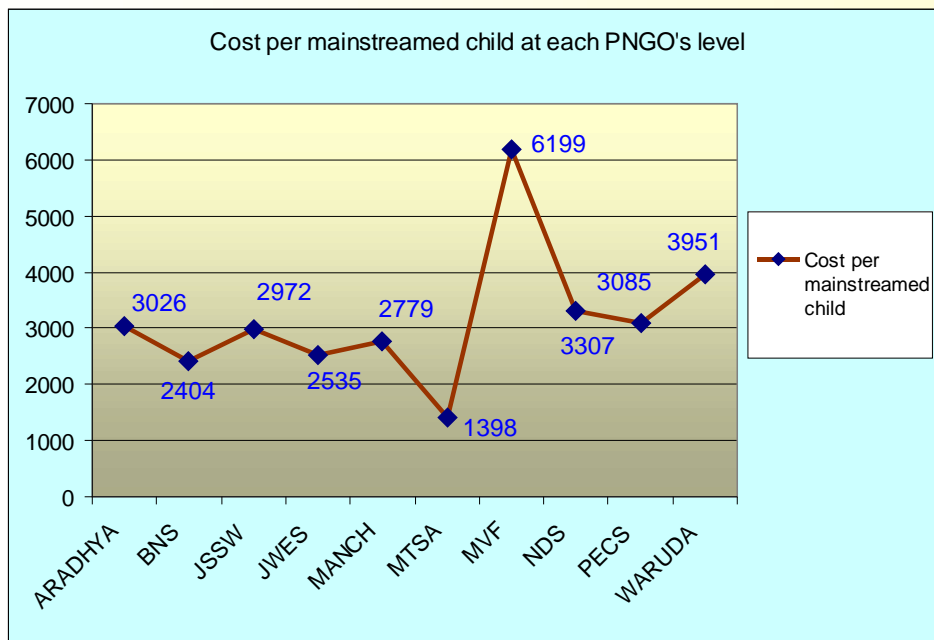


# The Lessons Learnt

- PNGOs, howsoever thoroughly they have been assessed at the pre-selection stage, have to be constantly guided and even watched, especially with regard to financial management; financial scrutiny should not be confined to checking their vouchers and account books, but invariably include checking with the end recipients also, even at the risk of inviting accusation of interfering in their internal affairs;
- So long as a few states in India including the so called 'BEMAROU' states are very backward and ill-governed, forcing their people to migrate to towns and cities in search of livelihood, education of these migrant children will always be uncertain, unless programmes specifically targeted at them are planned and implemented with utmost efficiency and effectiveness;
- Financial Monitoring is as important as or even more important than programme monitoring, and there should, therefore, be specific budgetary provision in such major programmes, for appointing specific staff for financial monitoring;
- Notwithstanding the widely held view, especially in countries like Brazil, that compulsory education is the best remedy for checking child labour, poverty is a major reason for children dropping out from schools; significant percentage of children, especially boys, both from the BCLCs and from the Formal Schools, dropped out due to the sheer need for working and supplementing their family income;
- Planning and funding such programmes should be with a longer vision for retaining the mainstreamed children in schools. For this, continued support for imparting Remedial Education to such children, is necessary; otherwise they might drop out;
- Relevance of Family Planning is still very much felt, especially among the poor. Several of the families interacted with in the programme locations have too many children;
- Although Deepalaya had implemented Sarva Shiksha Abhiyan quite successfully, 'Deepalaya Reach India Programme' and 'Deepalaya Axis Bank Foundation Programme' are far better models. While SSA emphasised only enrolment of non-school going children, the other two programmes followed a composite approach, involving not only identification and enrolment but also coaching, mainstreaming, remedial teaching and follow-up to ensure retention of children in Schools.

**“We have to stand up ourselves, not be set up”**

**- Marcus Aurelius in 'Meditations'**



## Bilal, an orphan wants to become an actor

Bilal, 14 years old, is the only son of late Shakil and late Sehnaz, living in turns with his 85 years old grand mother and with the elder and younger brothers of his father, in Rajeev Nagar, Bhalswa dairy. He had dropped out after Class II and was roaming about in the colony, when Kamalesh, Teacher in BCLC of ARDHYA, met and dialogued with him. Kamalesh talked to Bilal's grand mother and uncles and requested them to put him in the BCLC. For a few days she even went to their house and brought Bilal with her to the BCLC. After studying in the BCLC for about 6 months, Bilal got admitted in 2008 in Class V of the local MCD School. He is reasonably good in studies and is now studying in Class VIII. Bilal is fond of dancing and painting. He wants to become an actor.



👉 Against heavy odds, they still study and shine.....

# SUPPORT AN UNDERPRIVILEGED CHILD THROUGH DEEPALAYA

## 1. Integrated Child Sponsorship (Annual)

For a child in non-recognized school : Rs. 9000/-, For a child in Recognized School: Rs. 15,000/-  
Your support will provide a child with education, health care and overall development .

## 2. Educate a child (Non Formal Education) - Annual : Rs 4000/-

Under Educate a Child programme, your support will be utilised for the purpose of providing non formal education to children from poor families at a non formal education center of Deepalaya.

## 3. Primary Education - For five years

a) Under Integrated Child Sponsorship : Rs. 45,000/- (Rs. 9000 x 5)

b. Under Educate a Child Sponsorship : Rs. 20,000/- (Rs.4000 x 5)

The sponsorship under Primary Education is given to children studying in class I and continues for five years till the child reaches class Vth whichever is earlier.

## 4. Perpetual Sponsorship : Rs. 60,000/- (One Time)

This one time donation will take care of the educational requirements of a child till he/she becomes self reliant. Once the beneficiary child attains self reliance, another needy and underprivileged child will become the beneficiary of this Perpetual Support.

## 5. Sponsorship for Differently abled - Annual : Rs.10,000/-

The sponsorship support will be utilised for a child studying in our disability project for the purpose of education, Health check ups, providing Aids and appliances, extra curricular activities, special education and training for parents etc.

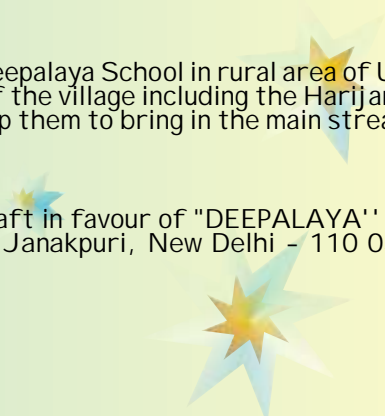
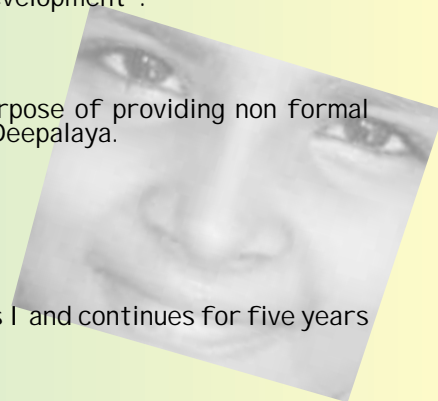
## 6. Child in Institutional Care, Gusbethi - Annual : Rs.10,000/-

Under this program you can support a child staying at Deepalaya's Institutional Care for his/her rehabilitation, education, remedial education, health checkups, latent talent development, Lodging and Boarding facilities.

## 7. Sponsorship of children studying in Rural UP - Annual : Rs. 7,000/-

Under this program your support will be extended to a child studying in Deepalaya School in rural area of UP. These children belong to economically and socially backward population of the village including the Harijans. Your support will empower the children with quality education and will help them to bring in the main stream of society.

Means of payment : You may send the money by means of cash/cheque/draft in favour of "DEEPALAYA" to The Marketing Department, Deepalaya, 46, Institutional Area, D-Block, Janakpuri, New Delhi - 110 058 or online through our website : [www.deepalaya.org](http://www.deepalaya.org) .





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