



Making a difference

**PROJECT PROPOSAL FOR GIRL CHILD EDUCATION PROGRAMME
SUBMITTED TO IIMPACT-AUSTRALIA**

Details of the Proposal	
Details of the organization	<ul style="list-style-type: none">• Name of the Organisation: IIMPACT• Postal Address: M-2/3, GF, DLF Phase II, Gurgaon – 122002, Haryana• Name of the Contact Person: Mrs. Nirmala Tandon (CEO)• Phone Number: +91 124 4276865-6 , M- 9810065903• Email: nirmala.tandon@iimpact.net• Website Address: www.iimpact.net• Registration Number: MH/803/2003/Pune
Project Details	<ul style="list-style-type: none">• Name of the donor: IIMPACT-Australia• Total Villages: 5 villages• Total 5 Learning Centers consisting of 30 girls per learning center• No. of Beneficiaries: 150• Project Period: 5 Years, extendable by 1 year
Proposed budget	<p>Annual Budget @ Rs. 100,000 per Learning Centre</p> <p>Cost of 100 Learning Centers for 1 year is 5, 00,000/-</p> <p>Total 5 year budget- Rs. 25, 00,000/-</p> <p>Budget for 2nd year on wards would have an escalation of 6-8% each year.</p>

Proposed Locations

IIMPACT-AUSTRALIA SCIENCE CENTERS			
S.N	DISTRICT	STATE	OUT-OF-SCHOOL GIRLS
1	SOUTH 24 PARGANAS	WEST BENGAL	30
2	SHAHJAHANPUR	UTTAR PRADESH	30
3	RAIGARH	CHHATTISGRAH	30
4	SIRAMAUR	HIMACHAL PRADESH	30
5	MEWAT	HARYANA	30
TOTAL			150

MAP OF INDIA SHOWING BOTH PROPOSED AND EXISTING PROJECT LOCATIONS



INTRODUCTION TO IIMPACT

IIMPACT Girls Education Project was started by the Alumni of IIM, Ahmedabad 1978 batch. Under this project, IIMPACT has identified rural out-of-school girls in 27 different regions 11 States with low female participation in education. IIMPACT's single minded focus is on providing quality primary education to rural out-of-school girls. IIMPACT has identified problems plaguing girls' primary education in India and has developed a model that overcomes these problems viz. the IIMPACT Learning Centre model. Under this model, IIMPACT establishes single-teacher primary Learning Centers in the villages with high concentration of out-of-school girls in the 6-14 year age group. These girls benefit from the learning center approach as they are near to their homes. Thus, IIMPACT takes the school to their door steps. The Learning Centers employ female teachers sourced from the local area who provide very high quality education through play-way methods. The Learning Centers are also a converging point for the local village community as they learn about the importance of education for girls and break age-old shackles in girls' education.

Starting with just 450 girls and 15 learning centers in 2004, today IIMPACT is running this project in over 1200 villages of India, and has covered over 45000 out-of-school girls in the primary education programme. IIMPACT runs this project for about 5 - 6 years in one locality, upto the time that each girl enrolled in the Learning Centre has received a firm grounding in primary education. Around 9000 girls from IIMPACT learning centers have completed their quality primary education cycle and joined the mainstream upper primary and secondary education. We have observed that the girls who have completed their primary education from IIMPACT learning centers have very high levels of skills and competence. They have demonstrated same competence at higher levels also. Many of the IIMPACT girls have now joined higher secondary and college level education and have demonstrated equal competencies there also. Even when most of the girls completing their education from IIMPACT Centers are first generation learners from their families, these are the very girls who are bringing a big change in their communities. By getting good education and by continuing in higher education, they will be the agents of development and leaders of their communities tomorrow.

OUR MISSION

IIMPACT provides educational opportunity to girls aged 6-14 years, from socially and economically disadvantaged communities of India, who, traditionally have no access to schooling. Our aim is to break the cycle of illiteracy that girls from such communities are mired in. This is done through local community based Learning Centers, where they get meaningful and stimulating education and are guided to their entry into formal schooling.



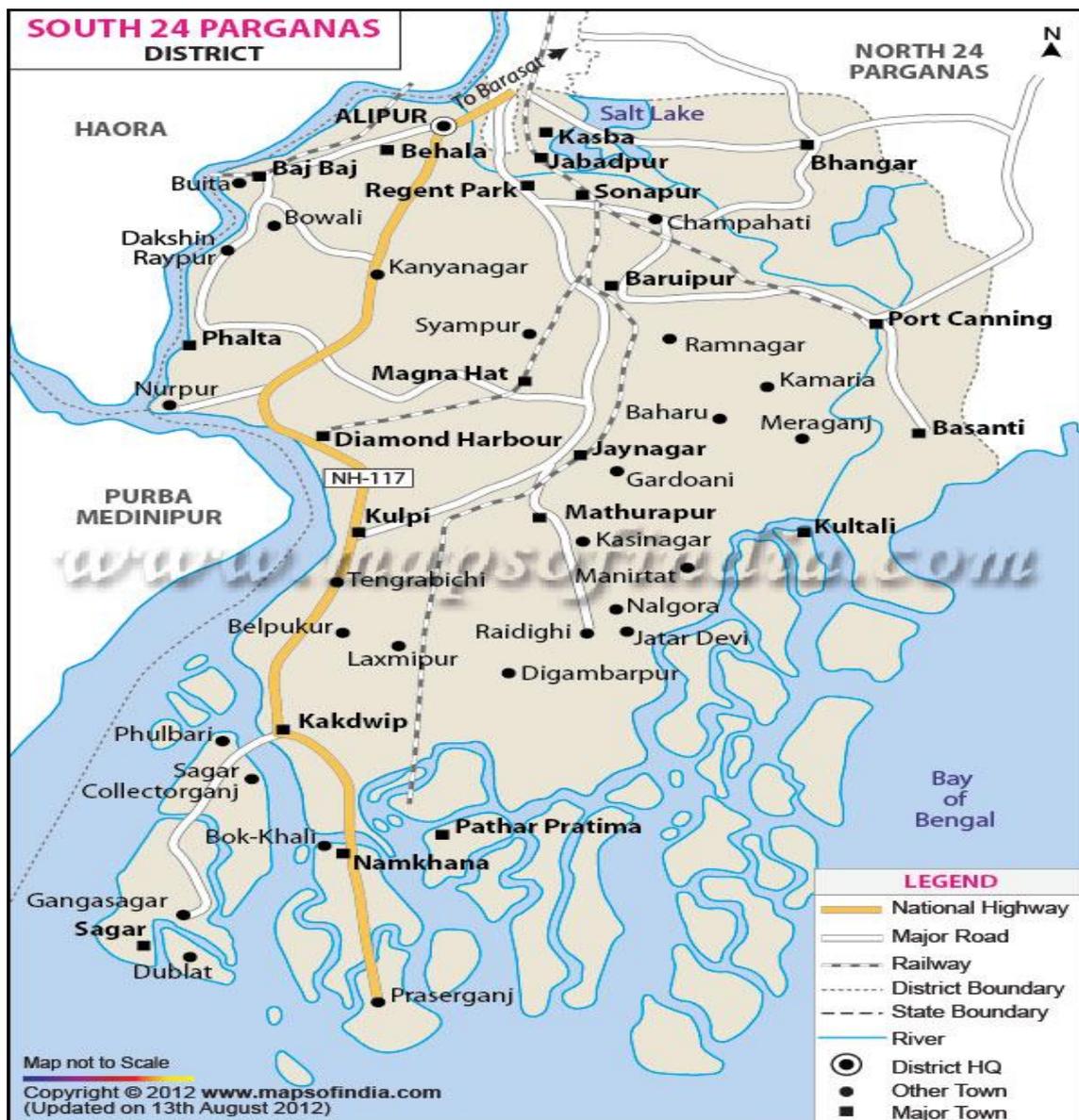
ABOUT THE PROPOSAL

The proposal seeks grant for implementation of girl child education project through establishment of 5 community based learning centers in 5 villages. The suggested places where there is urgent need to start learning centers is **South 24 Parganas District in West Bengal, Shahjahanpur District in Uttar Pradesh, Raigarh District in Chhattisgarh, Siramaur District in Himachal Pradesh, Mewat district in Haryana**. These states have extremely low female literacy levels. The proposal will be implemented by IIMPACT through an NGO partner/ partners. These 5 Learning centers will impart primary education to about 150 previously out-of-school girls. The aim of the project is to provide high quality primary education to these girls and then mainstream them firmly in upper primary education. All this will be done through active participation of the parents and community members. A large number of girls, especially from SC, ST and other backward communities who are not getting their rightful place in primary education, will be benefited.

INTRODUCTION

South 24 Parganas district is an important district of West Bengal State with its district headquarters in Alipore. It is the largest district of West Bengal State by area and second largest by population. On one side it has the urban fringe of Kolkata and on the other, the remote riverine villages in the Sundarbans. It is the sixth most populous district in India.

MAP



LITERACY

Average literacy rate of South 24 Parganas according to the census of 2011 were 78.57 compared to 69.45 of 2001. Gender wise, male and female literacy were 84.72% and 72.09% respectively. For 2001 census, same figures stood at 79.19% and 59.01%. Total number of literates in South 24 Parganas District is 5,639,112 of which male and female were 3,120,200 and 2,518,912 respectively. From the census figures itself we can see a huge gap between male and female literacy rates. The ground reality is even worse. The village level surveys have shown female literacy as low as 15% in some blocks of the district.

DEMOGRAPHIC DATA

The demographic data of Diamond Harbour block as per Census 2001 is given below:-

Total Population	133366
Male	69094
Female	64272
Literate Male	39445
Literate Female	36744
Total no. of BPL Families	16043
No. of Primary Schools	81
Estimated number of Illiterate women	24728
Dropout rate as per DISE report	37%

ECONOMY:

Muslims are mainly engaged in farming, fishing and other agricultural activities. The average size of agricultural landholdings is 3.2 Bighas. Hindu refugees from Bangladesh form a major part of the industrial workforce. North 24 Parganas is one of the less economically backward districts of West Bengal, but there is chronic poverty in the southern half of the District. The Information Technology hub of Kolkata is at this district, which is the centre of some of the notable IT/ITES Indian and multinational companies. Around 1.2 Lakh people are employed in Sector V and Sector III. The area is administered by Naba Diganta Industrial Township Authority (NDITA).

SITUATIONAL ANALYSIS:

Diamond Harbour is a block in the district of South 24 Parganas in the state of West Bengal. South 24 Parganas is the second largest district of West Bengal in terms of the population size. Villages in the project area are mainly dominated by SC, ST and minorities. This entire region has been identified as a highly risk area for the girl child due to high incidence of child trafficking and migration. Most girls involved in domestic labour in the major metro cities of the country come from this

area. According to a study conducted jointly by Govt. Social Welfare agencies and NGOs, nearly 40% of all domestic workers, mostly female domestic workers, come from 24 Parganas District, many of them end up in trafficking. The women and young girls are forced to migrate and do menial jobs in cities because they are poor and illiterate.

MAJOR CONCERNS

One of the major concerns related to the girl child in this region is education and protection. With a number of families that fall below the poverty line, young girls and women become the unfortunate targets. As we can see the high drop-out rate in the primary schools is a cause and symptom for the vulnerability of girls. As mentioned above many young girls are lured to the cities by agencies to work in menial jobs and as domestic workers. This is aggravated in the absence of schooling.

About Raigarh District, Chhattisgarh



Raigarh is a district of the state of Chhattisgarh, in India. Raigarh is the district headquarters. The languages spoken in the district are Chhattisgarhi, Odia and Hindi. Due to Railway and industrial development a fair representation from all over India we can see here. A large population of Bengali, Telugu, Marathi, Bihari and other community are living here. The city has cosmopolitan nature.

Population

According to the 2011 census Raigarh district has a population of 1,493,627, roughly equal to the nation of Gabon or the US state of Hawaii This gives it a ranking of 336th in India (out of a total of 640). The district has a population density of 211 inhabitants per square kilometre (550/sq mi). Its population growth rate over the decade 2001-2011 was 18.02%. Raigarh has a sex ratio of 993 females for every 1000 males, and a literacy rate of 73.7%.

Socio-economic Profile

Like other parts of the state, the climate of Raigarh district in Chhattisgarh is mostly dry. The summer season is mostly warm and dry while the winter season is cool and pleasant. The ideal time for traveling to Raigarh is during the autumn and winter seasons when the weather is fine.

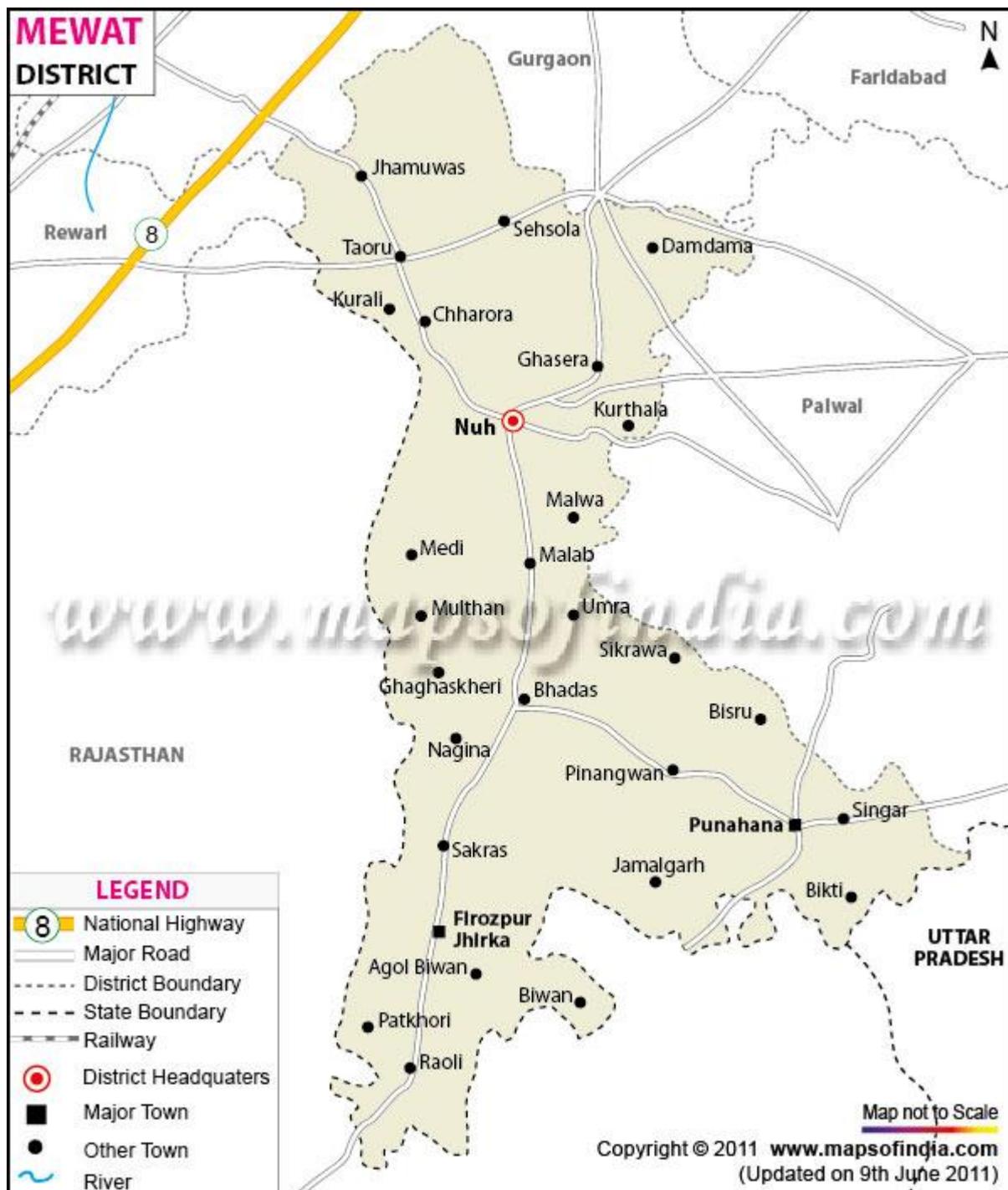
Life is very difficult in tribal villages, as they are not allowed to venture in the forest areas freely. The very existence of the village is threatened due to food insecurity. Therefore, it becomes a compulsion to send their daughters discreetly in search of forest produce so that they can pick some wood and fallen jungle products. Slightly older girls, 12+ walk long distances to work as laborers, in mines and civil construction activities. In this scenario, incidences of fake marriages, trafficking and migration of girls are very high in these villages. Uneducated girls when they become of marriage age migrate to cities like Mumbai and Hyderabad to work as domestic help.

Literacy

The biggest responsible factor for this situation is failure of educational programmes sponsored by the State Government. The State Government is depends on a single point programme of Sarva Shiksha Abhiyan (SSA), a centrally sponsored programme launched by the Ministry of Human Resource Development, GOI in 2000. The SSA aims at bridging social, regional and gender disparities at primary state by 2007 and elementary education

level (Class VIII) by 2010 with the active participation of the community in the management of schools. However, the precise goal of the SSA has not been met. The funding pattern as envisaged in the programme points to 75-25 ratio between the Central and State government and thereafter 50-50. What is surprising is the fact that the teachers in the primary school in Orissa are not paid for months together. In most of the school the ratio of teacher is falling short by 2-3. The problem is further accentuated due to non-availability of any primary schooling facility in about 17.6 per cent of habitations (12859 out of 73148) in the state within 1 km of walking distance.

Map



Introduction

District Mewat of Haryana is among the worst affected areas, when it comes to education of the girls. The entire district is inhabited by Meos, a caste among Indian Muslims. According to the Census of India, they represent the lowest education rates in the country. One study places the female education among Meo population at just 4%.

The vast prevalence of illiteracy among Meo kids may be attributed to decades of neglect and deprivation. Meo girls are hardly sent to schools. Most of them are involved in traditional cattle related and agricultural work from very young ages; many look after the younger siblings and domestic work, cooking, cleaning and washing at the household. Despite the difficulties, government has not done much for the education of girls in this area. Schools operated by the government are neither sufficient in numbers nor in quality to cater to all out of school girls in the district.

IIMPACT has been successfully running special learning centers for girls in about 50 villages of Mewat district, covering 1600 girls.

Village Profile

The village is located in Nuh Block. Agriculture is the primary source of income and Animal husbandry the secondary source. The village has one primary and one high school, where more than 700 students are enrolled but formal education is a distant dream for the girl children. Most of the female population is deprived of elementary education and engaged in domestic chores. The village has low school attendance figures characterized by very low literacy rate for girls and women. The villages are represented by a village panchayat.

Socio-economic Profile

Mewat is a historical region of Haryana and Rajasthan, now divided into 4 Districts. Two in Rajasthan and another two in Haryana, with Mewat District carved out from Gurgaon south of New Delhi. Mewat is a Muslim dominated district, a caste among Muslims, Meo, or Mev,

constituting above 60% of the population. The entire community is at the crossroads of cultural identities and is classified under Other Backward Classes by the government of India. Almost all **Meos** embraced Islam during the 13th and 14th Centuries AD. The Meos have two identities, both of which they are equally proud of. On the one hand, they claim to be Muslims, tracing their conversion to various sufi saints. On the other hand, they also claim to be Rajputs and descendents of royal *Kshatriya* rulers of India, the Pals, and the Rajkuls, comprising of the Tomars, the Parmars and the Rathods. Hindu deities are respectfully referred to by the Meos as 'dada' or 'grandfather'. Meos are prohibited to marry their offsprings out of their own tribe, a feature similar to *gotra* system practiced in Hinduism.

Meos owned the major part of the agricultural land of Mewat for centuries, but in the last few decades, the land holding patterns are changing and more and more Meos are loosing their holdings to outside forces. Meos speaks Mewati, but the language is common to non-Meos as well. Though Meos are spread in several parts of Haryana and Rajasthan, the separate Mewat district of Haryana was formed in 2005.

The Mewat region is semi-arid with scanty rainfall and this has defined the vocations the Meos follow. Poverty and illiteracy are high due to neglect for centuries. Only one in ten Meos is able to properly read and write.

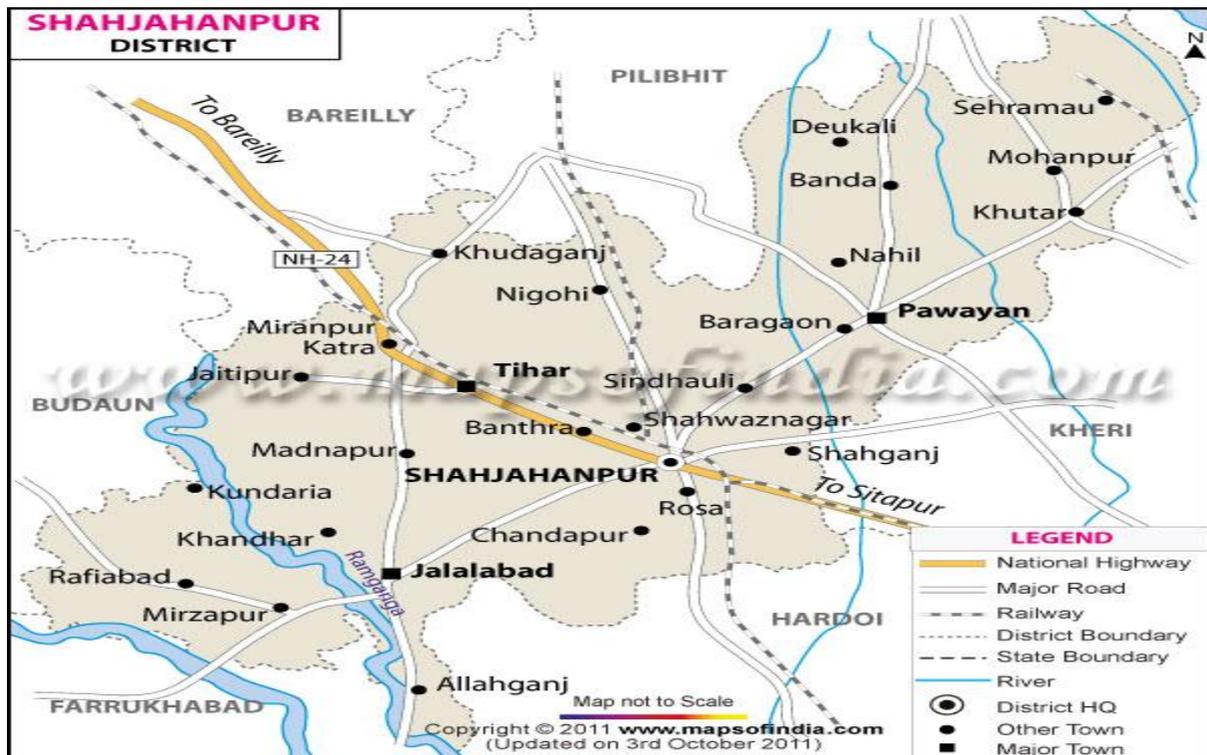
Literacy and education

Mewat has one of the lowest literacy rates in the country, particularly for women. Literacy levels among women as compared to those of men are very low. According to one particular education survey female literacy among Meo women was recorded just 4%.

Pre-school enrollment of children in 3-6 year old age group: 46% percent children reported not enrolled.

School enrollment of children in 6-14 age group: 27% of all children reported not enrolled and this percentage is higher in case of girls not enrolled in this age group: 38%.

Map



Introduction

Shahjahanpur district is one of the historical districts of Uttar Pradesh in the republic of India. It is a part of Bareilly division which is situated in south-east of Rohilkhand division. It was established in 1813 by the British Government. Previously it was a part of district Bareilly. Geographically the main town is Shahjahanpur city which is its headquarters. Its Tehsils are: Powayan, Tilhar, Jalalabad, and Sadar. The district headquarters is still known as Shahjahanpur, which is called Shahjahanpur shahr. It has a separate municipality.

Socio-economic Profile

Located in the south-east of Bareilly Division, Shahjahanpur is an agriculture-based district of Uttar Pradesh. As per government notification it was established in the year 1813. Before its creation it was a part of Bareilly district. Geographically, it is situated at 27.35 N latitude and 79.37 E longitude. Adjoining districts of Shahjahanpur are Lakhimpur Kheri, Hardoi, Farrukhabad, Bareilly, Badaun, and Pilibhit. Its geographical area is 4575 metres .

Population

According to the 2011 census Shahjahanpur district has a population of 3,002,376, roughly equal to the nation of Albania or the US state of Mississippi. This gives it a ranking of 123rd

in India (out of a total of 640). The district has a population density of 673 inhabitants per square kilometre (1,740/sq mi). Its population growth rate over the decade 2001-2011 was 17.84%. Shahjahanpur has a sex ratio of 865 females for every 1000 males and a literacy rate of 61.61%.

Literacy

The vast prevalence of illiteracy among children may be attributed to decades of neglect and deprivation. Here girls are hardly sent to schools. Most of them are involved in traditional cattle related and agricultural work from very young ages; many look after the younger siblings and domestic work, cooking, cleaning and washing at the household. Despite the difficulties, government has not done much for the education of girls in this area. Schools operated by the government are neither sufficient in numbers nor efficient in quality to cater to all out of school girls in the districts.

MAP



Introduction

Sirmaur is the most south-eastern district of Himachal Pradesh, India. It is largely mountainous and rural, with 90% of its population living in villages. It includes the towns of Nahan (its capital), as well as the Shivalik Fossil Park at Suketi, where fossils over 85 million years old have been found.

Population

According to the 2011 census Sirmaur district has a population of 530,164, roughly equal to the nation of Cape Verde. This gives it a ranking of 542nd in India (out of a total of 640). The district has a population density of 188 inhabitants per square kilometre (490/sq mi). Its population growth rate over the decade 2001-2011 was 15.61%. Sirmaur has a sex ratio of 915 females for every 1000 males, and a literacy rate of 79.98%.

Population	
	According to Census 2011
Total	5,29,855
Male	2,76,289
Female	2,53,566
Sex Ratio	918
Density of Population	188
People & Culture	
Major Religions	Hindu & Muslim
Language Spoken	Hindi, Pahari & Punjabi
Literacy Rate	
	Provisional Figures
Aggregate	78.8%
Male Literacy	85.6%
Female Literacy	71.4%
Geographical Area (as on 31.03.2013)	
Total Geographical Area (According to Village Paper)	224759 Hect.
Area under Forest	48682 Hect
Total Cultivated Area	75914 Hect
Net Cultivated Area	40235 Hect
Net Irrigated Area	15196 Hect
Area sown more than once	35679 Hect
Altitude	3647 Meters
Longitude	77° 01'12" to 77°49'40" East

Latitude	30°22'30" to 31°01'20" North			
Major Rivers	Yamuna, Giri			
Distance				
Distances (From)	Shimla	Chandigarh	Ambala	Dehradun
(In Km.)	135Km	90Km	65Km	90Km
Nearest Railway Satation	Ambala Cantt			
Nearest Airport	Chandigarh			
Administrative Set-up				
Administrative Set-up				
No of Sub-Division	5 (Nahan, Paonta Sahib, Rajgarh, Sangrah, Shillai)			
No. of Tehsils	6 (Nahan, Paonta Sahib, Pachhad, Shillai, Sangrah, Rajgarh)			
No. of Sub-tehsil	7 (Dadahu, Nohra, Kamrau, Ronhat, Narag, Pajhota, Haripurdhar)			
No. of Development Blocks	6 (Nahan, Paonta Sahib, Pachhad, Shillai, Sangrah, Rajgarh)			
No. of Panchyats	228			
No. of Villages	976	Inhabited	968	
		Uninhabited	8	

Literacy

The condition of women & girls of the community is all the more miserable. They are the bruised souls bearing the brunt of social & family miseries. Diseased, malnourished, uneducated - they live because they have become mothers at a young age and now take care of the family. Some girls do join the nearby formal schools which are still far away from their homes for primary education but ultimately drop-out either due to family & social constraints & compulsions or because high schools are nowhere near. Nearest High Schools are 10 to 20 km away and it is tough for these girls to walk that far and economically they cannot afford any mode of transport, if available.

The scenario of formal education centers is sometimes very pathetic- no drinking water facility, no sanitation, no library & no playground, one teacher handles more than 100 students i.e. the actual scenario of the education system. The whole rural area comes under poor economic strata and therefore, lacks in quality of life and improved social environment.

With poor education seeking approach, with no visible modern amenities, under poor economic condition and in absence of education to improve quality of life, girls still embrace old-fashioned, traditional and dogmatic ways of life and are not being able to accept and apply the ways of positive social changes.

OVERALL PROGRAMME OBJECTIVE

The Goal of the project is to involve 150 out-of-school girls identified in the selected 5 villages to provide quality primary education from class I to class V through Learning Centers established in each of the village, using most effective curriculum and pedagogy that will ensure their fast paced progress and completion of class V in the shortest time possible.

PROJECT PURPOSE:

The objectives of the IIMPACT- Girls Education Programme are as follows:

- Outreach: Through door-to-door survey identify and enlist all out-of-school girls in selected 5 villages;
- Infrastructure: To Establish learning centers, one in each village and each center covering 30 girls;
- Academic progress: To provide quality primary education to 150 presently out-of-school girls through these 5 learning centers, using most innovative and attractive educational materials and methods;
- Parent awareness and sensitization: To enlist support and motivation of the parents so that no out of school girl is left behind;
- Pedagogical intervention: To enhance the curriculum and develop more meaningful Teaching-Learning Materials;
- Resource development: To develop capacity of the teachers and cultivate new teachers through especially designed training workshops;
- Community empowerment: To empower the village community members and establish community infrastructure that will play an important role in village education and development;

TRANSFORMATION THAT IIMPACT WITH THE HELP OF IIMPACT-AUSTRALIA IS SEEKING TO MAKE

IIMPACT-AUSTRALIA seeks to bring about a sustainable social transformation by unlifting the unprivileged sections of the society. It will help to improve the lives of the under privileged in achieving their potential and to dream for a better future.

➤ **SOCIETY**

The attitude and the mindset of the people in these societies are mostly derived from the customs and practices followed by them. On account of pre-conceived notions, ignorant society members do not give any priority to the betterment of girl children. Despite the realities of life, they are unwilling to expose themselves to and to accept new opinions.

Education will help transforming their life in the following manner:

- Creating awareness of the importance of education among the community.
- A feeling of security created by sending girls to the schools in their own village rather than far of locations.
- Ample time for the girls to do other regular chores like household work etc. while receiving quality education.

➤ **PARENTS**

Most parents are extremely over protective and conservative. Despite their own struggle in life they continue to look on daughters as a burden, to be married off. Meanwhile, education of daughters is hardly ever a priority.

The establishment of the Learning Centers will help in:

- Realizing the importance of education for their daughters.
- Understanding that their daughters are assets rather than a burden.

➤ **SCHOOL**

Quality and access to education is the major concern in schools of the areas covered. There are very few committed teachers, lack of proper text books and learning material in most of

the government schools. Some parents have realized the importance of education and understand it as the prerequisite for getting rid of poverty.

The following points are sought to be addressed:

- The school is being brought almost to the door step of the girls.
- Quality of education is assured.
- Students enjoy coming to Learning Centre every day.

➤ **GIRLS**

A large number of girls under go very early marriages and early pregnancies. Very often they suffer abuse at the hands of their husbands and other family members.

Education will help address the following:

- Marriages of girls will get delayed, hopefully to a time when they attain legal marriage age.
- Girls understand their rights in a male dominated society.
- Their basic needs are met.

IIMPACT's STRATEGY

Each IIMPACT learning center is designed to cater to 30 girls on a long term basis, lasting at least for 5 years with an ultimate goal of taking the girl up to class V when she will take the government operated class V exam and join the mainstream education from class VI. IIMPACT teachers are trained in conducting multi grade and multi-level classroom activities that makes sure that they can manage heterogeneous groups of children. IIMPACT's activities and strategies are given below:-

- Identification of areas and beneficiaries (Survey); so that no out of school girl is left behind and each potential beneficiary is identified. This will be followed by data validation by the monitoring teams who will rule out any beneficiary duplication with any other programme in operational area.

- **Training of teachers/instructors/supervisors (Training and capacity building):** IIMPACT follows a periodic training cycle for each staff member. Trainings will be organized at regular intervals starting with foundation training at the initial stages and then at every quarter. The main objective of the training is to develop instructors' and supervisors' capacities on educational delivery and community empowerment.
- **Effective Teaching and Learning Materials (Curriculum Development):** All TLM is locally developed using local resources and knowledge incorporating local values in keeping with the National Curriculum Framework. Children will get most effective and attractive books and learning materials which will appeal to their imagination and ensure their regularity in the classes.
- **Equal learning space:** each girl child will be given opportunity to participate on equal space in the learning center. Girls will be encouraged to speak and express their talents; this will help them gain confidence and become vocal.
- **Innovative education techniques (Pedagogy):** Teachers will be trained in Multi Level teaching methods, as there are children in the learning centers with different learning abilities, skills and ages. Children will be divided in groups based on their learning levels. Supportive TLMs include various kinds of picture cards, games, charts and models that have been developed by teachers and resource persons over years now will be used. These materials are tested for bringing specific and time bound qualitative learning among children.
- **Involvement of parents, community and formal schools (Community mobilization and organization):** This is done in a very planned and effective manner. Each parents and community members will formally join the Center Management Committees/Village Education and Development Committees which are active and meet every month. The IIMPACT projects are routed, monitored and facilitated at the grassroots by these committees.
- **Enrolment in formal schooling (Mainstream education):** After 4-5 years of quality primary education till class V, girls join formal schools from class VI. For this IIMPACT works closely with the neighborhood schools and the government system. Classes are held inside the schools to familiarize children with the formal school environment, teachers are oriented and parents are told to visit the schools more often. Children are closely associated with formal schooling from class IV onwards, as they have to take class V exams in formal schools only.

Annual Budget and Total Project Period Budget

Components	Amount in Rupees
Annual Cost of 1 IIMPACT Learning Center at current cost	Rs. 100,000/-
Cost of 5 Learning Centers (1 year)	Rs. 5,00,000/-
Cost of 5 Learning center (5 Years)	Rs. 25,00,000 /-

Breakup of annual cost Per Learning Center

S.N.	Item / Activity	Annual Cost of 1 center in Rs.
1	Teacher Salary	45600
2	Teacher Learning Materials	7500
3	Teacher training and meeting	6000
4	Monitoring Staff Salaries	24000
5	Travel and communication	2700
6	Project Management cost	8200
7	Learning Centre Establishment Cost/Refurbishment cost	6000
	Total	100,000

This budget is based on current costs. The budget for the subsequent years is expected to escalate by 6-8% each year.

A minimum assurance or commitment for 5 years is required.