



Making a difference

QUARTERLY REPORT (Q III - Oct'21 to Dec'21)



for

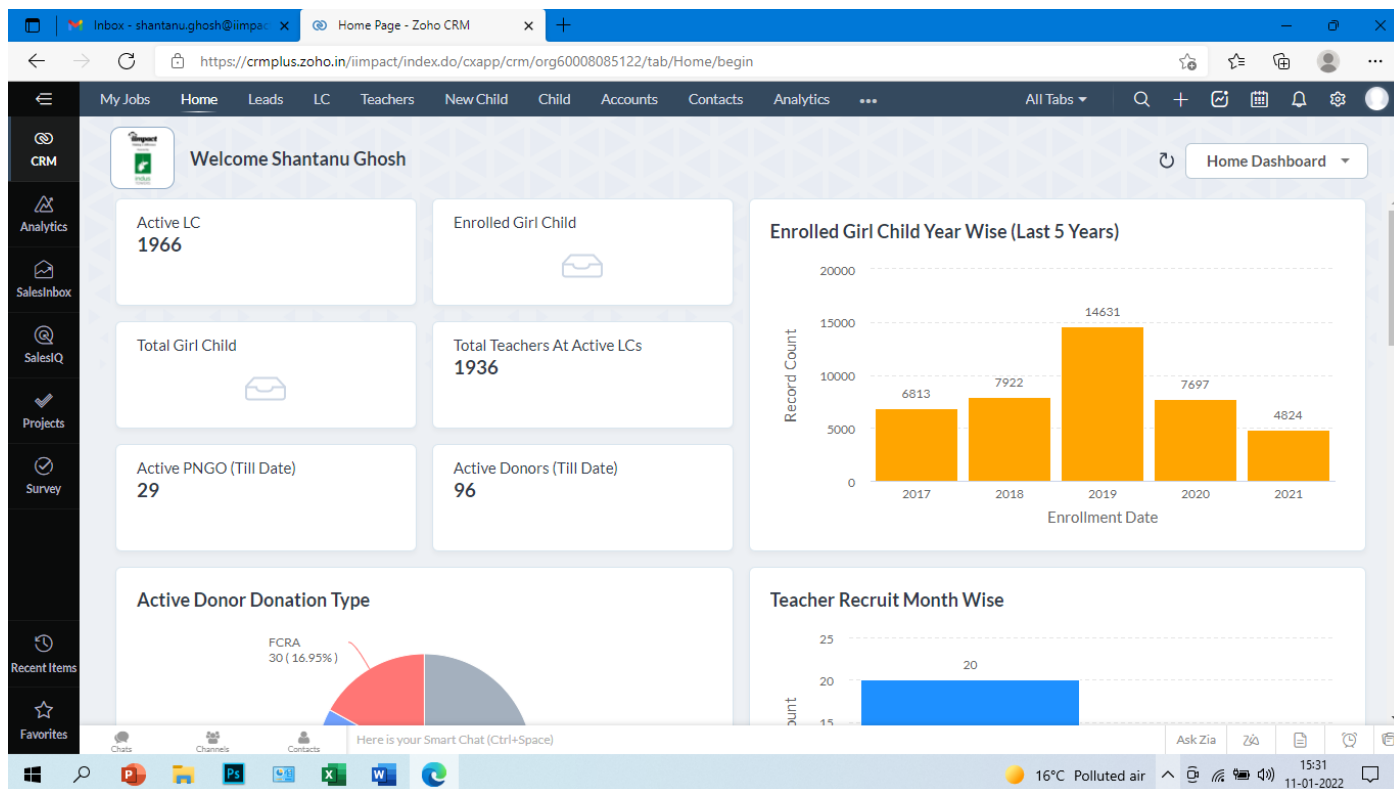
IIMPACT Educating The Girl Child Inc.

Background & Highlights of Q3 Reporting:

This report is to present the update of the quarter between 1st October to 31st December 2021. The period witnessed a stabilization of the pandemic situation in the country owing to which all our Learning centres were able to operate without any stoppage during the period.

However, with the possibility of a 3rd wave looming on the horizon as Q3 is a festive season in India, our teachers, in conjunction with the local community, ensured that public safety & awareness remains at the forefront. Door to door visits, vaccination awareness drives, distribution of masks, sanitizers & wellness kits comprising nutritional supplements were some of the initiatives undertaken by the CMC members, at times along with ASHA workers to ensure safety & well-being of the local community.

One of the highlights of this quarter was the launch of the **tech platform** by IIMPACT bringing the entire operation of GCEP under its fold. The tech platform is primarily a CRM tool, encompassing all activities associated with the program in terms of field visits, LC operation, student & teacher assessment & programmatic reporting. With the launch of this technology, a vast majority of the manual work has been cut down & with passage of time with more people getting acclimatized, efficiency will improve. The idea behind having this tech platform is to ensure streamlining of the processes & better management & tracking.



Dashboard of the tech platform currently in use by IIMPACT & its Partner NGOs

Project Overview: Class wise status of girls

DISTRICT	Total Enrolled Girls	LC Count	Foundation	Class 1	Class 2	Class 3	Class 4	Class 5
Alwar	32	1.	0	12	10	10	0	0
Bundi	30	1.	0	6	13	11	0	0
Dehradun	71	3.	0	14	15	22	9	11
Patna	30	1.	30	0	0	0	0	0
Rajsamand	108	6.	0	24	11	43	22	8
Sheopur	101	4.	0	9	32	32	23	5
Sirmaur	39	2.	0	4	5	8	11	11
South 24 Parganas	27	1.	0	0	4	5	6	12
Uttarkashi	23	1.	0	3	14	6	0	0
Grand Summary:	461	20.	30	72	104	137	71	47

*The enrolled girls' count is exclusive of the fresh enrolments that have happened during the quarter. That data is being collated & will be uploaded onto the new tech platform along with any new enrolments that have happened & will happen in the current quarter, Q4. The quarterly donor report of Q4 will give a more accurate figure taking into consideration all new enrolments & exits of children.

Stakeholder Engagement :

The continuance of girls' education is dependent on several factors including robust stakeholder engagement which involves parents , influential members in the village school teachers', village level development workers as well as village representatives, wherever possible. Therefore, regular engagement with the community is key to the success of GCEP in addition to collaboration with diverse sets of other stakeholders.

In addition to initiation of quarterly CMC meetings across all centres which were somewhat hindered in QI & Q II due to COVID , in Q III specific stakeholder engagements took place in different locations as follows

On the occasion of International Girl Child Day, a month-long national level campaign titled "Gyan-Dhan Man-Dhan" was conceptualized & rolled out across IIMPACT's intervention areas in partnership with the local PNGO & community members. Different activities were undertaken as part of the campaign with focus on girl child education. Girls took out rallies, prepared posters on creating awareness on girl child education & visited the local police station, *anganwadi* center & the panchayat office, accompanied by their center teacher & the project supervisor. They were supported & encouraged in their endeavour by their family members, community leaders, sarpanch & *anganwadi* workers.

In select centres, teachers conducted sporting activities in the form of kho-kho, badminton and distributed prizes.

Alumni Engagement:

Alumni girls are one of the key stakeholders of IIMPACT GCEP as well as for the cause of girls' education in general. These are the girls who have studied in LC during its operation in a particular area and have benefited. Therefore, these girls' can be an important ally to further the girls' education agenda with the right kind of support, enablement and motivation. IIMPACT's focus is not only to provide quality Primary Education to these girls' but also to ensure that they are able to continue their educational journey further. It is important keeping in view the importance of each additional year of education in improvement of socio- economic indicators vis a vis girls and women as well as on the entire nation.

Moreover, these alumna are 'social capital' and the future 'role models' for many more girls to get motivated and avail any opportunity of education. Therefore, it is important to track them and continue to engage with them in an organized manner.

This year an alumna tracking mechanism was put in place & was conducted in districts where IIMPACT has/is working. An attempt was made to track each and every alumni girl and the results were recorded in MIS. The tracking included all girls whether they reside in the same village or have left the village post marriage, for further studies.

The primary responsibility of alumni tracking was with the concerned partner with support of IIMPACT team and the village community. The tracking was done mostly through home visits of the girls by teachers, supervisors and project coordinators.

The major challenges faced to track the alumna were

- identifying them in villages where the centres have phased out. In the absence of a Learning Centre in the village and an active teacher it was difficult to get hold of the children and their families who were part of the IIMPACT journey.
- Additionally, it was also difficult to track families who have migrated to other villages and cities.
- Some parents who did not let the child continue education, at times did not want to disclose the actual reason for discontinuance of education

The initial idea was to track & share the information on a bi-annual basis, however due to the onset of the 2nd wave of the pandemic last year, the activity had to be suspended temporarily & then resumed mid-way through the 2nd quarter. As of now, the activity is in place & hopefully the phase 1 results will be shared with the Q4 reporting.

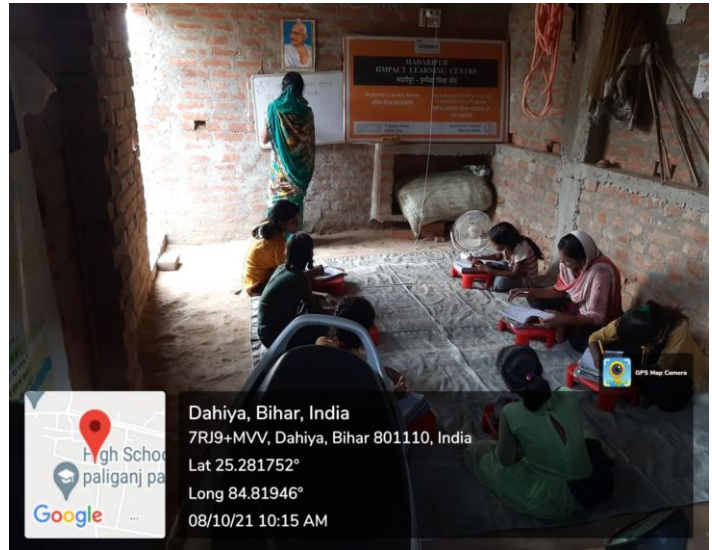
ALA Operations:

Although the day-to-day operation of the Learning Centres had been adversely affected due to the outbreak of Covid, however education and attempts to engage our students have continued. First through telephones and door to door visits and later through Alternative Learning Arrangements. ALA follows a blended approach of both face to face & home-based learning which has helped students by giving them enough time to revise what they have learnt.

Post the second lockdown, centres have been operating through the Alternative Learning Arrangement mode with around 7-8 students attending face to face classes at a given point of time. At the start of the quarter, all centres were running in ALA mode with 15 children in a day attending classes, divided in two batches of 7-8 children per batch & for a duration of 4 hours (2 hours per batch). Remaining 15 children attended centre on the subsequent day. Children attending face to face classes were assigned homework to be done on the subsequent day when they are at home.

From December however, with the daily Covid tally dropping significantly across the country, a decision was made to increase the class strength to 15 girls, which is 50% of the overall strength of around 30 girls. 2 batches are presently operational with students coming to the LC on alternate days. All Covid safety protocols & hygiene of the girls & teacher are strictly adhered to at the LC.

In this quarter a new initiative was launched in the form of distribution of "Barkha series" books at the Centres. These books were developed by NCERT with the objective of aiding & enhancing the early reading & language skills among students. Th books were used by teachers to help students improve their language skills and brush up their creativity. Not only did the students learn sentence formation, but they also learnt the art of creating new stories on their own.



Classes in ALA mode at Mamudpur village (LC-00598) (left) & at Madhya village (LC-02320)

Training & Capacity building interventions:

The trainings conducted by IIMPACT are vital as all teachers come from a similar background & also from local educational institutes where the quality of education is not very high. Therefore, even to teach upto class 5 to a diversified age group of girls between 6-14, they require constant improvement in their own subject knowledge capacities as well as inputs on behavioural aspects which would be critical to engage with girls from marginalised & deprived communities, many of whom are 1st generation learners.

This quarter saw the trainings being conducted in face-to-face mode for the 1st time in the current FY, which were earlier suspended & done online due to the 2nd wave of the pandemic that was wreaking havoc across India.

Details of teacher trainings are mentioned below:

District	Teacher participated	Duration of Training (days)	Training Type
Bundi	1	5	QTT
Kumbhalgarh	3	5	QTT
Railmagra	2	5	QTT
Sheopur	5	5	QTT
Sirmaur	2	5	QTT
South 24 Parganas	1	5	QTT
Tehri	2	5	QTT
Uttarkashi	1	5	QTT
Grand Total	16	40	

QTA- Quarterly Teacher Assessment:

From this year onwards it was decided to conduct a comprehensive assessment which would be informative enough for the academic support team to work on enhancement of knowledge & skills of teachers. As a result, the assessment which was taken included a comprehensive paper to understand teachers' perspective, pedagogical & subject knowledge. This was administered with the help of PNGOs.

The details of QTA conducted in Q3 are mentioned below:

DISTRICT	Teacher Count	Total Marks	Avg. QTA
Alwar	1	52	52.0
Bundi	1	70	70.0
Dehradun	3	200	66.7
Rajsamand	6	116	19.3
Sheopur	4	115	28.8
South 24 Parganas	1	74	74.0
Uttarkashi	1	42	42.0
Grand Total	17	669	39.4

Teachers are assessed on 5 subjects out of a total of 100

QCA (Quarterly Child Assessment):

Donor Name	Avg Math Marks	Avg English Marks	Avg Language	Avg EVS Marks	Overall
IIMPACT Australia	11.23	9.41	10.02	11.11	10.44

Please Note: The QCA avg. marks mentioned above are for the 20 LCs sponsored through IIMPACT Australia. Students were evaluated on 4 subjects of 25 marks each.

Events & activities:



Children's Day Celebration (14th November): Children's day was celebrated with great gusto across all Learning Centers, which coincided with Pandit Nehru's birth anniversary. The day was marked with various activities being undertaken at the LC level which saw the participation of CMC members & the local community to increase awareness regarding the rights of children especially with respect to education. Interactive games were organised and in some centres the girls also took out rallies. The girls also sang, danced, recited poems, and read quotes by Pandit Jawaharlal Nehru all the while maintaining COVID safety protocols. Refreshments were also arranged for the children at the end.



Gandhi Jayanti Celebration (2nd October): The day was celebrated at Learning Centres to acquaint girls with Mahatma Gandhi's story, principles, philosophy, and his role in the Indian freedom struggle. Girls on this day participated in various activities like drama, music, poetry & games by following COVID appropriate behavior.

Pictures from the field:



QTT being conducted at the PNGO office in Panjyala



CMC Meeting at Gajpur village (LC Code- 01171)



Drawing Activity by children at Rampur Kalan (LC – 02157)



Children engaged in Outdoor Activity at Central Hopetown (LC- 02156)



MTM conducted at Railmagra for the Gajpur cluster LCs



Interaction with the local community members by teacher at Kanshipur LC (LC-01738)



Academic Sessions at Rampur Kalan (LC-02157)



Mathematics Day celebrated at Kundiyon LC [LC-01740]



Drawing class session at Mamudpur LC (LC-00598)

LC wise spread of enrolled girls:

S No	LC Code	Name of LC/ Village	Enrolled Girls	Foundation	Clas	Clas	Clas	Clas	Clas
					s	s	s	s	s
					1	2	3	4	5
District-Rajsamand, Rajasthan									
1	LC-01171	Gajpur (LC-01171)	17		8	2	3	3	1
2	LC-01200	Gajpur (LC-01200)	20		8	3	6	3	
3	LC-01206	Gajpur (LC-01206)	16		8	2	4		2
4	LC-01245	Jeewa Khera (LC-01245)	24				8	11	5
5	LC-01949	Joonda (LC-01949)	19				16	3	
6	LC-01239	Mali Khera (LC-01239)	12			4	6	2	
Total			108		24	11	43	22	8
District- Bundi, Rajasthan									
7	LC-02367	Dhagariya (LC-02367)	30	0	6	13	11	0	0
District- Sheopur, Madhya Pradesh									
8	LC-00202	Kaloney (LC-00202)	26			3	15	8	
9	LC-02359	Borda Dev (LC-02359)	22		2	14	6		
10	LC-00491	Kelor (LC-00491)	29		6	9	5	8	1
11	LC-00851	Shahpura (LC-00851)	24		1	6	6	7	4
Total			101		9	32	32	23	5
District- Sirmaur, Himachal Pradesh									
12	LC-01738	Kanshipur (LC-01738)	21		3		7	7	4
13	LC-01740	Kundiyan (LC-01740)	18		1	5	1	4	7
Total			39		4	5	8	11	11
District- South 24 Parganas, West Bengal									
14	LC-00598	Mamudpur (LC-00598)	27		0	4	5	6	12
District- Uttarkashi, Uttarakhand									
15	LC-02512	Panjyala (LC-02512)	23		3	14	6	0	0
District- Alwar, Rajasthan									
16	LC-02144	Kota Khurd (LC-02144)	32		12	10	10	0	0
District- Patna, Bihar									
17	LC-02320	Madhwa (LC-02320)	30	30	0	0	0	0	0
District- Dehradun, Uttarakhand									
18	LC-02157	Rampur Kalan (LC-02157)	25		2	6	10	7	

19	LC-02156	Central Hope Town (LC-02156)	16		5	5	3	2	1
20	LC-02154	Kedarawala (LC-02154)	30		7	4	9		10
Total			71		14	15	22	9	11

**Drawing class at Mamudpur GLC
(LC Code LC-00598)**