

Empowering Girls to Lead the Way for Education in Bihar

Project Report

2022



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Submitted by:

Mashal

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Background

The phase which is an extension of a larger programme began in June 2022 to not only further the past accomplishments but also transition into enhancing the learning outcomes for children, especially girls, by building their proficiency in foundational literacy and numeracy and equipping them with both digital and life skills. And therefore position them to be the role models for advancing the education agenda in the state. The project was implemented in 30 villages in Sheikhpura district. Initially, flexible learning centers (FLC) and clubs were established in 30 villages of Sheikhpura. The children who were not able to read, write and do basic mathematics were taught to build their literacy and numeracy levels. The girls from the clubs were trained in life skills at the state-level workshops and digital skills during the regular sessions. Parents were sensitized about the value of the girl child and their education. Men and boys were engaged in making them understand the importance of gender equality. Interface meetings were held with the parents and teachers. Even important events such as Day against Child Labour, Independence Day, and Children's Day were celebrated with the villagers to further propagate the idea of education and gender equality.

As the project aimed to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, its successful implementation has taken us towards the Sustainable Development Goal 4. Though all the Sustainable Development Goals (SDG) are equally important, the SDG 4 is one of the most crucial ones because it positively affects other SDGs. Therefore, the staff is implementing the project with full conviction to bring the people of Sheikhpura out of the menace of poverty and make them realize their full potential.

Progress and Results Achieved

The project, initiated in June this year, was conceived as a response to the previous phase's learnings, challenges, and achievements. The project's objectives, picked up from the way forward section of the report of the previous phase, were - ensuring that out-of-school children are provided with special learning assistance to get mainstreamed and retained in schools, bridging the digital divide among girls to ensure continued learning, engaging with mothers and community members to further the education agenda and sustaining positive behaviour change, and create a gender-equal and enabling environment for boys and fathers to encourage their female peers. This way, the project intended to build upon and sustain past accomplishments.

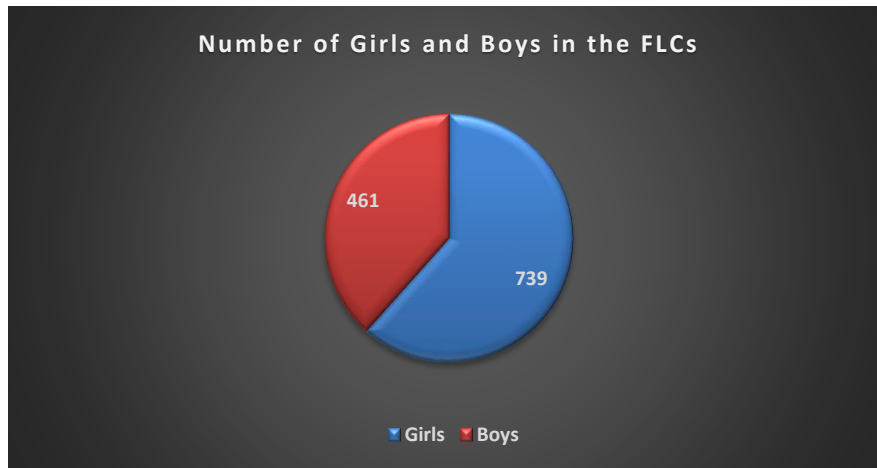
Program Output – 1: Increased proficiency of children in foundational literacy and numeracy and out-of-school children from the most marginalized Mahadalit committees mainstreamed into formal school.

Process

Flexible learning centers were established in June in 30 intervention villages of Sheikhpura district. These centers played a key role in enhancing children's proficiency in foundational literacy and numeracy. The animators who were appointed to the centers after a basic orientation helped identify children aged 6-8 years who were not in school, irregular to school, or drop out and then got them enrolled in the FLC. 1200 students – 40 in each of the

30 centers – from Dalit and Mahadalit communities were identified and enrolled in the FLCs. Out of these, 739 were girls and 461 were boys. All the students were provided learning materials including the Hindi and Maths workbook prepared and provided by Language and Learning Foundation, notebook, pencil, eraser, and sharpener in the beginning. Since July 2022, the animators - after receiving a 5 days training - have been teaching the children to build their literacy and numeracy levels. With the help of the animators, the students have had major improvements in their reading, writing, and numerical abilities.

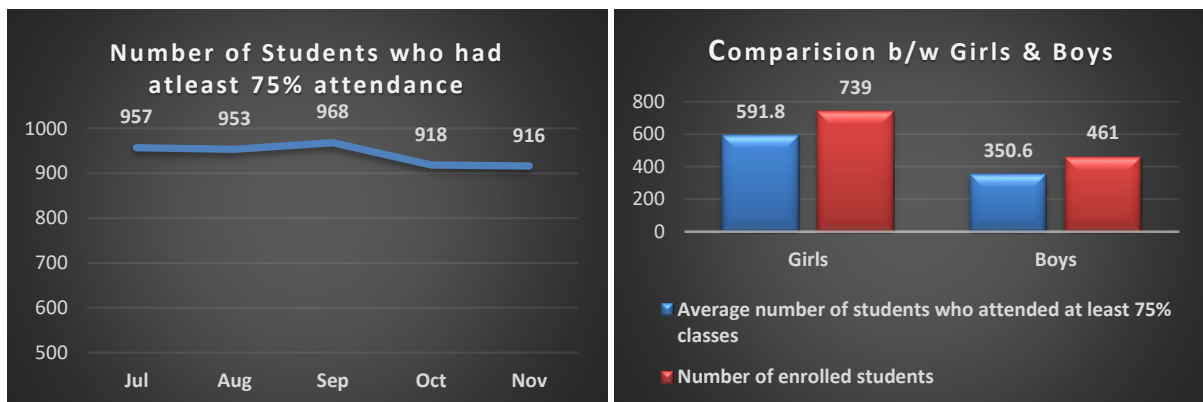
(Details of students enrolled in FLC have been provided in separate file)



Achievements

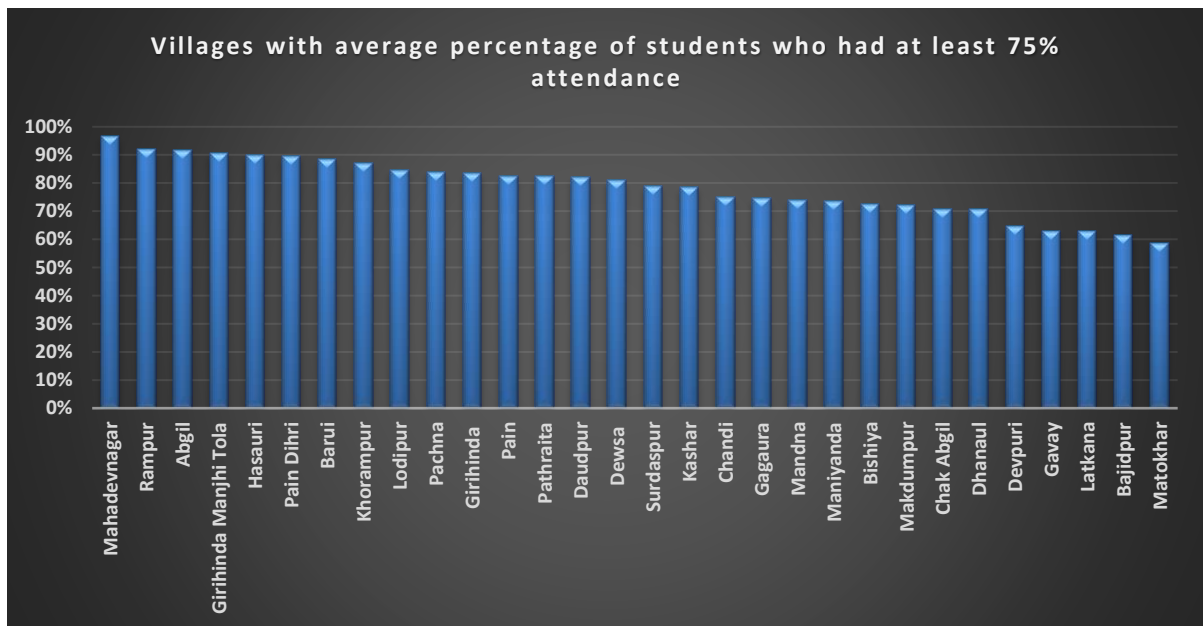
1. Children (6-8 years) attending at least 75% of classes at the FLCs

The children who attended at least 75% of classes stayed in the range of 916 to 968 over the course of the project (illustrated in the graph below). Since the number of girls in the FLCs were already higher than the boys, the attendance of girls were higher than the attendance of boys. A class in an FLC over the project period on an average consisted of 63 percent girls and 37 percent boys. When compared among themselves, it was found that the average percentage of girls who attended at least 75% classes was 79 percent while for boys, it was 76 percent (illustrated in the graph below).



The center which performed best is the Mahadevnagar FLC with 97 percent students having more than 75% attendance while the center that performed not so well is the Matokhar FLC

where only 59 percent students had more than 75% attendance. The graph below shows the performance of all the 30 centers in terms of the students who had at least 75% attendance.



2. Parents who actively participated in the functioning of FLCs

Parents, mostly the mothers, met thrice during the course of the project to understand their role in educating their children, the importance of regular attendance of their children in FLC classes, and also to share their viewpoints and concerns. These meetings have led to parents becoming involved in the education of their children, increased and consistent attendance of children in the classes, and ultimately better learning of children. The number of parents who attended the meetings held in June, September, and October are 395, 627, and 694 respectively.

3. Out-of-school children (6-8 years) mainstreamed into school

Getting the out-of-school children enrolled into the schools was found to be a challenging process. When the community mobilizers met with the principals of the schools to get the students enrolled, they found that the Aadhar card was mandatory for admissions and many of the students didn't have them. The parents of the students who didn't have Aadhar card were given orientation about the procedure to apply for Aadhar cards. Once the Aadhar card was formed, 30 out-of-school students – 16 girls and 14 boys – were mainstreamed into the schools. 55 more out-of-school students – 32 girls and 23 boys – from 11 villages have been identified recently and they are in the process to get admission in the schools.

The tables with village-wise details are attached in the annexure.

Challenges

Initially children in most of the FLCs were not punctual and animators had to put a lot of efforts and time in getting the children to the class. Parents meeting – mostly attended by mothers – played a crucial role here. The meetings led to consistent attendance of children in the class. Most of the male members migrate to distant places for livelihood and hence

fathers were mostly absent in these parents meetings. Some parents when they migrated took their children along and hence some of the children who needed to attend these sessions could not be benefitted. At this juncture, we don't have exact number of the children who missed out on the FLC classes.

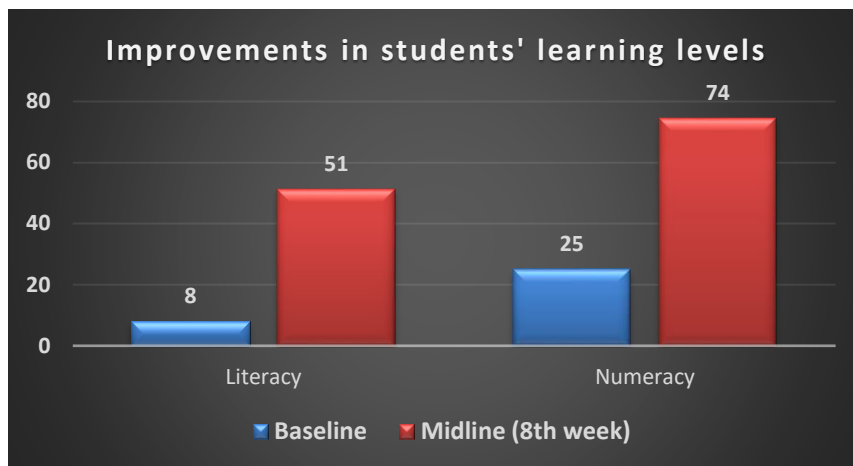


Outcome

At the end of the 8th week of regular classes in FLCs, a midline assessment was carried out and the results – when compared to the baseline - were quite encouraging. Major improvements were observed in both – literacy and numeracy skills. For literacy skills, students were assessed on the basis of their ability to read and write Hindi letters, words, and sentences and for numerical skills, their ability to write numbers, arrange numbers in decreasing and increasing orders, and do basic addition and subtraction was tested.

In the analysis, it was found that the average score of students in Literacy increased from 4.8 out of 60 in baseline to 30.8 out of 60 in the midline. The score in Numeracy increased from 7.5 out of 30 to 22.3 out of 30.

This has brought the children to grade level learning and since they can now read and write, the gates to more knowledge are now open for them. These children could have been the migrant workers in the cities – like their parents - who were easier to exploit just because of their illiteracy, but thanks to the FLCs, hopefully, a better future awaits them. The graph below depicts the change in percentage terms.



Program Output – 2: Adolescent girls have increased understanding in life skills and can access various skill-oriented courses, financial literacy, career-focused web platforms and social security schemes.

Process

In this day and age, it is essential to have both life skills and digital skills. It is in this context that clubs were formed in 30 villages. The reason for choosing these villages was the felt requirement and demand of such activity in these villages. It also made sense from an operational point of view. The project staff and the facilitators identified and assessed the learning levels of the girls aged 9-14 years who would be the members of these clubs. The girls who joined the club were not enrolled in FLCs as all of them already had the required level of proficiency. They have been trained in life skills though. These girls also have access to tablets which have been provided to each of the clubs in the last week of August.

It was also important to build the capacities of the facilitators so that they could impart effective training to the girls. To make the facilitators well versed in life skills training, 13 members from Sheikhpura team of Mashal were trained in a 5-day residential training program held in Patna. The participants during the training learned about the LSE training module, life skills such as self-awareness and empathy, children's rights and the ways and importance of participatory training approach.

(Details of students enrolled in Digital clubs have been provided in separate file)

Achievements

1. Girls (9-14 years) provided with flexible learning opportunities and digital literacy and clubs formulated

100 clubs consisting of 790 girls were formed in 30 villages of Sheikhpura district. The facilitators trained these girls in various financial and digital skills with the help of the tablets. The facilitators regularly conducted sessions with girls where they organized fun activities and discussed the subject topics taught in schools, basic details about computers and the internet, the importance of technology in the 21st century, and career opportunities.

2. Number of tablets distributed

One tablet each was given to a club which the members of the club shared among themselves. This way 100 tablets were distributed in the Sheikhpura district. The girls were then imparted the training on how to use the tablets. 790 girls have access to these tablets for at least 5 hours in a week.

3. Number of girls participated in the state-level workshop on life skill attribute

Starting from July, 709 girls from 30 villages participated in the state-level workshops on life skills till November. They girls were trained in multiple batches. Each batch went through a 3-day workshop which covered topics such as Understanding Self & Managing Emotions, Building Positive Attitude & Enhancing Self Esteem, Communication Skills & Relationship Building Skills, social media & Creative Thinking Skills, Goal setting Skills & Decision-Making Skills, Problem Solving Skills & Leadership Skills. Experts in life skills conducted the workshops. The workshops' activities were participatory and based on an experiential learning cycle. At the beginning of all the workshops, the girls were hesitant to open. But as time progressed, they gained confidence and started participating. It has been observed that all the 790 girls of the clubs have demonstrated life skills and leadership skills and are making change in lives of other girls.

(Date and Village-wise details of students who participated in Life Skills Workshops are in table of Annexure 1)

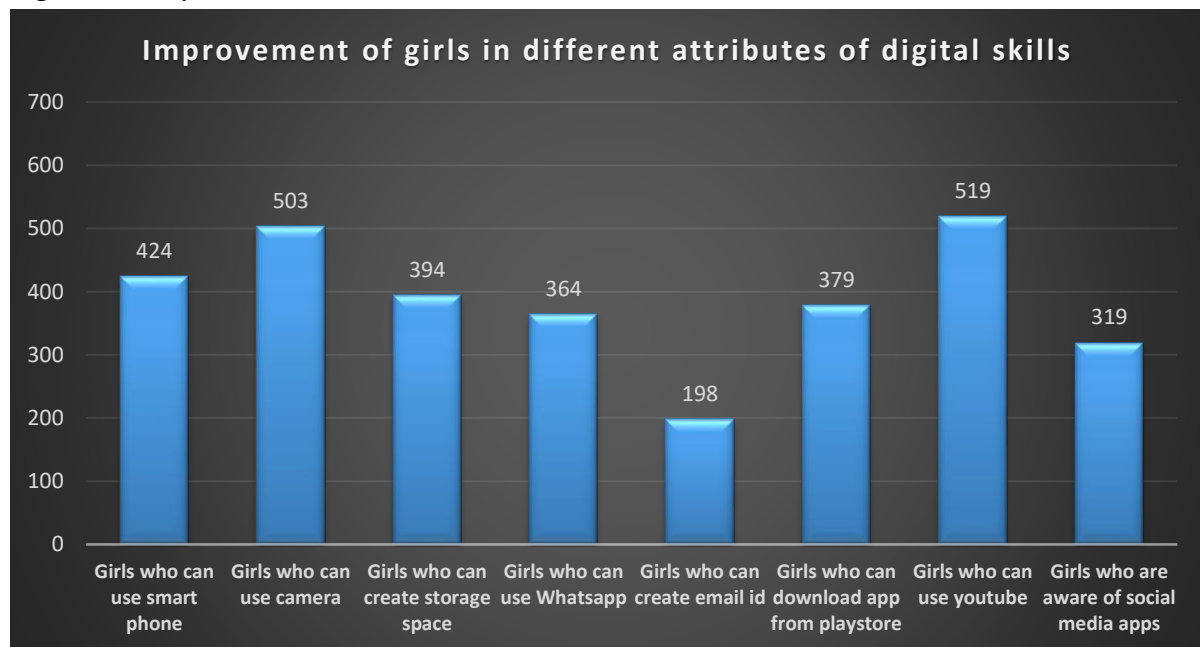


Challenges

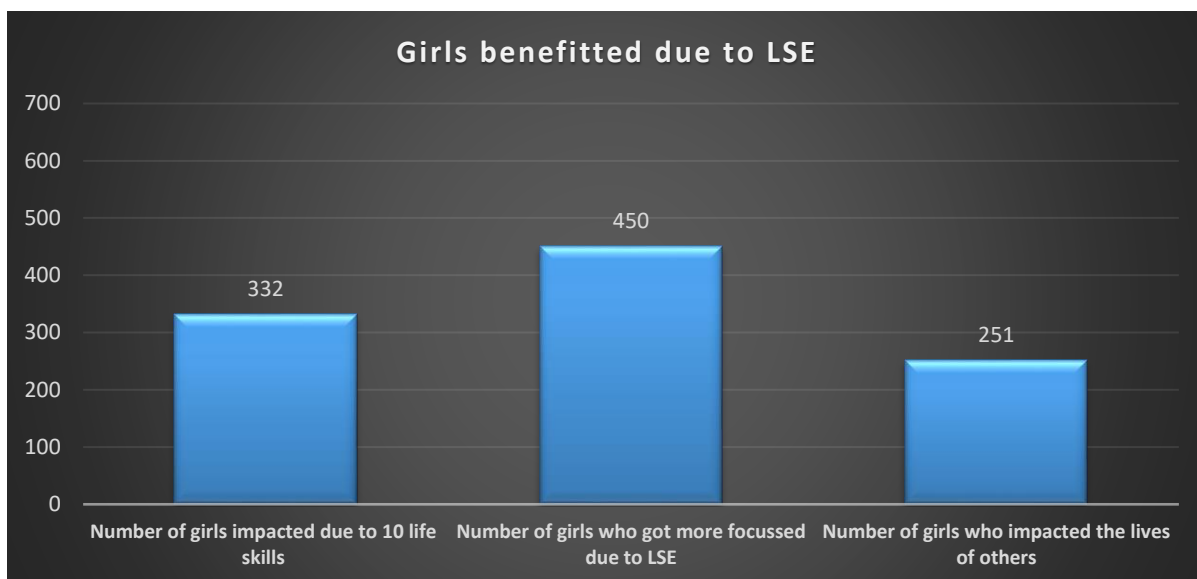
Initially girls were taking the tablets to their homes but it posed problems. There were several challenges such as not returning the tablet on time, conflict among girls, and safety issues. So it was decided that the tablet will be kept with the facilitator and each day the girls would come to the centre and use the tablet. The lack of internet weak internet connection also posed a hurdle in the learning.

Outcome

All the 790 girls from the 100 clubs have attended the clubs, used the tablets, and received life skills education training and shown improvement in their skill levels. These girls are now capable of using smart phones, tablets and computers and can access various skill-oriented courses, financial literacy, career-focused web platforms and social security schemes by themselves. The graph below shows the learning of the number of girls in different aspects of digital literacy.



Girls have not only acquired digital skills but also have learned and acquired life skills through the life skills education session. When asked, they said that they are utilizing these skills not only in their own lives but also impacting the lives of their friends and families. The graph below shows the number of girls impacted and impacting the lives due to life skills education.



Program Output – 3: Parental engagement strengthened and positive behaviours demonstrated for promoting the value of girl child including their education and access to various social protection schemes.

Process

Often, girls are made to give up their education and get married at a young age. Lack of education and early marriage not only affects the mental and physical wellbeing of girls but harms the whole society. Hence meetings were held with the mothers to make them realize the importance of education, especially for girls. They were also informed about the social protection schemes of the Government and the ways through which they can avail the schemes.

1. Number of mothers and fathers sensitized on the value of the girl child as well as the importance of education and made aware of livelihood options and social protection measures

During the entire project period, 1726 mothers and fathers – 395 in June, 628 in September, and 703 in October – were sensitized about the importance of a girl child, the role of education in their children's lives, and the harmful effects of child marriage. Out of these, 1703 were mothers and 23 were fathers. Since most of the men migrate or stay out during the day for work, the number of fathers sensitized is miniscule compared to the number of mothers.

The tables with village-wise details are attached in the annexure.



Challenges

In the absence of their parents who had moved out in search of livelihood, some of the children were staying with relatives who in most cases were the grandparents of these children. These relatives showed resistance in attending the meetings.

Outcome

The involvement of mothers in the meetings have made them aware about the importance of education for girls as well and hence led to increased and consistent attendance of children – especially girls – in the classes, and ultimately better learning of children.

Program Output – 4: Enhanced understanding of men and boys on violence against women and girls (VAWG) and gender equity.

Process

Gender-based violence is still a widespread phenomenon in our society. It is vital to take preventive measures to stop this scourge. One way is to sensitize men and boys about the issue through training of staff and meetings and campaigns among communities. A workshop was conducted with the project staff to build their capacity to deal with the communities on the issues related to gender. These project staff then held sessions with the male members of the village to encourage them to promote gender equality.

(Date and Village-wise details of Men, Boys, Girls, and women who participated in Gender Sensitization trainings are in table of Annexure 2)

Achievements

1. Number of men and boys who participated in the training to encourage gender equality
During the project period, 365 boys and 1681 men from 30 villages were trained to promote gender equality. Not only men, but 5 girls and 132 women also attended these trainings. In 21 villages, Alka, a Ghaziabad-based external Gender Consultant and in the remaining 9 villages, Bhawar Puri, a retired NABARD professional and practising lawyer from Jaipur, along with the project staff facilitated the training. In all the training sessions, subject matter-based songs were sung to initiate the discussion. During the training, the participants were made to understand the different layers of gender discrimination, informed about how these discriminations arrest the growth and development of society, and equipped with ways to prepare to challenge the discriminatory practices. Training sessions were kept participatory and engaging by inviting their viewpoints, comments, or questions. At the end of the training, some community members said they became aware of many such issues that they never thought discriminatory. Umesh Paswan of village Pain said, "Girls are put to discrimination right from childhood. But now we need to change this." Shiv Kumar of Village Gavay was more forthcoming. He said, "In our society, discrimination between girls and boys has been happening since times immemorial. We shall try to stop this. Through this meeting, we became aware of this fact. Such meetings should happen more often."

2. Number of boys who pledged to delay their marriages to adulthood

During the training, men and boys were motivated to prevent early marriages. The boys were asked to come to the centre to take a pledge to delay their marriages to adulthood. A total of 527 boys from 30 villages took the pledge at the end of the training sessions.

(Date and Village-wise details of Interface meetings are in table of Annexure 3)

Challenges

It was difficult to find the men around as many of them were out working in the brick kilns or faraway towns. It was proving difficult to convince the men who came, especially the older ones, to come and talk about an issue which for them was irrelevant.

Outcome

Though the older men were less enthusiastic, after hearing the speakers, younger ones were more vocal and mostly spoke in support of gender equality and equity. The boys also took the pledge of delaying their marriage to adulthood. These meetings in the villages for now have at least led to the conversations among men and boys about the issues which affect women and instilled in them the knowledge that the world is changing.



Program Output – 5: SMCs of 30 primary schools strengthened and parents and teachers collaborate to ensure retention of children in schools and improve the quality of education, through interface meetings conducted in every project village.

Process

Interface meeting is a crucial component of the project. Principals, teachers, other officials from education department, and local representatives were invited to come and talk to parents. Mostly, the interface meetings were organized in schools as the concerns were also related to the education of the wards of these parents. The primary objective was to discuss the retention of students, mainstreaming of children who are still out of schools, regular attendance of children, scholarships, and regularity of teachers in schools.

Achievements

1. Number of Interface meetings held

The number of interface meetings held in the villages is 30. Parents, teachers, public representatives, and government officials participated in the interface meetings organized by Mashal facilitators.

2. Number of parents (father and mother) and teachers participating in Interface meetings

A total of 1064 people participated in the meetings held in 30 villages. The participants include 987 parents, 56 teachers, 13 public representatives, and 8 government officials.

The tables with village-wise details are attached in the annexure.



Challenges

In these interface meetings as well, because of migration, number of male parents were far less compared to the mothers. Also, the participation of education department officials – other than school staff – and public representatives, even after many efforts, stayed low.

Outcome

These meetings have led to parents becoming more aware about the rights of their children. They now have a say in the matters of their children’s education and the principals and the teachers have become more punctual. This meeting if continued will definitely lead to fewer dropouts, better facilities, and improved learning among the children.

Celebration of Events

1. World Day against Child Labour

The World Day against Child labour, which falls on 12 June every year, was run as a week-long campaign in 30 villages of Sheikhpura district. Children were the flag bearers in the campaign. With banners in hands and slogans on lips, these children covered every nook and corner of their village. A total of 1422 children participated in the campaigns. Out of them, 817 were girls and 605 were boys. Some of the slogans raised by children are - 1). “Ham baccho ko padhana hae, Baal shram mitana hae”. It means - we have to educate children and eradicate child labour. 2). “Ham baccho ka ek hi naara, padhne ka adhikar hamara”. It translates into – we children have only slogan that education is our right.

2. Independence Day

On 15 August this year, the whole country was celebrating 75 years of Independence. With equal enthusiasm, Independence Day was celebrated in 30 villages of the Sheikhpura district. During the celebration, the flag was hoisted and public representatives made speeches. The platform was used to build awareness about values such as freedom, citizenship, and, most importantly, why it is important for us to treat our fellow citizens equally, irrespective of their caste, creed, religion, and sex. 1528 villagers in 30 villages participated in these celebrations. Out of these, 960 were females and 568 were males.

3. International Literacy Day

The International Literacy Day which falls on 8 September was celebrated in all the 30 villages of Sheikhpura district. 1468 students including 935 girls and 533 boys participated in the event. The animators based in the villages played a major role in organizing it. During the event, speeches were made and cultural programs including singing and dancing were held. The students also participated in the drawing competition and the 3 best drawings received the prize.

4. World Child Rights Day

The World Child Rights Day was celebrated in November in the 30 villages of Sheikhpura district and 1194 children including 726 girls and 468 boys participated in the events held in their respective villages. The occasion was used to make the children aware about their rights and what it takes to be a good citizen. Several competitions were held in which these students participated and won prizes.

5. Children's Day

To celebrate the occasion of Children's Day, events were organized throughout the month of November in all the 30 program villages of Sheikhpura district. 1245 children participated in the event held in their respective villages. The children during the event gave extempore speech and put up singing and dance performances.

The tables with village-wise details are attached in the annexure.



Conclusion

The project started in June 2022 as an extension of the earlier project with a mission to work more intensely towards making the children and adolescents, especially from Mahadalit communities, prepared for the challenges of the 21st century. It was done through reaching out to children, their parents, and relatives from 30 villages of Sheikhpura district. A two-pronged approach – one, building the skills of children and adolescent girls in basic literacy and numeracy and in digital and life skills and two, making the parents sensitive towards the needs of children – worked well and holds promise for the future of these children. The famous quote of Neil Armstrong when tweaked to – One small project for Mashal, one big leap for the communities of Sheikhpura – rightly conveys the importance of the project.

There are some setbacks too. At one hand, a lot of children benefitted from the project, there had also been some who could not reap the benefits. Some of the parents, who migrated, took their children along even after the repeated plea of the field staff of Mashal to leave them behind with grandparents or relatives so that they could attend the classes and sessions and learn. Then the children from the villages, other than the 30 program villages, could also be not reached out. In the coming months, Mashal will not only try to build on the achievements made till date but will also strive to take the other unfortunate children into its fold so that they are not left behind.

Submitted by,



Chinnamma KC,

Secretary, Mashal, Patna



Annexure

Annexure 1:

Participants number List of Life Skills Training			
Date	Name of village	Number of Participants	Resource Person
12-14/7/2022	Abgil	17	Sr. Blassy, Mrs Rinku
	Girihinda	19	
15-17/7/2022	Gagora	25	Sr. Blassy, Mrs Rinku
	Latkana	11	
18-20/7/2022	Hasauri	15	Mr. Somesh, Mrs. Rinku
	Bauri	21	
21-23/7/2022	Mahadevnagar	25	Mr. Somesh, Mrs. Rinku
	Girihinda	10	
24-26/7/2022	Bajidpur	16	Mr. Somesh, Mrs. Rinku
	Surdaspur	20	
27-29/7/2022	Pain	4	Mrs. Ritika, Mrs. Rinku
	Lodipur	13	
	Purankama	7	
	Dhewsha	10	
1-3/8/2022	Chandi	10	Sr. Mamta, Miss Sarita
	Bishiya	18	
	Makdumpur	7	
4-6/8/2022	Rampur	18	Sr. Mamta, Miss Sarita
	Kasar	19	
	Puraina	16	
8-10/9/2022	Bauri	11	Miss Rani, Miss Sarita
	Pathrita	9	
11-13/9/2022	Maninda	23	Miss Rani, Miss Sarita
	Khorampur	13	
	Mahadevnagar	1	
14-16/9/2022	Dhrampur	15	Miss Rani, Miss Sarita
	Purankama	5	
	PainDhiri	12	
19-21/9/2022	Gavay	9	Miss Rani, Mrs. Rinku
	Matokhar	18	
	Afrdhi	7	
	Pain	11	
6-8/10/2022	Dhewsha	11	Miss Rani, Mrs. Rinku
	Purankama	1	
	Paindhiri	7	
9-11/10/2022	Girihinda	20	Miss Rani, Mrs. Rinku

19-21/10/2022	Abgil	9	Miss Rani, Mrs. Rinku
	Afrdhi	7	
	Rampur	14	
	Chandi	22	
	Pain	2	
26-28/10/2022	Mandna	15	Miss Rani, Mrs. Rinku
	Devpuri	9	
	Girihinda	5	
	Dewsha	8	
	Girihinda	14	
	Puraina	3	
3-5/11/2022	Barui	5	Miss Rani, Mrs. Rinku
	Hasauri	11	
	Maninda	2	
	Mahadevnagar	1	
7-9/11/2022	Matokhar	10	Miss Rani, Mrs. Rinku
	Dhrampur	1	
	Bajidpur	4	
	Surdaspur	5	
	Gavy	8	
	Lodipur	2	
	Mandna	4	
	Puraina	3	
20-22/11/2022	Hasauri	4	Miss Rani, Mrs. Rinku
	Pachna	3	
	Abgil	3	
	Lodipur	4	
	Mandna	2	
	Barui	2	
	Girihinda	5	
	Dhrampur	2	
	Matokhar	2	
	Makdumpur	2	
	Pain	2	
23-25/11/2022	Devpuri	9	Miss Rani, Mrs. Rinku
	Afrdhi	6	
	Bishiya	7	
	Gagaura	5	
	Kasar	3	
	Pain	5	
	Pain Dihri	5	
	Total	709	

Annexure 2:

Gender Sensitisation Training at Village level						
Sl. No.	Date of the Trg	Village Name	No. of Boys	No. of Men	No. of Girls	No. of Women
1	31/07/2022	Abgil	2	32	0	0
2	01-08-2022	Barui	9	31	0	0
3	01-08-2022	Girihinda	1	31	0	0
4	02-08-2022	Rampur	5	29	0	0
5	02-08-2022	Makdumpur	2	33	0	0
6	03-08-2022	Mahadevnagar	2	47	0	0
7	03-08-2022	New Colony Girihinda	2	29	0	0
8	04-08-2022	Matokhar	0	47	0	0
9	04-08-2022	Dhevsa	0	47	0	0
10	05-08-2022	Pain	6	22	0	0
11	05-08-2022	Hasaudi	7	30	0	0
12	06-08-2022	Bajidpur	0	32	0	0
13	06-08-2022	Surdaspur	0	42	0	0
14	07-08-2022	Maninda	4	24	0	0
15	07-08-2022	Pain Dihri	10	26	4	21
16	08-08-2022	Kasaar	4	39	0	0
17	08-08-2022	Latkaana	3	24	0	18
18	09-08-2022	Bishaiya	1	18	0	5
19	09-08-2022	Gavay	3	27	1	6
20	10-08-2022	Chandi	2	39	0	0
21	10-08-2022	Mandana	9	17	0	0
22	13/8/2022	Khorampur	10	21	0	0
23	13/8/2022	Dhanoul	6	29	0	0
24	17/8/2022	Pathrita	1	15	0	5
25	01-09-2022	Mahadevnagar	30	26	0	0
26	01-09-2022	Khorampur	10	27	0	27
27	02-09-2022	Pain	3	35	0	19
28	02-09-2022	Dewsha	4	31	0	0
29	03-09-2022	Mandna	5	27	0	0
30	03-09-2022	Abgil	9	36	0	0
31	04-09-2022	Gagaura	4	30	0	0
32	05-09-2022	Girihinda	23	21	0	0
33	05-09-2022	Hasauri	19	21	0	0
34	06-09-2022	Bajidpur	13	19	0	0
35	06-09-2022	Pachna	9	43	0	0

36	07-09-2022	Chandi	0	31	0	0
37	08-09-2022	Lodipur	5	36	0	0
38	08-09-2022	Bishaya	16	19	0	0
39	09-09-2022	Matokhar	4	38	0	0
40	09-09-2022	Girihinda	10	23	0	0
41	10-09-2022	Barui	6	54	0	0
42	10-09-2022	Surdaspur	10	20	0	31
43	22-09-2022	Latkana	15	24	0	0
44	23-09-2022	Devpuri	3	20	0	0
45	19-10-2022	Daudpur	1	28	0	0
46	19-10-2022	Abgil	0	33	0	0
47	20-10-2022	Lodipur	12	25	0	0
48	21-10-2022	Pachna	0	30	0	0
49	18-11-2022	Paindhiri	5	25	0	0
50	18-11-2022	Dhanaul	3	24	0	0
51	19-11-2022	Rampur	0	30	0	0
52	19-11-2022	Gavay	4	21	0	0
53	20-11-2022	Makdumpur	3	21	0	0
54	20-11-2022	Pathrita	6	16	0	0
55	21-11-2022	Daudpur	12	13	0	0
56	21-11-2022	Chakabgil	16	18	0	0
57	21-11-2022	Devpuri	6	23	0	0
58	26-11-2022	Gagaura	10	17	0	0
59	29-11-2022	Kasar	1	25	0	0
60	30-11-2022	Maninda	3	20	0	0
	Total		369	1681	5	132

Annexure 3:

INTERFACE MEETING

S.No.	Date Of interface meeting	Name of Village	Panchayat	Parents	Teacher/Animator/To la Sevik	Mukhiya/Ward/Vik ash mitra	Angan wadi Sevika/Asha	Number of Participants		
								Total	Male	Female
1	16-08-2022	Gagaura	Viman	39	1	2	0	42	7	35
2	17-08-2022	Lodipur	Lodipur	58	1	1	1	61	17	44
3	17-08-2022	Dhewsa	Lodipur	34	1	1	1	37	7	30
4	17-08-2022	Pain Dhiri	Pain	41	1	0	0	42	8	34
5	17-08-2022	Pain	Pain	49	2	1	0	52	4	48
6	18-08-2022	Surdaspur	NagarPancha	41	2	1	0	44	9	35
7	18-08-2022	Bajidpur	NagarPancha	35	1	0	0	36	1	35
8	18-08-2022	Gavay	Gavay	27	1	0	0	28	1	27
9	18-08-2022	M andna	Aaudhe	42	4	0	0	46	4	42
10	20-08-2022	Matokhar	NagarPancha	40	3	0	0	43	1	42
11	20-08-2022	Dhanaul	Sanaiya	28	0	1	0	29	8	21
12	22-08-2022	Devpuri	Sanaiya	21	1	1	0	23	3	20
13	23-09-2022	Mahadevnag	NagarPancha	35	1			36	1	35
14	23-09-2022	Barui	Puraina	30			1	31		31
15	24-09-2022	Pathrait	NagarPancha	26	1		2	29	2	27
16	08-10-2022	Hasauri	Gagari	42	2			44	3	41
17	08-10-2022	Maninda	Kaithyma	31	3	4	1	39	10	29
18	10-10-2022	Abgil	Puraina	31	1			32	1	31
19	10-10-2022	Makdumpur	NagarPancha	20	3			23	1	22
20	10-10-2022	Pachna	NagarPancha	33	1	1		35	7	28
21	10-10-2022	Girihinda	NagarPancha	20	4			24	4	20
22	11-10-2022	Daudpur	Baruna	29			1	30	4	26
23	11-10-2022	Chak Abgil	Baruna	37	2			39	20	19
24	12-10-2022	Rampur	Viman	37	2		1	40	10	30
25	29-11-2022	Girihinda	NagarPancha	28	4			32	7	25
26	30-11-2022	Chandi	Hajratpur M	35	5			40	8	32
27	30-11-2022	Khorampur	NagarPancha	28	3			31	13	18
28	30-11-2022	Bishiy a	Sanaiya	15	2			17	3	14
29	05-12-2022	Kasar	Kasar	26	3			29	8	21
30	05-12-2022	Latkana	Afani	29	1			30	10	20
				987	56	13	8	1064	182	882