

# Monthly Report September 2025

UCATAPULT  
FOUNDATION



September, a month of transition and transformation, inspired us to continue our mission, under the banner Digital Machaan—Virtual After School Program, to uplift rural tribal students across Maharashtra by expanding access to quality education. This month, with the support from donors and partners, the team delivered 280 hours of online live sessions for classes 8–11 in the Nasik and Nagpur regions, reaching 11 ashramshala schools and approximately 1200 students.

Support extended beyond live classes through chapter-wise homework, bilingual worksheets, and YouTube recordings, enabling various schools and numerous teachers to enhance learning—especially critical in areas with resource limitations and teacher shortages.

With frequent communication between project officers, parents, teachers, headmasters, and students, community engagement remained a pillar. Positive feedback from stakeholders underscored the program's value as a supportive academic tool, highlighted its role in personal development, and acknowledged challenges such as network and electricity issues.

By continuously monitoring progress, addressing challenges, and refining support, the UCatapult Foundation remains dedicated to empowering rural tribal students and their communities, building hope and resilience for a brighter future. It is essential to look at the basic changes occurring in our students' lives in order to comprehend the role of the UCatapult foundation in the lives of rural tribal students in Maharashtra. By presenting this information at the end in the form of hopeful stories, we attempt to achieve this. We will be offering career counseling and 21st-century skills mentorship to 10th graders next month under the buddy program umbrella.

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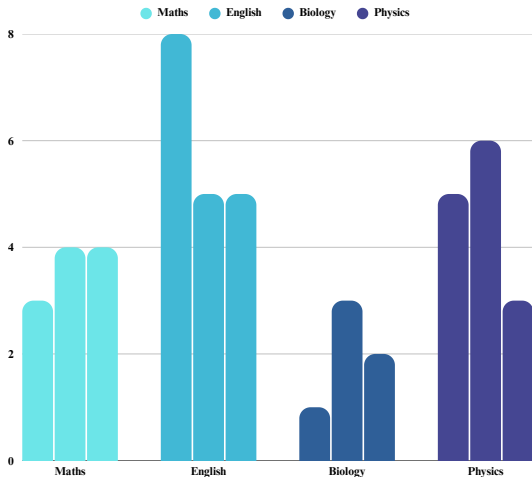
# Academic Engagement Highlights



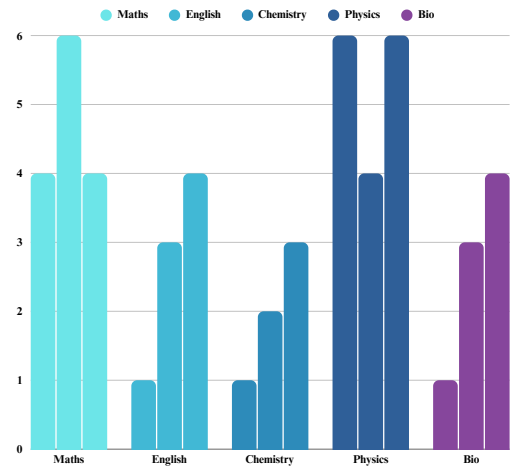
## Online Academic Classes in August

- In the month of September, around 11 schools, including Marathi medium and English medium, and approximately 1548 students of classes 8-11 engaged for 280 hours through structured online live sessions in the Nashik and Nagpur regions.
  - Further strengthened through the provision of chapter-wise homework assignments, bilingual worksheets, and access to recorded lessons on YouTube. These supplementary resources are being provided to 78 schools in the Nagpur region and 159 schools in the Nashik region, approximately reaching more than 10k students to effectively reinforce classroom learning.
  - The following infographic presents data on the class-wise progress of chapter completion that was achieved in the month of August.
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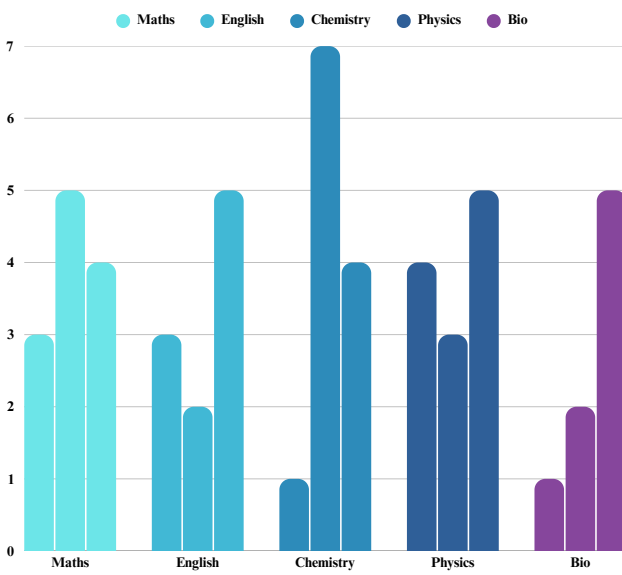
Class 8 Sub wise topic covered (Morning Eng/Marathi& Evening)



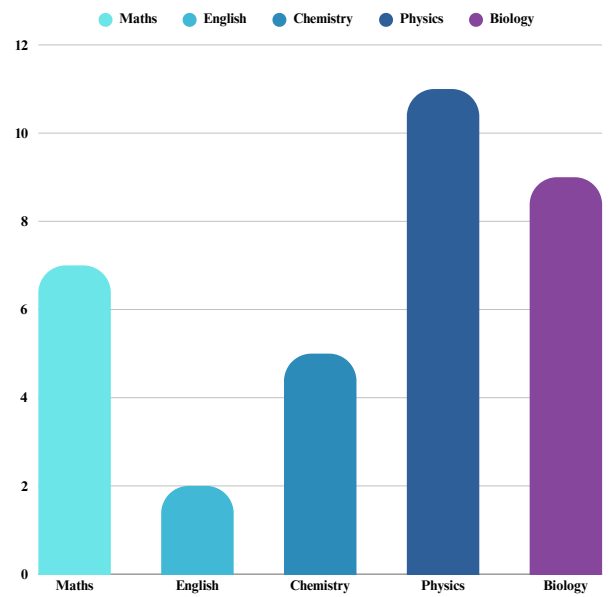
Class 9 Sub wise topic covered (Morning Eng/Marathi&Evening)



Class 10 Sub wise topic covered (MorningEng/Marathi&Evening)

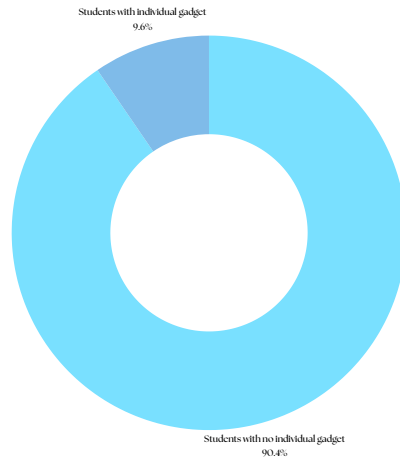


Class 11 Sub wise topic covered (English Medium/Evening)



Students' percentage with personal laptop

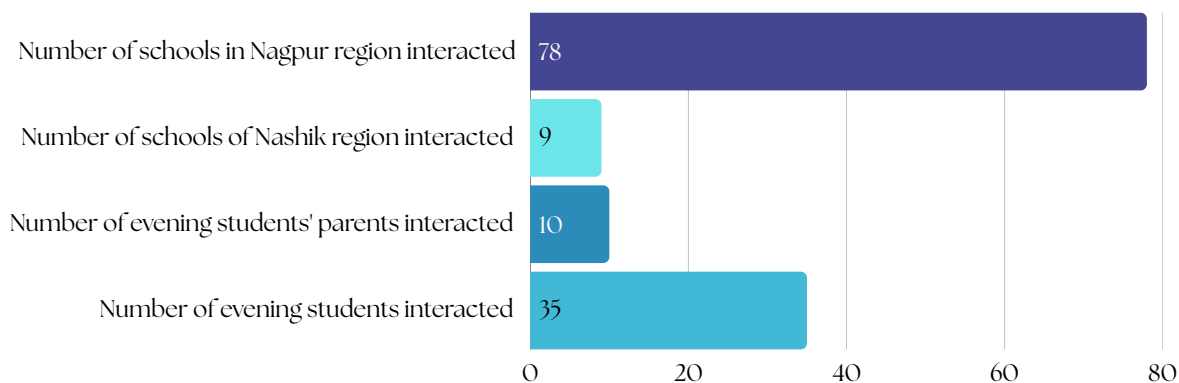
Students with no individual gadget Students with individual gadget



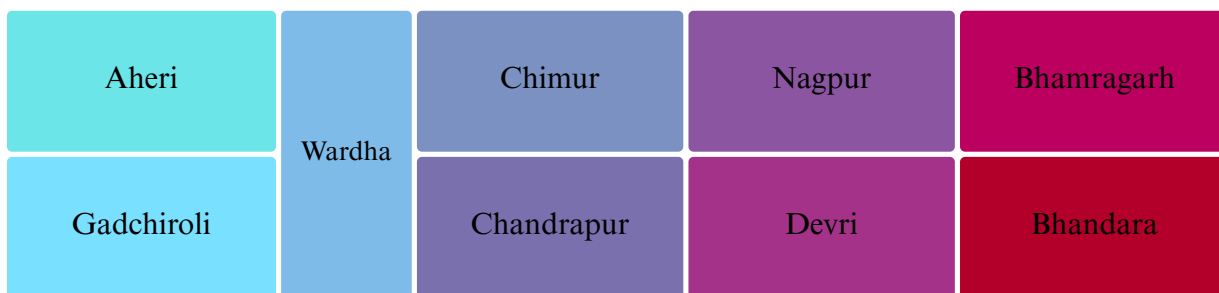
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# Community Engagement Highlights

In order to achieve and advance the organization's vision and mission, timely engagement with key stakeholders is essential. The effectiveness of virtual classes can be understood through ongoing interaction with parents, teachers, headmasters, and students. Further, during engagement we also gather feedback on how the school has used online learning resources, comprehend the difficulties, and talk about how to make the most of the recorded classes that are accessible on our YouTube channel. The engagement high points of the month of September are listed below.



## Feedback and Support Nagpur Region



Currently, daily live virtual classes in the evening and recorded sessions on YouTube are used to support the academic excellence of students in 78 Asharamshala schools in the Nagpur region, which include 9 districts (see above fig.).

It has been found that the use of the local Marathi language for explaining English concepts helps students of classes 8, 9, 10, and 11 to understand, as confirmed by the students of Shaskiya Medium Asharam School, Kheda, Gadchiroli, during an online meeting. **Teachers of around 28 Asharamshala find the resources provided are helpful; however, they face difficulties due to a significant shortage of teachers, specifically for science, math, and English, and the nonavailability of school or hostel wifi causes further difficulties to connect with live classes and engage with recorded sessions on YouTube.** The challenges specific to each district are highlighted below.

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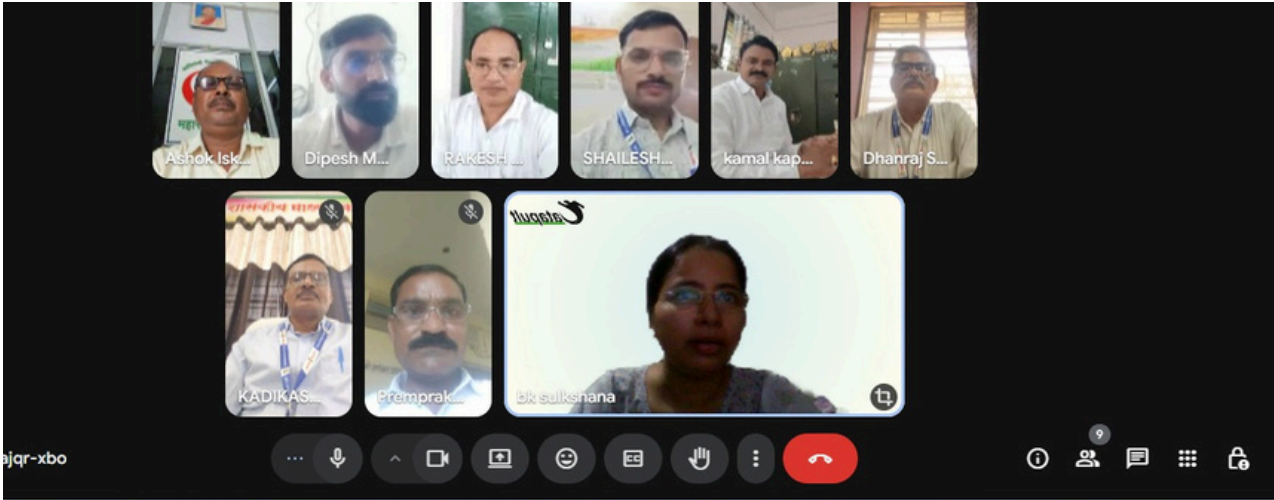
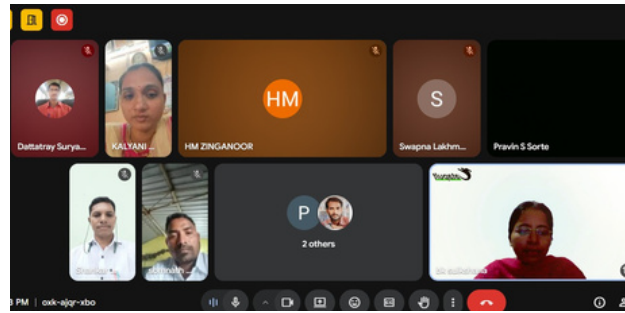
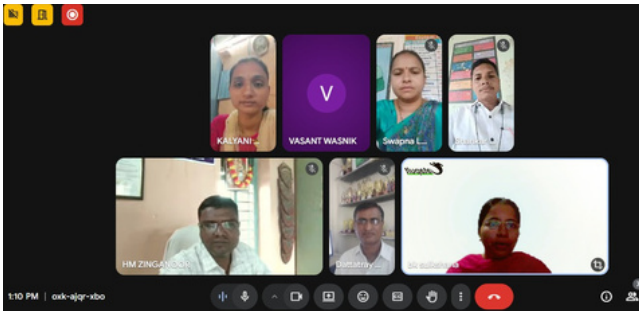
# Challenges

## in completing school curriculum and in joining evening virtual classes

Shortage of subject teachers in high secondary and senior se...

Unavailability of wifi at schools and hostel causes difficulty f...

District	Challenge related to school curriculum	Challenge in joining live classes in the evening and viewing recorded classes on YouTube
Aheri	Shortage of teachers in secondary and high secondary schools, specifically for mathematics and science, as a result few opt for science in class 12th.	Poor network coverage problem, despite two routers in some schools.
Gadchiroli	Shortage of teachers for the subjects english and science.	Poor internet connectivity causes poor visibility of the content. Students struggle to articulate the screen-shared content on screen.
Wardha	Shortage of English teachers for class 8.	Power cut, Lack of school wifi causes difficulty for teachers, as joining live classes requires a substantial amount of internet data.
Chimur	Shortage of science teachers for classes 8, 11 and 12	Poor electricity and internet network.
Chandrapur	Shortage of science and English teachers for class 8.	Some digital setups aren't working because of technical issues. Network problems affect schools located in forested areas.
Nagpur	Shortage of science teachers in class 11 and 12.	Students find challenging to connect due to poor network.
Devri	Shortage of science teachers for class 11 and 12.	Network problems frequently cause difficulties for students to view content on our YouTube.
Bhamragarh	English and Science teachers shortage	Students frequently experience power cuts and network issues.
Bhandara	English and Science teacher shortage.	Limited digital setup and poor internet make it difficult to fully participate in live classes.



## Suggestion from UCatapult

### Downloading via Home Wi-Fi:

Teachers can avoid using a lot of internet while teaching by downloading all the videos they need to show at the school using Wi-Fi at home.

### Data Contribution (If Wi-Fi is unavailable):

Teachers could use their collective 5GB data allowances, splitting the task.

### YouTube Premium Subscription:

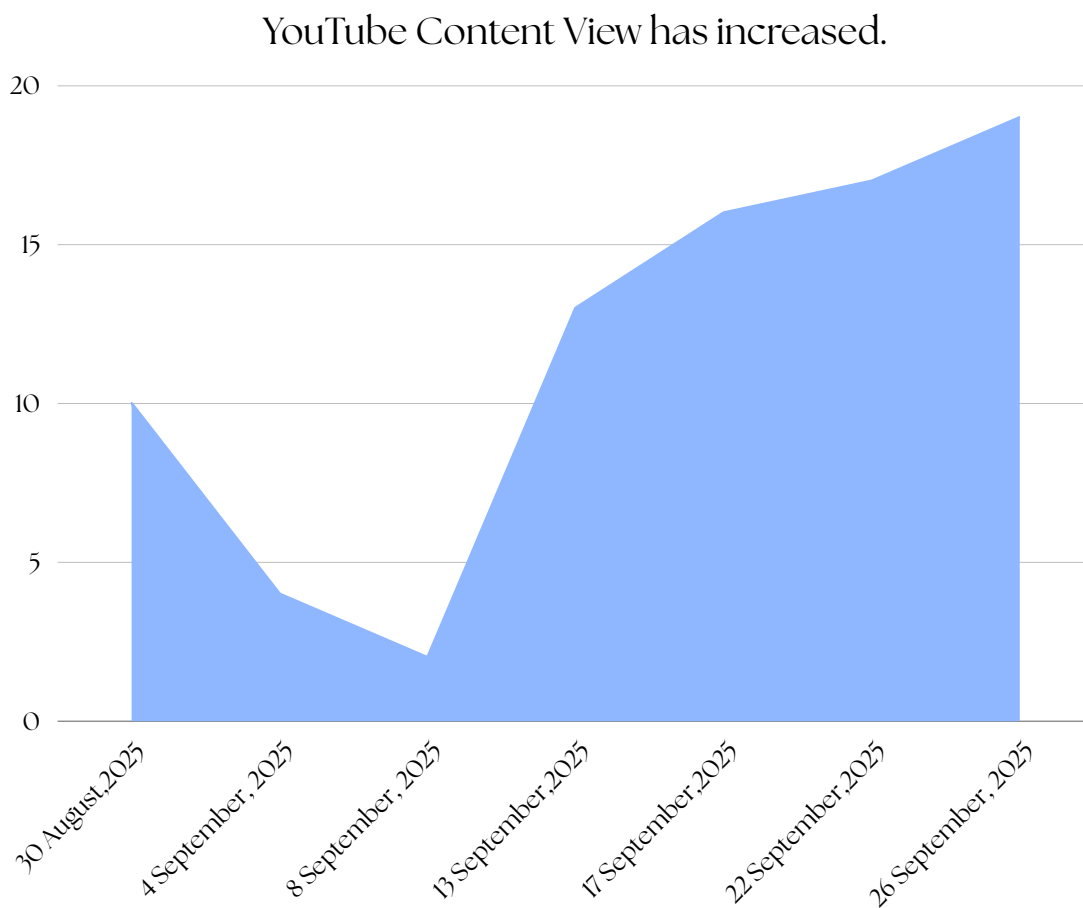
To resolve the clarity issue, the facilitator suggested purchasing a YouTube Premium subscription, which will cost approximately 150 rupees. This would allow for better quality downloads. Teachers could potentially contribute funds for this purchase.

### Appointment of a student to support with technical aspects:

To make the best use of the recorded sessions for their classes, it was strongly advised that the school designate one student as a monitor for each grade. It was also suggested to schedule the use for various classes according to need in order to make the most of the limited digital setup.

## IMPACT

Through these engagements, Asharamshala school teachers in Nagpur were able to discuss how to access, subscribe to, and make the most of our YouTube recordings of their classes. As a result, this month, there was an overall increase in YouTube engagement.



**+47** SUBSCRIBERS

**3.4<sup>K</sup>** VIEW

**113.3** HOURS  
TIME

## Reflection and Support Nashik Region

In the evenings, students of classes 8, 9, 10, and 11 participate in real-time online classes led by daily subject experts. Students from Nashik who attend Maharashtra's Zila Parishad schools join during this time as individuals from their homes through laptops and mobile phones. Further, Semi-english medium schools of this region have been active participants in our online live classes since the beginning. The comments from these two categories of stakeholders are provided below.



### Reflection from the schools

**The headmaster of Govt. Secondary and High Secondary Asharamshala School, Shrive of Nandurbar District**, affirmed students of his school attend online classes regularly despite connectivity and light issues. The use of laptops has improved the learning experience compared to mobile devices, highlighting that the recorded classes and live classes serve as a supportive tool for ashram school students. Particularly helpful during teacher shortages and resource limitations. **The headmaster of Asharamshala school, Bijari**, found the live classes helpful; however, network issues make it difficult to continue remain active in the class.

### Reflection from Evening Students

**Around 27 evening students of the Nashik, Jalgaon, and Dharashiv districts** out of 150 who have engaged with our online classes for approximately 2 years and have received laptops from us found classes helpful in their academic progress, personal development, and future aspirations. They also confirmed that network issues and unstable electricity issues are significant in making online classes difficult. For the rest, attending online class through a small mobile screen is difficult; however, access to a laptop could make their learning experience better.

### Reflection from parents of evening students

10 parents of evening students of the Nashik, Jalgaon, and Dharashiv districts who have been interviewed this month found that being small farmers or seasonal laborers and tailors with their low income makes it difficult to provide additional educational support to their children. They found, with the support of the UCatapult foundation, their children have shown significant improvement not only in academics but also earned multiple leadership roles in their schools.

# Haryana school education CSR Meet 2025 body text



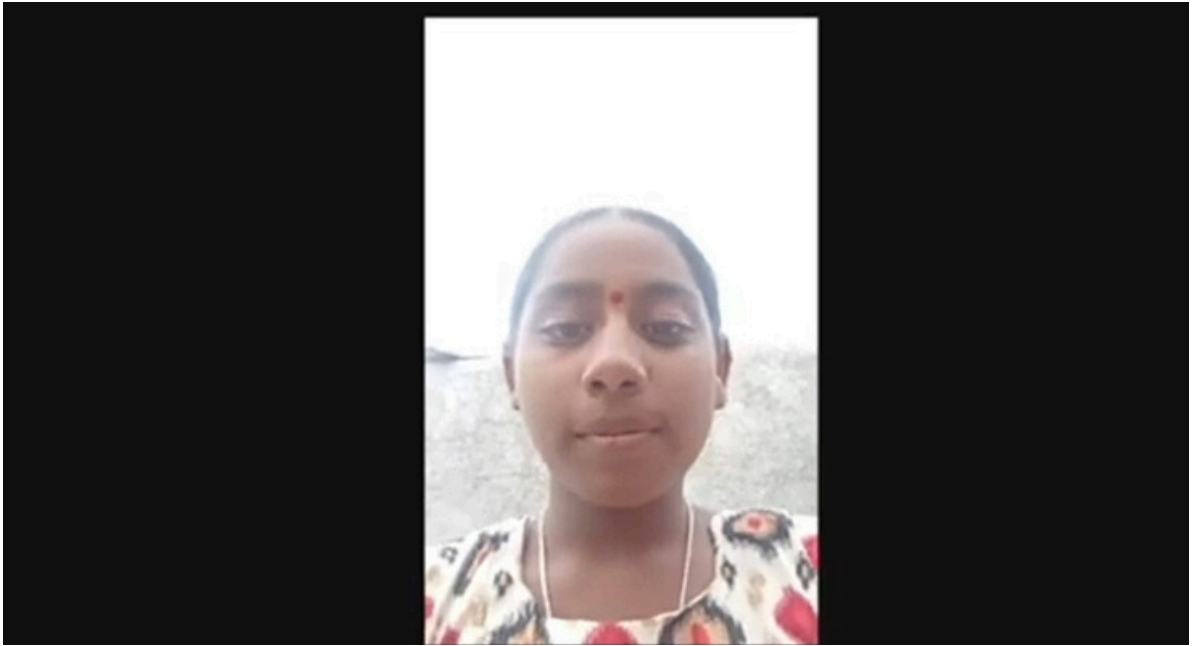
YouOn September 26, UCatapult Foundation Founder Ms. Prema Mishra attended a collaborative session hosted by the Haryana School Education Department<sup>1</sup>. The meeting aimed to bring together stakeholders to address challenges within the state's education system and identify strategic pathways for collaboration<sup>2</sup>. Mr. Parmod Kumar, State Programme Officer, gave an exceptional presentation on transforming school education in Haryana

The presentation highlighted several key challenges, including the limited reach of solutions to schools in rural areas, distribution delays, and a shortage of human resources<sup>44444444</sup>. To address these issues, the department is seeking contributions from CSR partners in three priority areas:

Future-Ready Infrastructure, Empowering Human Capital, and Holistic Student Development<sup>55555555</sup>. Ms. Mishra's participation in this event was to present the UCatapult Foundation's initiatives and explore opportunities to scale their six years of work in the education space.

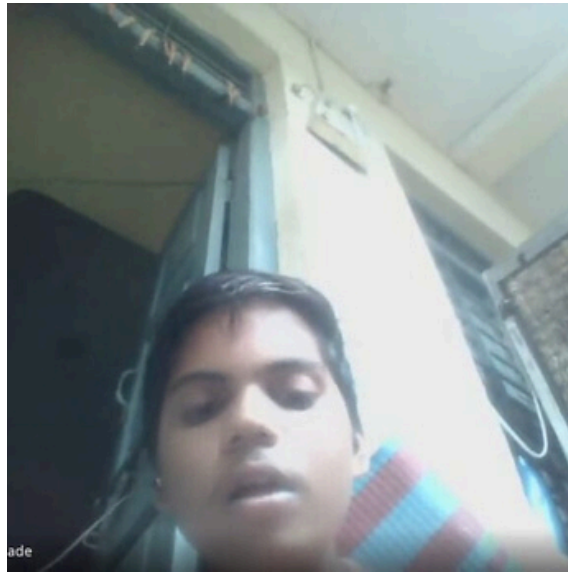
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# Stories of Hope



## **Rising Bright: Ritika Patil's Journey of Hope and Learning**

In the heart of Jalgaon district, a young girl named Ritika Patil is forging a path that not only reflects her dreams but also shines as a beacon of inspiration for many. Ritika is in ninth class at her local secondary school. She is from a small farming family, primarily depends on rain-fed agriculture, and frequently encounters difficulties such as unpredictable rainfall and scarce resources. Yet, Ritika's spirit remains undeterred. With the help of her community and family, Initially a lover of mathematics, Ritika's engagement with online classes led to blossoming interests in English, Hindi, and even science subjects like physics, which she once found boring. Her academic confidence soared as she adapted to virtual classes of the UCatapult Foundation that encouraged asking questions freely, unlike the limitations of traditional classrooms. Ritika dreams of becoming a doctor, striving to study science further after her 10th grade. This ambition fuels her dedication to study, even amidst household responsibilities and resource constraints such as limited access to mobile devices and the occasional interruptions due to her family's farm work. Her story reflects the transformative impact of accessible education technologies. Her grades have improved notably—she moved from barely passing to securing top ranks in her class, all while developing communication skills and self-confidence from interacting in online settings. Beyond academics, Ritika's community exhibits progressive support for girls' education. Despite the traditional backdrop, her family places high value on learning over early marriage. They envision Ritika standing firmly on her own feet with a career before personal commitments. Ritika's journey is a testament to the power of resilience, hope, and the right tools. It highlights how education, supported by technology, can uplift rural students and empower especially young girls to dream boldly and achieve their aspirations.



### **Rising Beyond Challenges: Nishant's Journey to Becoming a Doctor**

Nishant Sunil Fegade is a young student from Nutan Madhyamik Vidyalay in Chinawal, Jalgaon district of Maharashtra, whose aspirations to become a doctor are as strong as his determination. Nishant is in the tenth grade and plans to finish his education by June 2024. His father is a tailor and his mother is a welder. Despite their low income, they help Nishant with his studies by giving him access to tools like a cell phone and the internet. From a young age, Nishant was fascinated by the intricate workings of the human body and animal systems, fueling his passion for biology. Alongside this, he understands the importance of mastering English and Hindi—essential tools that open doors to the wider world and connect him with India's diverse cultures. Despite facing timing challenges, Nishant manages to devote 1-2 hours daily to the evening virtual classes of the UCatapult Foundation and makes use of every resource available to him, including recorded classes. It is Nishant's self-motivation and the support he receives from UCatapult Foundation's virtual classes that keep him moving forward in the direction to become a doctor. Nishant's academic performance has improved significantly over time. He has assumed a leadership position and is now the director of the school's yearly event. Nishant's story is more than that of a student; it is a reflection of many young dreamers from rural Maharashtra, who face obstacles yet refuse to give up on their goals. His dedication to becoming a doctor is driven by a genuine desire to serve others and make a difference in the scientific and medical world.

*Thank you for reading!*

### **SOCIAL MEDIA**

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Government of Maharashtra  
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Tribal Development, Nagpur

