

PLAN IT GIRLS

Process Documentation for
Teachers' Intervention



2017-2019

Plan It Girls

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Glossary of terms and abbreviations:

Abbreviation	Expansion
DDOE	Delhi Directorate of Education
DIET	District Institute of Education & Training, Tura
FGD	Focus Group Discussion
GBSSS	Government Boys Senior Secondary School
GGSSS	Government Girls Senior Secondary School
NCERT	National Council of Education Research & Training
SCERT	State Council of Educational Research & Training
SLP	School Life Skills Program
UNGEI	United Nations Girls Education Initiative
YF	Youth Facilitator

PLAN-It GIRLS:

Teachers' intervention I Process Document

1. Introduction:

Plan-It Girls program focussed on the empowerment and employability of adolescent girls of Class 9th and 11th through Class 10th and 12th respectively in government schools in Delhi and Jharkhand. The two-year program began in 2017 in partnership between ICRW (International Centre for Research on Women), Pravah and Restless Development. Based on the ecological approach, the program leveraged a gender-integrated life-skills and employability skills personal advancement curriculum tailored for girls in grades 9 and 11; along with engaging principals and teachers, parents, male peers, community members, business leaders and policymakers to create an environment to support girls and their aspirations.

In Delhi, the project was implemented in 20 government schools under DDOE, Zone 29 (District, South-East) out of which 10 were GGSS schools while the rest are GBSS schools. Pravah's role was to design and implement the teachers' intervention in 10 GGSS schools of Delhi. This component of the program aimed at creating a pool of gender sensitive teachers who are able to understand how gender norms influence girls' aspiration and identities, can provide support and be the role models for girls to aspire for future work and career opportunities. Such teachers will also be able to support and sustain the Plan-It Girls program in their respective schools.

1.1 Objective of teacher engagement:

- Analyse the ways in which gender identity impacts self, roles, behaviour, aspirations and relationships.
- Analyse the linkage between social construct of identities and learning abilities.
- Apply design and facilitation skills to integrate gender issues in lesson plans and support PLAN-It intervention in their schools.
- Apply gender responsive practices to enhance learning processes for girls.

1.2 Why was this intervention necessary?

"82% girls of both Classes 9 and 11 in Delhi schools feel that they can talk to their teachers about any problem that they may be facing." Baseline Survey, Plan-It Girls, 2017"

Teachers play a critical role in shaping the thoughts, opinions and belief of their students. During the baseline survey, conducted for Plan-It Girls program, students' statements on school as a safe space focused on the contribution of teachers to their learning and confidence. Teachers can contribute immensely in the process of identity formation and often, influence the girls' notion of the 'self'. Gender is an important component of the identity of an adolescent; hence it becomes critical to support teachers and build their capacity to handle challenges faced by adolescents related to gender identity, roles, responsibilities, aspirations and

support them in achieving their personal and career goals.

Over the last two decades, Delhi government as well as NCERT has designed and implemented programs to enhance gender sensitivity and gender responsiveness in schools. In most of these programs the dominant lens has been 'generic life skill development' of students, for instance, within the YUVA School Life Skill Program (SLP), gender is treated as a context to apply life skills. It does not focus on building an understanding of the complexity of gender norms and issues that influence adolescents' notion of themselves and the world around them. Further, while teachers are expected to deliver such interventions, the training programs designed for them are mostly focused on how to transact the curriculum and hardly attempt to challenge teachers' own notion of gender roles, beliefs and biases. This leads to a denial and unconscious acceptance of discriminatory practices that takes place within the school and their own lives.

In addition, schools prefer to prioritize academics over any other mandate. Investing time to address gender issues and discriminatory practices that girls face, are usually not viewed as concerns to be taken up during the school hours. Various reasons, including pressures to complete syllabus, time constraints due to other administrative work often prevents teachers from taking up issues beyond prescribed curriculum. Hence, a teacher focused intervention which takes into account the constraints of the school system, while creating an opportunity for teachers to build their capacity as gender champions is critical to support and promote girls' empowerment processes within the school system.

2. Implementation Process flow:

Pravah's intervention with teachers implemented over 2 years, included 4 distinct strategies:

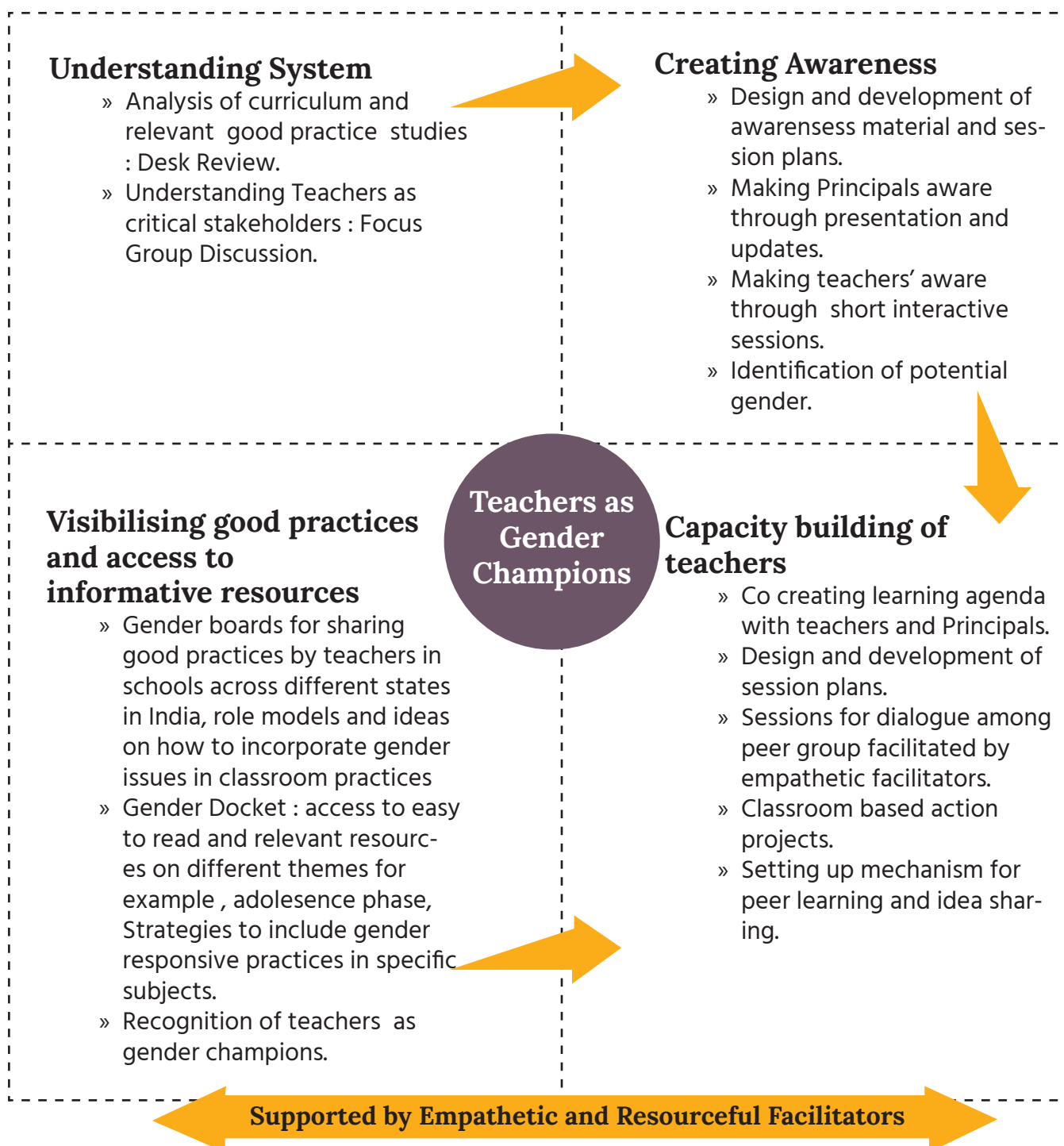
Year 1:

- » Understanding the System: Understanding ongoing intervention on gender related issues in schools and with teachers.
- » Creating awareness on the need of addressing gender issues through teaching learning practices in schools and identification of potential gender champions

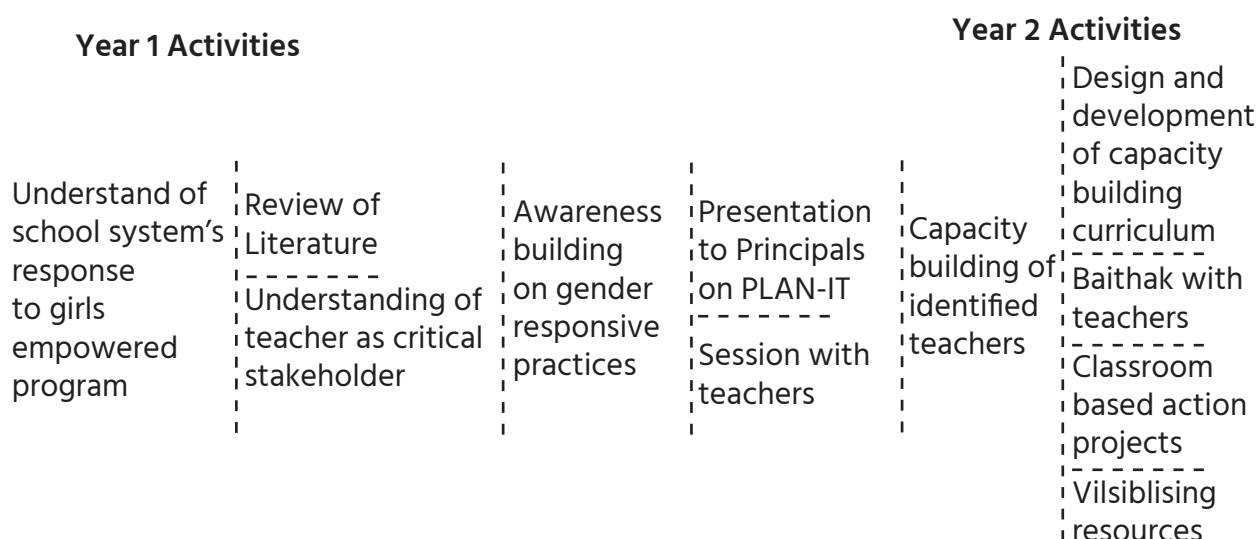
Year 2:

- » Capacity building of teachers as gender champions
- » Visibilising good practices and developing easy to read informative resources

While the intervention was planned with the above strategies, during implementation, these strategies were modified based on challenges and inputs from the participants.



2. Details of Process flow



Teachers as Gender champions

The program was spread over 2 academic year. The focus of the first year was to understand the existing practices and programs on gender responsiveness in schools and teachers education and to build awareness on the need to include gender responsive practices in school. The awareness sessions also was done to identify the potential gender champions in each school. During the second year the focus on building capacity of selected teachers as gender champions in their respective schools.

Year 1:

2.1 Understanding System

2.1.1 What was done?

- **Analysis of pre –existing curriculum and training program on Gender for students and teachers.**
 - » Desk review of secondary literature included research conducted both internationally and in the Indian context by PENN Universityⁱ , UNGEI and University of Virginia.ⁱⁱⁱ
 - » Review of tools and curriculum created for gender sensitizing programs which were implemented in government schools over the last decade.
 - » Informal interaction with teacher educators and experts from DIET^{iv} , SCERT^v and NCERT^{vi} to understand their perspective on teacher preparation processes to facilitate girls' empowerment programs
- **Understanding teachers as a critical stakeholders:**
 - » Focus group discussions in all 10 GGSS schools to understand teachers' perception of their role in supporting girls' empowerment processes and their own understanding of gender issues. This also acted as a soft entry in the schools to ensure familiarity with the teachers understand the audience and their needs.
 - » Interaction with Principals to understand their perspective and thoughts on such interventions.

2.1.2 Key Learnings:

- » Dialogue about gender bias in teacher education programs is particularly difficult due to their discomfort, emotional cost, coming to terms with their own reluctance and fear of being misunderstood.
- » The teachers sometimes experience what is called a 'gender block,' or an inability to acknowledge the various subtle ways they play out gender bias in their daily practice.
- » Teachers do not recognise the different ways gender discrimination takes place in their classroom, especially in an all-girls school. The biases expressed through choice of words (e.g why are you sitting like a boy?) or labelling (e.g you only knows how to dress up) or perception of girls' ability to do perform (e.g they are only studying to get married) are very often not recognised as biases and thereby creates the illusion that gender prejudice is no longer a problem.
- » Need for an awareness program for Principal and teachers to address their own biases and discomforts to address gender issues as well as to build their buy in to include gender responsive practices in their schools. Currently gender sensitisation program are sporadic and focuses on how to deliver gender sensitisation modules/activities in classrooms (e.g Activity cards developed by SCERT Delhi) , such programs do not emphasize on mind set change of teachers or address teachers' own biases and discomforts.
- » There is a general fatigue about training programs among teachers and they find most of the capacity building programs do not take into account their classroom realities or their personal experiences.
- » There is a difference between the socio-economic backgrounds of the students and the teachers in the government schools; hence, it becomes critical to develop empathy in the teachers to understand students and their parents better^{vii}.
- » The current practice to educate students on issues of gender identity and gender-based discrimination is either through the peer educator approach or by engaging external facilitators. Such practices do not equip the schools to sustain the program in the long term.
- » Since teachers' performance is based on the academic excellence of their students, their attention and commitment is primarily on their subject classes. Issues or concerns raised by the students that do not fall under the purview of academics are not of importance to most of the teachers^{viii}

2.1.2 Challenges faced:

Systemic challenges

- » Limited or lack of access to documented reports of gender programs implemented in government schools. Limited research on gender empowerment processes in the Indian context for reference or benchmarking.
- » Securing formal permission from the government/ relevant officials and Principals to interact with teachers, SCERT and DIET faculty. While permission was secured to implement the program in schools, permission to work with teachers (including workshops for teachers across schools) was not secured, this affected the overall capacity building

design. Instead of having all selected teachers in one workshop, we had to have school specific capacity building sessions. Thus the plan to build a network of gender champions from across schools could not be operationalized.

2.2 Creating awareness of gender responsive teaching, learning processes

2.2.1 What was done?

- Presenting about PLAN-It program and learnings from literature review to Principals
- Securing permission from school to hold sessions and teacher's nomination by Principal
- Facilitating short sessions (1-1.5 hours sessions on last working days to avoid clashes with regular timetable) were facilitated with teachers to create dialogue on gender issues and its impact on girls engagement in teaching learning processes
- Creating buzz and awareness through WhatsApp groups for information flow and sharing learning stories from other schools.
- Preparing facilitators to engage with teachers.

Facilitation Challenges

- » Limited/low priority given during in service teacher capacity building programs by the department on developing their understanding of how gender identity influence girls' learning abilities and their interest in career growth.
- » Teachers' time and availability for participating in the FGDs.

2.2 Creating awareness of gender responsive teaching, learning processes

2.2.1 What was done?

- » Meetings with Principals to share about the learnings from literature review in the context of Plan-It Girls program and the proposed content of the awareness building sessions for teachers
- » Securing buy-in from Principal to hold sessions on specific days and nomination of teachers for the sessions
- » Facilitating short sessions (1-1.5 hours sessions on last working days to avoid clashes with regular timetable) with teachers to create dialogue on gender issues and its impact on girls engagement in learning processes^{ix}
- » School specific WhatsApp groups were set up to share additional resources stories from other schools and resources to deepen their interest on the theme discussed. This also attempted to facilitate information flow among the participant teachers.

These sessions were conducted in Year 1 with 10-15 teachers per school and we were able to conduct around 3-4 sessions over a period of 3-5 months depending on the availability of teachers in different schools. The sessions focused on the following themes:

- » Importance of mind-set change to engage with gender issues
- » Gender, notions, beliefs and stereotypes in self practices and in larger society
- » Understanding link between gender biases are performance of girls
- » System thinking: a) Analysis of gender biases in text books b) School Safety audits through the lens of gender identity.

2.2.3 Key learnings:

- » Gender norms and beliefs are deep seated among teachers and there is not enough opportunity for dialogue to examine existing beliefs.
- » Teachers' own biases gets played out in the way they relate to students. For example it was observed that teachers tend to use terms like 'Mard jaise' to shame, if a girl is sitting in a particular posture or would label a girl derogatorily if she prefers to dress up in a certain way. Some of them also think that certain girls are not interested in studies as they are waiting to elope. With this attitude teachers often fail to go deeper into the real problems their students are likely to be facing. However, this goes unnoticed due to lack of awareness and understanding of their personal biases resulting in unfavorable attitude towards their students.
- » Teachers Education programs largely emphasizes on preparing students for academic achievements Very few teacher education programs equip teachers to design and implement empowerment programs for girl students. Therefore, teachers are unable to integrate gender responsiveness in their classroom practices.
- » Teachers need to develop their skills to be able to integrate gender responsive pedagogies in their classroom practices.
- » Enabling teachers to address gender issues through their subject area can create stronger buy-in and ensure sustainability of girls' empowerment programs in schools.
- » Principals' buy-in and interest is critical in sustaining teachers' interest and involvement.
- » Some teachers are open to examine and play their role as gender champions and they need to be supported, recognized and appreciated.

2.2.3 Challenges faced:

Systemic Challenge

- » Most of the schools had a shortage of teachers and therefore very often participating teachers were assigned other roles during the same time.

Facilitation challenge

- » Teachers' perceive their role primarily as an educator and therefore focuses on academics. Programs like Plan-It Girls were perceived to be

additional responsibility.

- » In some schools, there was lack of continuity of engagement i.e. different set of teachers would attend each of the sessions, thus impacting continued interest and retention.

The challenges and learnings from year 1 led to shift in strategies, approaches and activities in year 2 to accommodate the need of the teachers and realities of schools they operate in.

2.3 Shift in strategies during year 2 based on the challenges faced

Key Shifts are as follows:

Year 1	Year 2
<ul style="list-style-type: none"> Engaging all teachers nominated by the Principal 	<ul style="list-style-type: none"> Investing in building smaller groups of interested teachers (2-3) as gender champions
<ul style="list-style-type: none"> Facilitating curriculum designed and developed by Pravah at the beginning of the intervention 	<ul style="list-style-type: none"> Involving Principals in co-create themes for baithaks. Themes were identified with the Principals from the curriculum which was developed by Pravah, and were prioritised on the basis of their felt need and time available.
<ul style="list-style-type: none"> Facilitator led sessions on specific topics 	<ul style="list-style-type: none"> Peer led baithak (dialogue) sessions where the input was weaved around real life classroom challenges shared by the teachers.
<ul style="list-style-type: none"> Enabling teachers through information and knowledge sharing 	<ul style="list-style-type: none"> Enabling teachers through classroom practices to apply knowledge
<ul style="list-style-type: none"> Access to resources, information available to few teachers 	<ul style="list-style-type: none"> Visibilising resources and good practices of creating gender responsive learning environment in school set ups
	<ul style="list-style-type: none"> Creation of easy read resources on gender responsive practices in school set up

2.4 Enabling teachers to support girls' empowerment processes

2.4.1 What was done?

- Designing and development of baithak sessions for capacity building
 - » Designing the possible course map for capacity building
 - » Finalizing content for dialogue sessions in consultation with 4-5 interested Principals
 - » Designing short sessions on identified topics with focus on building

gender sensitivity and gender responsive classroom practices

The sessions were designed by Pravah team including a design expert and content expert and 2 key facilitators who have experience of working with Government school students. The drafts went through a round of feedback from all the facilitators to ensure that various perspectives are included. They were also designed to create a safe space for the teachers to share their personal experiences and learn from them.

- **Capacity building of gender champions through baithak sessions**

- » Identification^x of teachers who have the potential / interest to become gender champions
- » Facilitation of short sessions/ baithaks for cross sharing of, beliefs and ideas for action projects that they can bring into their classroom practices
- » Initiating teachers for classroom-based action projects
- » Encouraging continuous conversations among the peer group through WhatsApp groups

The Baithaks focused on the following themes:

- » Understanding adolescence phase with focus on girl students' challenges
- » Understanding learning styles and gender responsive pedagogies
- » How to create safe space for girls to express themselves
- » Classroom-based action projects for example: Textbook audit from gender lens (English text-book)- It strengthened the engagement of the teachers with the intervention also provided a space for the application of what they learnt during the discussions.

- **Visibilising good practices and development of easy read informative resources**

- » Establishment of gender board to visibilise best practices, resources and learnings from baithak sessions. A gender docket was developed as a source of information in building understanding of adolescent phase, gender stereotypes and gender identity and how to integrate such issues in everyday teaching learning practices.
- » Felicitation of the participating teachers and the principals in the school assembly and staff room meetings. This also allowed participating teachers to share their learnings with other teachers and get recognition for their efforts.

Gender Board was setup in each school outside/inside the staff room which had gender responsive practice related information put up each month. This was accessible to all the teachers, students and other staff in the school. It helped in visibilising the efforts made through baithak sessions. Further the displays highlighted the content discussed during each baithak to draw attention of non participant teachers. Information was presented through pamphlets, info-graphics, photos of activities done and posters highlighting teachers' learnings from baithak sessions.

2.4.2 Key Learnings:

- » It is important to build a personal connect with the topic discussed during the session. Weaving inputs on gender responsiveness around a classroom challenge draws teachers' interest and attention to the topic.
- » In all schools there are a few teachers who recognizes the need of gender responsive classroom practices however they are reluctant to take the ownership to implement due lack of support from other colleagues and fear of additional work load.
- » Given the time constraints and to build buy in, it is important to prioritise the themes for the capacity building program in consultation with Principals and interested teachers.
- » Visibilising the efforts made by the participant teachers encourage them to share their learning with other teachers in informal spaces.
- » While there are a lot of literature on gender education and gender responsive practices, teachers do not have easy access to such resources.

2.4.3 Challenges

Systemic challenge:

- » Post, 2018 December some unforeseen challenges came up. Guest teachers went on a strike and thus the regular teachers who were part of the gender champion group had to step in to fill in the gap. Secondly, due to general election, board exams were pre-dated and therefore teachers had to give more time to complete the syllabus within the short span. Teachers, therefore, could not commit to month-end sessions or allot time to prepare/implement classroom-based projects. This particularly impacted the smooth implementation of the program, especially the classroom projects.

Facilitation challenge:

- » Although a few parameters were proposed to identify teachers as potential gender champions, in some schools, the Principals nominated teachers for the sessions based on their workload and time availability. Such teachers participated reluctantly thus impacted the energy of other teachers.

Design and development challenge:

- » The content of the gender docket had to be aligned to the need and interest level of the teachers. A substantial content area was identified to build understanding of gender sensitivity and responsiveness among teachers. However, it was also important to be mindful of the teachers' capacity to deal with such information.

Summary of the process flow and activities

Understanding the system and Understanding teachers as critical stakeholders

Activities

- Desk Review
- Interaction with teacher trainers and experts
- FGD with Teachers
- Securing permission to interact with teachers from appropriate authority

Insights for the intervention

- Government initiated gender training processes have limited scope for teachers to deal with their own gender beliefs and norms.
- Very few teachers had the opportunity of attending training programs on gender
- School is not supportive for teachers to engage with issues which are considered as non academic
- Impact assessment of gender programs in school are either not documented or not easily accessible.

Creating awareness on gender responsive teaching learning processes in school

Activities

- Presentation of PLAN IT Program to the Principal and teachers
- Short sessions with teachers to create dialogue on gender issues and its impact on teaching learning processes.
- Regular update on sessions and learnings with Principal
- Creating buzz and awareness through whatsapp groups for flow of information and sharing stories from other schools.

Insights for the intervention

- Insights for the intervention
- Limited exposure and opportunity for teachers to examine and challenge their own gender beliefs and notion in a safe space results in continual denial of gender discriminatory practices in school
- Limited understanding of gender responsive pedagogies
- Limited learning time for teachers within school hours to enhance their understanding on gender
- Need for establishing link between gender issues with subjects that teachers teach.
- Some teachers are open to support girls empowerment processes. They need to be supported, recognised and appreciated.
- Seeking permission from the department

Strategy Shifts based on the learnings

- Training sessions vs Baithak (dialogue) sessions
- Engaging all teachers vs Investing in building smaller groups of interested teachers (2-3) as gender champions
- One time sessions vs creating opportunities for Continuous engagement between sessions
- Offering pre determined training programs Vs Involving Principals in co -create content of teachers capacity building
- Access to resources, information to few participant teachers Vs Visibilising resources and good practices of creating gender responsive learning environment in school set ups
- Co- Creation of gender docket as additional resources.

Capacity building of teachers + visibilising

Activities

- 1 Baithak session per month to build capacity of identified teachers as gender champions
- Enabling integration of gender issues in day to day practices of teaching by introducing action projects
- Visibilising strategies of gender responsiveness good practices through Gender boards
- Co - Creation of Gender docket for further learning and experimentation

Insights for the intervention

- Every school has teachers who have the interest and potential to become gender champions
- Peer support group of gender champions can sustain their interest and learning processes
- Visibilising of good practices can draw attention of otherwise non interested teachers.

3. Changes observed and reported by teachers:

- **A shift in the perception of the teachers on how gender impacts the self, roles, behaviour and relationships.**

"In one of the sessions on gender stereotypes, one teacher wrote girls are emotionally stronger than boys, another wrote girls are easily manipulated due to being over emotional. These notions were immediately contradicted by other teachers with examples of female wrestlers, their experiences with their children and students citing gender has very little role in being emotional or not. -GGSSS Badarpur 1"

- **Inspired teachers explored creative ways of engaging with the students which has created a more enabling environment for learning.**

"When we're teaching students about electric generator, they think it is completely different from the version mentioned in the book because of the difference between 2D and 3D things but they also need to experience the real-life version of such things. We need to focus on using more learning styles in the classroom." A teacher from GGSSS-Molarband 2 after session on learning styles"

- **Gender champion teachers are able to create safespaces for the students to have a dialogue on their personal issues and problems.**

"Yesterday as I had some free time, I just asked the students if they would like to sit and talk. They had a lot to share and I feel the listening space becomes important as they do not have access to it otherwise. I also feel personally connected to them." - A teacher from GGSSS Badarpur 1 during a Session on Understanding Adolescence"

4. Key Recommendations:

4.1 Preparation of the project team, including facilitators

- Factor in adequate time for securing all necessary permissions and approval from concerned departments and officials. The time taken to get approval needs to be factored in while designing the content area for teacher engagement.
- The project team should have people with diverse skill sets to balance between fulfilling pedagogical needs of the program as well as coordination requirements that is necessary while working with the government.
- Project reviews should be done every fortnight for the first 6 months and then once a month to ensure regular monitoring of the program in different schools.
- Facilitator training to include relationship building, empathy and understanding of government systems along with gender issues and facilitation skills.
- The project team need to be prepared to re- strategize to adjust to the changing realities in the government system and prepare with alternative actions to handle these challenges, for example having handouts/video clips for teachers in case a session is cancelled or the duration of the course needs to be shortened in short notice.

4.2 Engagement with the system: DIET, SCERT, DDOE

- An engagement strategy to be developed and implemented to build ownership of Zonal DDE and other officials in the zone. This can be done through meetings, presentation or creative communication material.
- Civil society organisations can share their resources on the theme with SCERT/DIETs and facilitate awareness building sessions for the staff of these institutions. This could enable greater commitment from SCERT/DIET to organise regular orientation on gender as a part of in-service training.
- Civil society organisations need to visibilise/recognise impact of good practices of gender responsiveness in schools and raise awareness through research/publication through mainstream media to create a need for gender responsive practices in schools.
- A gender sensitivity curriculum covering themes like a) Understanding the process of development of gender identity, b) understanding of gender norms and its linkage with personality and performance in personal and professional life c) teachers' own personal gender biases and discomforts and d) gender responsive classroom practices should be designed and implemented by SCERT/DIET for every batch of new teachers followed by refresher courses in subsequent years to build capacity of in-service government school teachers.
- Project end reports, research reports, insight reports to be shared and submitted to the concerned department for future reference and research.
- Such reports and documents to be made available through open sources (e,g through existing SCERT).

4.3 Engagement with the teachers and the principals:

- School specific engagement strategy needs to be developed in consultation with the teachers and the Principal.
- Set up a regular process for receiving and sharing feedback from teachers and Principals on different components of the project.
- Create opportunities for principals to participate in spaces that promote gender dialogue with teachers as well as in public recognition events.
- Acknowledge, appreciate and recognize teachers in public recognition spaces. For examples special category of award for schools and/or teachers demonstrating gender responsive practices can be instituted by the government during yearly teacher's day award events on 5th September.
- Opportunity to include dialogue around real time classroom challenges (for example girls not being able to study at home/complete homework, absenteeism among older girls due to additional responsibilities at home, lack of concentration) needs to be prioritised so that the teachers and principals can find relevance of the capacity building program to identify and address gender issues through their day-to-day practices in the classroom/school. Such opportunities can be created by assigning time for discussion during last day of the month/once every quarter and/ or on specific days of importance like women's day, Girl child week etc.

- Easy access to reading material or resources which provides clear strategies on how to address classroom challenges through the gender lens.
- Use empathy, confronting with care and co-advising (ESCA) approach in communication to build authentic relationship with teachers and ensure their openness to examine their own gender beliefs and notions of gender identity.
- Create WhatsApp groups or any online easy to use platforms to encourage and facilitate regular engagement opportunities among teachers and facilitator. This will ensure easy flow of information, innovations and learnings in absence of a face to face interaction platform.

End Note:

- i. Gender Inequality and Higher Education Jerry A. Jacobs, Annual Review of Sociology Vol. 22 (1996).
- ii. Gender education monitoring report gender review UNGEI- United Nations Girls Education Initiative 2018
- iii. Tackling sexism and gender bias in academic environments, Center for Teaching Excellence, University of Virginia.
- iv. Faculty in DIET
- v. Senior lecturer and also a key member for design and delivery of Yuva School Life Skills Programme (SLP)
- vi. Official from the Department of gender studies
- vii. Faculty at DIET
- viii. FGD with teachers
- ix. The components of the learning process includes: attention, memory, language, processing and organizing, writing and higher order thinking. These processes interact not only with each other, but also with emotions, classroom climate, behavior, social skills, teachers and family. <https://www.cdl.org/articles/understanding-the-learning-process-to-effectively-differentiate-instruction/>
- x. The proposed parameters for identifying such teachers were: 1) have attended more than 3 sessions, 2) actively participated by sharing classroom experiences related to topic of discussion and 3) are open to take / have taken small actions to include gender responsive practices



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