

2024

# **GIRL CHILD EDUCATION PROGRAMME**

Unique ID-KMBL202122005



EVERYULB TECHNOLOGIES  
PRIVATE LIMITED

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## Ethical Considerations

- **Informed Consent:** Interviews were conducted with respondents' consent, and permission was reconfirmed after completion.
- **Confidentiality:** Participant information is kept private, with no disclosure of identities. Findings are presented anonymously.
- **Comfort:** Interviews were arranged according to respondents' preferences and schedules for their convenience.
- **Right to Reject or Withdraw:** Respondents could refuse to answer questions or withdraw from the study at any time.
- Images used in the report were clicked by ImpactDash team during fieldwork.

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# Executive Summary

IIMPACT, through its Girl Child Education Program (GCEP), has implemented the Learning Center Model across multiple states in India to address challenges faced by school girls, particularly those affected by socio-economic factors or dropping out. The study aimed to comprehend student learning and development, gauge outcomes, evaluate teacher and centre empowerment, involve the community, and suggest program enhancements. Employing a mixed-method approach merging qualitative and quantitative data collection, encompassing cross-sectional research and convergent parallel design, the study delved into project implementation and beneficiary experiences. Survey responses were gathered from 326 students, while Focus Group Discussion (FGD) was conducted with students. In-depth interviews (IDIs) were conducted with teachers, parents, learning centre leaders, and implementation partners. Analysis of both data sets was carried out independently and then integrated to ensure reliable findings, with triangulation bolstering data credibility..

## KEY FINDINGS

The primary respondents were Class 4 and 5 students, supplemented by insights from program alumni across academic levels. The study identified age concentrations, proficiency levels, and predominant learning preferences.

**62 %**

of students showed a preference for visual learning, while 28% favored auditory methods.

Complete participation and overwhelming agreement (99.9%) on the engagement with educational videos and 100 days reading campaign.

**100%**

students had hands-on, visual learning activities, contributing to the development of presentation skills.

59% of students reported increased confidence during presentations at the learning centres.

Quantitative assessment using a 5-point scale revealed overwhelmingly positive responses, with 72% awarding the highest rating (5 stars) and 25% giving a 4-star rating. This indicates that the activities at the learning centre are well-received and enjoyable, underscoring the success of the program in enhancing girls' educational experiences.

## CONCLUSION

In conclusion, the study highlights the importance of adapting educational content to diverse learning styles and preferences. Strengthening library resources and tailoring content for varying proficiency levels are essential for sustaining engagement and promoting effective learning outcomes. Moreover, fostering community engagement is crucial for creating a supportive educational environment and ensuring the success of initiatives aimed at empowering girls through education in India.

## About Project

The Girl Child Education Program (GCEP) was initiated by the alumni of IIM, Ahmedabad, in 2003, representing a concerted effort to facilitate educational access for rural girls hailing from marginalized communities.

In the framework of this project, IIMPACT systematically identifies rural girls who are either out of school or not enrolled during regular school hours in designated intervention states. The overarching objective is to deliver high-quality primary education to these identified cohorts.

This initiative aspires to create an empowering educational environment for girls, facilitating their integration into mainstream schools. In response to the prevalent challenges afflicting primary education for girls in India, IIMPACT has devised the Learning Center Model, designed to address and overcome these issues.



Strategically positioned in villages, these centres by IIMPACT aim to eliminate barriers, promoting regular attendance.

Identified as secure spaces for education, these centres are established in villages based on the recognized need for intervention in girls' education.

Teachers and facilitators for these learning centres are sourced locally, ensuring a community-centric educational experience with contextualized teaching.

### TARGET POPULATION

# 6-14

## YEARS

The focus is on girls who are either out of school, irregularly attending, or at risk of dropping out.



**AIM: Established singular-teacher primary learning centers**



IIMPACT's approach entails bringing education to the girls' immediate surroundings, thereby eliminating barriers to access. Teachers and facilitators for these learning centers are drawn from the local community, ensuring a contextualized and community-centric educational experience. The educational delivery employs a multi-grade, multi-level learning methodology to enhance effectiveness. Furthermore, these learning centers serve as pivotal convergence points for the local village community, imparting awareness about the significance of girls' education. This communal engagement fosters motivation to dismantle entrenched barriers that impede girls' educational pursuits.

## Project Context

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Increasing participation of girls in schooling is widely acknowledged to be beneficial to individuals and societies. It is also a social justice issue. However, in some countries, girls remain disadvantaged in terms of access to school and experiences of it, and are likely to leave school earlier than boys. Where girls are additionally disadvantaged, for example by their social or economic status, they are further marginalized.

Paul (2019) examined the National Family Health Survey-4 and found girls that with no schooling and a primary level of education have a higher probability of getting married at an early age. In other words, education determines the life course of the girl children both personally and professionally. A study by Alcott and Rose (2017) further shows that wealth is not only the strongest determinant of learning disparities, but its importance grows over the primary school grades. While regular schooling is important for promoting girl child education, the intersectionality of gender, caste and urban/rural division cannot be overlooked.

Hence, the vulnerable population demands an alternate way of learning.

Keeping this in mind, Kotak Mahindra Bank Limited (KMBL), a prominent Indian financial institution, known for its commitment to corporate social responsibility (CSR) activities supported IIMPACT to strengthen the GCEP program.





## Objectives of the Study

1. To understand the Students' learning and development due to continuation of education.
2. To evaluate and quantify the impact generated by the Implementation Partner on students attending formal education at the Learning Center.
3. To evaluate and analyze the effectiveness and impact of the implemented interventions and initiatives on teacher's learning and development.
4. To assess the long-term impact of the project on enhancing awareness of available choices and building the capacity and confidence of individuals to make informed decisions autonomously.
5. To provide insights and recommendations for program enhancement and scalability.

The **OECD DAC Framework** was used on a macro level for **Intervention Process Audit**. The OECD DAC Network on Development Evaluation (EvalNet) has defined six evaluation criteria – relevance, coherence, effectiveness, efficiency, impact and sustainability – and two principles for their use. These criteria provided a normative framework used to determine the merit or worth of an intervention (policy, strategy, programme, project or activity). They served as the basis upon which evaluative judgements are made.



Source: OECD (2021), Applying Evaluation Criteria Thoughtfully, OECD Publishing, Paris, <https://doi.org/10.1787/543e84ed-en>.

## Research Design

This study employed a mixed-method approach and a cross-sectional research design. The choice of this approach was contingent on the research objectives and the nature of the knowledge sought (Bryman, 2012).

Data collection in the field offered an insider's perspective, enabling a deep understanding of project implementation and the experiences of the beneficiaries. The research design employed a convergent parallel design, allowing for comprehensive conclusions. Qualitative and quantitative data were separately analyzed and then integrated to draw inferences. Triangulation was employed to validate the data and enhance its credibility.



The strata were methodically designed to encompass the social disparities existing among various stakeholders and geographical regions.

The study specifically targeted two states out of the five where the program operates. This choice was influenced by the high level of activities taking place in these states and the accessibility of students for data collection purposes.





## Methodology

Our research employed a mixed methodology, combining both qualitative and quantitative approaches to provide a comprehensive understanding of the subject under investigation. The qualitative aspect involved in-depth interviews and focus group discussions to gather nuanced insights, opinions, and experiences from participants. These qualitative data helped us explore the depth and context of the phenomenon being studied.

On the quantitative front, structured surveys were conducted to collect numerical data that allowed for statistical analysis. This approach provided us with quantifiable patterns, trends, and correlations within the data, enhancing the reliability and generalizability of our findings. Qualitative data provided rich narratives, while quantitative data offered statistical rigour and broader trends.

The integration of both methodologies allowed for a triangulated approach, validating and complementing the strengths of each method.

## Sampling

Quantitative Survey: Data was obtained from a quantitative survey. **Stratified random sampling** was preferred, with the strata prepared to represent the socio-economic differences between stakeholders and across geographies.

The sample size was determined using Cochran's formula, with a 95% confidence level and a 5% margin of error. The formula, including the version for small populations, was utilized as shown below:

$$n_0 = \frac{Z^2 pq}{e^2}$$

e Margin of error  
p Population proportion  
z Use Z Table

$$n = \frac{n_0}{1 + \frac{n_0 - 1}{N}}$$

Table 1: Sample Size Distribution

Sr. no.	Stakeholder	Methodology		Sample Size	
		Quantitative	Qualitative	Quantitative	Qualitative
1	Students	In-person Survey		326	
2	Students		FGDs		2
2	Teachers		IDIs		10*
3	Parents		IDIs		4
4	Implementation Partner		IDIs		2
5	Learning Centre Incharge		IDIs		2
Total				326	17 IDIs+ 2 FGDs

\* 4 IDIs were conducted telephonically with teachers in Madhya Pradesh

## Data Analysis

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The study utilized both univariate and bivariate analyses to examine the data. Univariate analysis helped in understanding the distribution and central tendencies of individual variables, while bivariate analysis explored the relationships between two variables. This comprehensive approach enabled a thorough exploration and interpretation of the data.

The data, including field notes, were transcribed comprehensively, leaving no details unaccounted for. Essential codes were identified and combined to unveil prominent themes that depicted both commonalities and unique aspects within the data sets. Key insights were extracted from the amalgamated themes. The analysis and thematic findings were aligned with the agreed-upon objectives by comparing them with previous programmatic data, aiming to identify any discrepancies and their underlying causes.

### Data quality assurance, validation and analysis

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The study's fieldwork quality was maintained through rigorous monitoring. Supervisors played a pivotal role through spot-checks and back-checks of field team data. Daily reviews of filled questionnaires identified omissions or inconsistencies. The lead researcher monitored team performance on a sample basis. Following this, the team ensured accuracy and consistency through range and consistency checks.

The validated quantitative data was then analyzed using software such as MS Excel and SPSS. Qualitative data from interviews and focus groups were transcribed and systematically analyzed to extract meaningful insights.

## Ethical Concerns

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During the research, interviews were conducted with teachers and parents, adhering to ethical rules of social research. This involved obtaining informed consent, ensuring privacy, and avoiding harm. Explicit consent was sought from participants, emphasizing confidentiality and the right to withdraw. To safeguard the personal experiences of children, the research avoided any inquiries about traumatic personal experiences. This approach aimed to prevent triggering any issues. ImpactDash adhered to the Unicef Procedure on Ethical Standards in Research, Evaluation, and Data Collection and Analysis (2021).

### Limitations

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The low literacy level amongst parents coupled and the constraint of time for data collection, posed a significant barrier in eliciting responses concerning their girl child's education.

Overcoming these challenges is crucial for obtaining accurate and meaningful insights into their perspectives on girl child education and for developing effective strategies to address the multifaceted barriers faced by the community.

This assessment is designed to comprehensively evaluate the impact of program activities by obtaining insights through a series of targeted questions. These inquiries delve into various facets of the participants' experiences, preferences, and overall engagement with the program. The responses collected serve as valuable feedback, allowing us to assess the effectiveness of the implemented initiatives.

The main participants for this assessment were Class 4 and 5 students who participated in the program in the 2021-2022 session. In light of limited data from this group, additional insights were gathered from program alumni attending schools at various academic levels, ensuring a more comprehensive understanding of the program's impact across diverse participant cohorts.

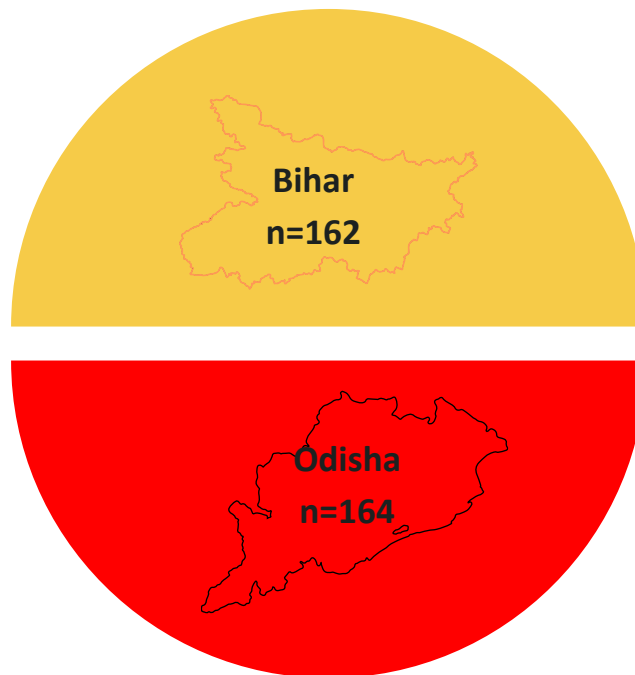


Fig.1 : The Spatial Allocation of the Survey Sample

## Student's Background

This segment provides an overview of the student's background. As depicted in Figure 1, it is evident that a significant portion of the respondents in this study fall within the age range of 13 and 14. Furthermore, Figure 2 illustrates that most of these students were enrolled in Class 3. These findings contribute valuable insights into the demographic composition of the study participants, highlighting a concentration of respondents in the age group of 13 and 14, primarily studying in Class 3.

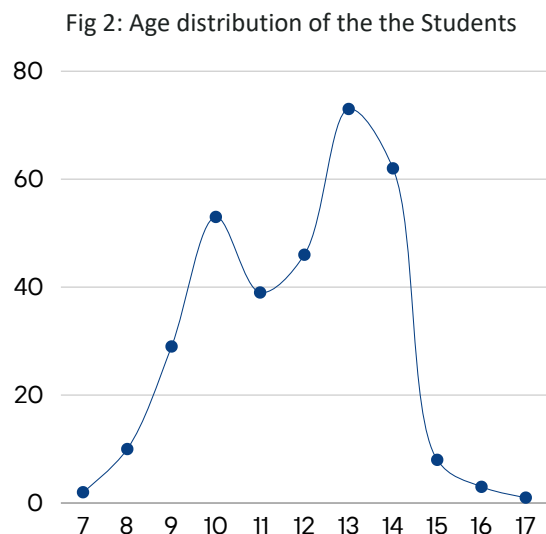


Fig 2: Age distribution of the the Students

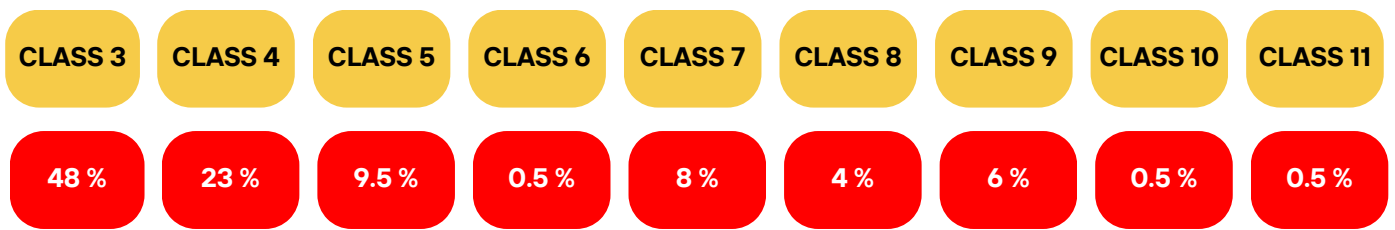


Fig 2: Distribution of the the Student’s Class

The classes referred to in Figure 2 represent the conventional class levels. However, the program employed 'learning levels' to ascertain the students' educational proficiency.

Figure 3 reflects a diverse set of educational proficiencies among the surveyed students, capturing a broad spectrum of abilities.

The analysis indicates that the surveyed students exhibit a wide range of learning levels, showcasing diversity in educational proficiencies. Notably, there is a subgroup of students with advanced proficiencies at levels 16, 17, and 20. Additionally, the consistent appearance of certain learning levels, like 9 and 13, suggests a shared proficiency within specific student groups. These results provide valuable insights for program planners to tailor interventions that cater to the varied educational needs of the participants, considering both the diverse spectrum and common proficiency levels.



Image 1: Field Data Collection

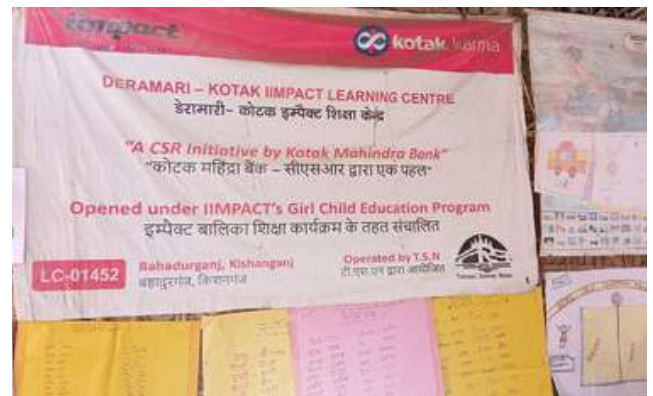


Image 2 : Banner at District Kishanganj, Bihar.



## Engagement with Educational Content

This segment focuses on students' learning preferences, taking into account different approaches utilized by the implementation partner. The utilization of the VARK model aimed to comprehend how students process and retain information in the learning centres. This model acknowledges the variety in how individuals absorb and understand information, fostering a more personalized and inclusive educational setting.

The collected data suggests that the majority of individuals, approximately 62 %, prefer learning through visual methods such as looking at pictures or reading. This indicates a strong inclination toward visual learning. About 28 % of the surveyed individuals express a preference for auditory learning, specifically through listening to stories or instructions. While this is a substantial portion, it is not as dominant as the visual learning preference.

A smaller proportion, around 10 %, prefers kinesthetic learning, which involves moving around or engaging in hands-on activities. This suggests that a minority of individuals in the surveyed group find physical interaction and movement more conducive to learning.

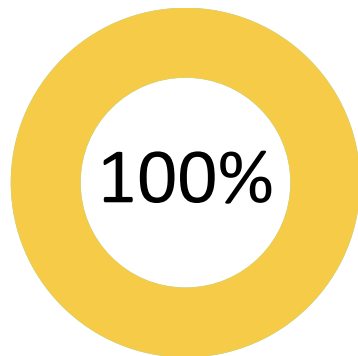
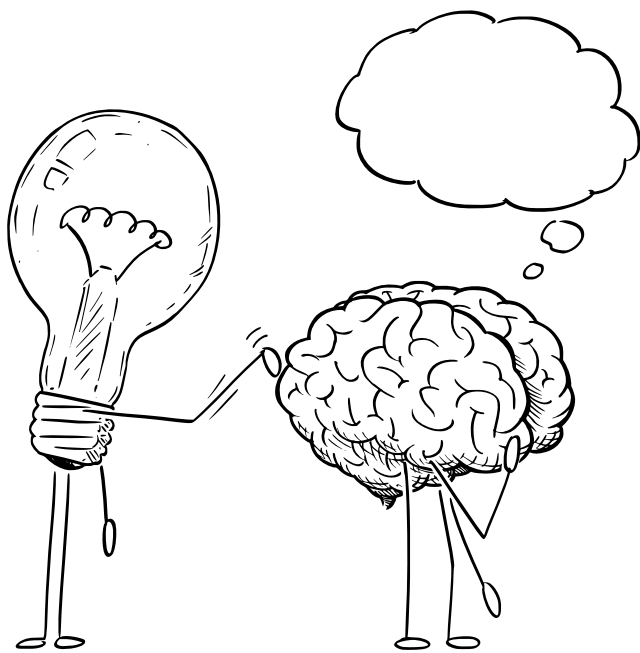


Fig 4: Viewership of 'Suno Kahani Guno Kahani'

Learning Preferences	Out of every 5 adolescents, no. of adolescents agreed
Looking at pictures or reading	4 red hands, 1 grey hand
Listening to stories or instructions	2 red hands, 3 grey hands
Moving around or doing things with your hands	1 red hand, 4 grey hands

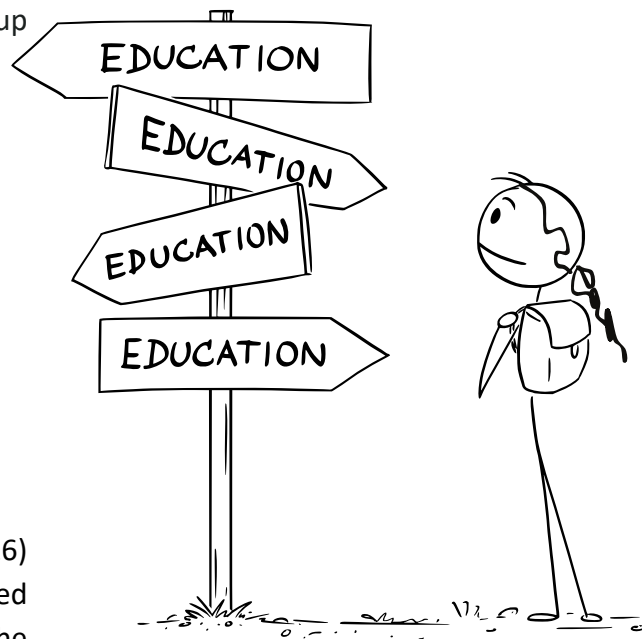
Fig 3: Preferred Learning Methods Survey

Figure 4 illustrates the viewership trends of the 'Suno Kahani Guno Kahani' videos within the surveyed student population. The investigation sought to gauge the level of involvement of participants with this particular video content, offering insights into the audience's familiarity and interaction with the educational materials presented in the 'Suno Kahani Guno Kahani' video series.

The findings reveal complete participation, indicating that all students actively took part in this series. This suggests a comprehensive attendance or engagement with the visual content across the entire surveyed student group in an educational program.



The near-unanimous agreement (325 out of 326) indicates that the educational content presented in the videos has successfully engaged the audience, leading to meaningful learning experiences.



Babli's Buzz story taught me the importance of keeping my surroundings clean. It's amazing how stories can teach us such valuable lessons!

- Student, Class 3  
Age 10, Natwapara , Kishanganj

Watching the video is enjoyable. In the beginning, I felt a bit nervous about speaking through the video and learning how to create things. It's similar to learning how to make roti from my mom.

- Student, Class 3  
Age 10, Dohar, Kishanganj

I learned an important lesson from the story of the rabbit and the tortoise. It taught me that we should never consider others weaker than ourselves.

- Student, Class 3  
Age 10, Natwapara Kishanganj



## Feedback and Satisfaction

The 100 Days of Reading Campaign aimed to foster consistent reading habits among students over an extended period. Participants engaged in reading activities for 100 consecutive days to promote literacy and a genuine love for reading. To assess their participation, students were asked about their involvement.

This survey section focuses on participants' experiences and engagement in the educational program. They reflected on their enjoyment of program activities, offering insights into overall satisfaction and interest. The survey also delved into participants' commitment to the 100 Days of Reading Campaign, revealing their dedication to cultivating regular reading habits. Additionally, participants' feelings about having a personal library of stories were explored to understand the perceived value and impact of providing students with their collection of stories.



Figure 6 indicates that 99.9% of surveyed students enjoyed the activities in the learning centres conducted by the implementation partner.

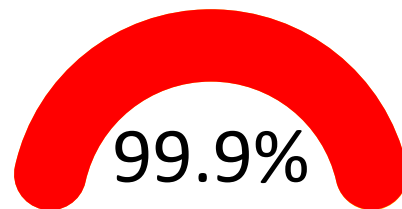
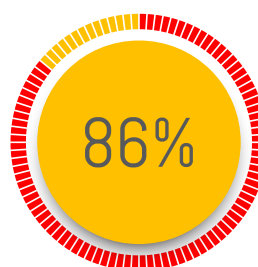


Fig.6: Enjoyment of activities

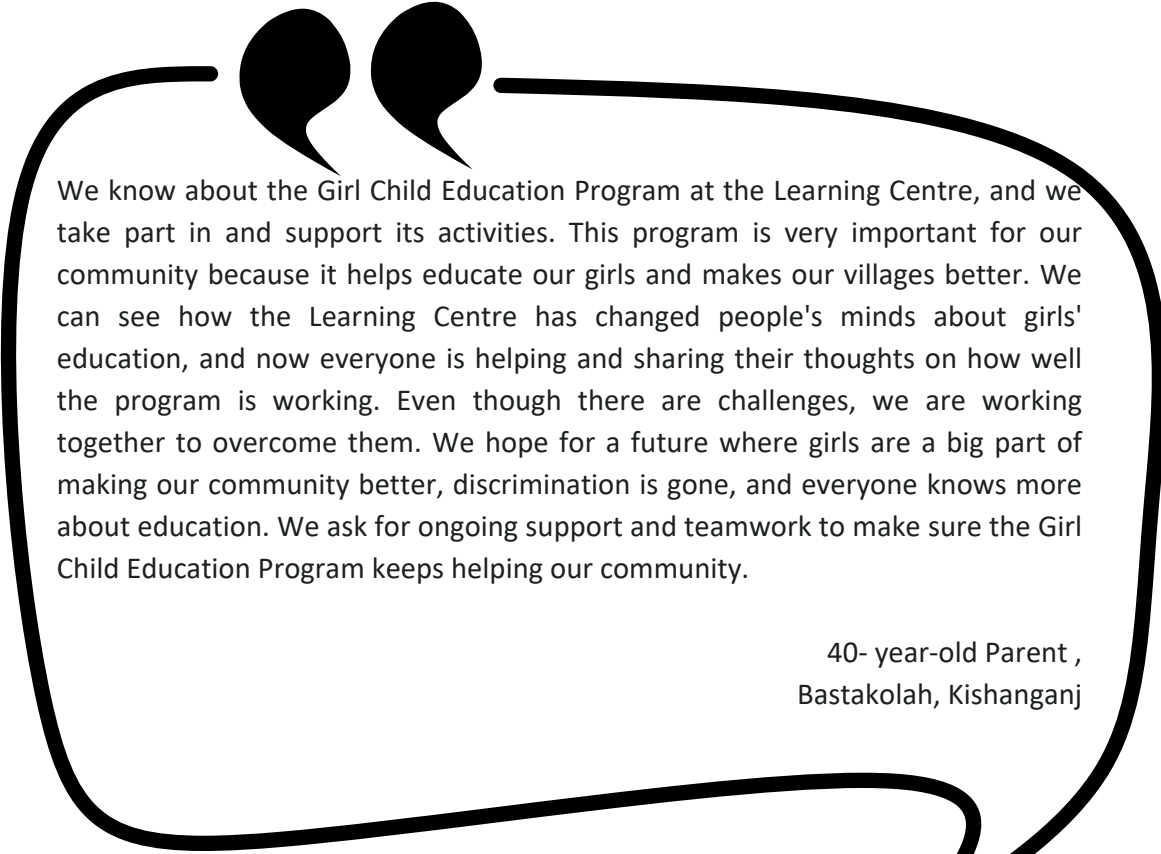
This high percentage implies widespread satisfaction, suggesting that the activities are engaging, well-received, and in line with students' preferences. It reflects a positive perception of the implementation partner's efforts to create an enjoyable learning environment. Overall, the exceptionally high percentage underscores the success of the activities in providing a positive educational experience for the majority of surveyed students.



***students reported participating in 100 days reading campaign.***

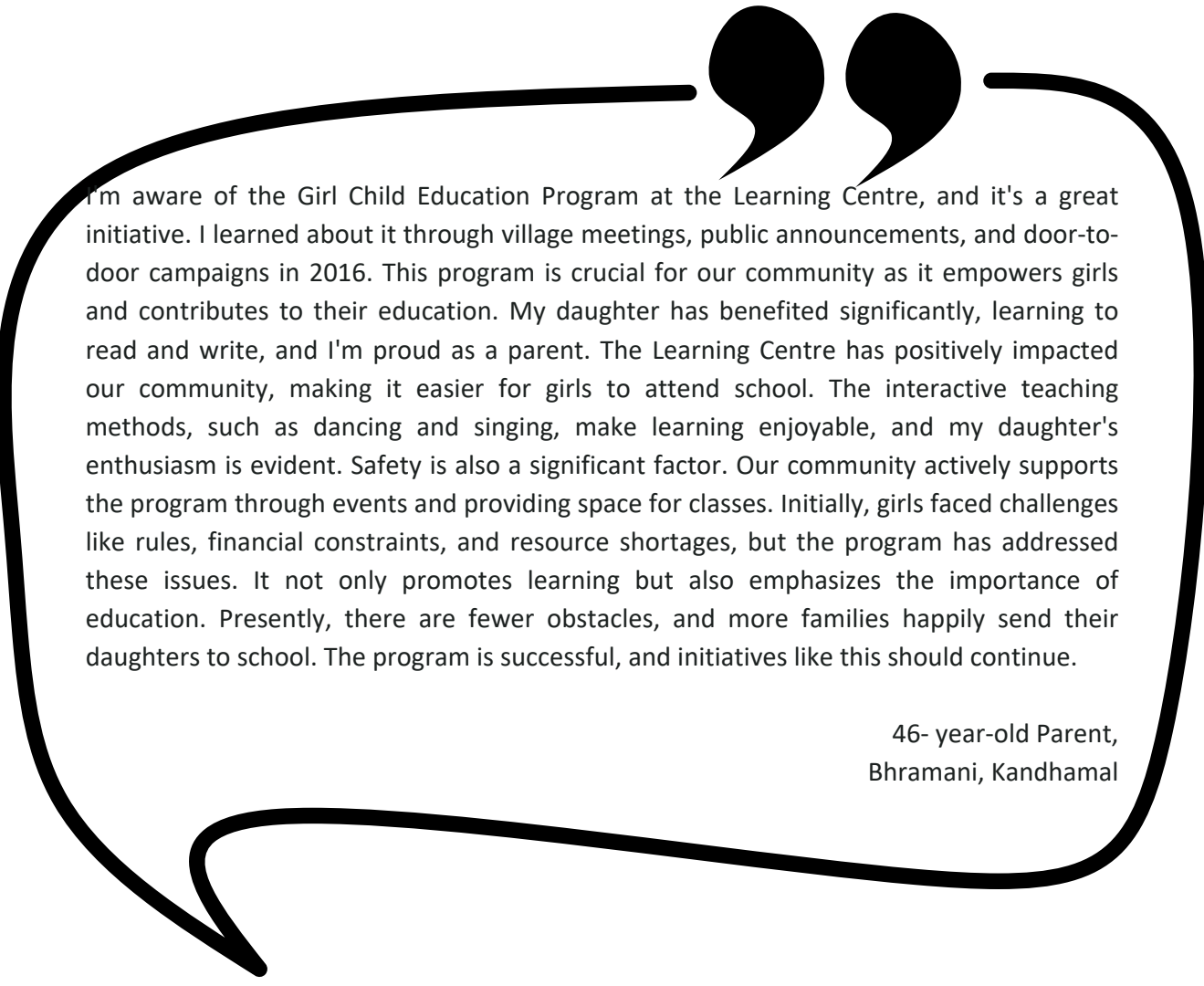
Fig.7: Student Feedback on the 100 Days of Reading Campaign

This high percentage indicates a positive response to the campaign, with the majority of students expressing their commitment to the initiative. It implies that a significant portion of the students actively embraced the opportunity to cultivate consistent reading habits over the specified period, showcasing their enthusiasm for the campaign's objectives.



We know about the Girl Child Education Program at the Learning Centre, and we take part in and support its activities. This program is very important for our community because it helps educate our girls and makes our villages better. We can see how the Learning Centre has changed people's minds about girls' education, and now everyone is helping and sharing their thoughts on how well the program is working. Even though there are challenges, we are working together to overcome them. We hope for a future where girls are a big part of making our community better, discrimination is gone, and everyone knows more about education. We ask for ongoing support and teamwork to make sure the Girl Child Education Program keeps helping our community.

40- year-old Parent ,  
Bastakolah, Kishanganj



I'm aware of the Girl Child Education Program at the Learning Centre, and it's a great initiative. I learned about it through village meetings, public announcements, and door-to-door campaigns in 2016. This program is crucial for our community as it empowers girls and contributes to their education. My daughter has benefited significantly, learning to read and write, and I'm proud as a parent. The Learning Centre has positively impacted our community, making it easier for girls to attend school. The interactive teaching methods, such as dancing and singing, make learning enjoyable, and my daughter's enthusiasm is evident. Safety is also a significant factor. Our community actively supports the program through events and providing space for classes. Initially, girls faced challenges like rules, financial constraints, and resource shortages, but the program has addressed these issues. It not only promotes learning but also emphasizes the importance of education. Presently, there are fewer obstacles, and more families happily send their daughters to school. The program is successful, and initiatives like this should continue.

46- year-old Parent,  
Bhramani, Kandhamal

A library of stories in a learning centre is essential for various reasons. Firstly, it serves as a valuable resource to promote literacy and language development among students. Access to a diverse collection of stories exposes learners to different genres, writing styles, and cultural perspectives, enhancing their reading skills and comprehension.

Moreover, having a library of stories fosters a love for reading and encourages students to explore their interests and imaginations. It provides a dedicated space where students can discover new worlds, characters, and ideas, contributing to their intellectual and emotional growth.

To gauge the impact and significance of having their library of stories in the learning centre, students were asked about their feelings regarding this resource. Their responses would provide insights into the perceived value of the library, indicating whether it positively influences their learning experience, fosters a sense of ownership, and contributes to their overall enjoyment of the educational environment.



Image 3: Enumerators with Learning Centre Members

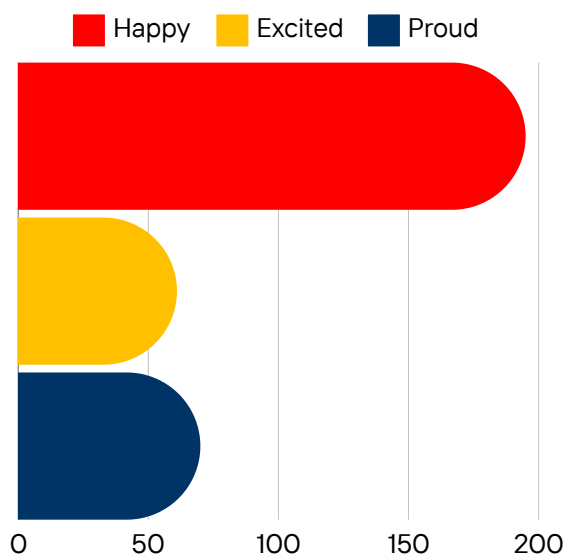


Fig.8: Student response on having Libraries



I had a great time reading and playing games. I also joined the 100 Days Reading Campaign, and it felt really good during those 100 days.

- Student, Class 3  
Age 11, Dohra, Kishanganj

Out of the entire respondent pool, 195 students confirmed their happiness regarding the presence of a library of stories in the learning centre. This signifies a substantial majority with a positive attitude towards the dedicated library. Conversely, 61 students conveyed excitement in their responses, implying that a segment of the surveyed students may not find the library of stories in the learning centre as engaging or significant. Additionally, 70 students responded with pride, indicating a degree of uncertainty or a lack of a clear opinion about their feelings regarding the library of stories.

In summary, the significant number of students (195) expressing positive sentiments suggests that the presence of a library of stories is likely perceived as beneficial and enjoyable by a considerable portion of the respondents. This analysis underscores the importance of understanding students' perceptions of the library of stories. Furthermore, considering the library's role in fostering a love for reading and providing diverse learning resources, understanding and addressing students' perspectives become crucial for creating an inclusive and effective educational environment.



Image 4 : Representative Image of Chart Making



Image 5: IDI with Student

Engaging in the creation of models on a chart is a valuable learning activity that enhances students' comprehension and engagement. It fosters hands-on, visual learning, enabling students to conceptualize and represent information tangibly. This approach promotes critical thinking, creativity, and a deeper understanding of the subject matter. To assess the extent of student participation in this constructive learning method, we inquired about their experience with making models on a chart, similar to the child depicted in the provided image.

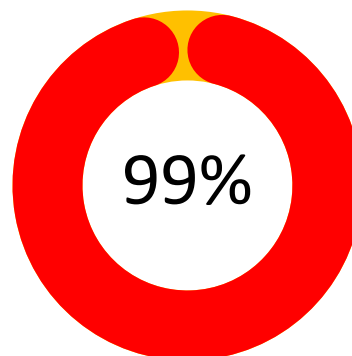
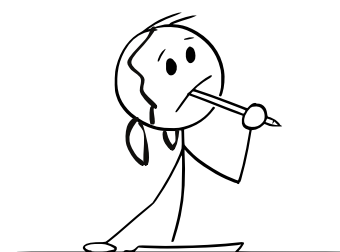


Fig. 9: Students' Feedback on Creating Models on Chart Papers

A 100% response indicating that all surveyed students have engaged in making various models on a chart suggests widespread participation in hands-on, visual learning activities. This high percentage reflects a universal involvement in creating models, showcasing an effective implementation of this learning strategy across the surveyed student population. It implies that the students not only comprehend the importance of constructing models on charts but also actively participate in this interactive and educational process.



99 % response indicating that all surveyed students have engaged in making various models on a chart suggests widespread participation in hands-on, visual learning activities. This high percentage reflects a universal involvement in creating models, showcasing an effective implementation of this learning strategy across the surveyed student population. It implies that the students not only comprehend the importance of constructing models on charts but also actively participate in this interactive and educational process.

To further understand the impact of giving presentations or speeches on students, we inquired about their feelings during these activities. We sought insights into their emotional responses and overall experiences, aiming to capture the subjective aspects of their participation in presentations and speeches.

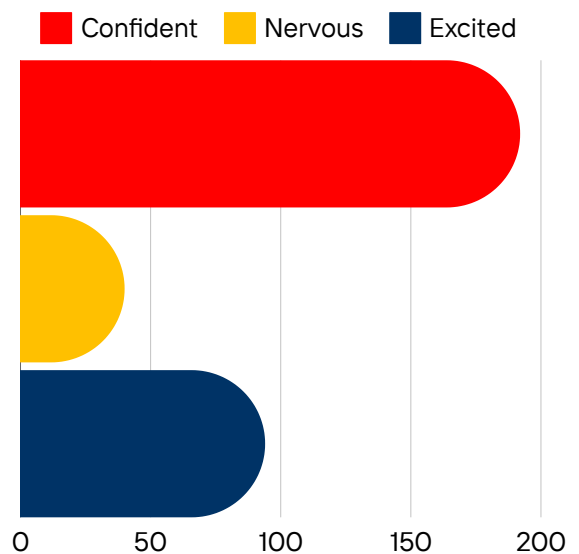
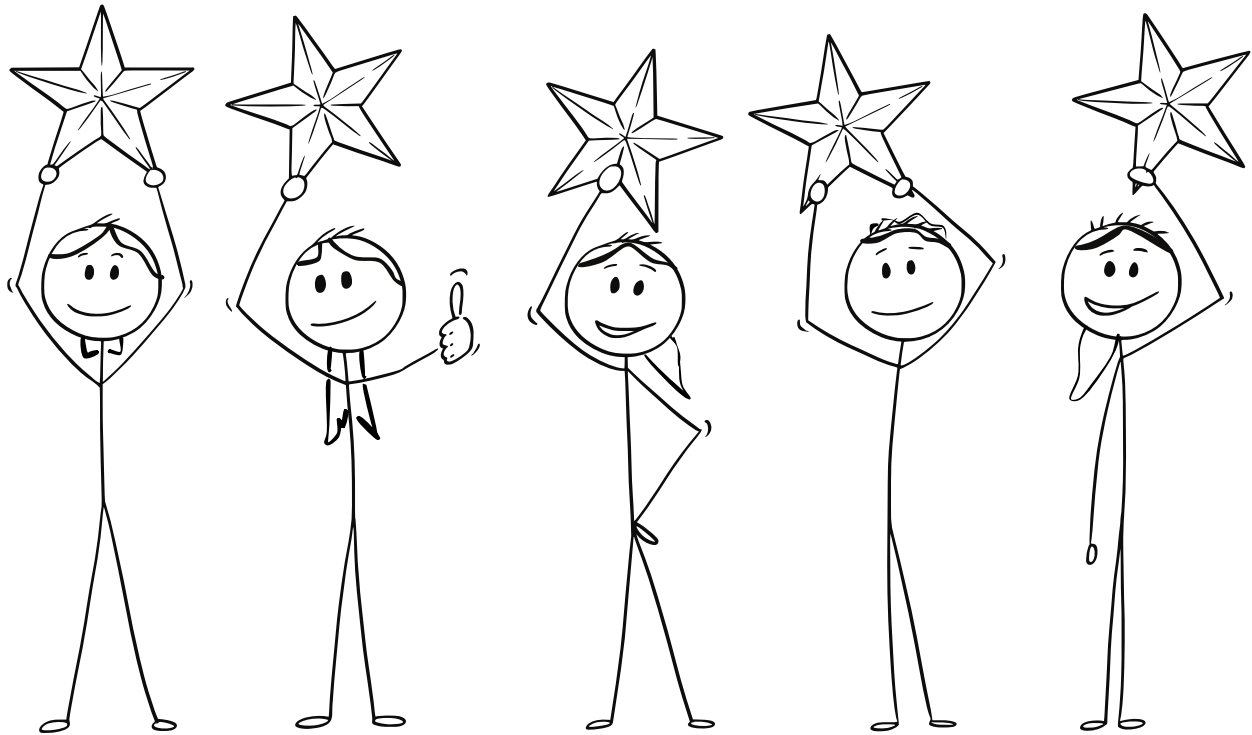


Fig.10 : Student Reactions to Giving Presentations or Speeches

A significant portion of surveyed students (59%) reported experiencing confidence during presentations or speeches, indicating a sense of assurance and self-confidence in public speaking. On the other hand, 12% expressed feelings of nervousness in such situations, while 29% conveyed excitement during presentations or speeches.

These findings reveal a spectrum of emotions related to public speaking among students. While the majority feels confident, a notable portion experiences excitement, and a smaller percentage encounters nervousness. Addressing these varied emotions and offering support for students to improve their public speaking skills could foster a more positive and inclusive learning environment.





The scale ranges from 1 to 5, with 1 representing the least enjoyment and 5 indicating the highest level of enjoyment. Respondents are asked to select a number on this scale that best reflects their subjective experience and satisfaction with the various activities offered in the learning centre. This quantitative approach allows for a nuanced understanding of the participants' overall perception and enjoyment of the educational initiatives provided by the learning centre.

The overwhelmingly positive responses from the surveyed individuals, with 72% awarding the highest rating of 5 stars and an additional 25% giving a 4-star rating, strongly indicate that the activities at the learning centre are well-received and enjoyable. This suggests that the program implemented by the learning centre has been successful in creating engaging and satisfying experiences for the participants. The positive feedback highlights the effectiveness of the educational initiatives and signifies a potential opportunity for the program to further enhance its offerings based on the preferences and enjoyment of the participants.

Star	Frequency	Percentage
★★★★★	236	72
★★★★	81	25
★★★	8	2.7
★★	1	0.3

Table 2 : Student Rating of the Program



Table 3 :Student’s Perspectives on Learning Center Improvement

	Frequency (n)	Percentage (%)
More Storytelling Sessions	153	47
Art and Craft Activities	216	66
Science Experiments	202	62
Outdoor Games and Sports	202	62
Music and Dance Classes	180	55
Educational Videos	220	62
Library with More Books	197	60

\* Responses are Multiple

Table 2 provides a thorough depiction of students' proclivities towards augmentations within the educational setting. The preferences articulated by the students underscore a discernible requirement for an enriched and all-encompassing learning milieu transcending conventional classroom methodologies. Evident in the data is an explicit yearning for a harmonious amalgamation of scholastic, artistic, and physical pursuits, indicative of a pronounced aspiration for a comprehensive educational milieu. The advocacy for the inclusion of interactive and experiential facets, such as science experiments and outdoor activities, is congruent with the students' proclivity for tactility and hands-on pedagogical approaches. Furthermore, the pronounced emphasis on multimedia resources and an expanded library underscores the paramount significance attributed by students to the infusion of technology and a diverse array of literary materials, thereby enhancing the overall quality of the educational experience.



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 Longitude: 84.046336  
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## Teacher's Training Feedback

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### Impact on Teaching Practices

Teachers expressed how their participation in the Quarterly Teacher Assessment (QTA) and subsequent capacity-building programs positively influence their personal and professional growth. Teachers highlight improvements in knowledge, teaching skills, and overall efficiency. The feedback received from QTA is seen as constructive, contributing to ongoing enhancements in teaching practices.

*"This program helped us a lot. When I joined the CCWD office (Centre for Children & Women Development) I did not know anything. After I joined this program, I learned a lot regarding subjects, etc. So, it helped me a lot personally to gain knowledge, and as I am earning, I would say it also helped me professionally as well.*

Tanushree (alias), 23-year-old  
Village Suganaketa, District Kandhamal  
Odisha

*"In 2022, I joined IIMPACT, and it was my sister who introduced me to this organization. At that time, I was working for a company, but I had a strong desire to teach. Fortunately, my sister played a crucial role in connecting me with IIMPACT. What I appreciate most about this organization is its innovative approach to learning. They incorporate alternative methods, emphasizing activities and play to impart knowledge, especially focusing on the girls. Let me share a practical example with you on Teaching outside the learning centre, there was a student called Nidhi (alias), a tribal girl, and her sisters who joined the program. After their fathers passed away, they were pulled out of our learning centre. Despite resistance from her relatives, we visited their home, and Nidhi completed her education. She is currently employed with the Jal Jeevan Mission.*

Krishan, 30-year-Old, Village Rajaura (Teh. Karahal),  
District Sheopur, Madhya Pradesh,.

*"In our centres, we have learning kits that play a role in both learning and teaching. After using Quantitative Teaching Assessments (QTA), my teaching style has changed. Let's take math as an example. When we encounter difficulties, we find inspiration from QTA and Teacher's Training materials. We have an Agasthya Kit, which helps us explain Environmental Studies (EVS) to the kids. Similarly, we use the Jodo Gyana Kit. When I feel the need to explain things using the kit, I do so.*

*For instance, when explaining the number system, students often struggle to visualize the number line and related concepts. These kits have been a great help. They are also part of QTA, and their positive impact has changed the way I teach.*

*In English, I need to ensure that students understand the use of "A," "An," and "The." It's my responsibility to teach where these words are used. I also address exceptions, such as why we say "An Hour" instead of "A Hour," making the learning experience more comprehensive.*

Asad (alias), 27-year-old ,  
Village-Kutla Ringa , District Kandhmal,  
Odisha

## Significance of QTA in Learning and Teaching

This theme revolves around the importance of QTA in the teaching and learning process. Teachers emphasize the value of QTA assessments, citing improvements in their approach to subjects and enhanced understanding. The learning materials provided for preparation are noted as crucial contributors to effective teaching practices.

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*I learned about IIMPACT through my sister who used to attend classes here. The supervisor approached me when they needed a teacher for girls aged 6-14 from poor backgrounds, out of school, primarily from the Scheduled Tribe (ST) community. When I joined, I underwent a five-day training where we were taught alternative teaching pedagogy, such as clearing basics like Ganitmala for mathematics, and Teacher Learning Material (TLM) was introduced for effective teaching. As part of our job, this training or QTA happens every three months, covering various aspects, including interacting with community leaders for everyday tasks, especially related to government IDs. We are encouraged to self-learn, focusing on grammar and GK. I find this program particularly effective as it concentrates solely on education, unlike other programs.*

Ashish (alias), 28-year-Old, Village Silpuri,  
District Sheopur, Madhya Pradesh.

“

*The diverse training programs with different methods and approaches used by trainers have sparked my curiosity to learn new things. Each training session, whether through stories, posters, or various art forms, brings a fresh perspective that I can apply to my teaching. This positive impact is evident in the efficiency of my methods, which has improved significantly since the training began. I've gained confidence in teaching and evaluating students' papers accurately, thanks to the insights and methods acquired through the Quality Teacher Assessment (QTA) process. The dual role of teaching and learning has been a valuable aspect of this process, contributing to its overall effectiveness.*

Tanushree (alias), 23-year-old  
Village Suganaketa, District Kandhamal  
Odisha

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*Participating in both the Quality Teacher Assessment (QTA) and Quality Teacher Training (QTT) programs has significantly boosted our confidence and increased participation. Personally, my confidence has soared, leading to improved patience and a better understanding of the uniqueness of each student. This shift has transformed how I handle situations, deploying coping mechanisms and finding engaging ways to deal with disruptive behaviour.*

Asad (alias), 27-year-old,  
Village-Kutla Ringa, District Kandhmal,  
Odisha

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*Teaching Hindi, Math, and English to CBSE students not only benefits the children but also enhances my knowledge. When covering topics like fractions with the students, it becomes evident that this knowledge is valuable during Quality Teacher Assessments (QTAs), especially when dealing with questions related to the area. The interdisciplinary approach in teaching various subjects proves beneficial, making problem-solving in assessments, such as those involving area calculations, much easier for both the students and myself.*

Meenakshi (alias), 22-year-old Village Dohar, District Kishanganj, Bihar

## Challenges and Suggestions for Improvement

The third theme addresses challenges faced during the QTA process, particularly in understanding questions due to language complexity. Teachers suggest simplification of questions for better comprehension. Despite these challenges, overall, the QTA process is considered effective, and teachers provide suggestions for improvement, particularly in question clarity and language simplicity.

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*The challenges are minimal. While most questions are in English, it's an opportunity to learn new things. At times, understanding can be challenging, but the organization (IIMPact) supports us by explaining in simpler terms, making the process smoother. I'd appreciate it if the questions could be made simpler, and it would be great if the language could be simplified.*

Tanushree (alias), 23-year-old  
Village Suganaketa, District Kandhamal  
Odisha

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*There aren't significant issues; we learn from the Quality Teacher Assessment process. Any challenges that arise are discussed in the monthly meeting or study circle. Our suggestion is to improve preparation before the Quality Teacher Assessment, and it should be conducted online for better outcomes.*

Ghazala Khan (alias), 25-year-old  
Village Barijan, District Kishanganj  
Bihar

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*The Quality Teacher Assessment process occasionally presents challenges with certain questions, but these are typically resolved with the help of the supervisor. To enhance the quality teacher evaluation process, it would be beneficial to have a standardized group of teachers who focus on child-centric teaching methods.*

Meenakshi (alias), 22-year-old  
Village Dohar, District Kishanganj  
Bihar

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*I find this program particularly effective as it concentrates solely on education, unlike other programs. However, there is room for improvement. Girls are trained until the 20th level, but some get bored, and we feel the need for more advanced learning opportunities. QTA (Quality Teaching Aid) should extend to girls in the sixth to eighth grades. One of my students is pursuing higher education in BA.*

Ashish (alias), 28-year-Old, Village Silpuri,  
District Sheopur, Madhya Pradesh.

“

*Students need more than just stationary; they require uniforms, shoes, school bags, and additional skills for future employment opportunities.*

Surbhi (alias), 25-year-Old,  
Village Dhengda,  
District Sheopur, Madhya Pradesh.



The qualitative data collected from participants in the IIMPACT program shows a profound impact on both personal and professional dimensions. Participants expressed substantial personal growth, emphasizing the role of the program in enhancing their knowledge and contributing to improved earning capabilities.

The innovative approach to learning, characterized by alternative methods, activities, and play, received widespread appreciation, reflecting the program's commitment to effective education. The positive influence of learning kits, particularly in subjects like mathematics and environmental studies, was highlighted, showcasing the practicality of teaching aids. Additionally, the involvement in Quality Teacher Assessment (QTA) and Quality Teacher Training (QTT) programs significantly boosted confidence and increased participation among the teachers, indicating the success of these training initiatives.

The challenges discussed by participants were minimal, and the suggestions primarily focused on improving assessment processes, extending learning opportunities, and providing holistic support for students. The data underscores the program's success in creating a positive and enriching educational environment, while also shedding light on areas for potential refinement and expansion.



Image 5: FGD with Students

## Implementation Partner's Views

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*Established in 1992, our organization initially addressed the plight of underage girls working as domestic help, facing abuse in various forms. We formalized our efforts in 1993, focusing on child rights, protection, education, participation, and development. Collaborating with IIMPact since 2009, we operate in Bhubaneswar, Cuttack, Gajapati, and Kandhamal, with a mission to educate girls.*

*Working in Kandhamal posed challenges like insufficient teachers and their non-teaching commitments. We collaborated with the government, starting with awareness campaigns and door-to-door visits. Although the community suggested enrolling boys, our emphasis on girls' education prevailed after initial difficulties.*

*Kandhamal, prone to early marriages, required a door-to-door campaign to shift perceptions. Community involvement was key, helping determine class schedules and offering spaces for classes. A three-stage monitoring system, involving the community, LC in charge, and Project Coordinators, ensures operational efficiency.*

*Overcoming initial resistance, the community became our ally, recognizing the positive impact on girls' education. Challenges, like lacking a dedicated space and electricity issues, persist. However, increased awareness and reduced girl-child marriages demonstrate positive outcomes. The community's division remains a concern, affecting classes in individual houses.*

*Despite obstacles, improved awareness, reduced child marriages, and career aspirations for girls showcase the project's success. While challenges persist, having a dedicated space and resolving electricity issues would enhance our impact. We aim to expand this impactful project to other locations, further benefiting communities and empowering girls.*

Vishnu (alias)

57-year-old

Working with GCEP since 2019

Kandhamal, Odisha



*As a partner organization, TSN is actively involved in maintaining the team's skills, adjusting team composition as needed, and appointing skilled workers for program operations. In today's rural society, which is still male-dominated, there are challenges related to gender discrimination affecting programs that focus solely on girls' education. Despite these challenges, TSN considers this initiative aligned with the Constitution and receives full cooperation. Regular activities and plans are shared with the team, including daily plans for children's studies and periodic reviews. The team engages in community meetings to exchange views and also conducts sessions with adolescent girls from the community.*

*This centre emphasizes girls' education and works to integrate adolescent girls into the mainstream of society. Teachers, often selected from rural areas, face challenges in terms of varying educational backgrounds and disruptions due to marriage, higher education, or other commitments. Training is provided every three months to address these challenges. Quality assessment of the girl child and academic evaluation of teachers through QTA is integral to the program's ongoing operation. Maintaining a backup teacher is essential to ensure continuity in case of vacancies, preventing any disruption to the program*

Nandan (alias)

68-year-old

Working with GCEP since 2018

Kishanganj. Bihar



## Recommendations

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**Diversify Educational Content:** Diversification of educational content, incorporating auditory and interactive elements to accommodate different learning styles and preferences is much needed.

**Strengthen Library Resources:** IIMPACT may strengthen library resources by regularly updating and expanding the collection to include a variety of genres and topics. Additionally, incorporating interactive and culturally relevant materials can further enhance the appeal of the library, making it a central hub for learning and exploration.

**Foster Community Engagement:** In-depth community engagement by involving parents, local leaders, and community members in the educational process is required. This can be achieved through regular community events, parent-teacher meetings, and initiatives that promote collaboration between the learning centre and the broader community.

**Expand Life Skills Development Initiatives:** The implementation partner shall expand life skills development initiatives, incorporating activities that enhance communication, critical thinking, and problem-solving skills.

**Cultivate a Culture of Continuous Improvement:** Foster a culture of ongoing improvement by promoting a feedback loop among stakeholders. Regularly soliciting input from students, teachers, and the community can exhibit additional areas for enhancement and innovation, ensuring that the program adapts to changing needs and circumstances for scalability.

## Conclusion

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In conclusion, the comprehensive study on the Learning Center Model implemented by IIMPACT under GCEP in India unveils a nuanced understanding of the program's impact on girls' education. The findings underscore the program's successes, from fostering confidence in presentation skills to promoting widespread participation in hands-on activities. The overwhelmingly positive responses to learning center activities indicate the model's efficacy in creating a vibrant and engaging educational environment.

Building upon these achievements, the recommendations outlined above aim to refine and expand the program's reach, ensuring a more tailored and inclusive approach. By diversifying educational content, addressing varied responses to library resources, and exploring alternative teaching methods, IIMPACT can cater to diverse learning preferences. Tailoring content for different proficiency levels, strengthening library resources, and promoting inclusivity in learning activities contribute to a holistic and effective educational experience.

The Learning Center Model is a catalyst for change in girls' education in India. Implementing the recommended measures by IIMPACT will empower girls, equipping them with skills and confidence for a brighter future. Through ongoing collaboration and refinement, the model has the potential to leave a lasting impact on individuals, communities, and the broader societal landscape.

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This report captures the impact assessment study for  
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We express sincere gratitude to over 300+ students, parents, teachers, and the implementation team, whose willingness to share their experiences has transformed this research into a deeply meaningful endeavor.

A publication by



EVERYULB TECHNOLOGIES  
PRIVATE LIMITED

This report is published by Impact Dash in February  
2024



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