
Impact Assessment Report on Girl Child Education Project

Prepared For



Kotak Mahindra Bank

Prepared By



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ISO 27001:2013 Certified

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ABBREVIATIONS

ANM	Auxiliary Nurse Midwife
CBO	Community Based Organisation
CSR	Corporate Social Responsibility
EVS	Environmental Science
GK	General Knowledge
NCERT	National Council of Education Research and Training
NGO	Non-Government Organisation
TLM	Teaching Learning Methods
TOT	Training of the Trainers

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EXECUTIVE SUMMARY

Discrimination against women is one of the most tenacious and extensive forms of injustice perpetuated, historically. This prejudice begins very early in their lives and affects all dimensions of their growth from nutrition and healthcare, and equitable access to education, to decent work opportunities and participation in the decision-making processes. These disadvantages are experienced by girls from marginalized communities, disproportionately. Education is the aptest lever to break this intergeneration cycle and to empower the girls to grow into confident women equipped to tackle societal challenges and forge a path for themselves. Kotak Mahindra Bank Limited (KMBL) has taken due cognizance of this pervasive issue and as a part of its Corporate Social Responsibility Intervention has undertaken a project to promote the education of girls.

This research study adopted a mixed approach of using both Quantitative and Qualitative Tools to gain a comprehensive insight into the impact of the project in the financial year 2020-21. A descriptive research design was used for this study and the respondents were chosen through a random sampling method.

The major findings of the study are:

- 54% of the beneficiaries' parents worked as farm laborers.
- 81% of the beneficiaries are in the age group of 11 – 15 years.
- 95% of the children like the course content and added that the syllabus of the IIMPACT Center helps them to better understand the subjects from the basic foundation.
- 95% of the students enjoy coming to the IIMPACT Center regularly.
- After the project implementation, 91.7% of the students are gradually doing better in their regular academic sessions.
- 98% of the parents reported that the project moderately bridges the gap in providing education services in the community.
- All the teachers attended training projects more than three times in a quarter.
- Teachers were also satisfied with the content, study materials, and quality of the education provided by the implementation agency.
- After the project implementation, the majority of the parents changed their minds about girls' education.

CHAPTER 1: INTRODUCTION

Project Background

The Girl Child Education project's goal is to offer educational opportunities to girls from underprivileged communities who are typically excluded from education. This impact assessment report focuses on girl child education supported by KMBL and implemented by IIMPACT. The CSR project aims to enroll out-of-school girls in specific villages and provide primary education using innovative approaches and educational materials through learning centres. The project initiatives by Kotak helped not only the learning centres but also accelerate the learning levels of children to pre-COVID times.

Project Objectives

- Boost enrolment of girls who are not in school, by encouraging the need for basic education.
- through activities like community mobilization.
- Ensure top-notch quality of education through IIMPACT learning centres.
- Empower girls to become confident, independent, and self-sufficient.
- Implement innovative and joyful methods of learning.
- Work on the holistic development of the community.



CHAPTER 2: RESEARCH METHODOLOGY

Research can be stated as a logical and systematic search for new and useful information on a particular subject matter. Social Science Research refers to the systematic activity of gaining new understanding by following scientific principles and methods to minimize bias and subjectivity. It is opposed to writing something based on assumptions or speculations. Though information on certain facts can also be gained through common sense and based on general observation and hearsay, those facts will not be considered valid until they have been obtained in a methodical manner, which can stand the test of time. The defining characteristics of scientific research are objectivity, ethical neutrality, reliability, testability, and transparency. Identification of the research problem provides the starting point of research, which is then defined and redefined through a proper review of the Literature on the problem or deliberations with research experts and knowledgeable others in the subject matter of interest. Each research problem has a multitude of perspectives and dimensions, research cannot cover all of those in a single study. Thus, we need to delimit the research problem into a 'measurable problem and formulate objectives, make decisions on the research design, sample design, type of research instruments for collecting the data, and how these data can be edited, coded, classified, tabulated, and interpreted so that findings and conclusions can be reached.' Every research needs to have a proper methodology to foresee the problems that could arise in the course of research and steer through the research process in a proper direction without losing focus.

Research Design

- Name of the project : Girl Child Education
- Implementation Agency : IIMPACT
- Research Design used : Descriptive Research Design
- Sampling Technique : Simple random sampling
- Sample Size : 400
- Qualitative Methods used : Testimonials and case studies

Key Stakeholders



Stakeholders



Coordinators

Teachers

Parents

NGO staffs

[NGO Names : Tatwasi Sewa Nyas (TSN), Mount Valley Development Association (MVDA), Mahatma Gandhi Sewa Ashram (MGSA), Tatwasi Sewa Nyas (TSN), IIMPACT]

Study Tools

Tools used during the study

SoulAce has developed a mobile application, a platform for data collection that the field team used to undertake the study. This application has real-time data entry and data upload with GPS location details with a questionnaire, for interaction with the project beneficiaries, as well as a provision to take pictures of each respondent.



Primary data was collected using two types of questionnaires.

Questionnaire for Primary Beneficiaries:

Structured questionnaires were developed reviewing the project details for each of the focus areas and indicators were pre-defined before conducting the surveys.

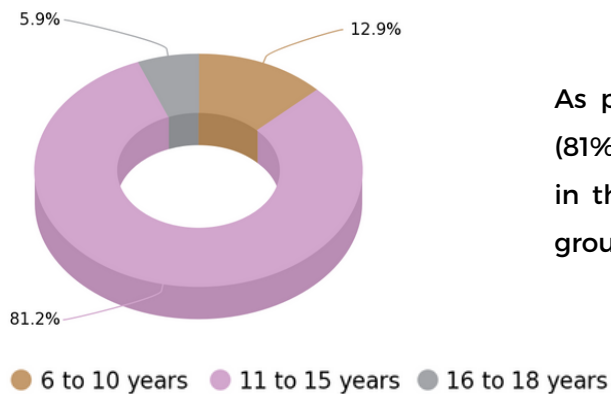
Questionnaire for Secondary Beneficiaries & Stakeholders:

Semi-structured questionnaires were developed for each type of sample of this group. Stakeholders were identified across the focus areas. One on One discussion was done with beneficiaries to prepare the case studies.

CHAPTER 3: BENEFICIARY COVERAGE & MOBILIZATION

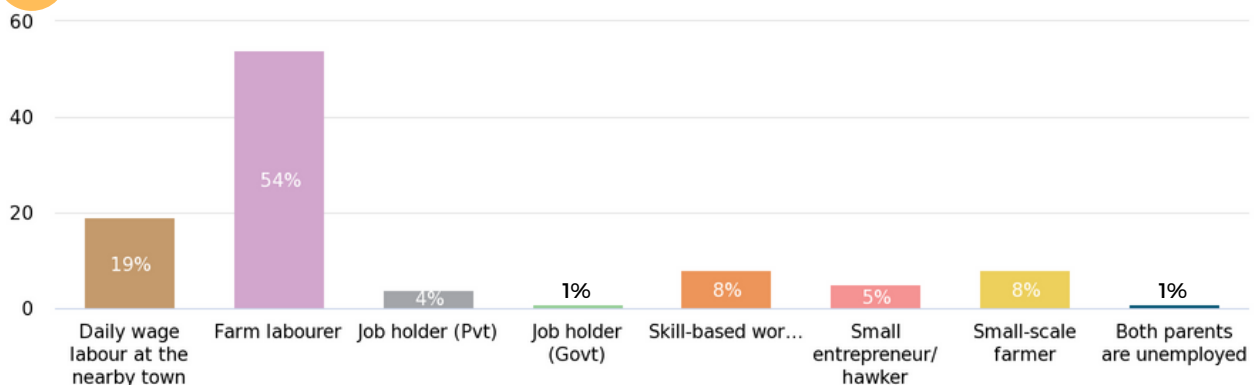
The study collected data on the socio-economic background of the beneficiary students and the strategies employed for mobilization. This was done to ensure that the intervention is reaching the right beneficiaries as well as to gain a deeper understanding of the challenges that stem from their background. The findings from these interactions have been summarized in this chapter. Children who have dropped out or never enrolled in schools also come from poor socio-economic backgrounds. The mobilization process could cater to the maximum number of beneficiaries who are deprived of education.

Percentage distribution of students by Age-Group



As per this graph, the majority of the students (81%) are in the 11-15 age group, followed by 13% in the 6-10 age group, and 6% in the 16-18 age group.

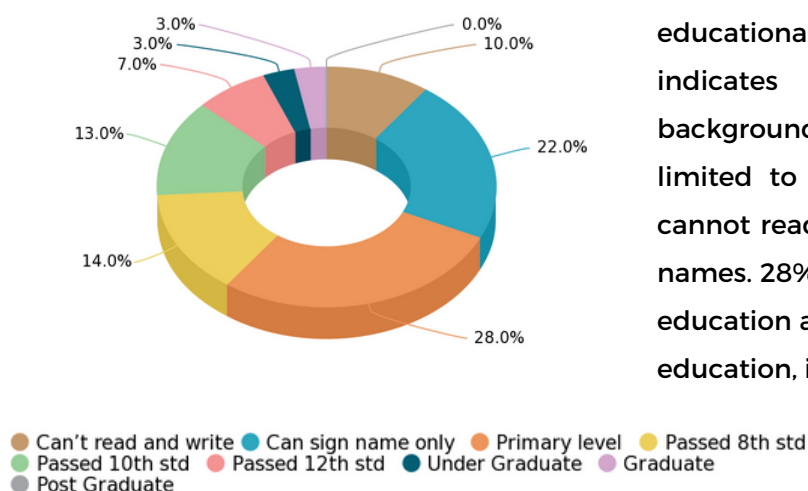
Occupation of the beneficiaries' parents



Per this graph, the parents of 19% of the students work as daily wage laborers in the nearby town. More than half of the parents engage in daily wage work either in farmlands or in other forms of labor. Only 8% of the parents own a small landholding or work jointly on a farm.

A total of 8% of the parents work as skilled workers at shops or agencies or with brokers. Only 5% of small businesses in the nearby market work as hawkers. They often visit the nearby towns to work as daily wagers. A small percentage of the parents engage in the formal sector, with 4% having private jobs and only 1% having government jobs.

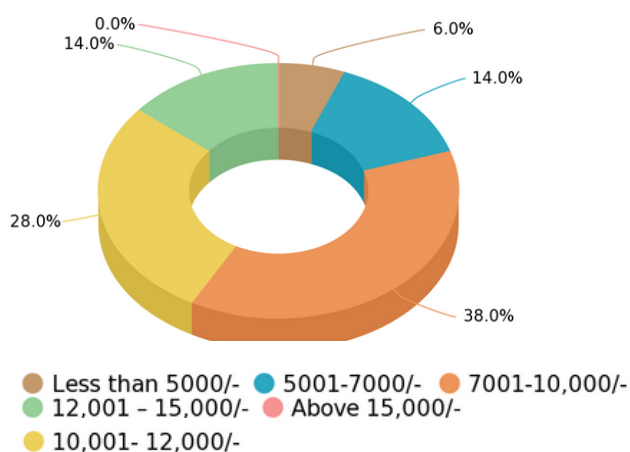
Parents' educational background



The graph is represented the highest educational background of the parents. It indicates that the maximum educational background of the student beneficiaries is limited to primary level. 10% of the parents cannot read and write, 22% can only sign their names. 28% have completed their primary level education and 14% have completed elementary education, i.e. upto 8th standard.

13% have completed grade 10, and only 7% have completed the 12th standard. However, the inclination towards higher studies appears to be significantly less in this group: only 3% of the student beneficiaries' parents attended college and did not complete their courses, while another 3% completed their college degrees. Therefore, it can be concluded that the educational level of the beneficiaries' parents is poor.

Family income



Agriculture is the primary source of livelihood in rural areas across multiple Indian states. The previous graph indicated that most of the student beneficiaries' parents engaged in labor both on the farm and in non-farm activities and often travelled to the nearby town and other villages for work. They do not have consistent employment throughout the month. Therefore, their monthly income is restricted to Rs. 12,000 to 15,000.

The study reveals that those parents who work on others' land earn a maximum of Rs. 10,000 in a month. The graph also indicates that 6% of the parent's income is less than Rs. 5000. Further, 14% of the parents' monthly earnings vary between Rs. 5001 to 7000, and for 38% of the parents, it varies between Rs. 7001 to 10,000. For 28% of the parents with small land holdings for farming or those with jobs, their incomes fall between Rs. 10,001 to 12,000. Similarly, 14% of the parents are small entrepreneurs with better land-holding capacity and make between Rs. 12,001 to 15,000 per month. However, apart from those with fixed jobs, monthly earning differs for the rest.

Strategies used for mobilization

IIMPACT conducted the baseline survey for the study area. As for the primary strategies, the team mostly conducted household-level surveys, prepared a list of girls aged between 6-12 years in all the project areas, and conducted community meetings with parents and other community members, informing them about the learning center. They then took the consent of the parents who were willing to send their girls to study in the learning centers. At the time of enrolment, the IIMPACT team assessed the children's learning skills and accordingly enrolled them in various grades.

The project coordinator of Madhya Pradesh, shared that parents in this region usually enroll their daughters in the local government schools but do not send them to school as it is either not functional or located far away. However, the minority groups in the Bihar and Madhya Pradesh learning centers do not enroll their daughters in formal schools and instead send them to madrasas.

At IIMPACT, we're bridging the gap between education and opportunity. Our centers collaborate closely with local government schools to ensure a seamless transition for our students. After completing their foundation level with us, our students are equipped with the skills and knowledge they need to succeed and are ready to take on the challenges of mainstream education. From 3rd grade onwards, we work tirelessly to make sure our students have the best chance of success.

The teachers and coordinators share that they enroll 30 students for each center. Some children are kept on the waitlist, and even though they are not provided with stationary, they are still included in the learning process at the centers.

CHAPTER 4: CURRENT STATUS OF STUDENT ENROLMENT & CHILDREN'S PERCEPTION

Data on key indicators such as improvement in enrolment in formal schools, attendance, and drop-out rates were also gleaned to assess the project's tangible impact. The research team also engaged with the direct beneficiaries to gauge their perception of the curriculum, teaching-learning methodology, academic improvement, and change in achievement motivation.

4.1. Formal school enrolment

This section describes the overall status of enrolment and retention of girls in formal school after they graduated from the IIMPACT learning centers.

- **Total no. of children who graduated from the center and enrolled in formal school**

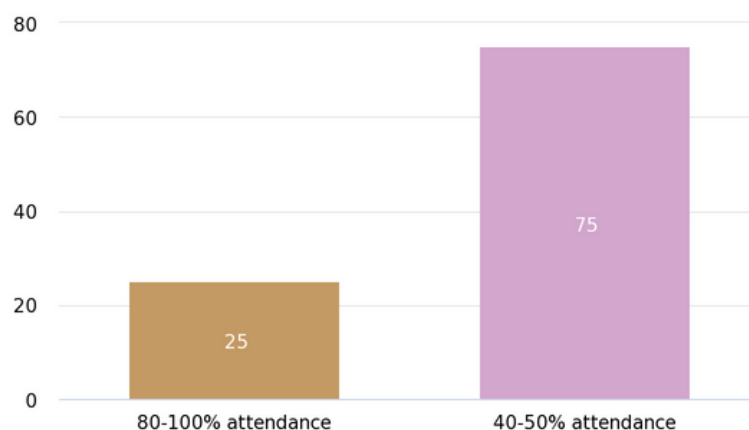
A total of 145 girls graduated from the learning centre and 127 of them were ultimately enrolled in formal schools.

The team found that the girls from Kalmee, Karkada, and Bagwas centers in the Sheopur region did not join formal schools after graduation from the respective centers.

When the teachers and project coordinators were questioned on the reasons behind this, they shared that the trend is much more prominent in Sheopur's tribal regions due to the family's migration to Gujarat during the lean agriculture period. The distance of the formal schools from the villages is also a crucial reason for not joining the formal schools. However, this trend is not that prominent in Purnia and Kishanganj, where the girls joined the schools after graduating from the centers.

Shobangunj Center shared with the research team that the education and teaching facilities at the centers are so good that they do not feel like sending their children to formal schools daily. However, they are still enrolled in the schools. She further added that the formal schools do not provide basic educational facilities and teachers do not take classes properly, so the girls do not wish to go there. Furthermore, the parents do not wish to send their daughters for studies outside their villages, which often leads to the discontinuation of their studies. Given these conditions, the center is the only ray of hope for their daughters' education.

Percentage of graduated children's regular attendance at formal school



As evident from the above graph, across the surveyed centers, 75% of the girls had an attendance of 40–50%: they attended formal schools for 8–12 days a month. This trend of attendance was observed in the Sheopur, Purnia, and Kishanganj centers. A total of 25% of the girls surveyed had an attendance percentage of nearly 100%: they usually attended school for 22–24 days a month. This higher attendance trend was observed in the Uttarkashi centers.

- **Center-graduated children who dropped out from formal schools mid-session**

The research team observed that a total of 42 girls in the centers visited in this study dropped out of the formal schools where they had enrolled. The dropout cases were seen in Agra, Bagwas, and Chitara centers in the Sheopur region due to migration and distance from the schools. The parents preferred to put their girls in hostels if they were to continue their studies.

4.2. Enrolment in Girl Child project

This part focuses on the identification of the girls for the projected enrolment, followed by the final enrolment in the different grades per the assessment of their learning capabilities. This section also focuses on the total dropout rate and the number of girls with poor attendance.

During the project period, a total of 645 girls were identified for the project. Since each center has a maximum capacity of 30 students, they only enroll those who fall within an appropriate age group. However, they provide teaching support to girls who are not officially enrolled and are aged 13 and above, though this group does not receive education kits. The indicators for this section have been given below:

- **Girls enrolled in the Girl Child project**

Out of the 716 girls identified for the program, 667 girls finally enrolled and 49 girls did not enroll. Additionally, out of the 667 girls who enrolled, 487 were enrolled during the impact assessment period.

- **Girls enrolled in the foundation class**

Out of the total students enrolled, 4.3% (22) were entered into the foundation course.

- **Girls enrolled in the 1st, 2nd, 3rd, 4th, and 5th grades**

Out of the total girls enrolled, 34.2% (176) were enrolled in the 1st grade, 25.8% (133) in the 2nd grade, 19.8% (102) in the 3rd grade, 10.3% (53) in the 4th grade, and 5.6% (29) in the 5th grade.

- **Girls who dropped out from the project**

Of the total enrolment, 19.8% (102) dropped out from the girls' education project due to seasonal migration, domestic work, or marriage. Dropout was highly prominent in the tribal regions.

- **Girls monitored due to non-attendance in the Center**

The NGO does not keep any record of this area. Therefore, the research team could not analyze this.

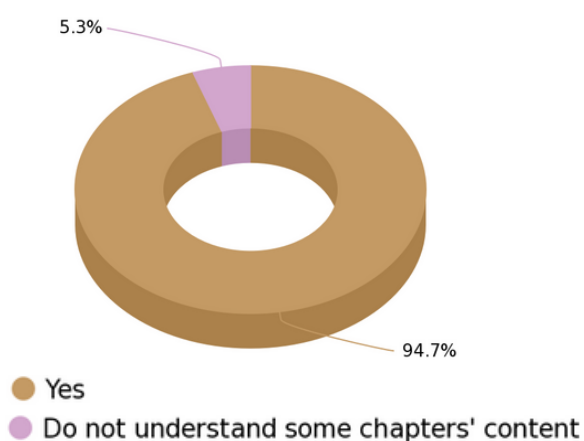
4.3. Children's perception

The research team engaged extensively with the children to learn how they perceive the project and its various components that directly influence them. This section summarizes the findings on their perception of the curriculum, teaching methodology, self-observed academic improvements, and increase in interest.

- **Satisfaction level of the children**

As many as 95% of the children shared that they like the course content and added that the syllabus of the IIMPACT center helps them better understand the subjects from a foundational level. They also shared that their performances also enhanced gradually over the period of their engagement.

Percentage of students reported whether the contents of the topic/s help them to understand the chapter properly

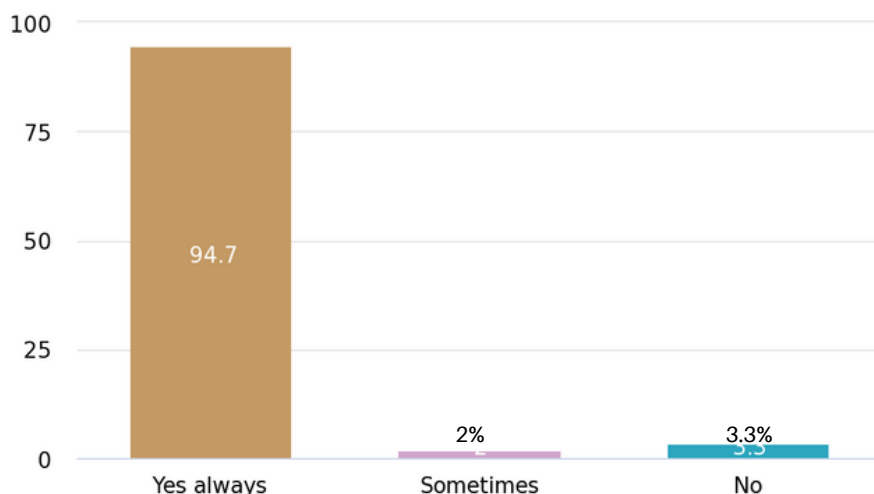


The SoulAce team has discovered that students excel in all subjects except Mathematics and English, largely due to their home environment. But centres dedicated teachers are working tirelessly to bridge the gap and ensure every student has the tools they need to succeed. Though it may take time, teachers constantly committed to providing the support centres' students need to overcome any obstacle and achieve their full potential.

- **High level of interest expressed by the children in the learning project**

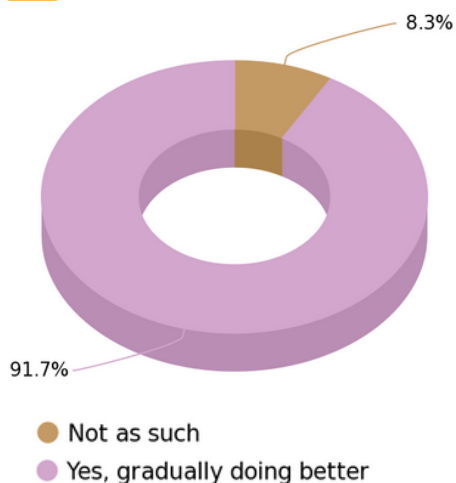
Assessing this indicator requires studying multiple factors. The following graphs illustrate the outcomes.

Percentage of students reported whether they always enjoy coming to the Center regularly



The above graph shows that most students (94.7%) enjoy attending the center regularly. The learning center only caters to the students' educational aspect, and there is no other supplementary element to attract the children regularly. The students voluntarily informed the research team that they genuinely enjoy visiting the centers.

Whether students are doing better on regular tests/ classes in school or not



The SoulAce team found that students performed well in all subjects except Mathematics and English, largely due to their home environment. But centres dedicated teachers are working tirelessly to bridge the gap and ensure every student has the tools they need to succeed. Though it may take time, teachers constantly committed to providing the support centres' students need to overcome this issue in order to perform better in regular class tests.

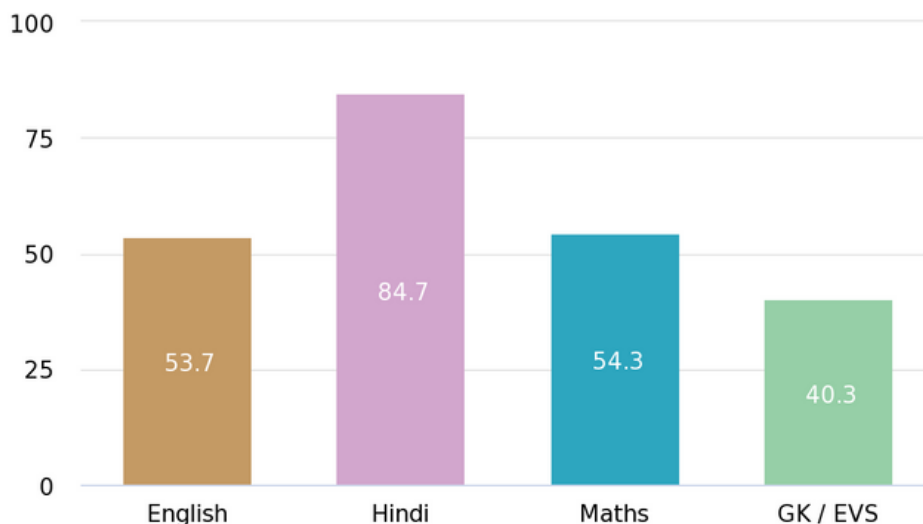
Srikot center shared with the team that the center benefits his child as she gets books, stationery, and various learning materials. However, he said that they could not afford basic reference books for his daughter due to financial constraints. He further mentioned that the only challenge is the distance of the center from their residence. In the hilly region, traveling such a large distance, especially during monsoon, is the real challenge that causes irregularity.

Srikot center

- **Children understood the transacted curriculum easily**

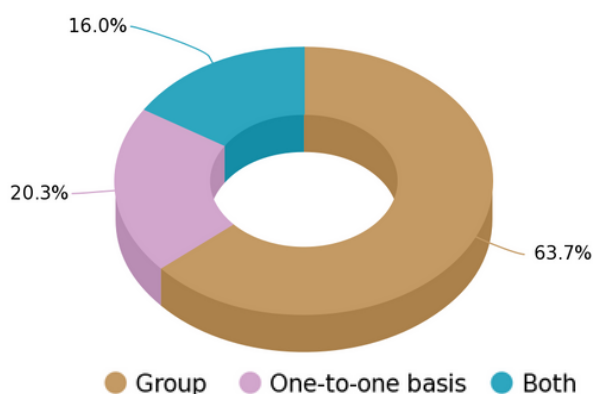
The graphs below explain why the students understood the subjects. Students shared their learning experiences in the center, which made them understand the curriculum easily.

Subjects liked and understood the most by the beneficiaries



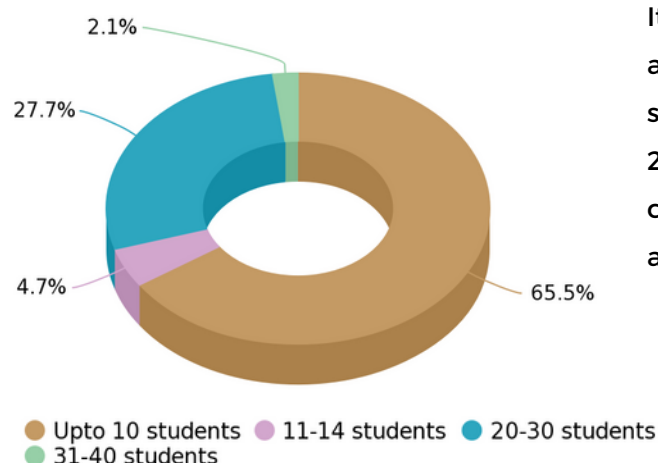
With regard to most of the subjects liked or understood by students, the majority of the students (85%) reported liking or understanding Hindi followed by Maths (54%). At the same time, another 54% of the students reported they liked English and GK/EVS (40%).

Percentage of students reported about the ways to attend the classes



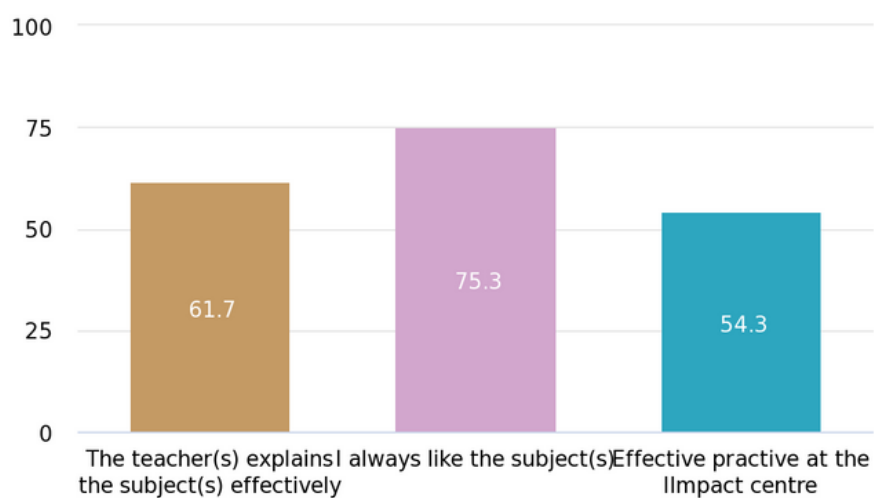
According to this graph, 64% of the students attend the classes in a group mode, while 20% attend in a one-to-one format. The remaining 16% attended classes with a mix of group and one-to-one modes.

Percentage of students reported about the No. of students in groups while attending classes



It was reported that 65% of the students attended classes in a group of up to 10 students, and 5% attended classes with 14 to 20 students. Similarly, 28% of the student's classes with 20 to 30 students, while only 2% attend classes in a group of 31 to 40.

Percentage of students reported about the reason for liking the particular subject/s



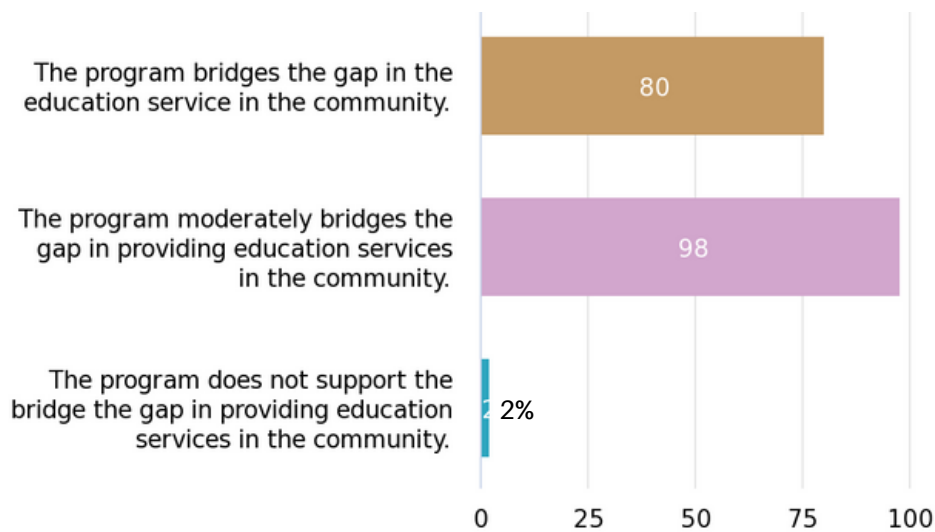
Regarding the reason for liking particular subjects, the research team found that 75.3% of the students reported having always liked the subject/s, while 61.7% shared that their liking increased since the teachers explained the topics in the most accessible form. The rest of the students (19%) liked the subject/s because of effective practices at the learning center.



CHAPTER 5: PARENTS' PERCEPTION AND ATTITUDINAL CHANGES

An important component of the project that focuses on creating enduring impacts is generating awareness about girls' education and bringing about a shift in existing attitudes regarding girls' right to continue their education. The study team interacted with the parents in the community to understand the value they attach to the project as well as to see how the project has impacted their belief system.

Percentage of the parents who agree with the overarching goal of the project



In the interactions, parents shared that the learning centers support the gaps in the formal education system in the communities: most government schools lack adequate faculty and proper infrastructure to run the schools. They do not send their daughters to government schools owing to these reasons. In addition, due to the distance, they often discontinue their girls' education. Conversely, minority groups often send their children to their respective religious institutes.

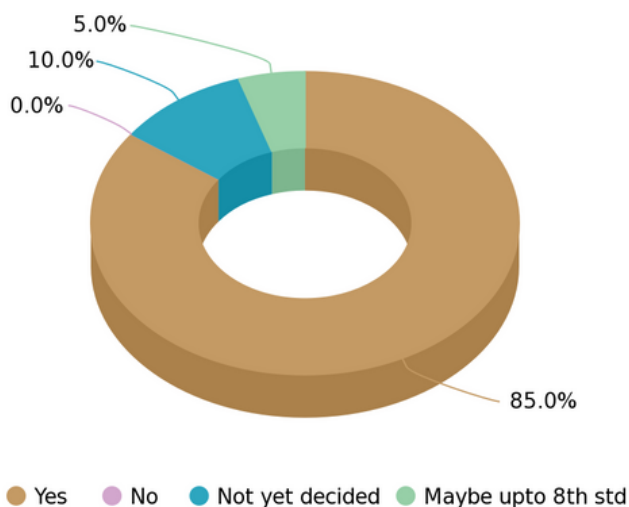
A total of 18% of the parents shared that the activities moderately align with the gap parallel to the formal education gap.

Improvement in the project as suggested by the parents

Most of the parents shared that they were satisfied with the project. However, some parents also stated that the class duration should be increased. Many parents suggested arranging more play materials, audio-visual learning materials, and laptops at the centers.

Parents who displayed a shift in mindset toward girls' education

Do you want to continue with your daughter's education further?

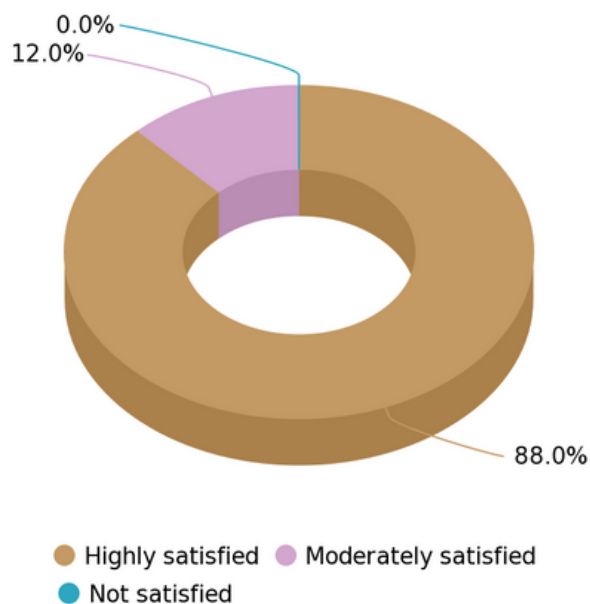


In the parents' interviews, 85% shared that they would like to continue their girls' education further. However, parents want to put their daughters in hostels like Kasturba Gandhi since the upper primary and high schools are located far from their villages. Also, they often migrate to other places during crop-cutting seasons when the entire family moves to different places. Therefore, they prefer hostel accommodations for the continuation of their daughters' education.

36-year-old, the mother of four children from the Daisa Jurel center, shared that her two daughters have been attending the centers for two years and one and a half years respectively. She shared that she never got the chance to attend school and can only sign her name.

She informed the team that she and her husband were initially skeptical about sending their daughters to the center. However, after interacting with the team and seeing their neighbor's daughter attending the center, she gathered the courage to send her daughters too. Both her daughters are doing good in their studies. She also shared that they got enrolled in the government school with the help of the staff. Though her daughters are not that regular in the school, they never miss visiting the center. She expressed that the teaching method is very nice, there are lots of activities, and the children are becoming sharper. She shared that she is delighted with the services at the center and that the girls were able to continue their studies just because of the learning center. She further added that she wants her daughters to go to college.

Parents' level of satisfaction with the project implementation



When parents were asked about the entire project implementation process, 88% shared that they were highly satisfied with it and mentioned that before enrolment, the implementation team discussed the activities in the centers. This graph indicates that the parents were satisfied with the learning activities in the centers, since no proper classes take place in the government schools and infrastructure, teachers, and learning materials are inadequate. They shared that the teachers take care of their daughters at the centers. 12% of the parents said that they were moderately satisfied with the project.

“

45-year-old, mother of two children from the Dohar learning center, falls below the poverty line and could not afford to buy any books and materials for her children. She said that her daughter is enrolled in a formal school but does not regularly attend it as the school has no such academic facilities. Per her, the center is extremely good and provides her daughter with books and stationery. She also shared that earlier, her daughter faced many challenges in counting and reading.

The teacher gave her personal attention to overcoming challenges, and now she is doing well. She shared that since she could attend the school she wanted, her daughter should continue her studies. She further stated that the only challenge is that the family has to send the girl far to attend high school. So she requested support for hostel admission or continuous support for higher classes from the centers.

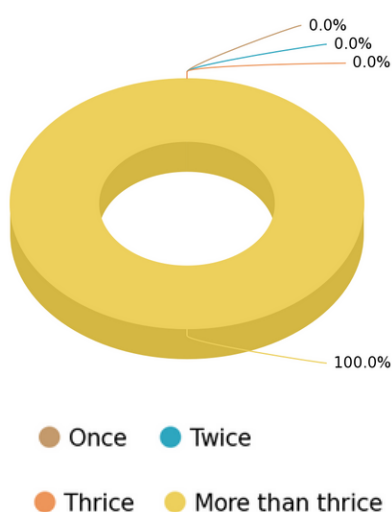
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CHAPTER 6: CAPACITY BUILDING OF THE TEACHERS

Learning achievement hinges on the quality of teaching which in turn depends on the teacher's content knowledge, pedagogical beliefs, and fluency with different types of learning tools. The research team collected data on critical indicators of the quality of teacher training, teacher-capacity building, and monitoring of teacher progress. This chapter summarises the different training programs and assessments conducted for the enhancement of teaching techniques, preparation of the teaching-learning materials, and also the continuous assessment of classroom performances. It also focuses on identifying the strengths and weaknesses of the teacher capacity building and monitoring with the view to leverage those to reduce the identified gaps.

Percentage of Teacher by Attendance in Training Program

Each Center has one teacher, and all the teachers of the Centers visited by the research team have attended the core teacher training program that is conducted every quarter for five days. Therefore, 20 teachers across the 20 Centers attended the training project.

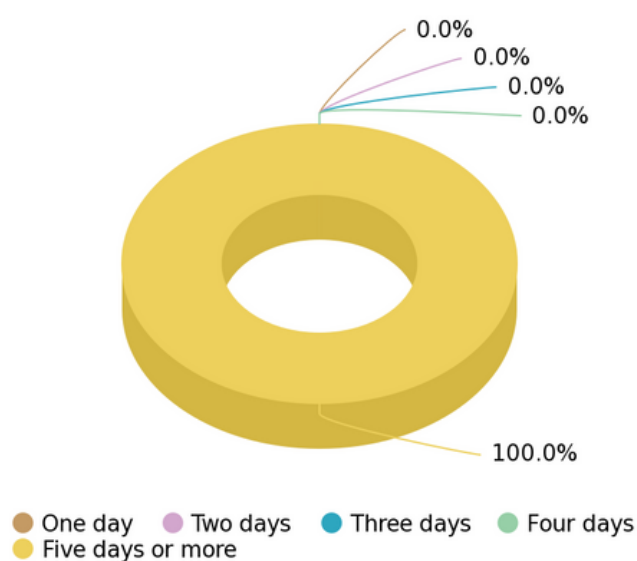


100% of the teachers shared that they attended the core teacher training project more than three times as they have been working in the Centers since 2016. Apart from the core teachers' training project, they also attended the cluster meeting, also known as a peer training project, as 4 to 5 nearby teachers come together to discuss the training and any doubts; the supervisors administer these training projects. Besides, the Sheopur Centers have access to tablets which Kotak Mahindra Bank supported to digitalize the Centers. The teachers of all the visited Centers also receive two hours of online training each month from IIMPACT.

“She completed graduation and worked in a private school for five to six years before joining IIMPACT, kalmee karkada Center. She has been associated with the Center from 2016 onwards receiving monthly Rs. 5000/- including provident fund. Regarding the teacher training process, she attended a foundation course for three days where she learned different activity-based teaching techniques and an understanding of the child's emotions or intellect. Also, she is satisfied with the training process to a great extent and very much satisfied with the work environment of the Center.

-Kalmee karkada, Sheopur, Teacher

Duration of the training project



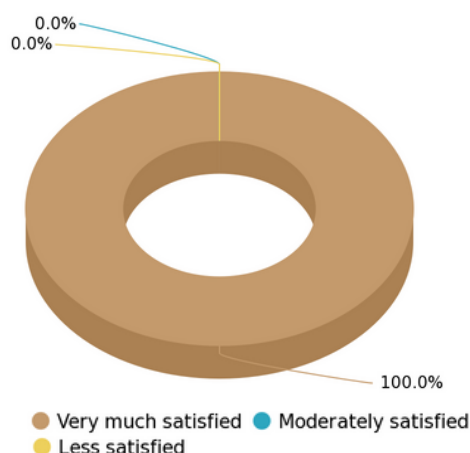
100% of the teachers shared that they attended five days teachers' training project, which is the core training project. Apart from this, monthly follow-up training also takes place in the Centers by master trainers, which covers the applicability of the training contents shared in the TOT training projects. The trainers verify whether the teachers understand the contents and the challenges of applying those in the fields.

The Sheopur Center attends 2 hours of online training from the core team. Apart from this, the cluster meeting also takes place once a month; the discussion covers the applicability of the training contents and challenges. This is an intra-knowledge-sharing project that the supervisors supervise for exchanging the teachers' views in the neighboring 4 to 5 different Centers.

Prior to joining the Pahari center, he worked with a private school for a year. Currently, he has been associated with this center for more than five years as a full time member and is quite satisfied with the center's work environment. According to him, the teacher training process is conducted on a quarterly basis, for a total of five days, which he has attended 17 times. In the training project, he learned different activity-based teaching techniques and developed an individual learning plan per the student's understanding level. Also, he communicates with the project coordinator in monthly meetings regarding the children's performance reports, doubts, challenges, and other issues. The project coordinator always guides him in case of any issues in managing the class or conceptualizing and presenting the lessons and teaching-learning methods. In addition, the coordinator observes the classroom session whenever they visited the center. Overall, he is satisfied with the training process to a great extent.

Pahari, Sheopur, Teacher

Satisfaction Level with the Overall Quality of the Training Program



100% of the teachers shared that they are satisfied with the training duration as they are brief enough to cover all the components of the topics. Similarly, they shared that the frequency of the core training is mainly after every quarter. However, they attend cluster-level training to brush up on the activities frequently. Regarding the course content, the teachers said that the topics covered in the training are very relevant, which helped them in the teaching process and communicating with the students in the Centers.

6.1. Development of teaching aid

An important component of the teacher training program is to equip teachers with the ability to source and leverage locally available material to create context-specific teaching and learning materials. This section elaborates on the process of developing different teaching-learning materials, the involvement of the students to make it a collaborative endeavor, the standardization of the created material by the core team, and its implication for the teaching-learning process.

- **Training of teachers to develop teaching aid**

Some significant standard teaching-learning materials were developed centrally by standard teaching materials like Jodo gyaan, and Agastya kit. There are also worksheets. However, the teachers received training on the teaching-learning methods, but the teachers developed them as per the levels of the girls in the Centers, as mentioned by the IIMPACT team.

- **Active Teacher-engagement in TLM Development**

100% of the teachers from all the visited Centers shared that they received training on developing Teaching-Learning materials. The teachers and the IIMPACT representative Mr. Sanjay Kumar Pandit shared that the teachers discuss the need for Teaching-Learning Materials during the training, and the issues get addressed in the training. The teachers locally develop some materials as required in the Centers. However, all the TLMs are verified through trainers, project officers, and project managers.

The teachers said that most of the TLMs were developed during the training. They further added that they developed the subject-wise TLMs. Kishangunj teachers' team shared that they also involve the students in this process as a part of their project work.

- **Types of TLMs used to cater to Differential Learning Needs**

The IIMPACT team shared that they conduct quarterly teacher training and update the TLMs as per the activity level in the training sessions. The development of the TLM and the update happen as per the child level of the Center. The teachers shared that they develop posters, flashcards, and pictures on different topics based on the subjects.

The IIMPACT team shared that various video materials are developed periodically. Various indoor and outdoor activities are also part of the TLMs developed through the local materials so that children can relate to the items and become more engaged.

- **Frequency of developing teaching aids**

The IIMPACT team shared that various video materials are developed periodically. Various indoor and outdoor activities are also part of the TLMs developed through the local materials, so that the children can relate to the items and get more engaged.

- **Strategic Use of TLMs for Addressing Hard Spots in Learning**

TLMs are the most valuable aids to teachers and girls. Given the age groups of girls, the TLMs are used in particular subjects addressing certain concepts. Child-centered pedagogy being at heart, the girls use it in peer groups, individually, and in the whole group. The teachers and the IIMPACT central team shared that the teaching-learning materials make the lessons convenient for the students. The teachers shared that the girls often face difficulty doing the place value, small and bigger numbers, etc. in such cases, TLMs like ganit mala, place value cards, and money for bigger numbers are being used in the classes. The students easily understand the concept and could solve the different sums.

Similarly, age-appropriate storybooks are used in language to improve reading and sound identification. In EVS, activities on categorizing species based on eating habits, domestication, the home they build, etc, are displayed through posters and cards, which help the children remember the species' details.

“The teacher from **Belgachchi**, shared with the research team that there is no such trend in education for girls. The family members still do not allow them to travel to another place daily for their studies. Therefore, this is the only option where the girls get adequate education support. He also shared with the team that several activities like regular training projects, self-assessment, and regular up-gradation of the teaching-learning materials make him much more confident in his craft which he extends to the other disadvantaged students in the community. He concluded that he felt blessed to continue such work, which gives him satisfaction in teaching and income.

6.2. Monitoring and Evaluation of Teacher-Progress

Continuous monitoring and evaluation of teacher-progress are critical for ensuring that student-centric classroom processes are being implemented, curricular goals are being met adequately, and learner-progress is being tracked and documented properly. This section describes the systems and processes employed for regular supervision of the Centers' activities, monitoring and assessment of teacher performances, major challenges, and their subsequent mitigation.

- **Monitoring attendance of teachers**

The research team observed the attendance register for the teachers in each Center where the team visited for the study. The supervisor regularly checks the register. The project Coordinator from the Partner organisation and project officer also check the register whenever they visit the Center. In addition, the IIMPACT project officers reported that they keep updated through WhatsApp and often make conference calls with the teachers and supervisors.

- **Frequency of communication with teachers**

Supervisors from the partner organization interact with the teachers regarding paedology, class management, and other local issues every week. The project coordinator sits with the teachers weekly and monthly in a study circle to address the challenges and trouble shootings (classroom management, delivery of lessons, content knowledge, understanding of the gaps, and communication with the children and parents).

However, the NGO pays a minimum of 16 visits to the Centers. The project officer pays mandatory monthly visits to the Center. The TOT training takes place every quarter and monthly follow-up visits on training. Besides, the monthly teachers' meeting takes place with the project officer from IIMPACT and representatives of the partner organization.

- **Predominant mode of communication with teachers**

The teachers primarily communicate with the supervisors whenever they pay physical visits and over the phone as required. The teachers shared that they communicate through WhatsApp group messages and calls also. The supervisors attend the monthly meeting, study circles and parent-teacher meetings. project coordinators also attend the monthly teachers' meetings and sometimes the study circles.

- **Frequency of reporting to the coordinator**

Mainly the teachers' first point of contact is the supervisors. They report to the supervisor weekly whenever they visit the Centers, as reported by the teachers. They even report them over the phone whenever required. Sometimes they produce written notes to the supervisors on various issues if required. The Purnia and Kishangunj teachers shared, that the project coordinator visits the Centers bi-monthly.

The Kishangunj teachers shared that the study circle takes place after every 15 days, and the monthly teachers' meetings take place on the 16th or 17th of every month. They shared that the project Coordinator attends the monthly meeting and sometimes the study circle.

Child attendance, Center running status, level of the child, and document status are the significant parameters covered in the formats reported by the IIMPACT central team. This format structure has been revised three to four times.

- **Tools used for reporting formats**

As far as the reporting tool is concerned, the Center in charge of Agra Learning Center, Sheopur Mr. Ram Gopal Verma, and Mr. Sharfaro Alam from Baisa Jurail mentioned that these are mainly the physical registers and formats which they need to update regularly, like the daily diary of the children, attendance register of both students and children, child profile file, Center management meeting register, parent teachers' meeting register, stock register, child improvement format, Center running status, physical MIS. The center-in-charge further mentioned that the assessment tools are usually reviewed and updated on quarterly basis based on the teachers' and students' understanding level.

- **Frequency of classroom observations and feedback**

The supervisors weekly observe the class whenever they visit the Centers and immediately give feedback to the teachers on the visit. The project coordinators and project officers observe the classes whenever they visit the Centers.

The teachers also reported sharing photos through Geo-tag apps with the coordinators. The supervisors also place their feedback during the study circle.

The project coordinators share their feedback during the visit and over the phone by observing the photos. They also share their feedback on the monthly meetings as informed by the teachers of the different Centers.

“**Arzi Pirangunj Center's** teacher, has done her BA, B.ED shared with the research team that they learned different developing kinds of Teaching Learning Materials, which they use in the classes for different topics. She further added that the children also take part in creating some materials. The entire process is so interactive and engaging that the children quickly grab the lessons. She also added that this type of training is unique, enhancing her professional capabilities.

- **Addressing hard spots and troubleshooting by the coordinator**

The teachers of the different Centers shared with the research team that the project coordinators address the challenges regarding the teaching styles, TLM preparation, and class management.

- **Strategies adopted to assist the struggling teachers' vis-a-vis classroom management**

The quarterly teachers' assessment process takes place in each Center. Based on the quarterly teachers' assessment and their performances in the classes, the gap has been analyzed, and accordingly, the struggling teachers are supported by the supervisors, project coordinators, trainers, and project officers. It is a continuous process of supporting to enhance their performances.

- **On-going professional development of teacher**

The teachers go through the training of trainers project throughout the year to enhance their teaching capabilities, and subject knowledge, followed by follow-up training, assessment, and activities, further enhancing their core and professional knowledge and proficiency. In this regard, the teachers shared that, unlike other government teachers, they receive training throughout the year on multiple subjects.

- **Ways of assessing teachers' content knowledge**

The project coordinators and the IIMPACT team conduct quarterly assessments to evaluate the subject knowledge and understanding level of the teachers. Based on these assessments, the core team develops improvement plans for each teacher to enhance their teaching capabilities and subject expertise. The quarterly assessment provides a way to monitor and evaluate the performance of the teachers with the aim of identifying areas for improvement and developing targeted interventions to address them.

6.3. Monitoring by IIMPACT Management

- **Weekly meetings with implementation and academic team**

The project officer visits the Center monthly and attends the Monthly Teacher's Meeting with the supervisors, the project coordinator, and the project advisor representing the partner organisations. In this meeting, the administrative part is primarily covered. The discussion also covers 1/3rd of the project management and 1/3rd of the academic.

- **Monthly review meeting with senior project managers**

The monthly review meeting on the quality of the Centers, planning, and implementation with the project officer. The project manager visits the Center and sits with the implementation agency team every quarter.

- **Provision of strategic direction to team on project goals and objectives**

The strategic focus is being set through the log framework approach by the central team of IIMPACT, which aligns with the overall project objectives, and the processes and activities are developed based on those. The project coordinator and the project advisor from the partner organisation also become part of this process while developing the strategies. They also receive training on the same.

- **Frequency of onsite visits to understand the project and progress**

Apart from the project officer and project manager's monthly and quarterly, the trainer also visit the Center quarterly and pays the monthly follow-up visit.

- **Cadence of getting reports on students' assessment**

The central body of IIMPACT prepares an assessment tool for each grade in each subject that is shared with guidelines and orientation for all the field team. They carried out the assessment process along with data collection formats. These tools have pictures and use different questions based on the leading outcomes, from matching to identifying, evaluating, and comprehension. The feedback is taken from the students verbally. The field team fills the answer sheets, which are again shared with the students for review and further clarity if required.

The partner organization mainly conducts this assessment. However, the IIMPACT team shared that they consider the child's feedback and the supervisors'; the project coordinator and project officer's observations equally considered to develop the final assessment. Despite this, the teachers also submit the self-assessment format. The quarterly assessment takes place through comprehensive papers to understand the teachers' perspectives on paedology and the subject knowledge. This is significant for understanding the individual teacher's needs so that the teacher's improvement plan can be developed.

The assessment tools are usually reviewed and updated on quarterly basis based on the students' understanding level.

CHAPTER 7: COMMUNITY ENGAGEMENT

The research team interacted with key stakeholders from formal schools and other Community-based organizations such as the Panchayat and the Anganwadi to understand the ties that have been established with the community during the implementation of the program to promote their participation and ownership. The findings from these interactions have been summarized in this chapter.

7.1. Engagement with the formal school heads where beneficiary girls will be absorbed

The teachers shared that the supervisors and the project officers regularly visit the schools. The NGO central team shared that it is mandatory for the team project officer to visit the government school whenever he visits the Center. Besides, the school principals are the core members of the Center Management Committee.

7.2. Inclusion of the local administration in planning, goal setting or leveraging community infrastructure

The NGO team reported that the Central Management Committee has a core committee that comprises 15 members, the Panchayat Pradhan, ANM, school principals, and other vital stakeholders representing the core committee. The model is applicable in all locations. The NGO team also shared that the community entirely provides the infrastructure. The Centers are located in either place given by the panchayat, villagers' own houses, or at the school building. The parents and the teachers also shared the community's involvement in running the Centers.

7.3. Inclusion of the community to generate awareness and ownership

After the baseline assessment, the partner organisation and IIMPACT team discussed the need for the Center with the community stakeholders and convinced them to send the girls to the Centers and to run such Centers within the community.



RELEVANCE

The beneficiaries belong to socially and geographically disadvantaged and marginalized groups with low development indicators across education, health, and livelihood. A large number of girls are either out of the ambit of formal schooling or are struggling to cope with grade-level competencies. The project gives them an equal opportunity to access high-quality educational inputs that enables them to join or continue in the mainstream education system. Thus, the project is highly relevant as it addresses a dire need in the region to empower girls through education.

RATING



COHERENCE

The project is coherent as it is well aligned with multiple SGD Goals.

Goal 4: Quality Education

Goal 10: Reduced Inequalities

Goal 17: Partnership for the Goals

RATING



EFFECTIVENESS

The project has met its primary goals of increasing in enrolment of girls in formal schools, enhancement in foundational skills and concepts and continuing the education of girls reasonably well. Hence, it is high on effectiveness.

RATING



EFFICIENCY

The project is high on efficiency owing to its simple design, efficient operation and management, optimal utilization of material and human resources, and adequate benefits to the beneficiary girls in terms of increased & continued enrolment and decreased drop-outs.

The intervention has also established strong collaborations with the government schools and the local communities to jointly shape the outcomes and it has as a consequence enhanced the efficiency of the project deliverables. Thus, it is high on efficiency.

RATING



IMPACT

Beyond the immediate enhancement of basic skills, increase in enrolment, and decrease in drop-outs of girls, the project has had enduring impacts of changing the mindsets of key stakeholders in schools as well as the community, at large, towards educating the girl child. Thus, the intervention is a high on impact.

RATING



SUSTAINABILITY

The project has several elements of sustainability inherent in its design, the key one being, establishing strong ties with key stakeholders and CBOs and collaborating closely with the formal school system. It has managed to influence the public delivery mechanism to take note of the crisis in girls' education and has jointly developed a plan of action.

RATING



Index: 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

CONCLUSION

Kotak and IIMPACT joined hands to implement the girls' education project in remote locations with the goal to mainstream girl children in schools by providing them with individualized attention to bridge the gaps in their learning and to equip them to cope with the demands of the grade-level curriculum. . Not only has the project established proof-points of efficacy in terms of enhanced learning outcomes for these girls, it has also worked towards sowing the seeds of change in the community by generating awareness and altering perceptions towards educating the girl's child. In the process, it has also raised a cadre of trained teachers & supervisors along with systems & processes that contribute towards the replicability of the model on a larger scale. Further, close collaboration with the formal school system has brought the issue of girls' education to the Center stage of the conversation around development in the region. Going forward, the project can look at including elements in its design that could facilitate capacity-building of the public schools and subsequent adoption of the model for a more extensive and lasting impact.