

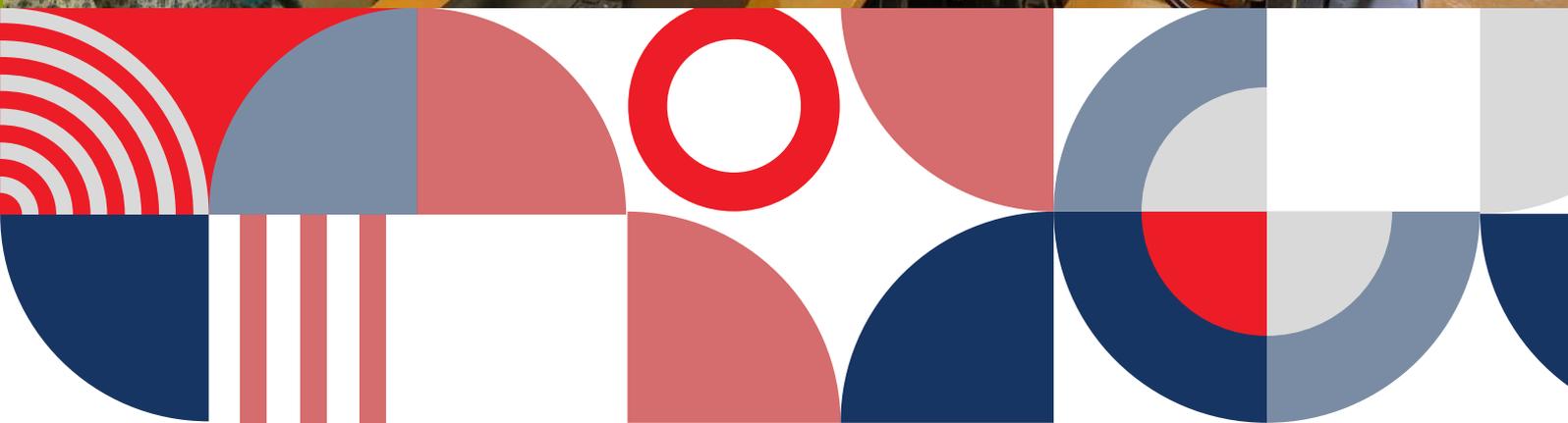
**FY 2022-23**

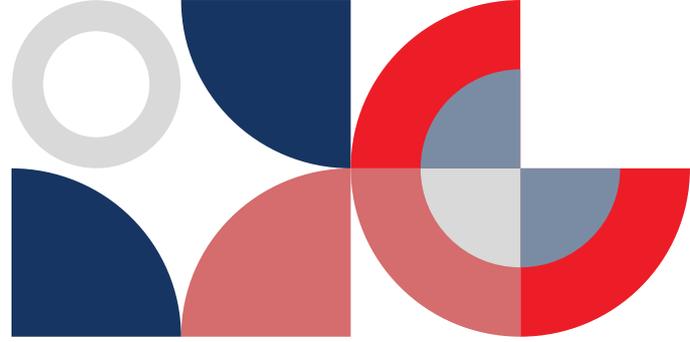
## IMPACT ASSESSMENT REPORT

# TRANSFORMING SCHOOL EDUCATION THROUGH ICT INTEGRATION

Unique ID-KMBL202223010

Project ID	KMBL202223010
Year of Implementation	2022-23
Project Duration	April 2022 to April 2023
Partner Organization	IT for Change
Location	Pan-India





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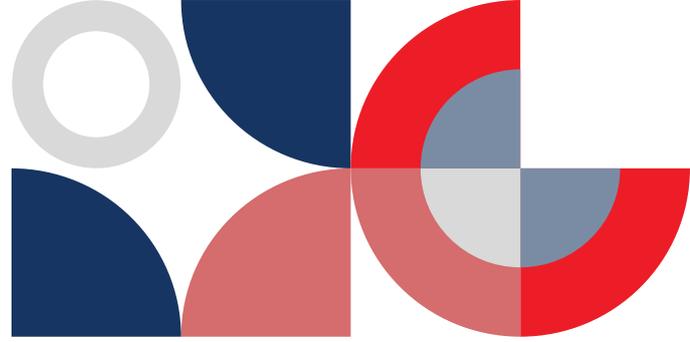
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### Ethical Considerations

- **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 field images shared by IT for Change Team.



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## Executive Summary

The IT for Change project focuses on transforming school education and teacher development by integrating Information and Communication Technology into the educational process. Key activities include setting up innovation labs to pilot ICT-based educational models, developing blended and online teacher training programs, and collaborating with state governments to build in-house capacities for large-scale ICT integration in education. The initiative addresses pandemic learning loss and scales reforms in Karnataka.

### Assessment Objectives:

The research evaluates the training program's impact on teaching effectiveness, digital tool integration, and student engagement. It also identifies challenges and recommends strategies for project enhancement and scalability.

### Research Design:

- Mixed-methods approach
- Exploratory Design

### Sample Size:

In-Service Teachers

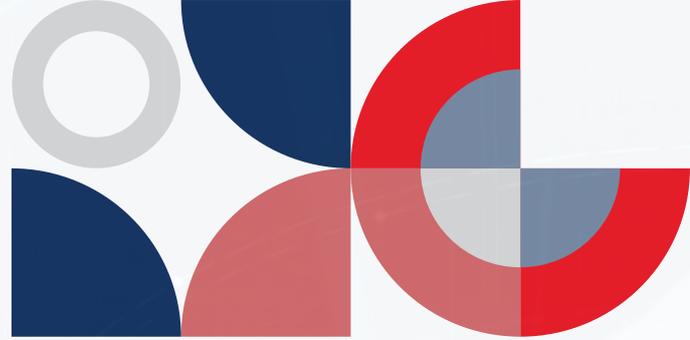
- Survey-62
- IDI-3

Pre-Service Teachers

- Survey-70
- IDI-3

Collaborators-4

Project Staff-2



## FINDINGS

### A. Training Perception & Content Relevance

#### • High Digital Readiness

93% of pre-service teachers found ICT beneficial for teaching, with widespread confidence in its impact on learning.

#### • Effective Hands-on Training

95% of in-service teachers engaged in hands-on ICT practice and found the tools user-friendly, ensuring smooth classroom adoption.

#### • Trainer Competency

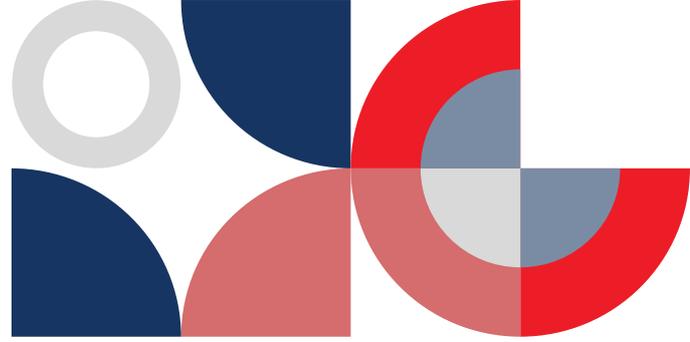
92% of pre-service teachers rated trainers as highly effective, and 87% of in-service teachers praised their delivery.

#### • Content Relevance

88% of pre-service teachers rated course materials as excellent or good, reinforcing structured and relevant ICT training.

#### • Confidence Boost

94% of pre-service teachers reported increased confidence, while 89% of in-service teachers improved ICT integration skills.



## **B. Impact of Training**

### **Impact on In-Service Teachers**

- 85% successfully integrated ICT tools like Geogebra, Audacity, and Google Classroom, improving teaching practices and student engagement.
- 77% reported increased student participation, highlighting ICT's role in fostering interactive learning.

### **Impact on Pre-Service Teachers**

- 87% used ICT tools during internships, demonstrating active engagement with digital teaching methods.
- 66% incorporated ICT in lesson planning, with 47% already integrating these tools into their teaching.

## **C. Sustained Impact of Training on ICT Adoption**

### **Sustained ICT Adoption in Teaching**

- 100% of participants expressed confidence in continuing ICT integration, ensuring a long-term impact on teaching practices.
- The training fostered a shift toward more interactive, student-centred learning, enhancing lesson engagement and organization.

### **Changes in Teaching Approach**

- 31% aim to make lessons more engaging, while 26% focus on increasing student autonomy.
- 14% plan to expand ICT usage and 13% intend to address diverse learning needs better, reflecting a commitment to inclusive and technology-driven education.

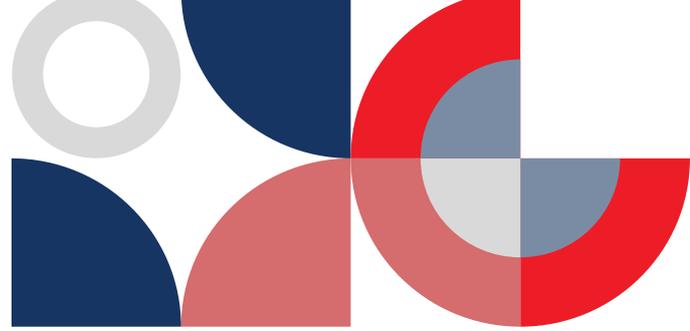
## **Conclusion**

The IT for Change project has effectively boosted teacher confidence and classroom practices through ICT integration. With relevant training and hands-on support, teachers are successfully incorporating digital tools, leading to lasting improvements in teaching methods and student outcomes. The project promises continued impact, transforming education for both teachers and students.



Image 1: Sessions with Pre-Service Teachers

**Chapter-1**  
**Introduction**



## 1. Background

The integration of ICT in Indian education faces challenges such as limited internet connectivity, inadequate infrastructure, and insufficient technical support, which hinder adoption in classrooms (Kaur & Singh, 2018). Teachers struggle with implementation due to a lack of training, time constraints, and rigid curriculum (Kaur & Singh, 2018; Singh, 2016). Government schools face more significant barriers, including limited resources and ICT skills (Bala, 2014). The digital divide continues to widen knowledge gaps (Mushahary, 2020). Addressing these challenges requires improved teacher training, government support, and better infrastructure (Kaur & Singh, 2018; Mushahary, 2020). Despite these issues, ICT remains crucial for educational and socio-economic development in India (Mushahary, 2020; Singh, 2016).

A multifaceted approach is vital to address ICT integration challenges. Public-private partnerships (PPPs) can effectively bridge infrastructure gaps, provide affordable devices, ensure reliable internet access, and develop localized digital content for diverse learners (Kapur & Agrawal, 2019). Additionally, fostering collaboration between educational institutions and ICT experts can create user-friendly tools that align with curriculum standards (Rajasekar & Vaiyapuri, 2021). Training programs should adopt a hands-on, continuous professional development model to equip teachers with practical skills for effective ICT integration.



Figure 1: Challenges Faced by Teachers in India in Integrating ICT

Addressing these areas holistically can transform ICT in education into a catalyst for bridging educational inequities and advancing India's socio-economic development. In light of these challenges, the IT for Change project has developed an innovative project aimed at transforming school education and teacher development through the integration of ICT into the educational process.

## 2. Project Brief

The IT for Change project, funded by Kotak Mahindra Bank Limited, integrates ICT into education to address post-COVID learning gaps and enhance teacher development. It focuses on creating digital learning resources in Indic languages as Open Educational Resources (OER), piloting ICT-based models through innovation labs, and developing blended teacher training programs. The project collaborates with state governments to build capacity for large-scale ICT adoption, with a particular emphasis on Karnataka.

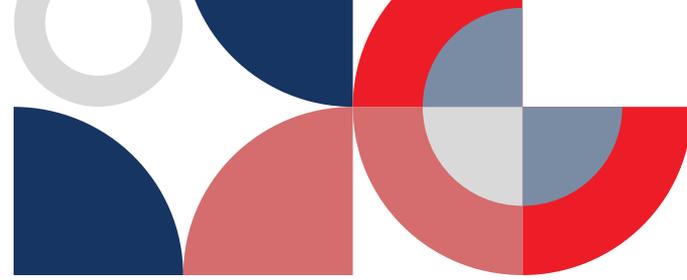
### Implementation Approach



**Teacher Development:** Conducting in-service and pre-service teacher training programs, emphasizing ICT integration and building Professional Learning Communities (PLCs) to support continuous improvement.



**Innovation Labs:** Establishing pilot schools as innovation hubs to explore and demonstrate effective ICT use in teaching and school management.

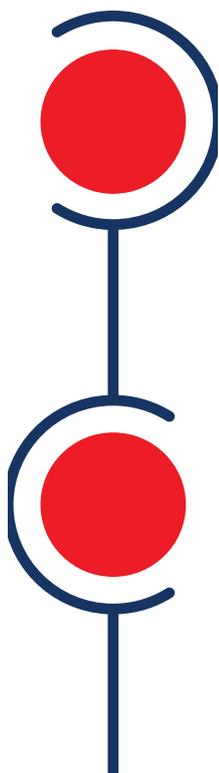


## Implementation Approach

-  **Digital Resources:** Creating and publishing Open Educational Resources (OER) in Indic languages, tailored to diverse learner needs.
-  **Capacity Building:** Supporting state governments in designing and implementing large-scale ICT-integrated teacher education projects.
-  **Research and Advocacy:** Documenting and sharing learnings through webinars, conferences, and research publications to inform policy and scale impact.

The project operates with a dual focus: scaling the model nationally to benefit underprivileged and high-performing states affected by the pandemic, while refining and expanding its implementation in Karnataka for systemic educational reform.

## 3. Research Objectives

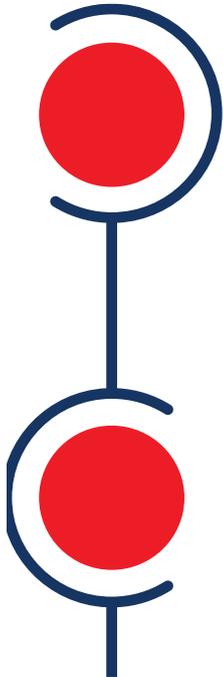
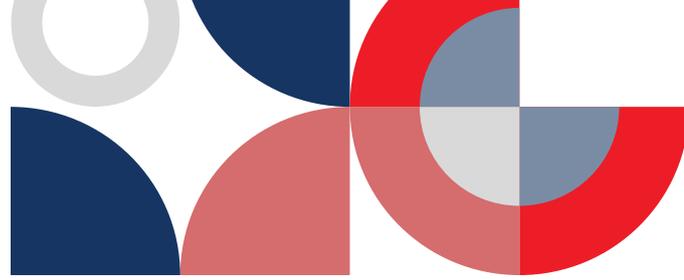


**To analyze the effectiveness of the training program in facilitating learning and professional development among teachers (pre and in-service).**

- Learning and Skill Development: Evaluate changes in teachers' knowledge of core concepts and their acquisition of effective classroom management and teaching strategies.
- Professional Confidence: Evaluate improvements in teachers' self-efficacy and professional competence after the training.
- Relevance of Content: Gather participants' insights on aligning training modules with their classroom needs.

**To quantify the impact of the training program implemented by the partner organization on improving teaching methodologies and classroom practices.**

- Classroom Application: Evaluate the degree to which trained teachers adopt new methodologies in their teaching.
- Student Outcomes: Assess improvements in student engagement and learning outcomes due to enhanced teaching practices.
- Innovative Approaches: Highlight cases of creative integration of learned strategies in diverse educational settings.
- Barriers to Change: Identify systemic or individual-level obstacles affecting implementation of new methods.



**To assess the long-term influence of the training on raising awareness and improving the overall utility of digital learning tools in the classroom environment.**

- Digital Literacy: Evaluate teachers' ability to effectively integrate digital tools into lesson planning and delivery.
- Sustained Use: Measure long-term adoption rates and frequency of digital tool usage post-training.
- Enhanced Learning Experiences: Analyze the impact of digital tools on improving teaching quality and student participation.

**To provide recommendations for enhancing the training project and identifying opportunities for scaling the initiative across different educational settings.**

- Project Gaps: Identify specific content or delivery areas where the training can be strengthened.
- Sustainability Models: Propose mechanisms to ensure the project's long-term impact and financial viability.

## 4. Assessment Frameworks

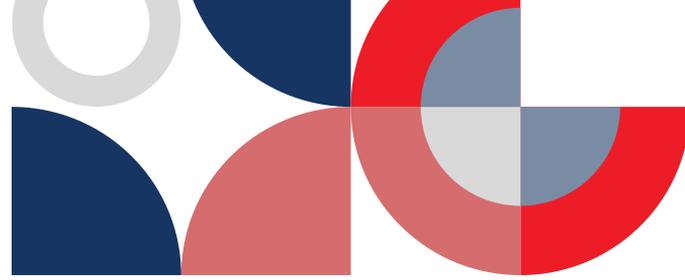
### OECD DAC FRAMEWORK

The framework helps us to understand efficiency at the project or organization level. The OECD DAC Network on Development Evaluation (EvalNet) has defined six evaluation criteria – **relevance, coherence, effectiveness, efficiency, impact and sustainability**. The OECD DAC framework is ideal for assessing the above study on teacher training and digital integration, as it comprehensively evaluates the project's relevance to educational needs, coherence with policy goals, effectiveness in achieving learning outcomes, efficiency in resource utilization, impact on teaching practices and student outcomes, and sustainability for long-term scaling across diverse settings.



Figure 2:  
OECD DAC  
model

Source: OECD, 2021



## KAP (KNOWLEDGE, ATTITUDE AND PRACTICE) MODEL

The KAP model evaluates the knowledge, attitudes, and practices of individuals to understand how interventions influence learning, mindset shifts, and behavioural changes.

It is well-suited for this impact assessment as it identifies gaps in teacher knowledge, measures shifts in attitudes toward digital tools and tracks the adoption of improved teaching practices. This provides actionable insights into both individual transformations and project effectiveness.

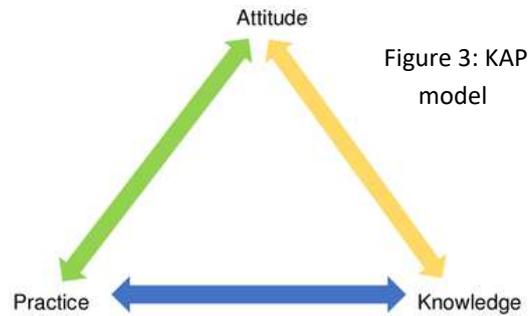
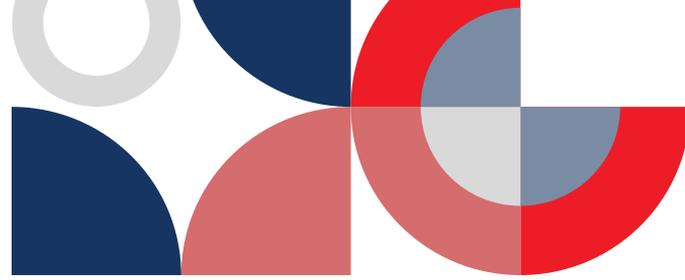


Figure 3: KAP model

Source: Siltrakool, 2017

### 4.1. Assessment Indicators

Objectives	Framework Elements	Key Indicators
To analyze the effectiveness of the training project in facilitating learning and professional development among teachers.	KAP: Knowledge, Attitude, Practices	<ul style="list-style-type: none"> <li>Percentage of teachers demonstrating proficiency in using digital tools for lesson planning and delivery.</li> <li>Frequency of digital tools used in lessons after the training (e.g., weekly usage rates).</li> <li>Measurable improvement in student learning outcomes.</li> <li>Adoption rates of recommended digital tools over time.</li> <li>Teacher perceptions of the utility and impact of digital tools.</li> <li>Insights into challenges in integrating digital tools and strategies to overcome them.</li> <li>Feedback from educational administrators on project efficacy.</li> <li>Examples of sustained use of digital methods in classrooms.</li> </ul>
	OECD DAC: Relevance, Effectiveness, Impact	
To quantify the impact of the training program implemented by the partner organization on improving teaching methodologies and classroom practices.	KAP: Knowledge, Attitude, Practices	<ul style="list-style-type: none"> <li>Frequency of digital tools usage in classrooms.</li> <li>Percentage improvement in teacher digital literacy skills.</li> <li>Increase in digital resources created and used by teachers. Improvement in student engagement metrics (e.g., activity participation rates).</li> <li>Teacher perceptions of the value of digital tools in learning.</li> <li>Examples of innovative teaching methods adopted post-training.</li> <li>Classroom observation notes on interaction and engagements</li> <li>Success stories highlighting the integration of training concepts into daily teaching.</li> </ul>
	OECD DAC: Effectiveness, Impact, Sustainability	



Objectives	Framework Elements	Key Indicators
<p><b>Assess the long-term influence of the training on awareness and utility of digital learning tools</b></p>	<p>KAP: Knowledge, Attitude, Practices</p>	<ul style="list-style-type: none"> <li>• Percentage of teachers demonstrating proficiency in using digital tools for lesson planning and delivery.</li> <li>• Frequency of digital tools used in lessons after the training (e.g., weekly usage rates).</li> <li>• Measurable improvement in student learning outcomes.</li> <li>• Adoption rates of recommended digital tools over time.</li> <li>• Teacher perceptions of the utility and impact of digital tools.</li> <li>• Insights into challenges in integrating digital tools and strategies to overcome them.</li> <li>• Feedback from educational administrators on project efficacy.</li> <li>• Examples of sustained use of digital methods in classrooms.</li> </ul>
	<p>OECD DAC: Effectiveness, Impact, Sustainability</p>	
<p><b>Provide recommendations for enhancing the training project and scaling the initiative</b></p>	<p>KAP: Knowledge, Attitude, Practices</p>	<ul style="list-style-type: none"> <li>• Percentage of teachers identifying gaps in the training content.</li> <li>• Number of best practices identified for project scaling.</li> <li>• Cost-effectiveness metrics supporting scalability.</li> <li>• Feedback analysis from teachers and administrators on strengths and gaps.</li> <li>• Recommendations from stakeholders on enhancing training content.</li> <li>• Success stories illustrating project impact and scalability potential.</li> </ul>
	<p>OECD DAC: Efficiency, Sustainability, Impact</p>	



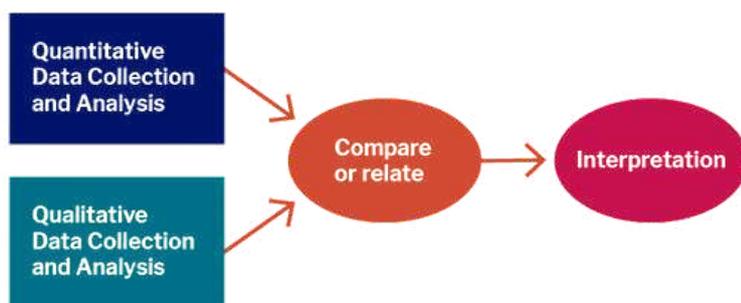
Image 2: Resource Creation Workshop

## Chapter-2 Approach and Methodology

## 5. Methodology

### 5.1. Study Design

This study employed a mixed-method approach using an exploratory research design, which integrates quantitative and qualitative data collection techniques. Using a mixed-methods approach enhanced the robustness and triangulation of the data by incorporating diverse voices and perspectives, particularly those of teachers, into the assessment process.



### 5.2. Sampling Strategy

#### Primary Data Collection

a) Quantitative Data Collection: Quantitative data from teachers were collected using structured surveys, with purposive sampling. The sample size was determined using Cochran's formula, with a 95% confidence level and a 5% margin of error (Bartlett, Kotrlik, & Higgins, 2001).

b) Qualitative Data Collection: To complement the quantitative data, qualitative methods were employed to gain deeper insights into the project's impact. Purposive sampling guided the selection of participants for In-Depth Interviews (IDIs). IDIs captured detailed individual perspectives from stakeholders. Additionally, Key Informant Interviews (KIIs) were conducted with collaborators and management staff. This mixed-methods approach strengthened the study by incorporating diverse voices into the assessment process.

#### Secondary Data Collection

Secondary data collection involved reviewing various reports and documents created for the project. This included examining photographs, scientific articles related to gaps in the intervention states, baseline data, and other project-related documents. These materials were analyzed to gain a deeper understanding of the intervention area and implementation process. Following this analysis, the study design was revised.

### 5.3. Sampling Plan

The study used purposive sampling for qualitative data and quantitative data collection. The impact assessment of the IT for Change Intervention was conducted through telephonic interviews majorly focussing on teachers from Bangalore, Karnataka.

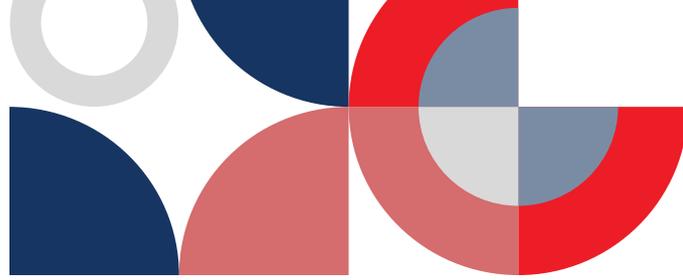


Table 1: Data Collection in ITFC project

Stakeholder	Sample Size	Data Collection Tools
In-Service Teachers	62	Survey
	3	IDI
Pre-Service Teachers	70	Survey
	3	IDI's
Principal or School Management/ Collaborators	4	KII's
Project Staff	2	KII's

## 5.4. Data Analysis

### Quantitative Data Analysis

The quantitative data analysis involved cleaning raw survey data, conducting descriptive statistics in Excel to analyze variable distributions, and summarizing key findings with implications aligned with the study objectives.

### Qualitative Data Analysis

The qualitative data was collected through In-Depth Interviews (IDIs), with stakeholders such as Pre-service teachers, In-service teachers, School Management/ Collaborators, and Project Staff. The data was transcribed and systematically analyzed using Atlas.ti, a qualitative data analysis software. The study employed Thematic Analysis, beginning with the development of codes during the initial stages of analysis. These codes were then synthesized into broader themes to derive a deeper understanding of the data, uncover meaningful insights, and identify key patterns or themes within the collected information.

## 5.5. Data Quality Assurance, Validation and Analysis

Strict data protocols ensured accuracy, consistency, and completeness.

## 5.6. Ethical Concerns

Participants provided explicit verbal consent, assured confidentiality, and retained the right to withdraw. The study avoided distressing inquiries and obtained consent for audio recording. Ethical practices aligned with UNICEF's 2021 standards.

## 5.7. Limitations

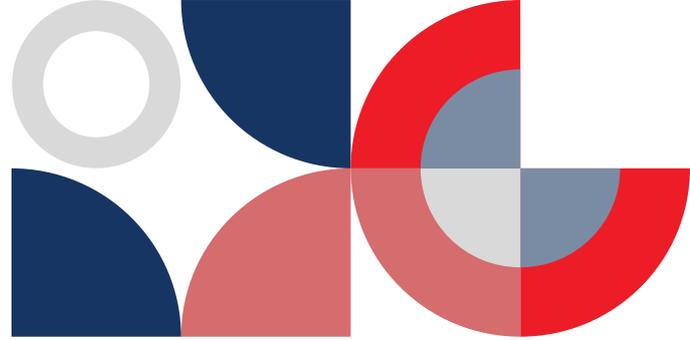
**Lack of Response from Participants:** The study faced limitations in achieving the target sample size for in-service teachers, with only 62 responses obtained out of the expected 93 after two weeks of data collection. Low response rates, likely due to the digital nature of the survey, further impacted data availability. Additionally, the time gap between the project/workshop and the assessment may have contributed to lower response rates and recall, affecting the completeness of the data collected.



**BUILDING THE CAPACITIES OF 2,900+ TEACHERS.  
CREATING 1,000+ OPEN EDUCATIONAL RESOURCES.**

**Chapter-3  
Analysis and Findings**

Image 3: Sessions with In-Service Teachers



### 3.1 Demographic Details

The findings chapter was structured into four key sections. The first section examines training effectiveness, assessing how well the IT for Change project had equipped teachers with ICT skills. The second section explores the impact of the training, highlighting changes in teaching practices and student engagement. The third section focused on long-term sustainability, evaluating the continued use of ICT tools beyond the training period. Lastly, the fourth section delved into research and advocacy, showcasing the project’s broader influence on policy and educational discourse.

#### Teachers Demographics

This section provides an overview of the demographic characteristics of the study participants, including their gender distribution, age range, and subject specializations. The intervention was assessed through an analysis of pre-service and in-service teachers who participated in workshops or courses on ICT integration into teaching practices. The gender distribution among pre-service teachers showed a significant female majority (86%) compared to males (14%). In-service teachers had a female majority (76%), though with a slightly higher male representation (24%). This suggested a stable gender trend in the profession, with a marginal increase in male participation over time.

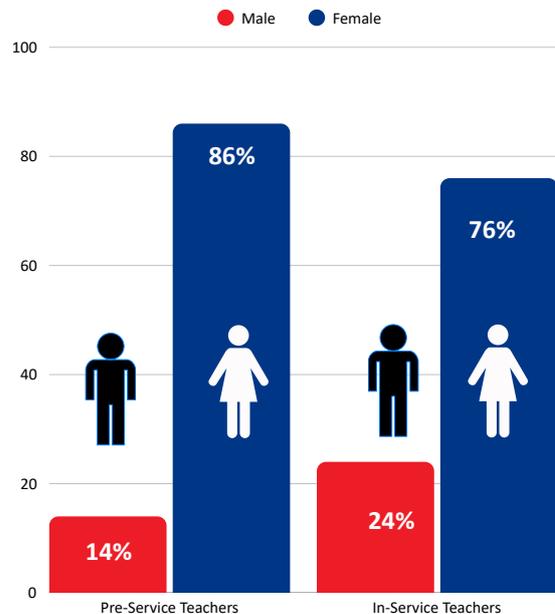


Figure 4: Gender Distribution of Pre-Service and In-Service Teachers

## 20–30 years

Predominant Age Range of Pre-Service Teacher Respondents (87%)

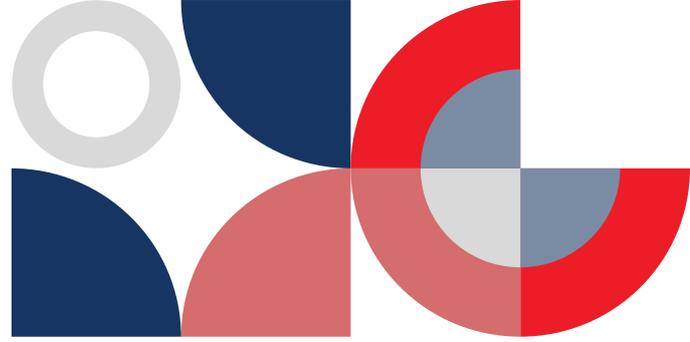
The age distribution of pre-service teachers revealed that the majority (87%) fell within the 20–30 age range, with only 13% in the 31–40 range.

## 41–50 years

Predominant Age Range of In-Service Teacher Respondents (50%)

In contrast, in-service teachers were predominantly in the 41–50 age range (50%), followed by 32% in the 31–40 range and 18% over 50 years. This indicated that a significant portion of the teaching workforce consisted of mid-career professionals.

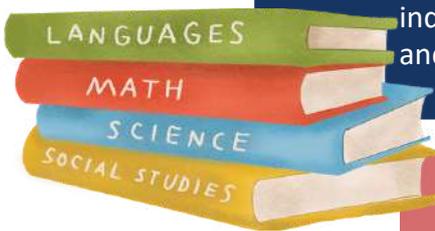
Fig 5: Age Distribution of Pre-Service and In-Service Teachers



The teaching experience distribution among in-service teachers suggests that the majority (55%) have between 11–20 years of experience, followed by 26% with more than 20 years of experience, and 16% with 5–10 years. Only a small percentage (3%) have less than 5 years of teaching experience. This distribution suggested a generational difference between the two groups, reflecting variations in teaching exposure and professional development needs. Younger pre-service teachers were still in the early stages of their careers, while in-service teachers had more established experience in the field.

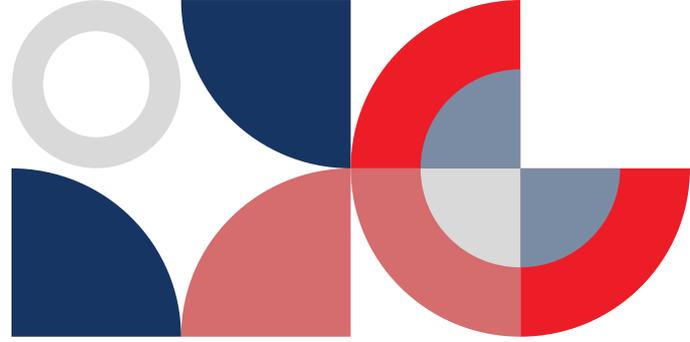


The subject specialization distribution revealed a contrast between in-service and pre-service teachers. Their specialization choices highlighted the difference in professional responsibilities, with pre-service teachers focusing on subject mastery, while in-service teachers integrated interdisciplinary approaches and practical teaching strategies.



In-service teachers primarily taught Mathematics and English, followed by Social Science and Science-related subjects (such as Botany, Environmental Studies, and Physical Science). A notable number also taught multiple subjects, including pedagogy-focused courses and educational subjects, indicating their role in comprehensive classroom instruction and interdisciplinary teaching.

Pre-service teachers had diverse subject specializations, with a strong focus on science-related fields such as Physics, Biology, Chemistry, and Mathematics. Additionally, Social Science and Kannada, Computer Science, and Commerce were also prominent areas of specialization, reflecting a broad academic foundation before entering the teaching profession.



## 3.2. Training Effectiveness

### 3.2.1 Digital Readiness Before Training

The project had been implemented across two distinct cohorts: in-service and pre-service teachers. In-service teachers participated in professional development through periodic workshops and training sessions. Conversely, for pre-service teachers enrolled in Bachelor of Education (BEd) programs, the course had been integrated into their curriculum for a few academic semesters.

Consequently, the two cohorts exhibited notable differences in their prior exposure to ICT tools, shaping their engagement with the project. In-service teachers had limited prior exposure to ICT tools, with 21% having been familiar with Audacity, 26% with Geogebra, and a small percentage (2%) having been aware of LibreOffice Impress and Filmora. In contrast, pre-service teachers had been more familiar with Google Classroom (30%), Interactive Whiteboards (16%), and various Educational Apps (7%). Additionally, 21% of pre-service teachers had been familiar with Interactive Whiteboards and Online Learning Platforms like Google Classroom and Moodle.

*The tools we learned during the IT for Change training, like Kdenlive and Audacity, were unfamiliar to me. Though I am from computer science, I was not aware of these tools for teaching.*



-Pre-Service Teacher 3

*We were trained by the IT for Change team. My whole team wasn't aware of the usage of all these tools that they had taught us. What we knew was just Excel, PowerPoint, Word, and Notepad that we could use.*



-Pre-Service Teacher 2

*I had never been exposed to any kind of particular training regarding ICT usage*



-In-Service Teacher 3

*We were never introduced to these tools or trained on how to use them in class. So, I hadn't used them before.*



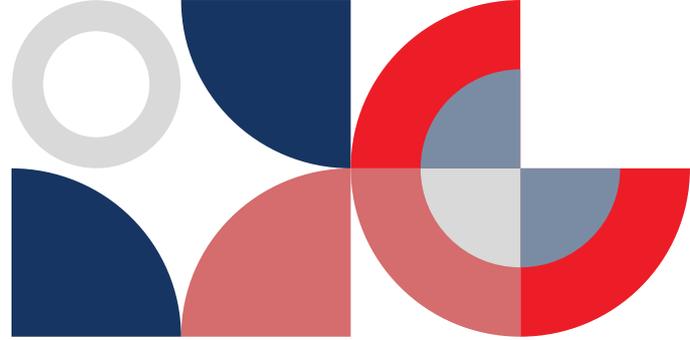
-In-Service Teachers 4



**Variability in ICT Exposure** – Pre-service teachers had greater familiarity with digital learning platforms, while in-service teachers primarily relied on conventional software.

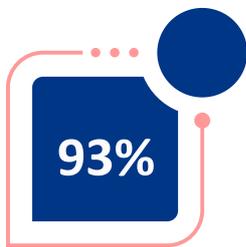


**Limited Awareness of Advanced Educational Tools** – Both cohorts lacked prior exposure to specialized ICT tools, highlighting a gap in teacher education curricula.

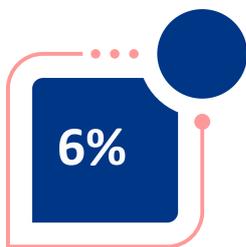


### 3.2.2. The Role of ICT in Education: Beliefs and Perceptions

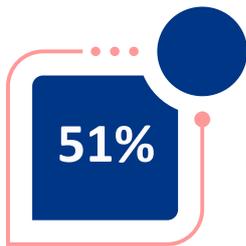
The level of ICT exposure participants had before the training was reflected in their perceptions of the project. Pre-service teachers overwhelmingly recognized the positive role of ICT in education, demonstrating their openness to technology integration in teaching and learning. Their familiarity with digital tools prior to the training influenced their engagement with the project, shaping their confidence in ICT's potential to enhance classroom instruction.



**High Confidence in ICT Benefits:** A significant majority (93%) of pre-service teachers acknowledged the positive impact of ICT in education, with 57% strongly agreeing and 36% agreeing that it enhanced the teaching-learning process.

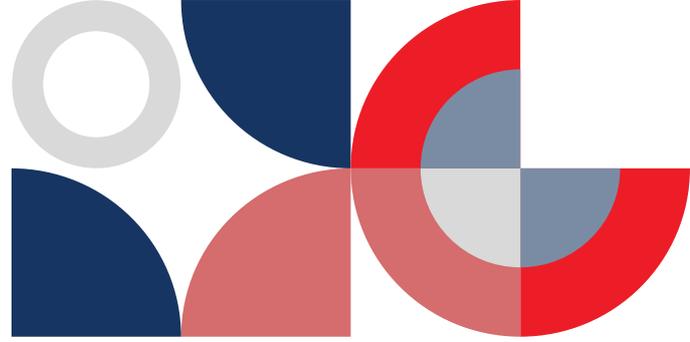


**Minimal Skepticism:** Only 6% of pre-service teachers remained neutral, while a mere 1% strongly disagreed, indicating widespread acceptance and confidence in ICT tools.



**Multifaceted Advantages:** Over half (51%) of pre-service teachers emphasized ICT's role in improving student engagement, conceptual understanding, access to diverse resources, and teaching efficiency.

**Insights:** Pre-service teachers demonstrated a strong belief in the positive impact of ICT on teaching and learning, with many recognizing its ability to enhance student engagement, understanding, and teaching efficiency. Their initial perceptions reflected a high level of confidence in ICT tools, indicating minimal skepticism about their effectiveness. The majority saw ICT as a valuable resource that supported diverse learning needs and provided access to a wide range of educational materials. One in-service teacher expressed initial hesitation in integrating ICT, attributing their reluctance to age-related concerns.



### 3.2.3. The Role of Training Duration in Enhancing Teacher Effectiveness

IT for Change provided ICT training through workshops for in-service teachers and integrated ICT into coursework for pre-service teachers. A significant 89% of pre-service teachers felt the course duration was sufficient to understand the ICT tools, compared to 66% of in-service teachers, who expressed mixed opinions about the training duration.

The discrepancy in perceptions can be attributed to the difference in training delivery—pre-service teachers received for few semesters of coursework that allowed more consistent exposure to ICT tools, while in-service teachers attended occasional workshops, limiting their engagement with the tools. Age differences may have also influenced perceptions. Older in-service teachers might have faced greater challenges in adapting to new digital tools compared to younger pre-service teachers, who were more familiar with technology from their academic experiences.

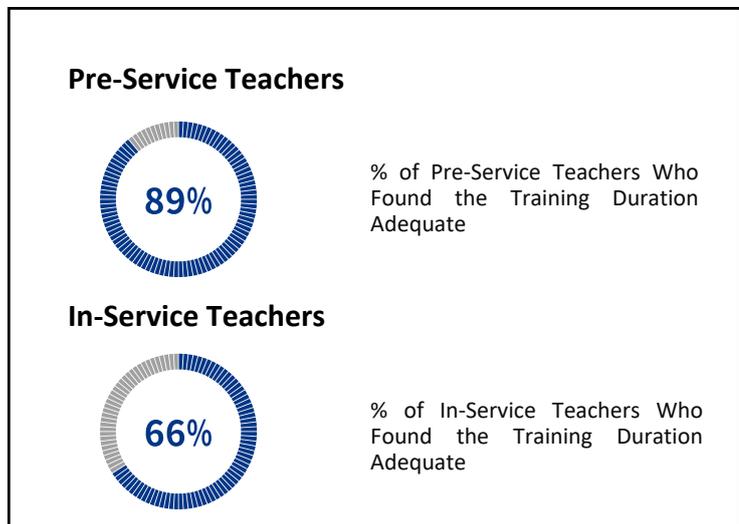


Figure 5: Percentage of teachers who found the training duration adequate

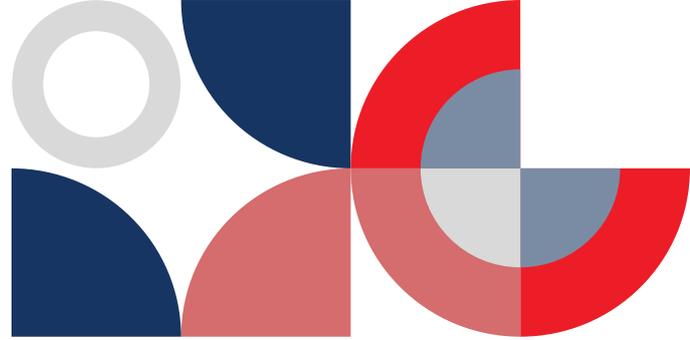
### 3.1.4. Training Process and Content Effectiveness

- 1
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**Exposure to Open Repositories:** 79% of in-service teachers were exposed to open repositories during the training, and 49% of them found these repositories valuable for their classroom teaching.

**Access to ICT Tools:** 95% of in-service teachers found the ICT tools demonstrated during the training to be accessible and user-friendly. 89% of pre-service teachers said they had access to the ICT tools. This widespread accessibility and ease of use highlight the training's role in promoting seamless ICT adoption in teaching practices.

**Hands-on Practice:** 95% of the in-service teachers had opportunities for hands-on practice with ICT tools, highlighting the emphasis on practical learning. This hands-on approach reinforced skill development and fostered confidence in integrating ICT into teaching.

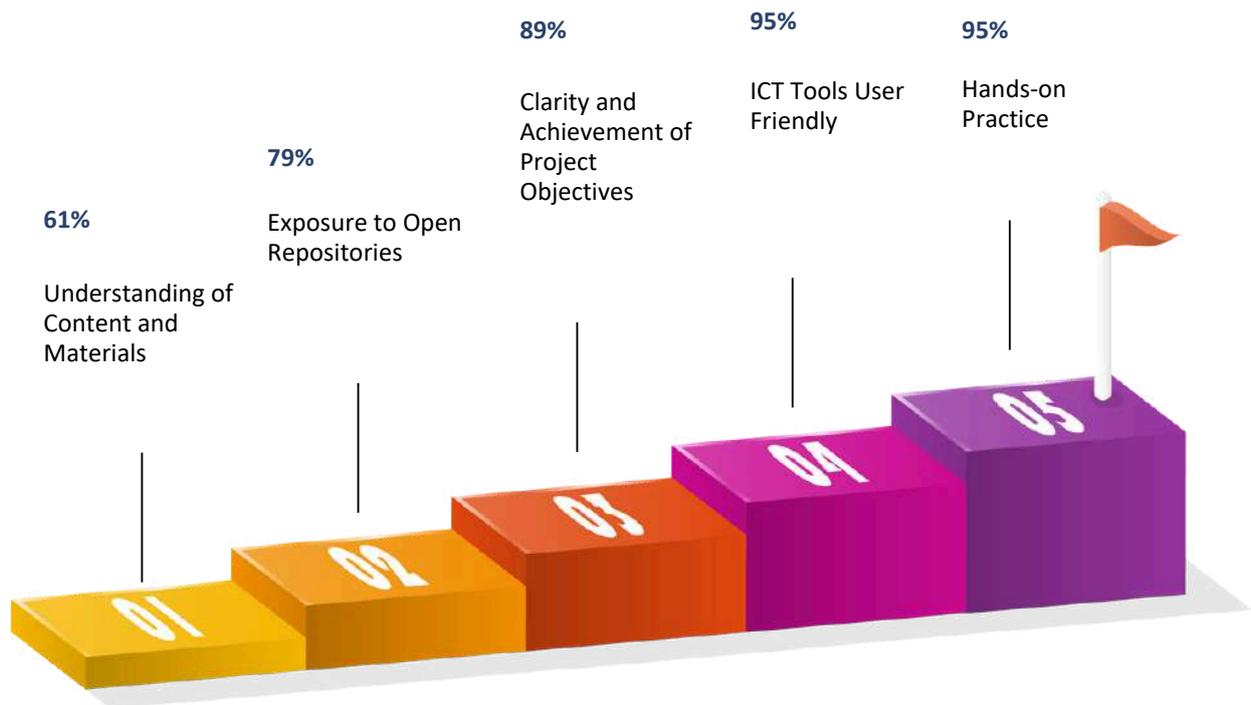


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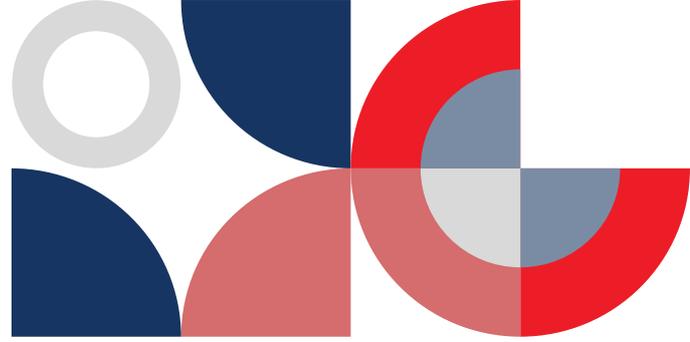
**Clarity of the Training Materials:** In-service teachers rated the clarity of the training materials highly, with 89% indicating that they were clear or very clear. The high rating on clarity suggests that the training materials were well-organised and presented in a manner that facilitated comprehension, enabling teachers to engage effectively with the content.

5

**Understanding of Content and Materials:** 61% of in-service teachers understood most of the content, while 19% found it easy to follow and understood all of it, indicating a generally positive reception of the training materials.



**Insights:** The accessibility of ICT tools, clarity of training materials, and hands-on practice were key factors in the overall effectiveness of the training. Exposure to open repositories further enriched the experience, with teachers recognizing their value for classroom use. These elements combined to enhance teachers' understanding of the content, demonstrating the training's success in developing practical ICT skills.



### 3.2.5. The Role of Trainers in Enhancing ICT Training Effectiveness

Building on the alignment and content relevance, the effectiveness of trainers in delivering the material had further contributed to the overall success of the ICT training. In-service teachers had rated the resource person’s delivery positively, with 60% rating it as good and 37% as excellent. Pre-service teachers had also found the trainers effective, with 56% considering them highly effective in explaining ICT tools. These results suggested that both groups had valued the trainers' ability to communicate the content clearly and effectively.



**92%** pre-service teachers found the trainers to be moderately to highly effective in explaining ICT tools

**87%** of in-service teachers rated the resource person’s delivery as good to excellent

*Initially, I felt that this was not for me. At my age, I thought it wasn't my cup of tea. But gradually, after attending the sessions and interacting with experienced people, I realized that the trainers were very patient. They introduced things in a way that made us feel comfortable. They appreciated our progress, just like we do with students. Even in my forties and fifties, I received appreciation for learning new things. That positivity was the driving force for me. The training was structured so well that now I can edit videos, record audio, and create content confidently.*

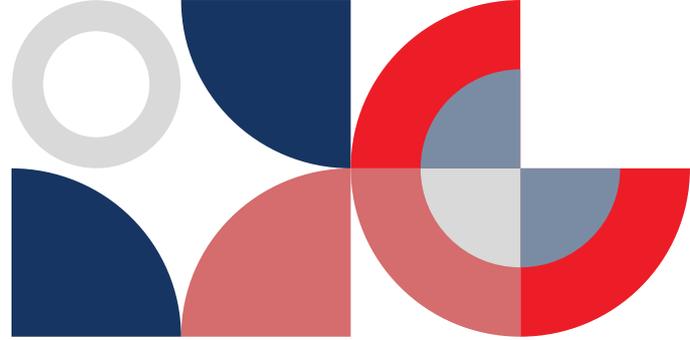
-In-Service Teacher 1



*Many participants were new to recording audio and creating presentations, and they provided step-by-step assistance, even with tasks like creating a page. It was a completely new experience for the teachers, but the IT for Change team was incredibly supportive and did a marvelous job.*



-In-Service Teacher 3



### 3.2.6. Alignment and Relevance of ICT Training Content with Teaching Needs

The effectiveness of ICT training depends on its alignment with teachers' instructional needs and its integration into existing pedagogical frameworks. This section analyzed pre-service and in-service teachers' perceptions of the relevance and applicability of the training content in their professional practice. Pre-service teachers had been highly satisfied with the ICT course materials, with 64% rating them as good and 24% as excellent. Similarly, 53% of in-service teachers had found the content relevant, and 27% had deemed it highly relevant. These positive evaluations highlighted the importance of well-structured, contextually relevant ICT resources for effective classroom integration.



*When I am teaching prose or poetry, I can use videos or images related to the topic. It helps connect the subject with visuals or audio clips, making it more engaging. So, yes, it is aligned with the teaching methods*

-Pre-Service Teacher 3

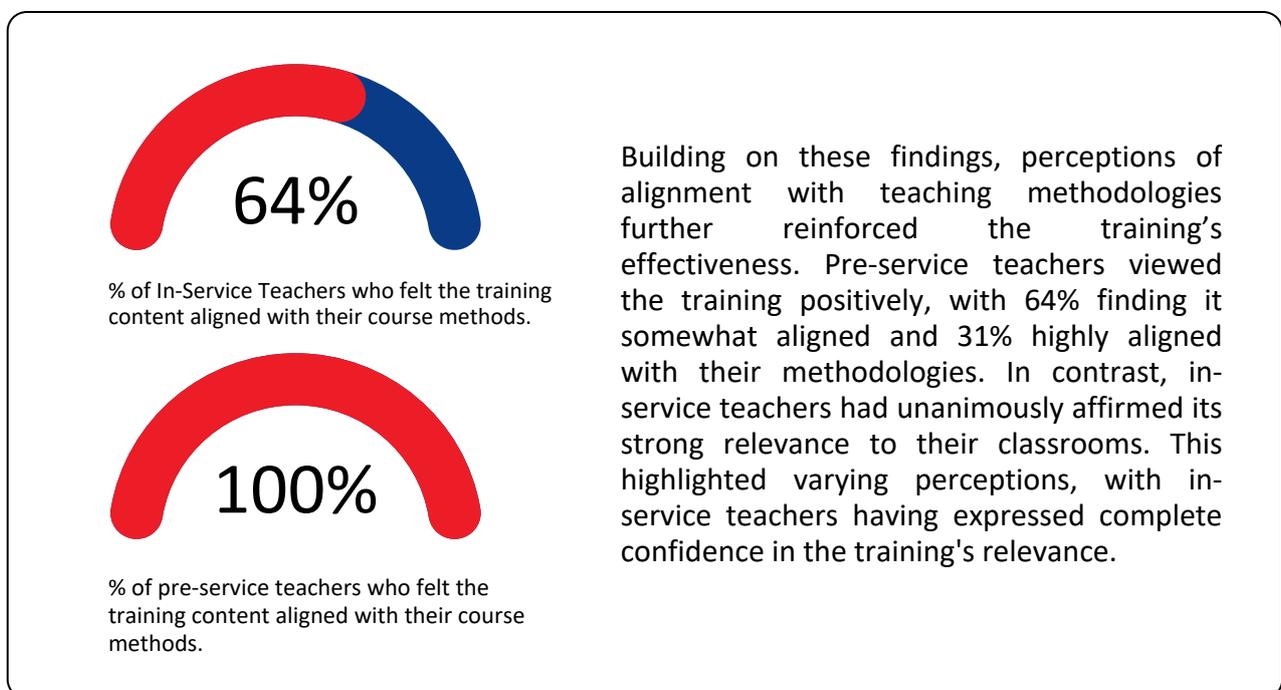
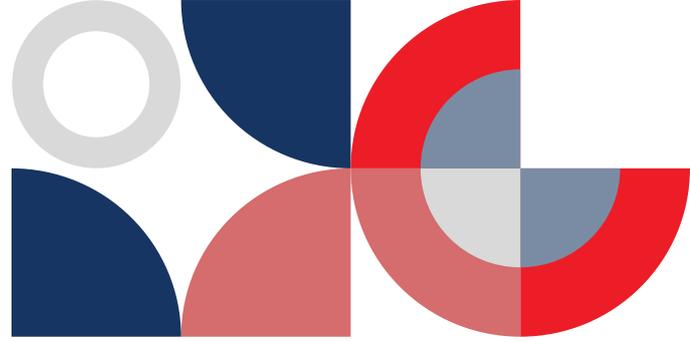
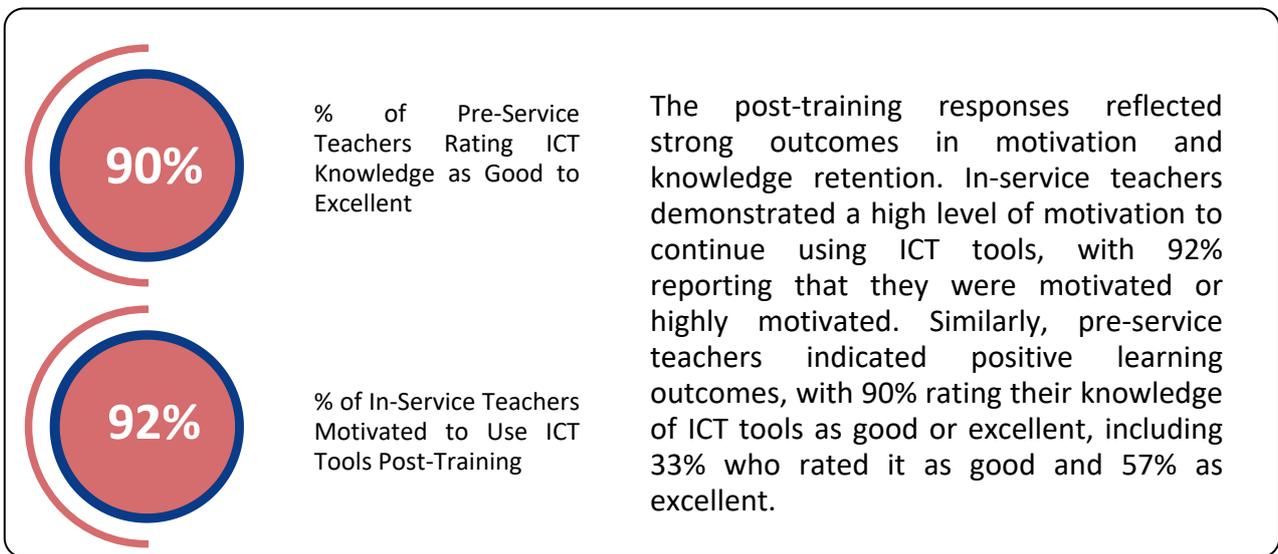


Fig 6: Percentage of teachers finding content aligned with course methods.



### 3.2.7. Post-Training Insights: Confidence, Motivation, and Knowledge Gains

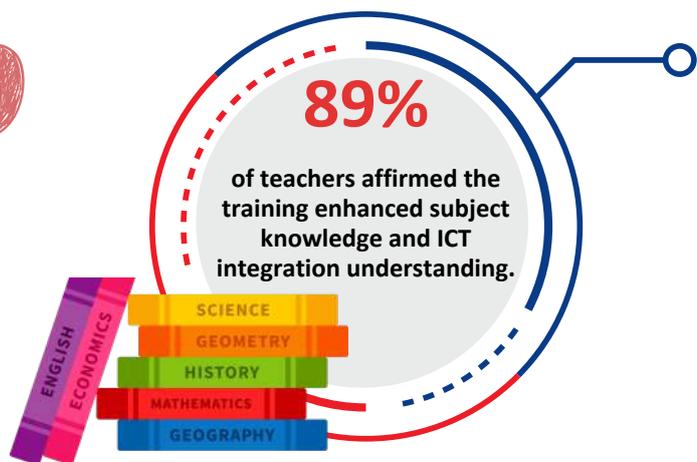
The post-training assessment highlighted notable improvements in teachers' confidence, motivation, and knowledge retention. Both in-service and pre-service teachers exhibited a strong willingness to integrate ICT tools into their teaching practices, demonstrating the training's effectiveness in fostering digital competency.

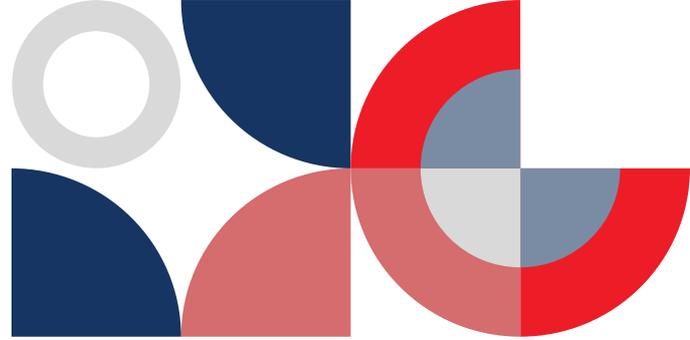


ICT training significantly enhanced teachers' confidence in digital tools. Post-training, 94% of pre-service reported increased confidence. Notably, all pre-service teachers felt prepared to sustain ICT practices in their careers. A significant majority, 89% of the in-service teachers, confirmed that the training helped them build subject knowledge and better understand ICT integration possibilities. Among them, 32% reported a large benefit, reflecting the training's effectiveness in addressing the need for technology integration in the classroom.

*I feel much more confident in my teaching, which helps me engage my students better. The best part is that what we teach stays with them longer because it's visual and engaging. Students are naturally drawn to stories and visuals rather than plain lectures. Eye-catching visuals capture their attention, making learning more enjoyable and effective.*

-Pre-Service Teacher 4





This increased subject knowledge directly influenced in-service teachers' confidence in using ICT tools in their practices. In-service teachers reported a rise in their confidence levels post-training, with 44% feeling confident and 13% highly confident in using ICT tools for lesson planning. While 29% expressed moderate confidence and 3% remained uncertain, the overall data suggested a substantial shift in confidence toward the use of ICT tools in teaching practices.

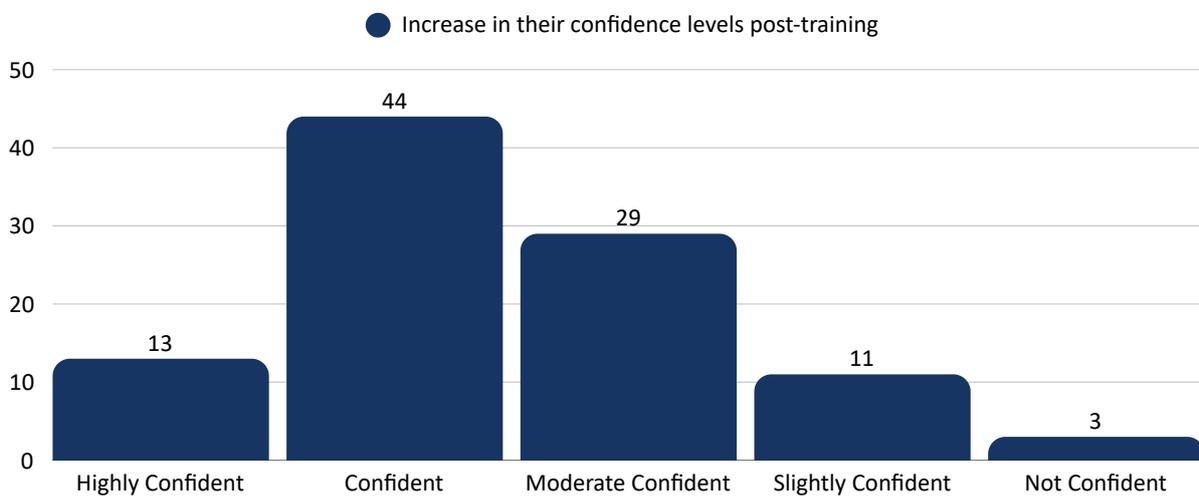


Figure 7: Percentage of In-Service Teachers with Increased Confidence Levels Post-Training

In the case of pre-service teachers, 94% reported increased confidence in using ICT tools, demonstrating the training's effectiveness in fostering digital readiness for future educators.



Fig 8: Percentage of Pre-Service Teachers with Increased Confidence Levels Post-Training

*We also started gaining interest in ICT because of the visual elements we encountered, which we found engaging. It made analysis easier and helped us explain concepts more effectively to others. Overall, these aspects had a significant impact on our learning experience.*

-Pre-Service Teacher 3

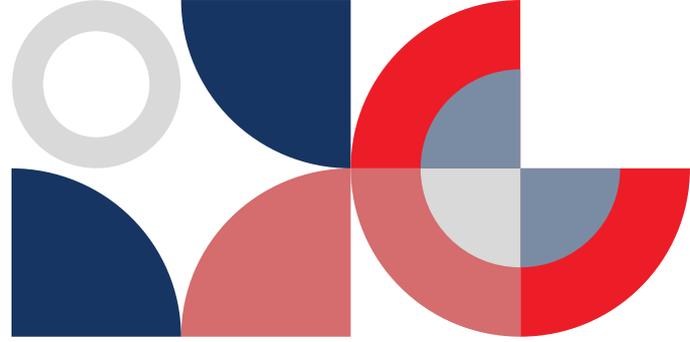


*One thing is that I will be much more confident in what I am teaching, which will help me teach students more effectively. Another thing is that whatever we teach will stay in the students' knowledge for a longer time.*

-In Service Teacher 2



Overall, the training played a crucial role in enhancing both in-service and pre-service teachers' confidence in using ICT tools. The positive shift in confidence levels reflects the effectiveness of the project in fostering digital readiness and equipping educators with the skills needed for seamless ICT integration in their teaching practices.



### 3.3. Impact of the Program

The impact of the training on in-service teachers was evaluated across multiple dimensions, focusing on their understanding and application of ICT tools in teaching. The following themes highlight the key findings from the training program, offering insights into its effectiveness and relevance to classroom practices.

#### 3.3.1. ICT Training Impact on Teaching Practices- In-Service Teachers

**Implementation of ICT into Classrooms:** The successful adoption of ICT tools reflects the effectiveness of the training in enhancing classroom practices. Teachers applied a diverse range of digital resources, from interactive storytelling apps to learning management systems, showcasing the project's impact on innovative and practical teaching methods. Teachers adopted a range of ICT tools, including Geogebra, Audacity, and Firefox browser, alongside Freeplane and LO Impress. This diverse uptake reflects the accessibility and perceived utility of these tools in enhancing subject-specific instruction.



*We learned how to develop our own ICT materials and testing tools, using apps to design them. As a language teacher, using storytelling apps and interactive stories was very helpful. It was something we could never dream of creating on our own*

-In-Service Teacher 1

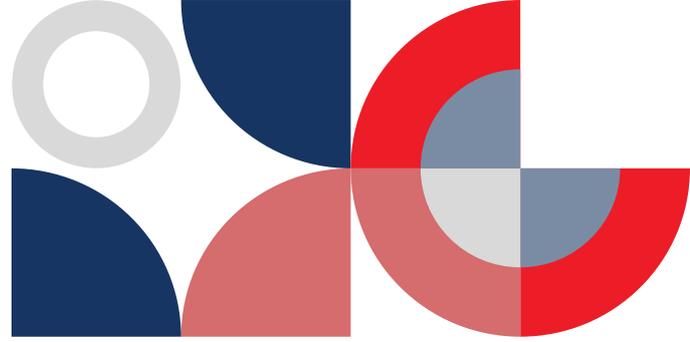


*We use basic tools like presentations and also do online quizzes, like Kahoot. We also design blog pages for students and create blog entries.*

-In-Service Teacher 2



**Impact on Teaching Practices:** The integration of ICT translated into pedagogical shifts, with 55% of teachers reporting moderate improvements and 32% noting significant changes. This highlights that while ICT adoption was widespread, the extent of transformation varied, suggesting differing levels of adaptation and contextual challenges.



**Student Engagement:** The integration of ICT tools positively influenced classroom dynamics, with 77% of teachers reporting improved student engagement. This correlation between ICT adoption and student interaction underscores the role of technology in fostering more interactive and participatory learning environments.

*In the given time, we may not be able to complete all the textual exercises and worksheets in the classroom. I prepared short videos on discourses like conversations, stories, and grammar-related topics. Students learn at their own pace, find them interesting, and some grasp the concepts quickly.*

*-Pre-Service Teacher 3*



*Since it deviates from formal teaching methods, students remain engaged and develop a keen interest, yearning to learn more.*

*-In-Service Teacher 2*

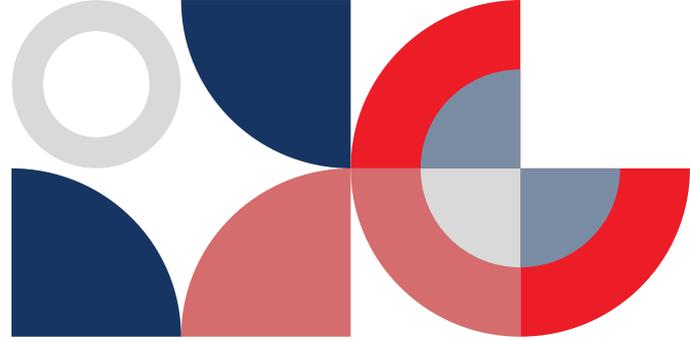


### Case Study 1: Transforming Teaching through ICT

A dedicated government school teacher with nearly 30 years of experience embraced ICT tools after attending IT for Change training. The project equipped her with skills to create interactive digital content, enhancing student engagement and language learning. She successfully integrated storytelling apps, comprehension tools, and open-source resources, making lessons more dynamic. With access to interactive panels, she fostered a collaborative learning environment where students actively participated and even assisted teachers. The training not only boosted her confidence in using technology but also enriched the overall classroom experience.

### Case Study 2: Enhancing Engagement Through ICT Integration

An experienced in-service teacher embraced ICT tools after attending IT for Change training. Previously unfamiliar with digital teaching aids, he now integrates flipped classrooms, Google Classroom, and multimedia tools to enhance student engagement. The training provided valuable insights into open-source platforms and the importance of using technology effectively. He observed a significant increase in student participation and retention due to their natural inclination toward digital learning. The experienced teacher emphasizes the need for continuous ICT training to keep educators updated and ensure effective classroom integration.



### 3.3.2. ICT Training Impact on Teaching Practices- Pre-Service Teachers

The impact of the training on pre-service teachers was evaluated across multiple dimensions, focusing on their understanding and application of ICT tools in teaching. The following themes highlight the key findings from the training program, offering insights into its effectiveness and relevance to classroom practices. In the context of pre-service teachers, the application of ICT competencies was observed during internships, demonstrating practical implementation. Subsequently, these skills were systematically integrated into their instructional methodologies upon transitioning into full-time teaching roles.

#### Practical Experience with ICT Tools

A significant majority (87%) reported using ICT tools during their teaching internships or assignments, demonstrating active engagement with technology. However, 13% did not practice ICT integration, indicating potential gaps in application that may require further reinforcement. Teachers adopted a range of ICT tools, with the majority stating they had used Freeplane and Geogebra, followed by Robocompass, Audacity, Vokoscreen, and Kdenlive. This demonstrated their versatility and impact on teaching and learning processes, indicating a preference for tools that support both content delivery and interactive engagement.

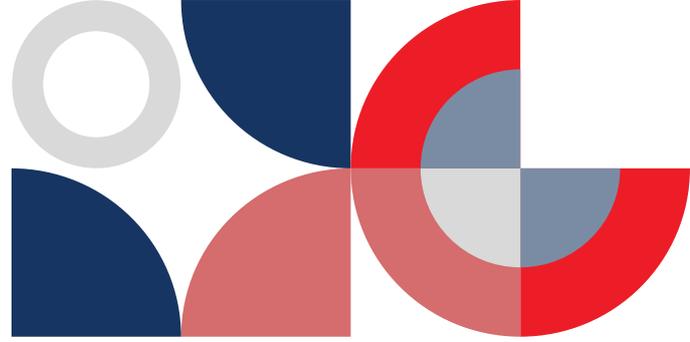


*Before the training, I did not know the tools they introduced. However, I later realized how important they were and how effectively they could be integrated into the classroom. For example, Freeplane offers a unique way of creating concept maps for students, allowing us to include images, videos, and other resources in a compact format. It made the concepts much more engaging and visually appealing for the students. Similarly, PhET simulations were incredibly useful in teaching chemistry. They allowed me to demonstrate experiments like building an atom or simulating alpha and X-ray experiments, making the lessons much more interactive and effective for students.*

- Pre-Service Teacher 2

*We had to create a lesson plan integrating ICT and present it. Everything we learned—Freeplane, PhET, simulations, and more—had to be incorporated into a single lesson plan, which we then had to present*

-Pre-Service Teacher 1



### Frequency of ICT Use in Lesson Planning

During their coursework or internships, 66% of pre-service teachers incorporated ICT tools sometimes, while 20% used them often. However, 3% never used ICT, highlighting a need for continued guidance and structured opportunities for technology integration

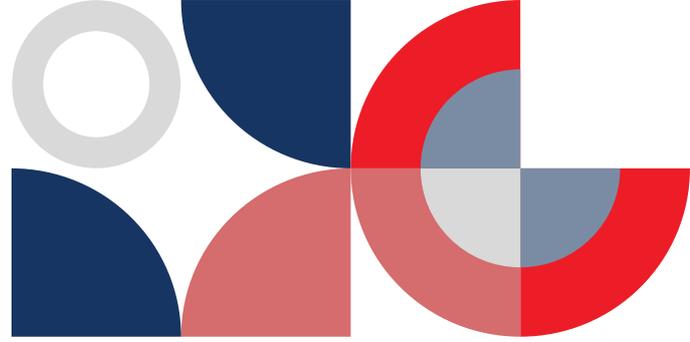
Participants demonstrated varying approaches to integrating ICT tools into their teaching, ranging from immediate implementation to planned future adoption. This reflects diverse levels of preparedness and the need for ongoing support in sustaining ICT-based instructional practices.

Planned Integration of ICT Tools in Future Teaching	Percentage
I have already started integrating ICT tools.	47%
I plan to start in the next academic year	29%
I plan to start within the next few months.	16%

Table 2: Planned Integration of ICT Tools in Future Teaching

### Case Study 3: Implementation of ICT into Classrooms

A 37-year-old teacher with a background in Computer Science integrated ICT tools into his classroom after attending training at IT for Change. Using Audacity for voice recording and Kdenlive for video editing, he created interactive lessons that improved student engagement. Concept mapping software helped him design structured lesson plans, making complex topics easier to understand. These tools enabled students to grasp concepts visually and audibly, enhancing their learning experience. The training empowered him to create a more dynamic and technology-driven classroom environment.



#### Case Study 4: Practical Application of ICT Tools

A professor associated with IT for Change stated that an ICT training project enhanced digital skills among student teachers. The curriculum spanned four semesters, progressing from foundational knowledge to subject-specific tools like GeoGebra for math and H5P for language learning. During internships, student teachers applied these tools, which improved lesson planning and classroom delivery. Faculty support and peer mentoring reinforced ICT adoption, fostering confidence in teaching. The project led to increased student engagement and innovative instructional strategies, bridging digital proficiency gaps among future educators.

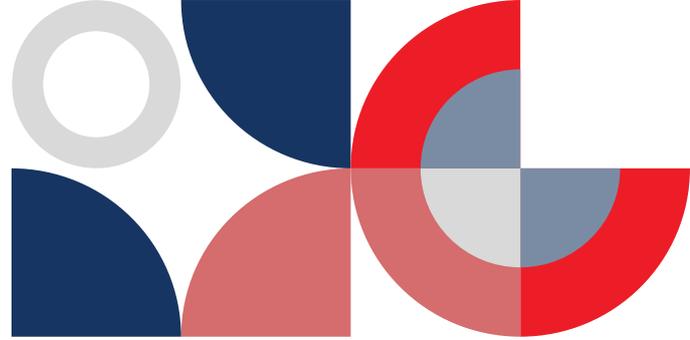
#### Case Study 5: The Role of ICT in Enhancing Student Engagement and Learning

A pre-service teacher observed that ICT tools transformed passive learning into active engagement. Multimedia presentations, videos, and interactive lessons increased student participation, especially among those who previously struggled. Tools like voice modulation and audiovisual aids made subjects like English literature more immersive and easier to grasp. Students showed better recall and understanding, leading to greater enthusiasm for learning. This shift also improved parental perceptions, highlighting the impact of ICT on classroom dynamics.

Image 4: Coding camp with students



### 3.4. Sustained Impact of Training on ICT Adoption



The ICT training program has led to lasting improvements in teaching practices. All participants expressed confidence in integrating ICT tools into their future careers, highlighting a strong commitment to technology-driven education

1

**Frequent and Effective Implementation:** Digital tools were integrated more consistently into classroom practices, promoting interactive and student-centred teaching methods.

2

**Sustainability of ICT Adoption:** Teachers continued using ICT tools beyond the training period, embedding them into lesson planning and instructional strategies.

3

**Collaboration and Resource Sharing:** Educators engaged in peer learning, exchanging ICT-based resources and methodologies to enhance teaching effectiveness. Teachers remained connected through online groups, sustaining engagement with ICT tools and supporting one another in implementation.

4

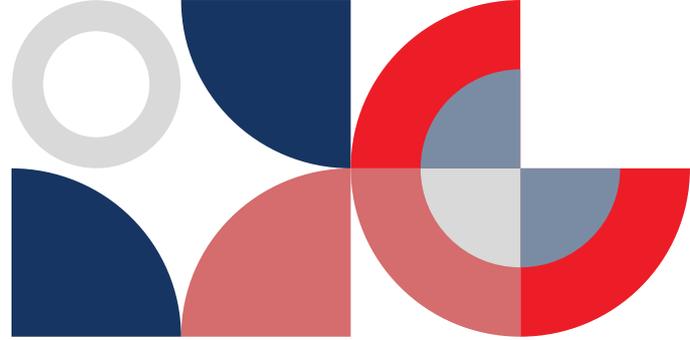
**Institutional Support and Digital Infrastructure:** Access to digital tools and ongoing professional development played a crucial role in maintaining ICT integration.

5

**Long-Term Impact on Teaching Practices:** The training fostered a culture of continuous learning, emphasizing the importance of refresher programs and institutional backing to ensure lasting digital transformation in education.

100%

All participants (100%) reported confidence in sustaining the use of ICT tools throughout their future careers. This underscores a strong commitment to incorporating ICT in their teaching practices, suggesting the potential for enduring impacts of the training on their professional development.



### Changes in Teaching Approach Anticipated

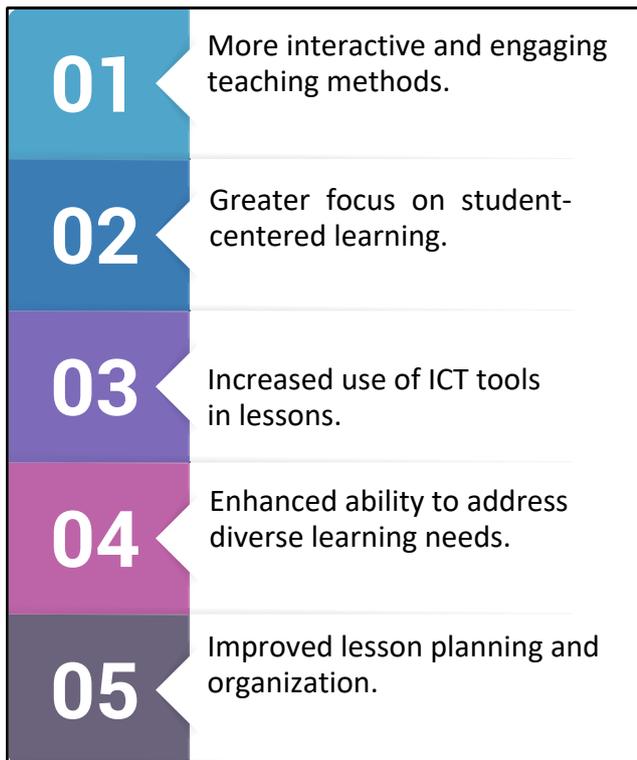
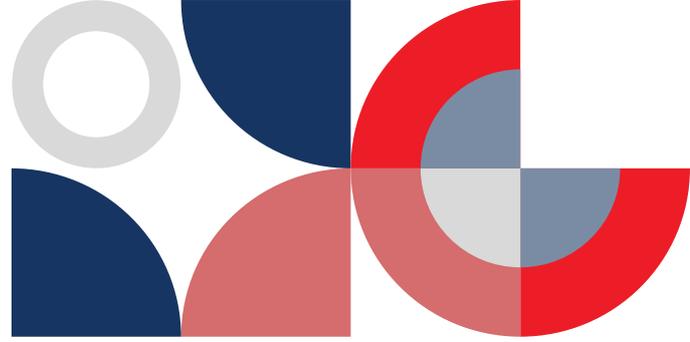


Figure 9: Changes in Teaching Approach Anticipated

The data reveals a strong shift toward more interactive, student-centered teaching, with 31% of respondents aiming to make their lessons more engaging and 26% focusing on student autonomy. Additionally, 14% plan to increase the use of ICT tools in their lessons, while 13% hope to enhance their ability to address diverse learning needs. These findings indicated a growing emphasis on student engagement and independent learning, highlighting a shift from traditional teaching methods to more dynamic approaches. The increased focus on ICT integration and inclusivity suggested that teachers were not only adopting new tools but also adapting their strategies to meet diverse student needs more effectively. Overall, the course is expected to lead to significant improvements in teaching strategies, lesson planning, and inclusivity.

#### Case Study: Sustained ICT Integration in Teacher Training

A professor from the Regional Institute of English, associated with IT for Change, stated that ICT training had supported long-term digital inclusion in teacher education. The project had facilitated online conferences, resource creation, and website management training, ensuring continued engagement beyond initial workshops. Teachers had remained connected through WhatsApp groups, receiving ongoing support for ICT integration. Despite challenges in scaling hands-on workshops, trained educators had applied digital tools in their classrooms. The initiative had fostered sustainable digital literacy and pedagogical innovation among teachers.



### 3.5. Research and Advocacy

These insights, presented by Gurumurthy Kasinathan, who has been associated with IT for Change since 2000, underscored the organization's research-driven approach and advocacy efforts, highlighting its impact on digital education and policy reforms.



#### **Knowledge Building in EdTech**

IT for Change explored technology integration in education, analyzing its benefits and challenges, particularly within public systems. By addressing key issues, it shaped thought leadership in equitable and inclusive EdTech policies.

#### **Evaluation of External Projects**

IT for Change evaluated government and institutional EdTech initiatives to assess their impact on learning equity. By identifying gaps, it provided evidence-based recommendations to improve project design. These insights helped policymakers refine digital strategies for inclusive education.

#### **Research on Internal Projects**

IT for Change used a strong Monitoring, Evaluation, and Learning (MEL) framework to assess its EdTech interventions. Continuous evaluation refined project methodologies for sustainability and scale. Sharing these insights helped drive the broader adoption of best practices in digital education.

#### **Policy Influence and Government Engagement**

IT for Change collaborated with governments and policymakers to integrate research-driven insights into education policies. It shaped public school digital initiatives with a focus on equity, accessibility, and quality learning. This engagement drove systemic reforms, making digital education more inclusive for marginalized communities.

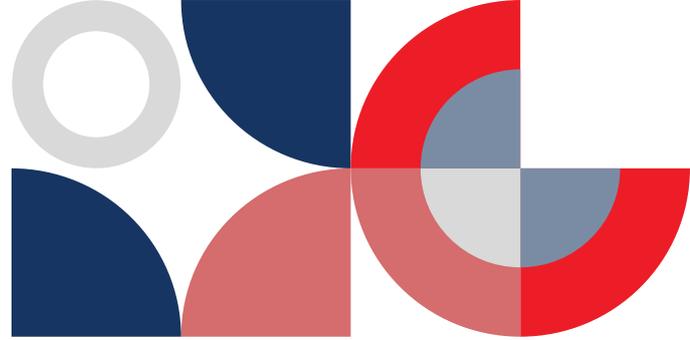
#### **Visibility and Thought Leadership**

IT for Change strengthened its impact through research publications, policy briefs, and thought pieces that influenced EdTech discourse. By participating in high-level seminars and forums, it engaged stakeholders in key discussions on digital education. These efforts established its credibility as a thought leader, driving progressive policy and practice changes.



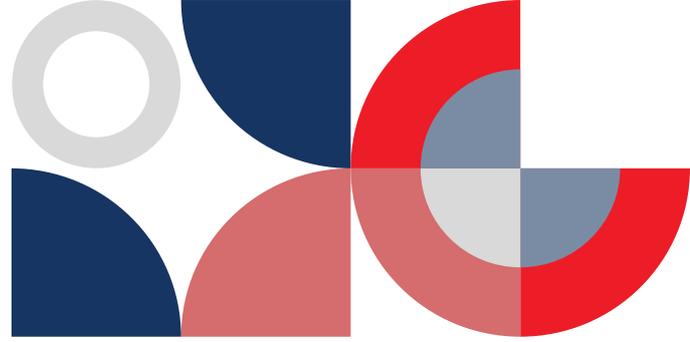
Image 5: Session with In-Service Teachers

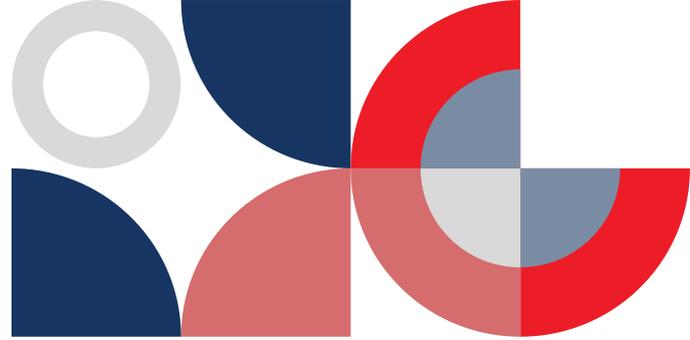
## 4.1. Summary of Findings- OECD DAC Framework



Framework Elements	Details
<b>Relevance</b>	The IT for Change intervention successfully addressed critical gaps in ICT skills among both pre-service and in-service teachers, meeting the increasing demand for technology integration in education.
<b>Effectiveness</b>	The intervention successfully enhanced the confidence and ICT skills of both pre-service and in-service teachers. Pre-service teachers demonstrated greater familiarity with modern ICT tools, while in-service teachers significantly improved their ability to integrate ICT into their teaching practices, leading to enhanced classroom engagement.
<b>Coherence</b>	The project aligned with national educational strategies and global efforts to integrate ICT into teaching. It complemented existing teacher training projects by enhancing ICT competencies among teachers, particularly in areas with limited access to technology.
<b>Efficiency</b>	The project effectively utilized available resources, including ICT tools, workshops, and course materials. Pre-service teachers benefited from a semesters-long course, while in-service teachers attended periodic workshops, both of which provided meaningful engagement with ICT tools for classroom application.
<b>Impact</b>	The intervention led to measurable improvements in teaching practices, as teachers became more confident and effective in using ICT tools for lesson planning. The integration of technology into classrooms resulted in positive pedagogical shifts, leading to improved student engagement and learning outcomes.
<b>Sustainability</b>	The training established long-term ICT integration plans for both pre-service and in-service teachers, fostering strong motivation to continue using ICT tools. Sustaining these improvements required continued teacher support and access to ICT resources.

## 4.2. Summary of Findings- KAP Framework





## 4.3. Recommendations

### 1. Foundational Approach

Teachers recommended introducing ICT tools, starting with basic concepts to ensure a more comprehensive understanding and smoother learning curve, particularly for those with limited prior experience in using such tools.

### 2. Time Constraints

The condensed nature of the training content was perceived as a challenge for effective retention and application. Extending the training duration or spreading it across a more manageable timeframe could improve the depth of learning.

### 3. Delayed Training Sessions

The extended gap between training sessions led to a decrease in familiarity with the tools, negatively impacting retention. More consistent and frequent sessions could help maintain momentum and ensure better continuity in learning.

### 4. Lack of Computer Literacy

Teachers with limited computer literacy expressed a need for more time and support to fully grasp ICT tools. A focus on basic computer skills training before introducing complex ICT tools would ensure that all teachers are prepared for the content.

### 5. Need for More Practice

Teachers emphasised the importance of additional hands-on practice opportunities to facilitate mastery of the tools. More time dedicated to practical, real-world applications would help in reinforcing skills and boosting confidence.

### 6. In-Depth Knowledge

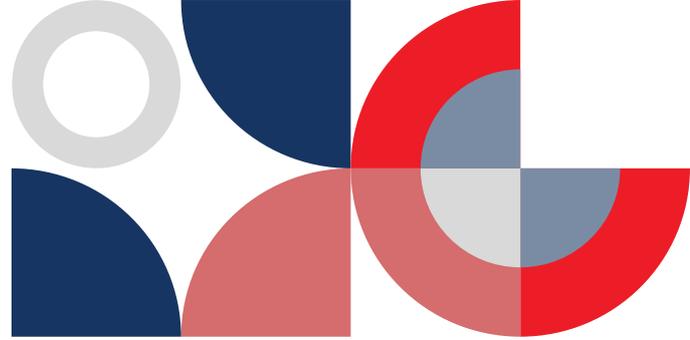
Some teachers expressed that deeper exposure and more detailed content on the ICT tools would have enhanced their comprehension and ability to integrate the tools into their teaching practices effectively.

### 7. Continuous Support

Teachers suggested the establishment of ongoing support mechanisms, such as refresher courses or peer collaborations, to maintain and build upon the skills learned during the training and to address emerging challenges in ICT integration.

### 8. Enhancing Digital Infrastructure

Teachers recommended improving access to reliable digital infrastructure, including well-equipped computer labs, stable internet connectivity, and updated software. Strengthening these resources would enable more effective ICT integration and support sustained learning beyond the training sessions.



## 4.4. Conclusion

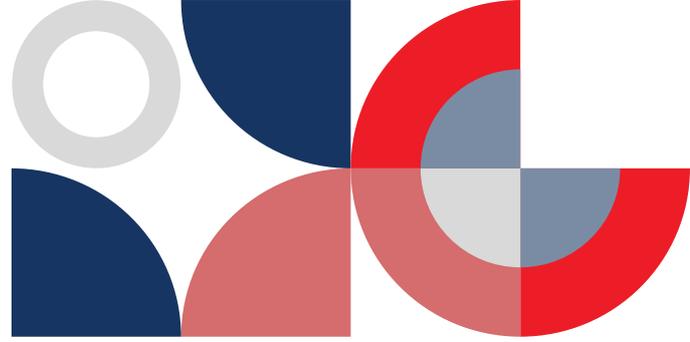
The IT for Change intervention successfully facilitated the integration of Information and Communication Technology (ICT) into the professional development of both pre-service and in-service teachers. By providing targeted ICT training and hands-on experience with various tools, the intervention bridged critical gaps in digital literacy among educators. The project led to significant improvements in teachers' confidence and practical knowledge of ICT tools, equipping them to enhance their teaching practices. Pre-service teachers demonstrated a stronger familiarity with modern ICT platforms, which translated into increased engagement and a more dynamic approach to teaching. Meanwhile, in-service teachers reported a notable shift in their ability to incorporate ICT tools into their classrooms, contributing to more interactive learning environments.

Furthermore, the intervention aligned well with national educational priorities, addressing the urgent need for ICT integration in teaching methods. The tailored nature of the training—designed to meet the diverse needs of both groups—ensured that the content was relevant and applicable to the teachers' daily practices. This not only enhanced the quality of their instructional methods but also enriched the student learning experience. While challenges remained, such as lack of infrastructure, the overall impact of the training was overwhelmingly positive, laying a solid foundation for the continued integration of technology into educational settings.

Looking ahead, the long-term sustainability of the intervention's outcomes remained crucial. For the skills and knowledge gained through this initiative to have lasting effects, ongoing support and resource accessibility were essential. Teachers required continuous access to updated tools, training, and opportunities for collaborative learning to ensure that ICT integration became a permanent aspect of their teaching practices. Establishing a strong support network, along with the institutional commitment to maintaining technology access, would help sustain the transformative impact of the intervention, fostering an environment where both educators and students could thrive in an increasingly digital world.

## 4.5. Reference

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## Abbreviations

- FGD- Focus Group Discussion
- ICT- Information and Communication Technology
- IDI's- In-depth Interviews
- LMS- Learning Management System
- NEP- National Education Policy

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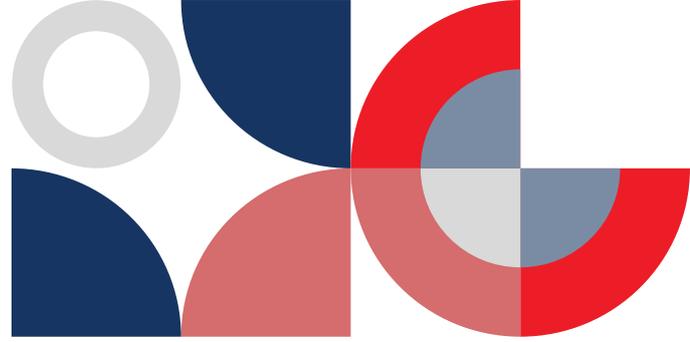
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**Disclaimer:** The images used in this report are collected from field and stock images

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