



Impact Assessment Report

Girl Children Education Program (2023-24)

Program Details

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Ethical Considerations

- Informed Consent: Interviews were conducted with participants' 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 participants' preferences and schedules for their convenience.
- Right to Reject or Withdraw: Participants could refuse to answer questions or withdraw from the study at any time.
- The images included in this report were captured by the ImpactDash team during fieldwork or sourced from stock image libraries.

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Executive Summary

About the program:

The Girl Child Education Program aimed to provide foundational education and life skills to out-of-school and at-risk girls in rural, socio-economically marginalised communities through village-based learning centres staffed by women teachers and using a multi-grade, multi-level pedagogy. These centres sought to improve literacy and numeracy, enhance girls' confidence and aspirations, and shift parental and community attitudes towards girls' schooling and early marriage. The current impact assessment was conducted in **Bihar, Chhattisgarh and Jharkhand** to assess the extent of these impacts.

Methodology:

The study employed a **mixed-methods convergent design**, integrating quantitative and qualitative aspects. A structured survey of **276 girls across Bihar, Chhattisgarh, and Jharkhand (3 states with the largest number of LC were covered from the 5 states of implementation)** captured learning gains, difficulties, classroom experience, attendance barriers, and perceived changes in parental attitudes, aspirations, and agency. This was complemented by **focus group discussions and in-depth interviews with girls, teachers, Aarambh Manch members, parents, community representatives, and staff** to contextualise and interpret the survey findings.



Key Findings

1. Strong engagement and clear perceived academic value

- 99.1% of girls agreed/strongly agreed with “I enjoy coming to the learning centre.”
- 99.6% agreed/strongly agreed that the centre is helpful for their studies; “strongly agree” was especially high in Chhattisgarh and Jharkhand.
- 98.9% reported that they enjoy reading books and stories.
- 41.3% perceived a 75–100% improvement in reading habits; 34.8% reported 50–75% improvement; 21.0% reported 25–50% improvement.

2. Teachers, pedagogy and Teaching–learning Materials (TLMs) as central drivers of change

- 93.5% of girls identified “support from teacher” among the top three things they liked most.
- 75.7% selected “activities and games”; 43.8% selected “videos and presentations” as key positives.
- Bihar responses frequently combined “word meaning, reading, writing, opposite, grammar, translate poem” as a single integrated English learning experience.
- Chhattisgarh emphasised “ABCD”, English improvement charts, punctuation, tenses and “this/that”, often via poems, stories and games.
- Jharkhand highlighted “learning through play”, MGML steps, nouns/pronouns, vocabulary,

- Tenses and basic writing (A–Z, months, numbers), with repeated mention of Jodo Gyan, Agastya kits, tablets and maps.

3. Measurable shifts in parental attitudes and social norms

- 97.5% of girls reported changed parental attitudes toward education after joining centres. CMC conducted 1,070 meetings across four quarters with strong attendance: Q1 (347 meetings, 88%), Q2 (164 meetings, 85%), Q3 (312 meetings, 84%), Q4 (247 meetings, 77%).
- Among these, 93.7% said parents now considered girls' education as important as boys'.
- 75.5% reported that parents encouraged them to study harder; over half reported that parents encouraged other girls in the community to study.
- 37.5% reported parents were now less likely to think about early marriage for them; this rose to ~52% in Chhattisgarh.

4. Educational progression and mainstreaming pathways

- 100% (N=16) of girls who were never enrolled in formal school reported becoming regular after joining the learning centre.
- Mainstreamed girls described feeling academically better prepared, less afraid of classroom questions, and more confident with teachers and peers.
- Parents and CMCs were reported to monitor attendance and liaise with schools to prevent re-dropout.

5. Remaining learning, access and infrastructure challenges

- English challenges: 56.9% reported speaking difficulties; 38.0% understanding lessons; 27.5% remembering topics; 26.8% reported no issues. Average marks improved from 64.60% to 74.70% (Q1-Q4, 2023-24), a 10.1 percentage point increase.
- Environmental studies: 37.0% reported understanding difficulties; 25.7% connecting to nature; 22.8% remembering topics; 48.6% reported no difficulty. Average marks improved dramatically from 56.4% to 79.8% (Q1-Q4, 2023-24), a 23.4 percentage point increase.
- 48.6% still found "writing English or other language" difficult; 40.6% found "learning new concepts" difficult; 34.4% reported difficulty with reading.
- 34.8% faced attendance barriers due to household work; 10.5% due to lack of parental support; smaller shares reported distance/transport, family business, timing conflicts, social barriers and paid work.

Conclusion: The assessment indicates that the program generated substantial, multi-dimensional benefits for marginalised girls. Parents' attitudes shifted towards treating daughters' education on par with sons, alongside early signs of delayed marriage aspirations and wider community support for girls' schooling. These gains appear to be driven by supportive women teachers, activity-based pedagogy, MGML processes, and strong teaching–learning materials. At the same time, persistent gaps in English and conceptual understanding, along with residual attendance and infrastructure constraints—especially in Bihar and Jharkhand—highlight the need for targeted, context-sensitive strengthening of the model.

Chapter 1

Introduction

Globally, girls' education remains one of the most powerful yet underutilised levers for sustainable development. An estimated 130 million girls are out of school, reflecting entrenched gender disparities that limit individual capabilities and constrain community-level socio-economic progress (UNICEF, 2023). Evidence consistently shows girls' education strengthens economies and reduces inequality within their community, thus allowing them the opportunity to fulfil their potential. Persistent gaps in access, retention, and educational quality not only violate basic rights but also perpetuate intergenerational cycles of poverty and exclusion.

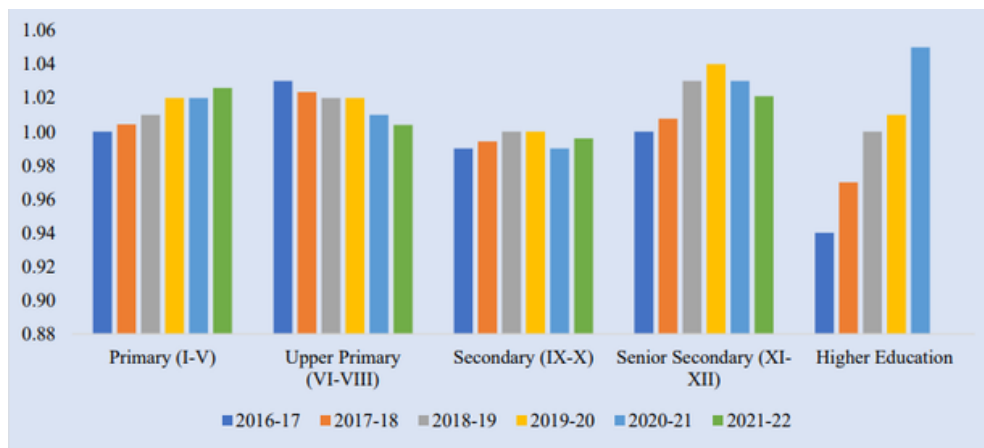


Figure 1: Gender Parity Index in India
(source: GoI, 2022)

GPI is defined as the ratio of the Gross Enrollment Ratio (GER) of girls to the GER of boys. It measures the progress towards gender parity in education participation and/or learning opportunities available for girls in relation to those available to boys

India exemplifies this tension between progress and persistent structural barriers. While primary-level female enrolment has reached near parity with boys at the national level (Ministry of Education, 2023), high dropout rates, particularly in several northeastern and central states, and weaker foundational literacy and numeracy outcomes among rural girls indicate substantial qualitative and geographic disparities (ASER, 2023). These are compounded by socio-economic deprivation, restrictive gender norms, early marriage, and inadequate infrastructure, with especially adverse consequences for Scheduled Tribes and OBC communities. Despite targeted schemes and reforms, challenges such as seasonally driven attendance fluctuations, uneven teacher capacity-building, connectivity constraints, and continued socio-cultural resistance remain significant (UNICEF, 2025). In this context, rigorous outcome-focused impact assessments of girl-child education initiatives such as IIMPACT's are essential for understanding multidimensional change and informing evidence-based strategies to strengthen learning outcomes, support mainstreaming, and advance gender-equitable development.

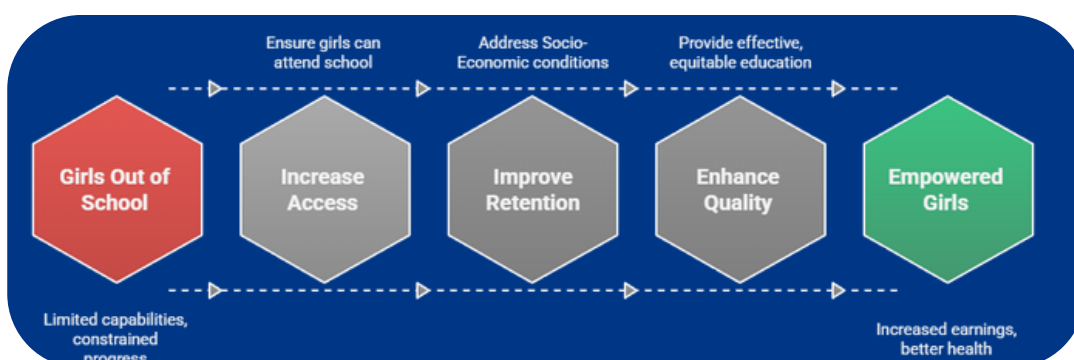


Figure 2: Reasons of girls being out of schools

Project brief

IIMPACT is a non-governmental organization established in 2003 with the mandate of advancing equitable access to quality education for girls in marginalized and educationally underserved communities across India. Anchored in a community-driven implementation model, the organization deploys contextually responsive pedagogical interventions to confront entrenched gender and socio-economic disparities in schooling. In FY 2023–24, IIMPACT's programmatic footprint extended across 11 states, encompassing 33 districts and 81 administrative blocks, with five of these states receiving dedicated financial support from the Kotak Foundation. During this period, the organization operated 1,651 learning centres, marking a 5.4% expansion relative to the 1,567 centres functioning in FY 2022–23, and signalling a sustained growth trajectory in outreach to hard-to-reach and vulnerable girl populations.

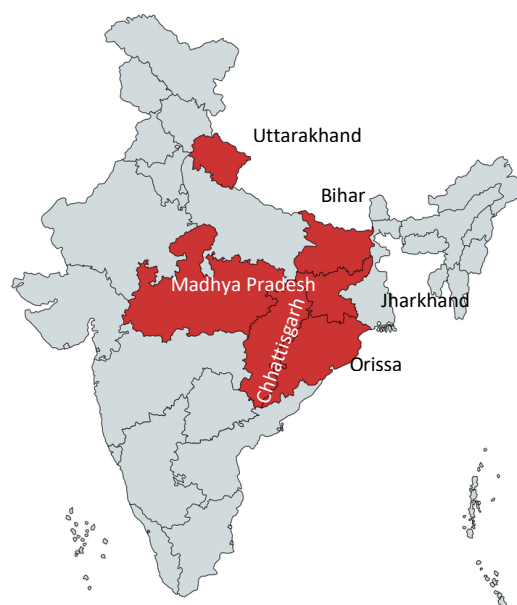


Image 1: IIMPACT Programs areas of intervention

The IIMPACT program directly supported the foundational education and holistic development of nearly 52,000 girls during the period under review, with more than 48,300 students actively enrolled as of March 2024.

Key program components



Foundational Literacy and Numeracy (FLN): Strengthening early-grade reading, writing, and maths, with targeted support for lagging learners.



Life Skills Curriculum: Embedding critical thinking, communication, leadership, creativity, and collaboration to build girls' resilience and adaptability.



Locally Led learning centres: Operating community learning centres led by locally recruited women teachers, trained quarterly in child-centred, inclusive pedagogy and effective use of TLMs.



Multi-Grade, Multi-Level (MGML) Pedagogy: Using adaptive models (e.g., Jodo Gyan, Agastya kits) to respond to diverse learning levels within the same classroom.



Community Engagement: Mobilising centre Management Committees, parents, home visits, and local events to foster accountability and community ownership of girls' education.

Research Objectives

Evaluate Program Awareness and Stakeholder Engagement
• Assess the level of awareness of the IIMPACT Program among target beneficiaries, parents, and community stakeholders. • Understand stakeholder perceptions of the Program’s relevance and effectiveness in addressing girls’ educational needs.
Assess Adequacy and Relevance of Program Inputs:
• Examine the quality, availability, and appropriateness of inputs such as teacher training, teaching-learning materials, and infrastructure.
Understand Educational Needs, Challenges, and Barriers
• Identify socio-cultural, economic, and operational challenges faced by enrolled girls affecting their access, retention, and learning outcomes. • Explore barriers to mainstreaming and sustained participation in education
Measure Educational and Social Outcomes
• Analyse improvements in foundational literacy, numeracy, and life skills among girls in the Program • Assess mainstreaming rates into formal schooling and increased parental/community participation. • Evaluate teacher capacity development and classroom engagement.
Identify Best Practices and Provide Recommendations
• Develop actionable recommendations for Program improvements, scalability, and sustainability based on identified strengths.

Relevance of Study

The impact assessment of the IIMPACT project is analytically and policy-relevant because it generates evidence on what improves girls’ education outcomes in marginalised regions of India, where significant gaps in access, continuity, and learning quality persist (UNICEF, 2024). By focusing on outcomes such as improved retention, strengthened leadership and agency among girls, and shifts in community attitudes, the assessment moves beyond output tracking to capture changes in literacy, numeracy, life skills, and psychosocial empowerment. Methodologically, the study integrates quantitative indicators with qualitative stakeholder perspectives to triangulate findings and situate results within the local context. This approach strengthens institutional accountability and provides an evidence base for program refinement, replication, and scale-up, thereby supporting data-driven, equity-oriented strategies to advance girls’ education in rural India.

Assessment Framework

CIPP EVALUATION MODEL

The CIPP model, developed by Daniel Stufflebeam in the 1960s, is a decision-oriented framework that systematically analyses information about a Program to identify strengths and limitations, improve effectiveness, and guide future planning. The model consists of four key components:

- *Context Evaluation*: This assessed the rationale for implementing a Program or curriculum, focusing on objectives, policies, environments, and diagnosing specific needs or problems.
- *Input Evaluation*: This component evaluated the resources required to achieve Program objectives, such as budget, schedule, and procedures. It identifies strategies, sources, and materials essential to Program success and aids in designing effective learning strategies.
- *Process Evaluation*: This provided feedback on the Program's implementation, identified potential issues, prepared data for future planning, and clarified actual processes.
- *Product Evaluation*: This measures and interprets the Program's outcomes, assessing impact, effectiveness, sustainability, and adaptability. It helped in formulating evidence-based recommendations on whether to continue, modify, or expand the Program (Warju, 2015).

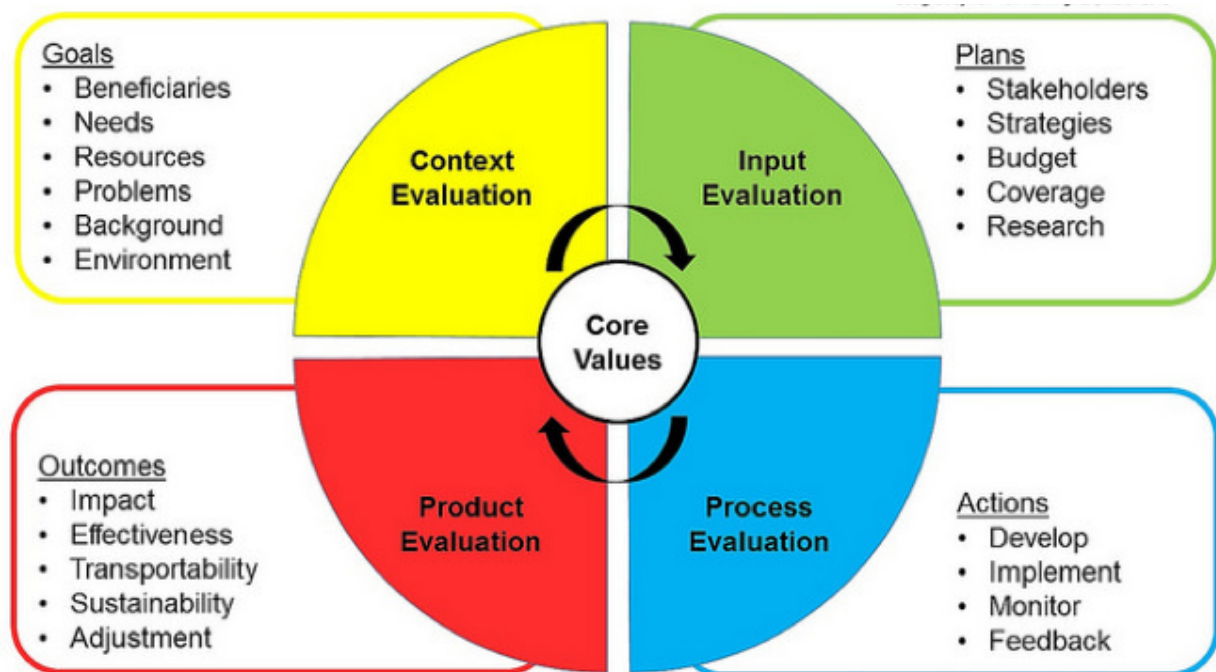


Figure 3: CIPP model

Chapter 02

Methodology

The chapter details the systematic research methodology employed to conduct the impact assessment of the IIMPACT Girl Child Education Program during FY 2023–24.

5.1 Sampling Strategy

This study employed a mixed-methods convergent parallel design to combine quantitative measurement with qualitative insights, capturing the full spectrum of program outcomes (Bryman, 2012). Data collection occurred in **3 of the 5 implementation states, specifically those with the largest numbers of learning centers**. Quantitative data were gathered through stratified random sampling to ensure statistical representativeness across selected blocks and program intervention types, while qualitative data were obtained via purposive sampling to explore the depth and nuances of impact perceptions.

Primary Data Collection

a) **Quantitative Data Collection:** Quantitative data were collected from students through structured surveys using stratified random sampling across different blocks and intervention types to ensure proportional representation. Sample size was determined using Cochran's formula, adjusted for a finite population of 5,000, with parameters set at 90% confidence level and 5% margin of error, consistent with standard educational research practices (Bartlett, Kotrlik, & Higgins, 2001). This yielded 257 randomly selected students covered from 18 centres (6 centres per state) across 3 states of Bihar, Jharkhand and Chhattisgarh.

b) **Qualitative Data Collection:** The qualitative component aimed to offer in-depth insights and narratives to assess the project's outcomes. It comprised:

- **In-depth Interviews:** Conducted with teachers and Aarambh Manch students, ensuring diversity in terms of gender, location, and ethnicity, to capture a broad spectrum of personal experiences and perceptions related to the project's impact.
- **Focus Group Discussion:** Conducted with the Aarambh Manch and parents/community members, these interviews provided valuable insights into the IIMPACT Program and offered suggestions for its enhancement.
- **Key Informant Interview:** Conducted with the learning centre in Charge to gather insights on operational processes, challenges in Program delivery, and local stakeholder engagement dynamics.

Secondary Data Collection

Secondary data collection involved a thorough review and analysis of existing Program documentation critical to understanding the context and baseline conditions of the IIMPACT Girl Child Education Program during the 2023-24 year. These materials included quarterly monitoring reports, financial records, etc., on educational disparities in the intervention states.

Utilising a mixed-methods approach, secondary data complemented primary data collected from students, teachers, and community members, strengthening methodological rigour through triangulation.

5.2 Sample Size

The study was conducted in November 2025 across Bihar, Jharkhand, and Chhattisgarh. These states were selected based on their concentration of operational learning centres.

Name of the Beneficiary	Sample size			Total sample
	Bihar	Jharkhand	Chhattisgarh	
Students	89	89	98	276 surveys
Aarambh Manch students	2	2	2	6 Focus Group Discussion (FGD)
Teachers	2	2	3	7 In-Depth Interviews (IDI)
Learning Centre In-charge	2	2	1	5 Key Informant Interview (KII)
Parents/Community Members	2	2	2	6 Focus Group Discussion (FGD)
Implementation Team	2 Key Informant Interview			
Total Sample	276 Surveys + 26 IDI/FGD/KII			

Table 1: Sample plan

5.3 Field-level data quality control

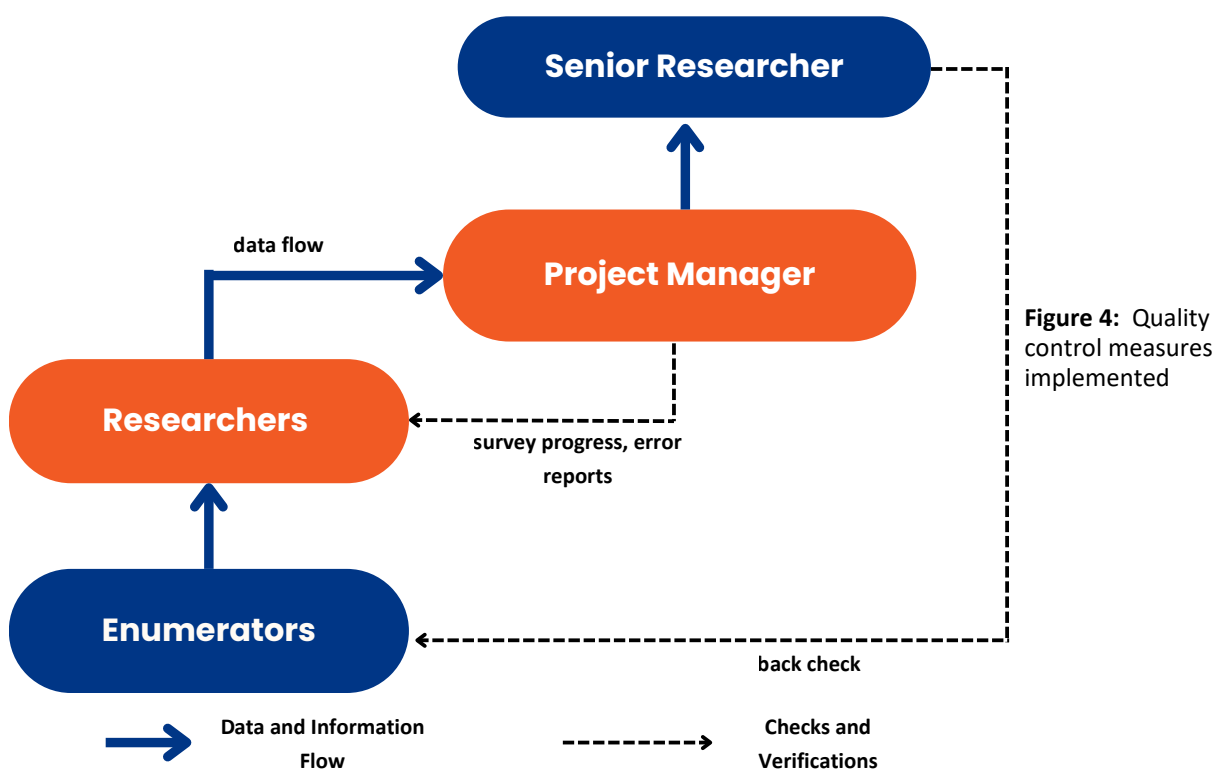


Figure 4: Quality control measures implemented



The data collection process followed a structured flow from field-level enumeration to final analysis, ensuring accuracy, consistency, and validation at each stage. Enumerators collected data through structured surveys, which were then monitored in real-time by the Researchers and Project Manager to track survey progress, identify inconsistencies, and flag potential errors.

A multi-layered validation process was implemented, including back-checks where supervisors re-administered a subset of surveys to verify responses and detect discrepancies. Automated error reports helped identify anomalies, such as missing values or logical inconsistencies, ensuring high-quality data. Additional quality control measures, such as spot checks and real-time data audits, further strengthened reliability.

The final dataset underwent rigorous data cleaning, deduplication, and verification before analysis, ensuring that insights derived were credible, evidence-based, and actionable for informed decision-making.

5.4 Data Analysis

Quantitative Data Analysis

Pre-Post Comparative Analysis

The quantitative evaluation utilised a comparative pre-post design to measure changes in key indicators such as attendance, learning outcomes, and mainstreaming rates of girls across selected centres. This approach effectively captured the Program's contribution to improving educational access and foundational skills during FY 23-24

Statistical Analysis

Descriptive statistics summarised participant demographics, Program reach, and baseline profiles, providing essential contextual understanding. Inferential analysis was conducted on selected variables with significance levels at $p < 0.05$. Triangulation of the data highlighted the factors influencing learning gains and transition success, allowing targeted Program refinement aligned with the CIPP framework's Product and Context dimensions (Stufflebeam & Shinkfield, 2007)

Qualitative Data Analysis

Thematic and Framework Analysis

Qualitative data from focus groups and interviews were analyzed thematically to uncover patterns around barriers, enablers, and stakeholder perceptions. Framework analysis, structured along the CIPP elements, organised data effectively to assess implementation fidelity and contextual factors.

Narrative Analysis

Narrative analysis complemented this by capturing individual success stories and challenges, adding depth and nuance to the evaluation findings. Together, these methods provided a holistic understanding of the Program beyond numerical outcomes (Khaksar, 2023; Stufflebeam, 2003)

The mixed method helped in the triangulation of the data, utilising qualitative data (e.g., from interviews) to interpret, contextualise, and enrich the statistical patterns found in the quantitative survey data, leading to a more nuanced understanding of the findings.

5.5 Ethical Consideration

Participants were fully informed about the study procedures, provided clear verbal consent, and were assured of confidentiality and their right to withdraw at any stage. To safeguard participants' well-being, sensitive personal topics were avoided. Consent for audio recording and photography was obtained in advance of surveys, interviews, and group discussions. Special care was taken when engaging with adolescents, ensuring they understood the confidentiality of the process and their right to opt out, thereby minimizing any potential distress. This ethical approach adhered to the UNICEF Procedure on Ethical Standards in Research, Evaluation, and Data Collection and Analysis (2021), ensuring a respectful and secure research environment.

5.6 Limitations

Limitation	Mitigation approach
Logistical constraints and access issues in remote, dispersed locations	Used flexible scheduling and replacement sites where needed; prioritised representation across all three states; documented deviations from the original sampling plan.
Variability in language, translation and contextual nuances across states	Trained field investigators in local languages; piloted tools; used standardised scripts and researcher debriefs to check consistency and clarify ambiguous responses.
Risk of social desirability bias in self-reported outcomes and satisfaction	Ensured confidentiality and non-judgemental framing; used indirect and behaviour-focused questions; cross-checked with qualitative narratives and, where possible, with parent/teacher accounts.
Limited qualitative sample size relative to the total beneficiary population	Used purposive sampling to include diverse profiles (states, age, schooling status, risk levels); prioritised depth and richness of case narratives over representativeness.
Incomplete capture of long-term outcomes (e.g., delayed marriage, labour market returns) within current time frame	Clearly identified these as emerging or intermediate outcomes; framed results as indicative rather than definitive for longer-term impacts; suggested follow-up assessments.

Table 2: Study Limitations

Chapter 3

Findings



Image 2: Data collection process at Jharkhand

The findings section was divided into 7 subsections:

1. Socio-demographic profile
2. Adequacy and Relevance of Inputs
3. Teaching Quality and Pedagogical Process
4. Learning Centre Engagement and Relevance
5. Foundational learning and Skill Development
6. Mainstreaming into Formal Schooling
7. Attitudinal Shift Among Stakeholder

6.1. Socio-Demographic Profile

The current study was conducted among **276 girl children** and other stakeholders residing across 3 states, including **Bihar (Kishanganj district)**, **Jharkhand (Pakur district)**, and **Chhattisgarh (Dharamjaigarh district)**.

Grade levels and Age

Participants were distributed across Grades 2–5, with the largest proportion enrolled in Grade 3 (48.6%, n=134), followed by Grade 4 (39.9%, n=110), Grade 5 (9.8%, n=27), and Grade 2 (1.8%, n=5). The age of participants ranged from **7 to 16 years**, with a **mean age of 11.06 years** (SD = 1.62; SE = 0.10).



Socio-Economic Profile

The economic profile of children households was characterised by widespread **dependence on informal and precarious labour**. The table below shows state-wise working profiles, highlighting overall dependence on low-income, insecure work. The “Other” category further reinforced the dependence on skilled and unskilled manual trades, including work as barbers, skilled construction workers (masons/carpenters), and small business operators (grocery shops).

Working Profile	Bihar (N=89)	Chhattisgarh (N=89)	Jharkhand (N=98)	Total (N=276)
Daily jobs	28.10%	2.20%	56.10%	29.70%
Farming	25.80%	94.40%	33.70%	50.70%
Not sure	1.10%	0.00%	2.00%	1.10%
Shop work	20.20%	2.20%	7.10%	9.80%
Other	24.70%	1.10%	1.00%	8.70%

Table 3: Regional Socio-Economic Profile of children households (N=276)

Learning levels

The distribution of children across learning levels within the learning centres during FY 2023–24 showed substantial variation across the three states. Overall, Level 3 constituted the largest cohort at 43.1% (n=119), followed by Level 4 at 33.0% (n=91).

learning Level	Bihar (N=89)	Chhattisgarh (N=89)	Jharkhand (N=98)	Total (N=276)
Level 1	2.20%	0.00%	0.00%	0.70%
Level 2	2.20%	2.20%	1.00%	1.80%
Level 3	28.10%	30.30%	68.40%	43.10%
Level 4	15.70%	52.80%	30.60%	33.00%
Level 5	18.00%	12.40%	0.00%	9.80%
Not sure	33.70%	2.20%	0.00%	11.60%

Table 4: Distribution of girl children at learning centre across proficiency levels (N=276)

6.2 Access & Participation

The survey and qualitative data together indicated that participants were operating in a context where some awareness of educational initiatives existed, but significant practical and normative barriers continued to limit access, making the program's localised outreach crucial.

Prior awareness of similar programs

Before enrolling, a large majority of participants already knew of initiatives “like this” that supported girls' schooling. Of 276 girls, 92.0% reported being aware of Programs that help girls attend school, while 8.0% had not heard of such opportunities at all. This suggests that the main challenge was not only informational; even where awareness existed, earlier opportunities had not been sufficient to translate into regular participation in education.

For the small sub-sample of girls who had never attended a regular school before joining the learning centre (N=16), the data highlighted a layered set of barriers.

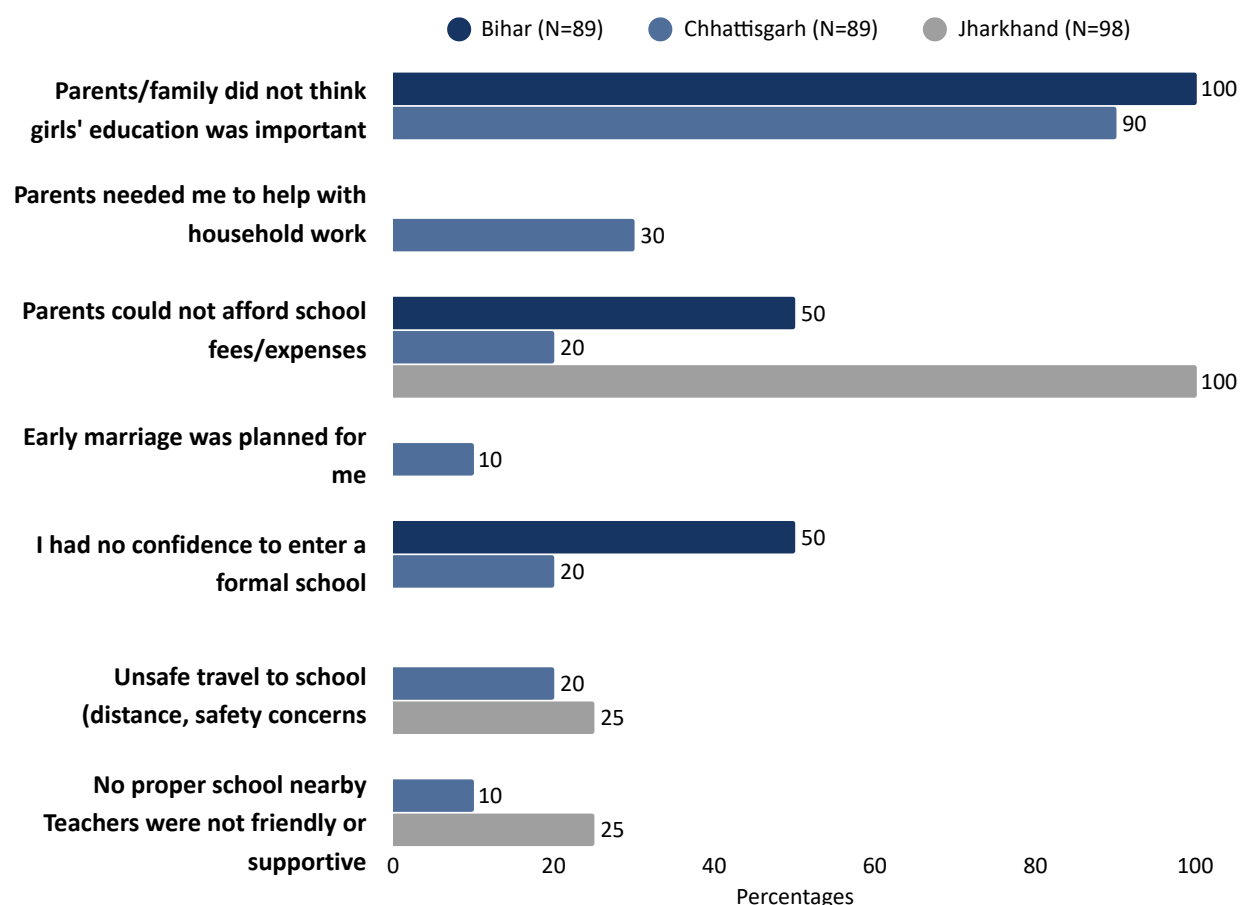


Figure 5: Challenges faced by girl children in going to school before joining the learning centres (N=16)

Entry channels and community outreach

Despite the presence of structural and normative barriers, the pathways through which girls entered the program were strongly community-mediated. The most frequently cited channel was parents, mentioned by 68.5% of participants. Teachers were the second-most prominent source at 59.1%, followed by friends (40.2%) and community members (33.7%). Only 1.4% reported “other” sources.

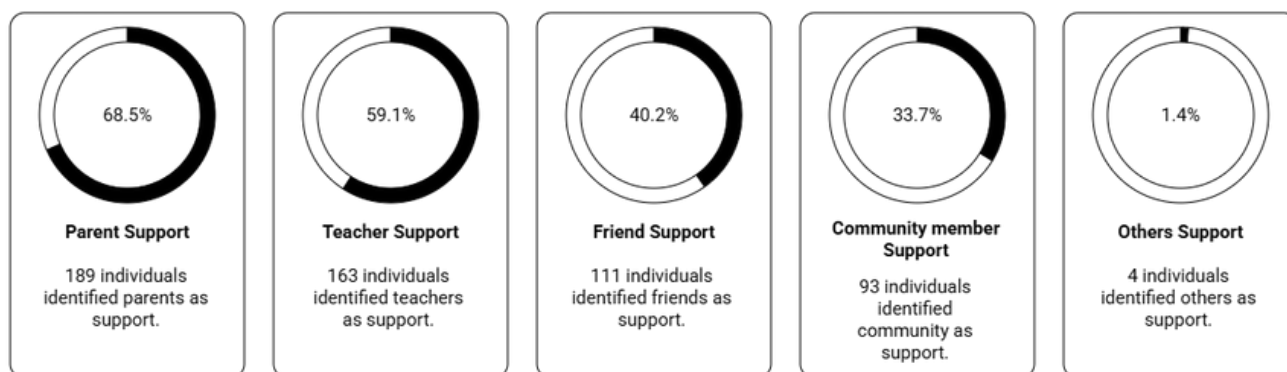


Figure 6. Channels through which girls first became aware of the learning centre (N = 276)

This distribution suggested that the learning centre became known primarily through interpersonal, trust-based networks. Qualitative data on community readiness supported this interpretation. In several sites, staff of the learning centre described a high level of engagement from community structures such as centre Management Committees (CMCs). Together, these accounts showed that program awareness and entry were not simply the result of top-down communication but were sustained by local governance and parent-community forums that facilitated girls' enrolment.

Ongoing access constraints in attending the learning centre

Even after enrolment, girls continued to face practical and social challenges in attending the learning centres regularly. When asked about the challenges, 58.0% of participants reported no issues with visiting the centre. However, a substantial minority reported ongoing barriers, often linked to the same pressures that had originally kept them out of school. The commonly reported difficulty was household work, cited by 34.8% (n=96) of girls.

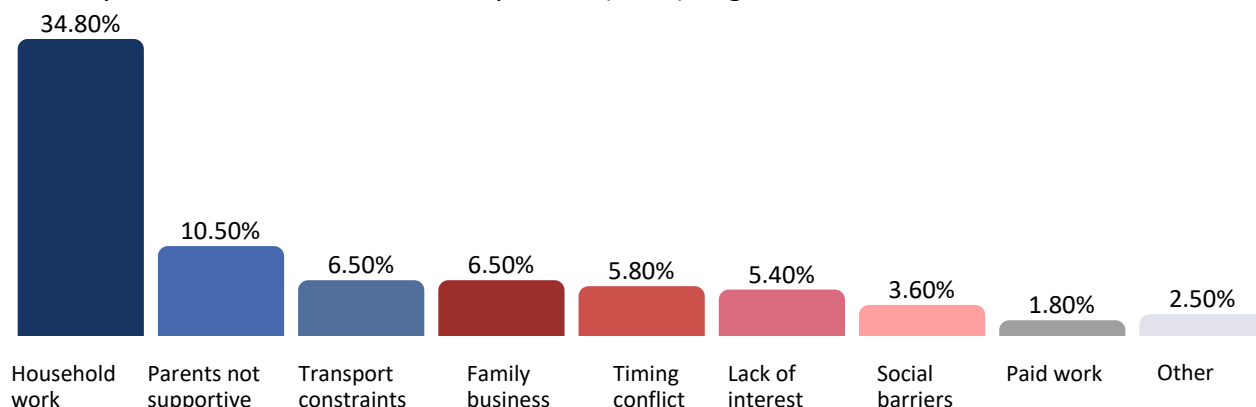


Figure 7 : Barriers affecting regular attendance of girl children in class (N=96)

Interview and focus group data showed how these barriers were not only recognised by staff but also actively managed through targeted outreach. One learning centre in charge emphasised that domestic responsibilities continued to disrupt regular attendance, but also described the strategy used to overcome the barrier.

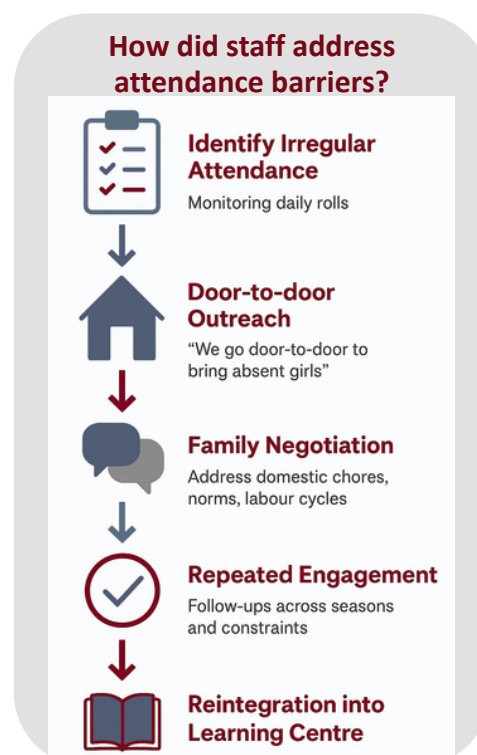


Household chores make girls' attendance irregular; we do door-to-door to explain how the work is affecting their education, and this is helping us in bringing the children back.

Learning centre In-charge 1,
Jharkhand

Potential for diffusion and organic referral

The data on referral intentions suggested that the program had generated a strong base of supporters who could act as informal ambassadors in their communities. **94.9% of the 276 participants mentioned that they would refer the program to others.** The survey evidence and qualitative narratives indicated that program awareness and entry were shaped by a combination of pre-existing but underutilised awareness, persistent structural and normative barriers, and highly localised outreach and community engagement strategies. Parents, teachers, peers, and CMCs played central roles in introducing girls to the learning centres, while staff engaged in repeated door-to-door mobilisation to counteract household work demands, seasonal labour, distance, and social constraints. Over time, the program appeared to have generated a strong positive reputation, signalling potential for organic diffusion within and beyond the current communities.



6.3 Learning Environment & Inputs

This section examined whether the physical infrastructure, learning materials, and financial model of the learning centres were sufficient and appropriate for girls' needs, and how this played out across Bihar, Jharkhand, and Chhattisgarh.

Physical adequacy of learning centres

Across sites, parents and children generally perceived the basic structure of the learning centres as appropriate and enabling, particularly because they were located within the village and staffed by women. **Parents in Bihar reported that a "village centre with lady teachers" made them "comfortable to send daughters", underscoring how proximity and the gender of staff functioned as critical design features rather than incidental details.**

However, when participants were asked, "What is the one thing that you didn't like about the learning centre?", the summaries of open-ended responses highlighted persistent, regionally differentiated infrastructural constraints. In Bihar, approximately 17% of children requested better mats and 6.7% requested activity kits, alongside other basic improvements, although around 10% reported no dislikes. In Chhattisgarh, responses were overwhelmingly positive and, in Jharkhand, roughly 34% demanded a proper school building, while around others expressed overall satisfaction. Overall, Bihar reflected diverse and concrete material needs, Chhattisgarh exhibited high satisfaction, and Jharkhand combined strong demands for better buildings with generally positive views of other aspects of the learning centres.

Sufficiency and perceived relevance of learning materials

Regarding the sufficiency of material provisions, **99.3% of girls across the three states reported having enough books, games, or materials at the learning centre to help them learn.** Preferences about which inputs were most valued also clustered around pedagogy-related resources. In response to "What are the top 3 things that you like most about the learning centre?", the most frequently selected option was "Support from teacher," marked by 93.5% of participants overall. This was followed by "Activities & games" (75.7%) and "videos and presentation (43.8%)."

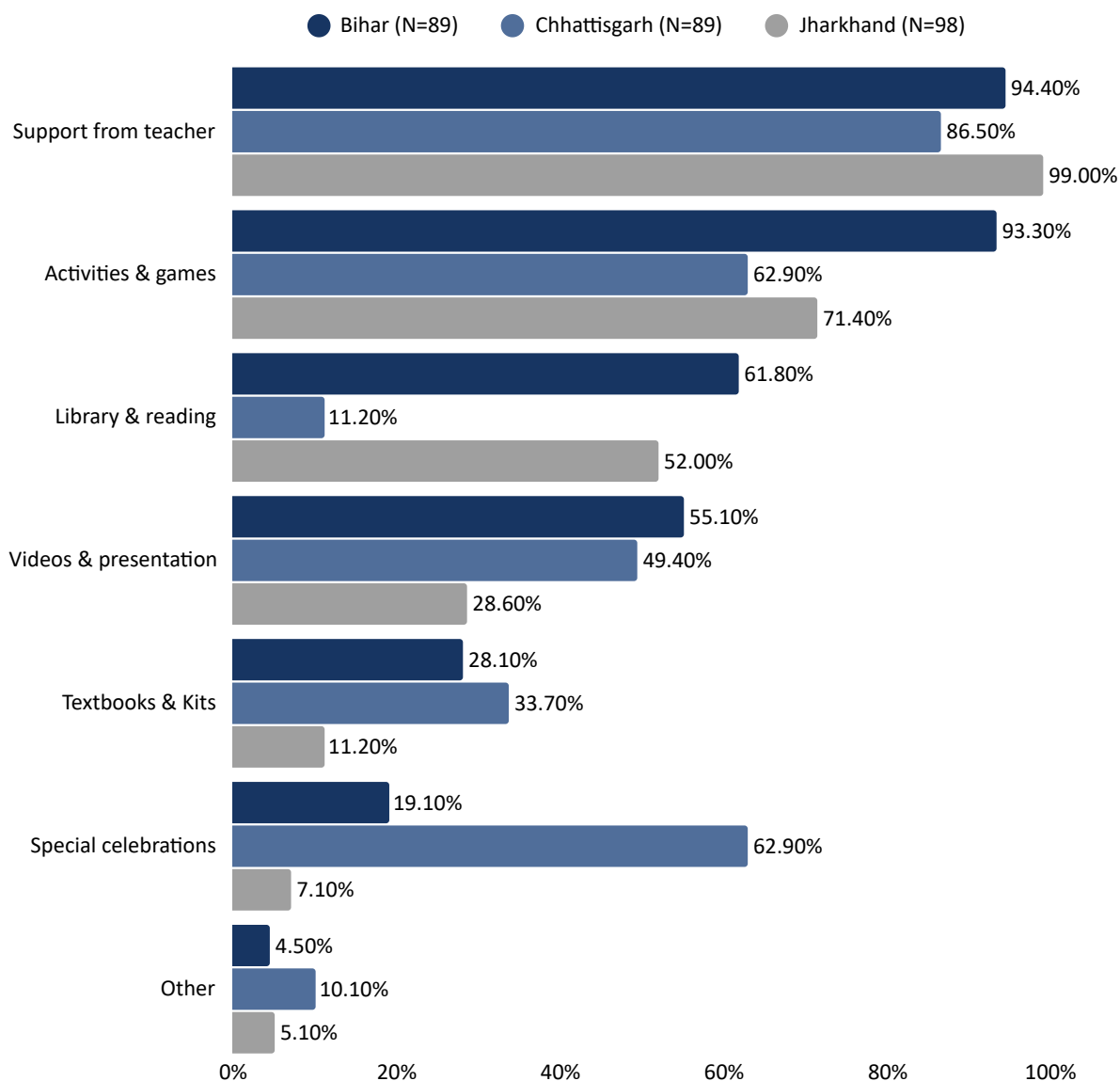


Figure 8. Aspects of the learning centre that the girl children reported liking the most

These quantitative findings closely aligned with the qualitative descriptions of TLM use. Staff and parents in Bihar highlighted how activities and visual materials helped reduce cognitive load and supported conceptual understanding.

Jodo Gyan kits (math study kits) and storyboards have made the learning process way easier for us.

-Community member, FGD 1
Bihar

Learning challenges and residual gaps

Despite the generally positive assessment of materials and teacher support, data also showed that learning challenges persisted, especially in language-intensive subjects and in higher-order comprehension. These challenges served as indirect indicators of where additional differentiated inputs might have been needed.

For English, when asked the question “What difficulties do you face in learning English?”, 56.9% of girls reported difficulty with “Speaking English”, 38.0% reported difficulty with “Understanding lessons”, and 27.5% reported struggling with “Remembering topics”. Nevertheless, 26.8% reported “No issues” with learning English. The regional distribution showed substantial variation in where these difficulties were concentrated.

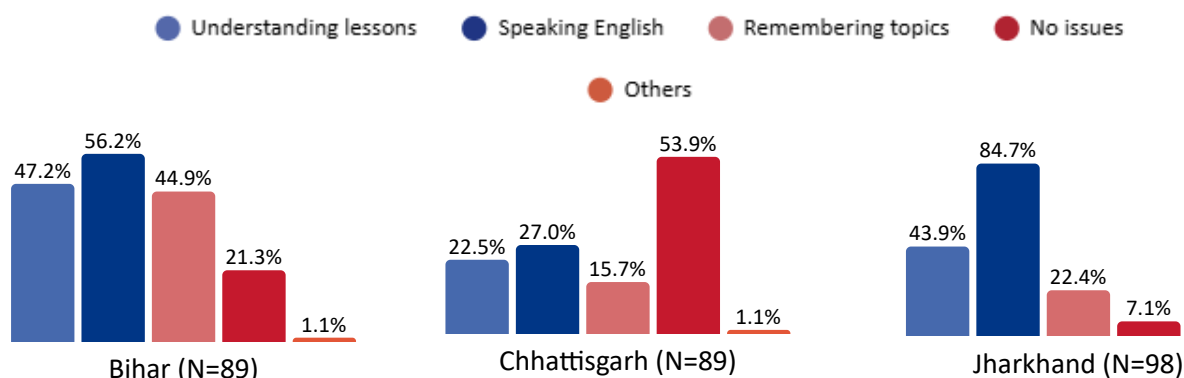


Figure 9: Difficulties reported by girl children in learning English

For environmental studies and “nature”, the picture was slightly more favourable but still informative. In response to “What difficulties do you face in learning about nature?”, 37.0% of girls reported difficulty with “Understanding lessons”, 25.7% reported difficulty “Connecting to nature”, and 22.8% found “Remembering topics” difficult; almost half (48.6%) indicated “No issues” overall. Again, regional variation was pronounced, as seen in the graph below.

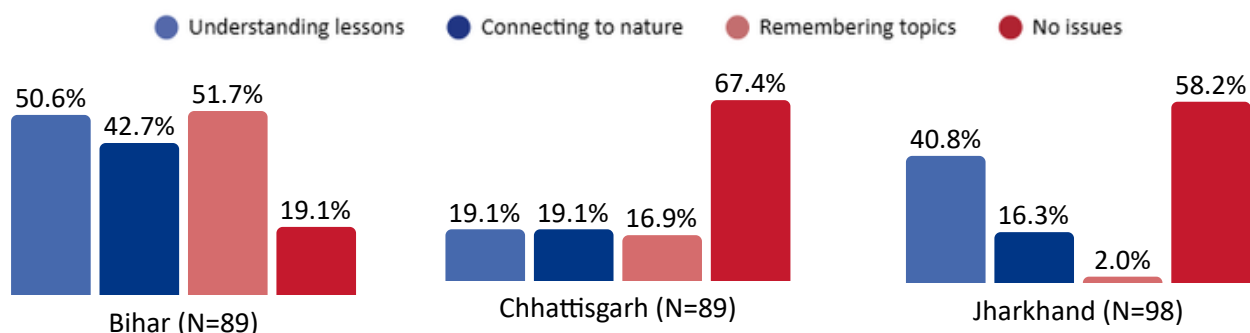


Figure 10: Difficulties reported by girl children in learning environmental studies

When asked “What are some of the things that you still find difficult while learning in the learning centre?”, 48.6% of participants selected “Writing English or other language”, 40.6% cited “learning new concepts”, and 34.4% reported difficulties with “Reading”. Regionally, Jharkhand displayed the highest concentration of persistent literacy challenges.

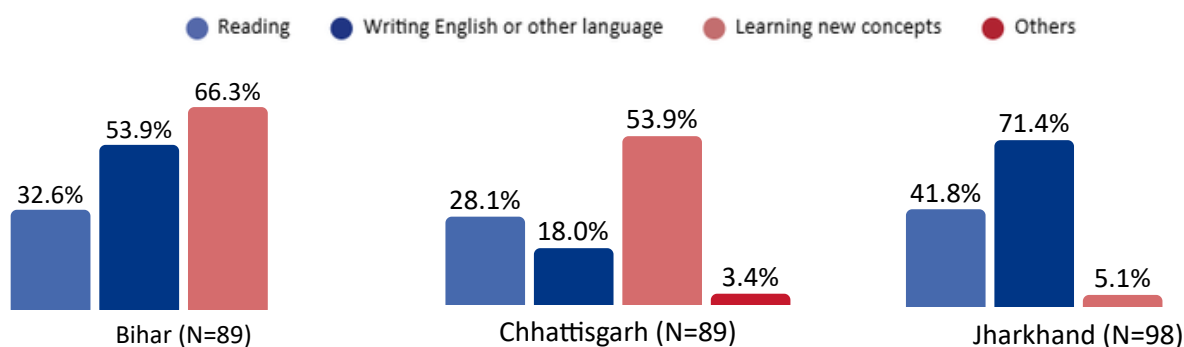


Figure 11: Difficulties reported by girl children while learning in the learning centres

The assessment of learning difficulties indicated that the intervention did not translate into uniformly smooth learning trajectories across states. Although, same inputs (teacher support, TLMs, and infrastructure) had been introduced across sites, their impact on learning outcomes differed by context: Bihar exhibited broad-based academic difficulties, Jharkhand faced concentrated language and literacy challenges, and Chhattisgarh showed relatively stronger perceived learning gains with more contained areas of struggle.

Difficulties in learning	Bihar (N=89)	Chhattisgarh (N=89)	Jharkhand (N=98)	Total (N=276)
Understanding lessons	50.60%	19.10%	40.80%	37.00%
Connecting to nature	42.70%	19.10%	16.30%	25.70%
Remembering topics	51.70%	16.90%	2.00%	22.80%
No issues	19.10%	67.40%	58.20%	48.60%

Table 5. Difficulties reported by girl children while learning at the learning centre

Financial inputs, affordability and perceived replacement cost

A core question for assessing input adequacy concerned not only whether resources were present but also whether they were financially accessible. Parents consistently highlighted the importance of the program’s financial and logistical support. In Jharkhand, parents remarked that “Books, notebooks, and pens were provided; no fees were charged,” which sharply distinguished the learning centre from fee-charging village or town tuitions.

The qualitative data illustrated explicit comparisons of costs. **In Jharkhand, one teacher stated that “Private schooling ₹5,000/month; materials ₹2,000–3,000; here at the learning centres is free,” while parents in Chhattisgarh described that “₹300–600 per month for village tuition; ₹6,000–7,000 per subject for private tutoring”** would otherwise be required to access similar learning support.

These accounts illustrated that, in the absence of the program, an equivalent package of schooling plus supplementary support would have been far beyond the financial reach of most participating households, particularly for families with multiple children.

The program addressed a substantial financial and material gap for low-income households, but future strengthening would require targeted infrastructure investments in Jharkhand, incremental improvements in physical comfort in Bihar, and continued scaffolding for English, reading, and concept acquisition, particularly where reported difficulties remained high despite strong satisfaction with inputs.

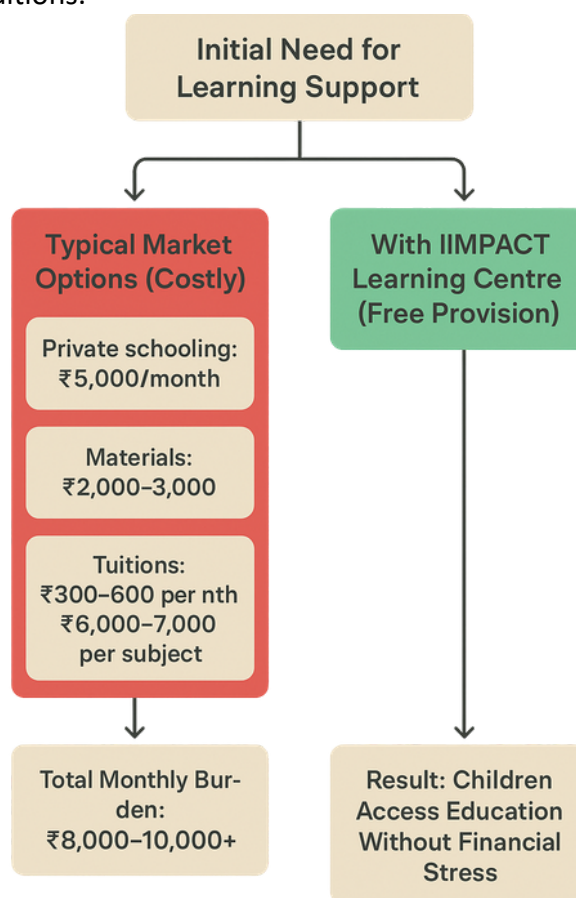


Figure 12: Program’s role in reducing household education costs

6.4 Teaching & Classroom Processes

The data pointed to a consistently strong teaching workforce, supported by structured training, clear classroom routines and some emergent use of technology. At the same time, there were modest regional differences in how pedagogical quality manifested and was perceived.

Teacher accessibility and support- 4.4/5



Quantitative findings indicated that teachers were highly approachable. **98.2% girl children agreed to the statement “I can easily approach my teachers for help”.**

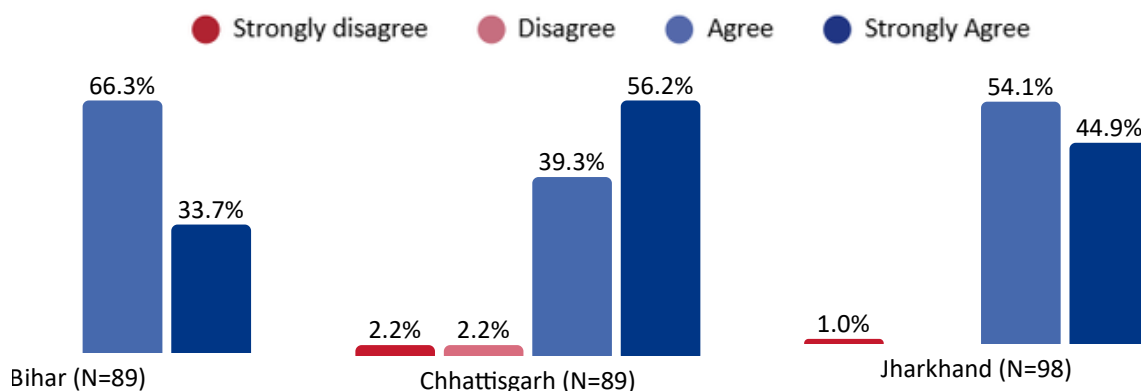


Figure 13: Girl children agreement with the statement “I can approach my teachers for help easily.”

The patterns by state suggested that, although approachability was high everywhere, girls in Chhattisgarh in particular perceived teachers as very accessible. This picture was reinforced by a direct item on instructional support. In response to **“Has your teacher helped you learn new things in 2023–24?”**, **269 (97.5%) of girls across all states answered “Yes”**, with only 1.4% saying “No” and 1.1% “Not sure”. State-wise, affirmative responses were very high and tightly clustered: 96.6% in Bihar, 96.6% in Chhattisgarh, and 99% in Jharkhand.

Qualitative accounts underscored that this support was anchored in a structured professional development system. Practices like quarterly training, monthly study circles, and daily circle time were conducted to ensure regular opportunities to reflect on and refine classroom practice.

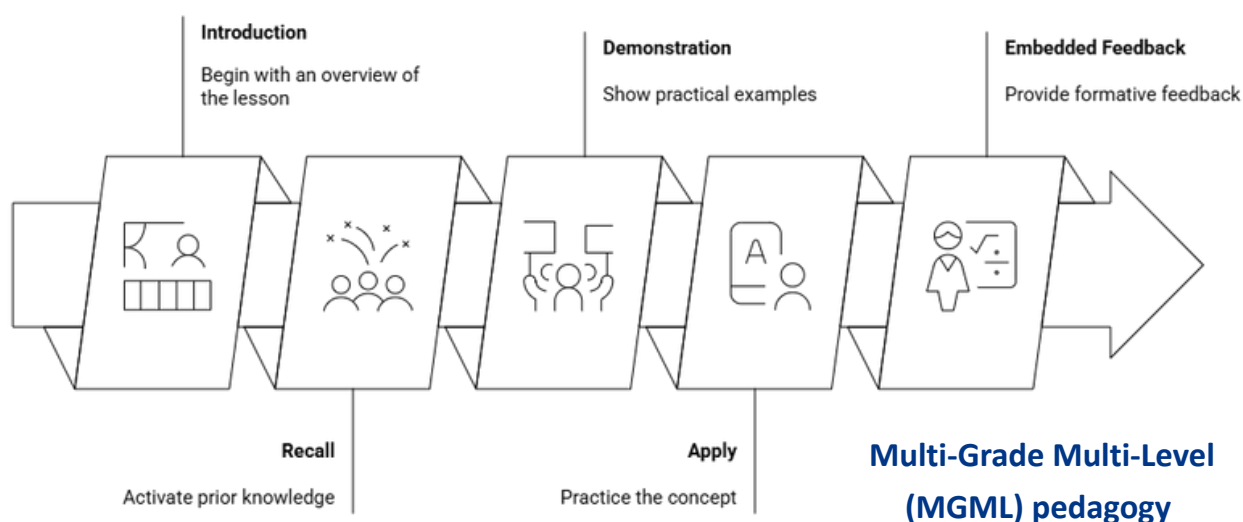


To help us, they have conducted quarterly five-day trainings, Saarthi training, and the MGML five-step process was conducted.

-Learning centre in-charge,
Jharkhand

Classroom processes and fidelity to pedagogy

Classroom processes were marked by a clear emphasis on multi-grade, multi-level management and routine checking of work. Under the qualitative data, a teacher in Bihar explained, “We group by level and check copy daily,” suggesting that instructional time was organised around learning levels rather than age or grade and that written work was reviewed systematically. These practices were supported by explicit, codified pedagogy. A learning centre in charge of Jharkhand summarised the approach as a “Five-step Multi-Grade Multi-Level (MGML) pedagogy – Introduction, Recall, Demonstration, Apply, embedded feedback”, indicating that lessons followed a structured sequence from activating prior knowledge to practice and formative feedback.



This helped to stabilise teaching quality across centres and to align teacher behaviour with training content. This advanced pedagogy was compiled with activities. These role-plays were primarily about social norms; they also illustrated how teachers were encouraged to employ participatory, experiential techniques, rather than relying solely on lecture or rote. Quantitative data suggested that children perceived such pedagogical evolution. In response to “Have you noticed the teacher trying new techniques to teach every year?”, 93.5% of participants overall answered “Yes”, with only 2.5% saying “No” and 4.0% “Not sure”.

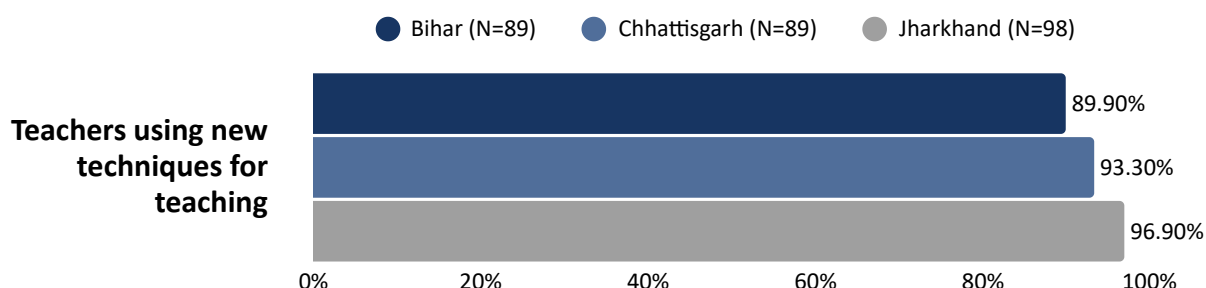


Figure 14: Percentage of girl children reporting teachers who try new techniques while teaching

When asked to describe the “new techniques” they had noticed, girls frequently referred to concrete, activity-based pedagogies and program-specific tools. In Bihar and Chhattisgarh, respondents highlighted Jodo Gyan and Agastya kits (and tablets in Chhattisgarh), alongside learning “through play” and daily introduction of new topics or styles. In Jharkhand, girls frequently described learning through play/games and the structured application of the MGML methodology, supported by TLMs, drama, and tools such as moti mala.

Teacher Training and Performance Improvement

The teacher training program demonstrated significant impact across all five districts. A total of 120 teachers participated in training and assessment activities, showing substantial improvement from Q1 to Q4 assessments.

This is reflected in secondary quarterly reports with Odisha achieved the highest performance with 18 teachers reaching an average Q4 score of 88% (up from 72.5%). Pakur followed closely with 17 teachers scoring 87% in Q4, improving from 76.2% in Q1. Bihar, with the largest participant group of 50 teachers, showed steady

progress from 64.9% to 77%. Chhattisgarh's 25 teachers improved from 60.7% to 79%, while Uttarakhand's 10 teachers demonstrated the most dramatic improvement, rising from 44.6% to 76%,

Overall, the program achieved an average improvement of 16.2 percentage points across all districts, indicating effective training delivery and sustained learning outcomes among participating teachers.

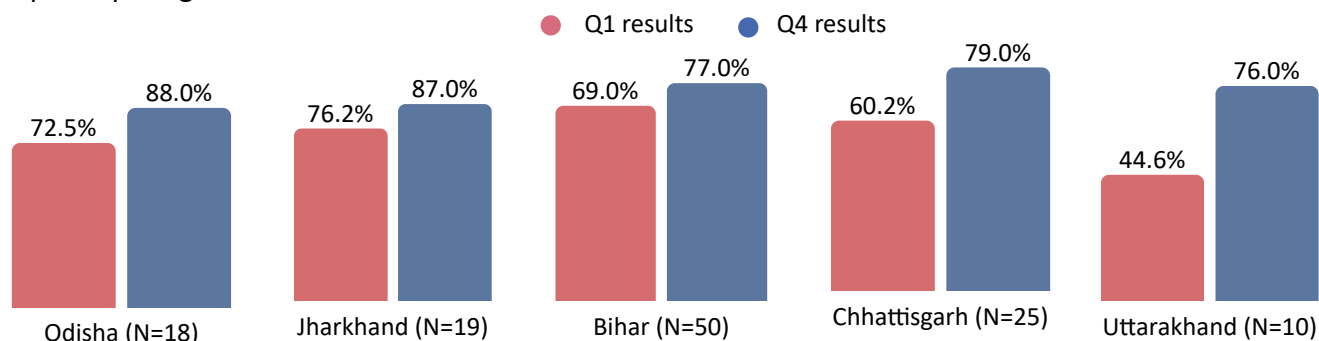


Figure 15: Improvement in teacher assessment scores from Q1 to Q4

Alignment with formal schooling and use of technology- 4.5/5

Teaching quality at the learning centres was not experienced in isolation from the formal school system. 99.3% of girl children agreed with the statement that “Classes in the learning centre help me with what is taught in regular school.” Overall, the data showed that teaching quality rested on three reinforcing pillars:

- A structured and regular teacher training system that operated similarly across states.
- Classroom processes that adhered to MGML principles and emphasised level-based grouping, daily checking and a five-step instructional sequence.
- A growing repertoire of participatory and, increasingly, technology-supported methods.

6.5 Learner Engagement & Motivation

The data showed that girls' engagement with the learning centres was both high in intensity and strongly affective, with community practices further reinforcing their relevance over time.

Frequency and intensity of participation

Attendance at the learning centres remained overwhelmingly regular, with daily attendance rates consistently high across all three states—97.8% in Bihar, 92.1% in Chhattisgarh, and 100.0% in Jharkhand. Qualitative data further supported these findings. In Bihar, parents emphasized the role of design features in sustaining regularity, noting that "free and nearby centre keeps girls regular; only harvest affects." These accounts suggested that daily attendance resulted from deliberate design choices rather than chance; the centres' physical proximity, absence of fees, and provision of more individualized attention than other available options collectively sustained regular participation.

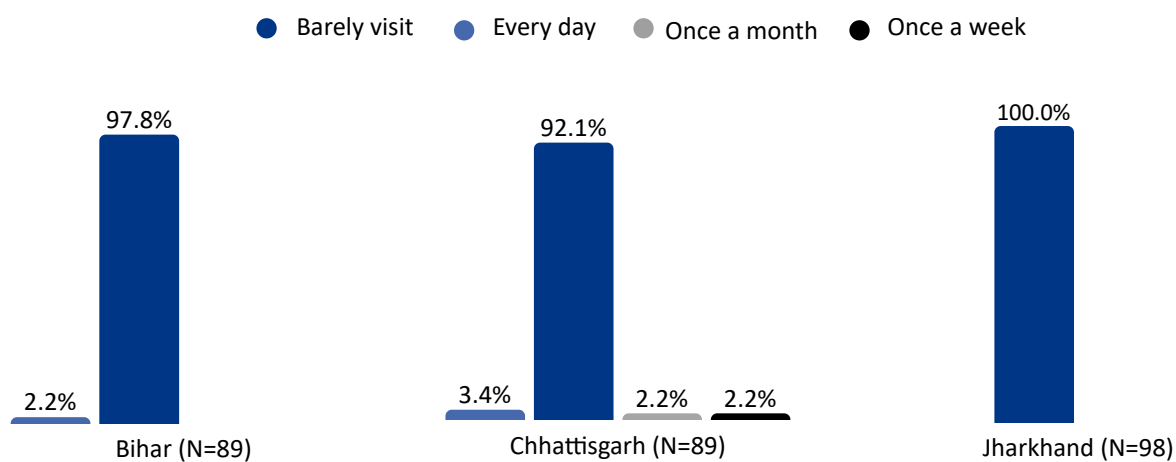


Figure 16: Frequency of childrens' participation in learning centre activities

Affective engagement and perceived usefulness

Affective engagement was similarly strong. For the statement "I enjoy coming to the learning centre", 99.1% of girls chose a positive option of "Agree/Strongly agree" on the Likert scale, thus showing enjoyment remained high in intensity.

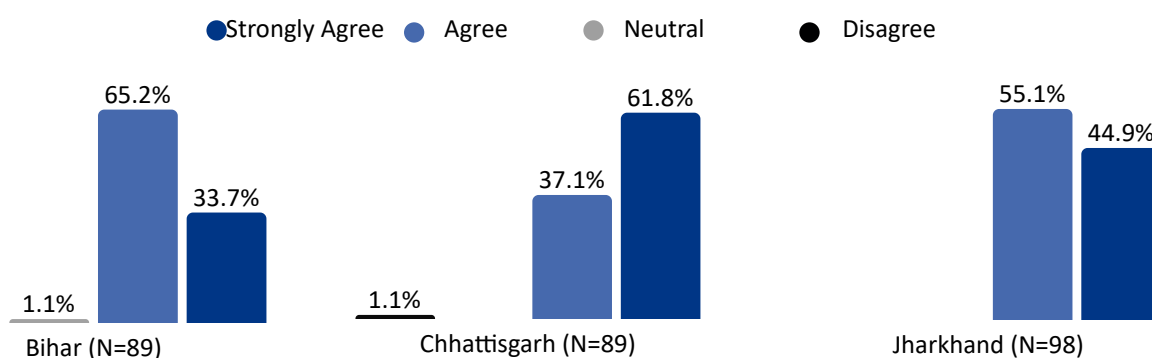


Figure 17: Percentage of children who enjoy coming to the learning centre

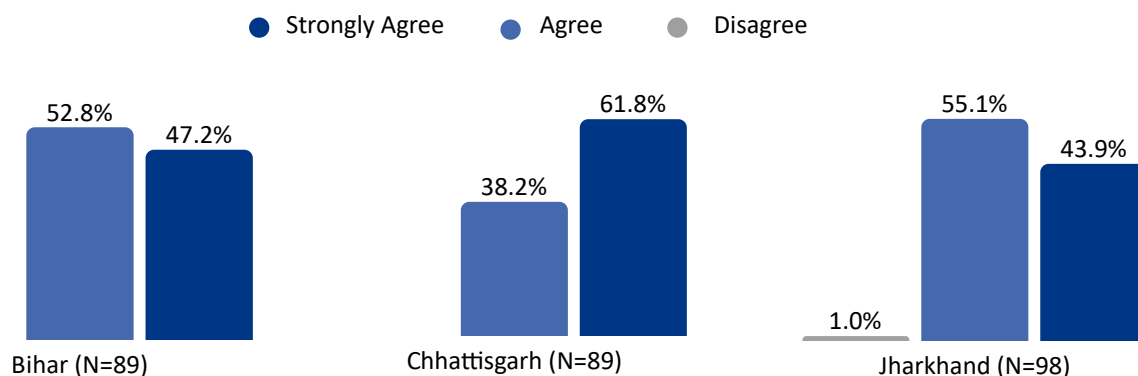


Figure 18: Coming to the learning centre is helpful for my studies

Perceived academic relevance proved even more pronounced. When asked whether "coming to the learning centre is helpful for my studies," 99.6% of girls agreed or strongly agreed that attending the learning centre improved their education. Across sites, respondents reported that the learning centres introduced clearly identifiable, activity-based pedagogies and new academic content. In Bihar, perceived learning gains centred on foundational literacy and numeracy, supported by tools such as Jodo Gyan, Agastya kits, and other teaching-learning materials (TLMs). In Chhattisgarh, girls most frequently cited structured English grammar, map work, and life skills as key learning areas. In Jharkhand, they described a broad, integrated curriculum spanning multiple subjects, map-based learning, public speaking, and library reading, which suggested a particularly holistic learning experience. These patterns demonstrated that almost all girls both enjoyed attending and perceived clear academic value in doing so, with Jharkhand exhibiting especially high "strongly agree" scores on both enjoyment and usefulness.

Reading engagement

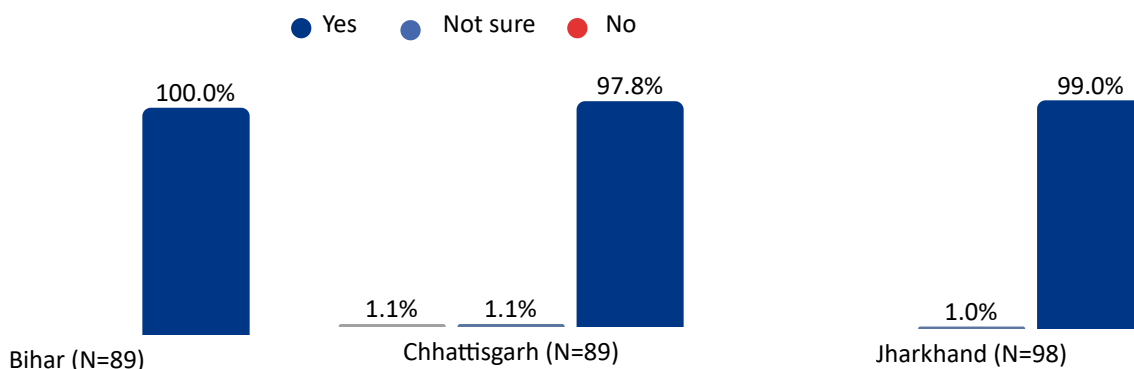


Figure 19: Percentage of children enjoying reading books and stories

Reading engagement appeared both affective and behavioral. Almost all girls (98.9% overall) reported that they enjoyed reading books and stories, and this self-reported enjoyment was reflected in perceived improvements in reading habits and in the volume of books read over the previous year. This near-universal enjoyment of reading indicated that the centres had succeeded in making reading an intrinsically positive activity rather than merely a requirement for examinations. This finding aligned with qualitative descriptions of library and story-based work, where parents and teachers across locations **noted that girls increasingly "read stories with confidence" and used libraries and kits regularly.**

When asked, "up to what percentage have your reading habits improved due to the IIMPACT Program?" 41.3% of girls overall reported that their reading habits had improved by 75–100% due to IIMPACT, 34.8% reported an improvement of 50–75%, and 21.0% reported 25–50%

improvement; only 2.5% placed themselves in the 1–25% range, and a negligible 0.4% indicated that the program "did not help at all." This pattern varied by state, with Chhattisgarh demonstrating the highest attribution to IIMPACT and Jharkhand demonstrating the lowest.

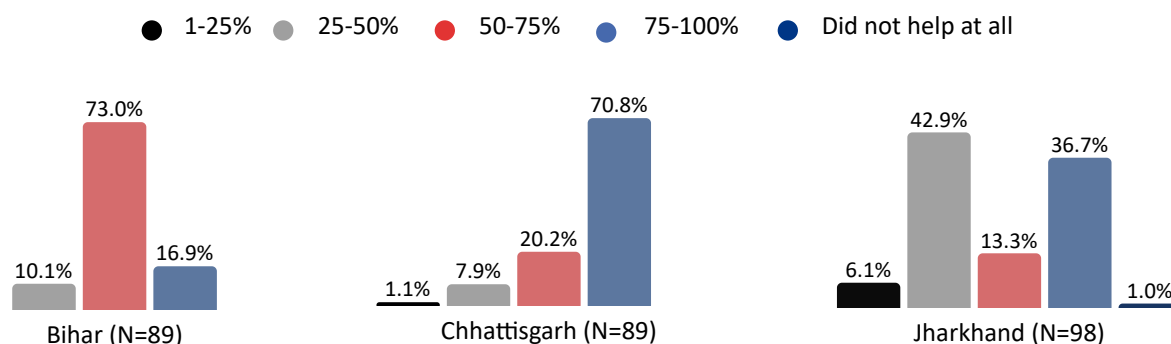


Figure 20: Percentage of attribution of IIMPACT to reading habits

Community mobilisation and alumni-led continuity

Beyond individual attitudes, engagement was collectively sustained by community attitudes and practices that celebrated the centres and signaled to families that regular participation mattered. Community Mobilization Committee (CMC) meetings maintained consistent engagement, with 1,070 meetings conducted across **four quarters and sustained high participation rates: Q1 (347 meetings, 88% attendance), Q2 (164 meetings, 85% attendance), Q3 (312 meetings, 84% attendance), and Q4 (247 meetings, 77% attendance).**

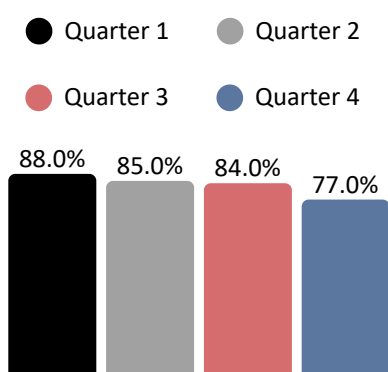


Figure 21: Participation percentages of community members across quarters

CMC helps whenever there is any damage to any materials in the centre or whenever we need support. They have provided mats, fans, and other materials and have supported us in the functioning of the centre.

-Teacher 1, IDI Bihar

These examples suggested how the community engages with the functioning of the centre. The community engagement extended beyond formal enrollment, with former learners and communities actively working to sustain the Program's relevance and benefits over time.

6.6 Learning Outcomes

The data suggested that the learning centres substantially strengthened girls' foundational competencies in literacy, numeracy and EVS, alongside marked gains in confidence and life-skills. These gains were visible across all three states, although the depth and distribution of progress varied by location.

Starting point and overall trajectory

Qualitative accounts confirmed that many girls entered the program with very low baseline skills. Parents in Bihar noted that “earlier she could not read; now she reads stories with confidence”, indicating a shift from non-recognition of text to fluent story reading. **In Jharkhand, a teacher described a child who “moved to Level 13 from zero; now writes Hindi stories”**, capturing a steep progression in both decoding and written expression.

These narratives indicated that previously out-of-school or low-performing girls have grown substantially since joining the learning centre. They provided context for the quantitative findings on subject-wise learning.

English Proficiency

Quantitative and qualitative data together indicated that the learning centres had substantially strengthened girls' English skills, moving many from basic alphabet knowledge towards functional reading, writing and limited oral communication, though the depth of gains varied across states. **Average English marks improved from 64.60% to 74.70%, representing a 10.1 percentage point increase across participating students during Q1 to Q4 of 23-24.**

- **Exposure and perceived learning**

Participants from all 3 states stated that they had learned new things (figure below), suggesting uniformly positive experiences with English classes in these states.

94.2%

Learnt new things
in English class

- Bihar- 100% (N-89)
- Chhattisgarh – 82% (N-89)
- Jharkhand-100% (N-98)



Participants from all 3 states stated that they had learned new things, suggesting uniformly positive experiences with English classes in these states. Open responses to “What new things did you learn in English?” showed distinct pedagogical emphases by state:



In Bihar, learning was primarily described as integrated English language work (“word meaning, reading, writing, opposite, grammar, translate poem” and variants), signalling simultaneous emphasis on vocabulary, comprehension, and written expression, often anchored in poems and activities.

➤ In Chhattisgarh, the focus appeared more foundational and incremental, with frequent references to learning the English alphabet ("ABCD"), supported by English improvement charts, punctuation, tenses, and exposure to poems and stories through games.

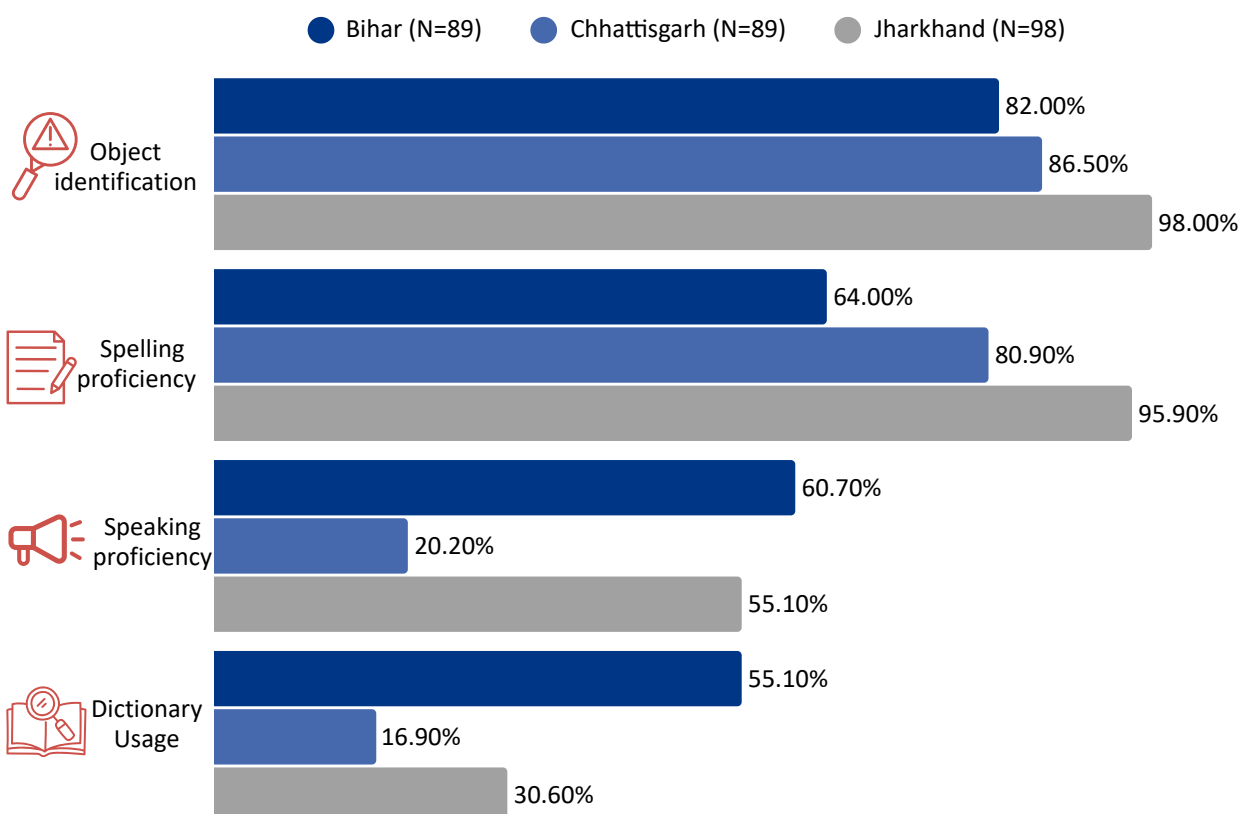
➤ In Jharkhand, responses highlighted concentration on specific grammatical concepts—especially nouns and pronouns—alongside poems, general reading, vocabulary, tenses, and basic writing, suggesting a skills-based approach to English learning.

Across all three states, the synthesis concluded that learning spanned a progression from basic alphabet knowledge to more complex grammar and communication, with strong emphasis on vocabulary, poems, stories and activities as teaching tools.

• Task-based English competence

This profile suggested that most girls could handle basic English tasks—object identification and spelling letters—while a smaller but significant subset had begun to engage with writing proficiency (paragraphs, letters, “dreams and aspirations”). **Notably, Chhattisgarh showed very high competence in basic tasks and relatively strong performance in informal letter writing (36%), whereas Bihar stood out in speaking tasks (71.9% could describe their dreams in English). Jharkhand demonstrated good performance on basic tasks but lagged on dictionary use and extended writing, aligning with its more modest self-assessed improvement percentages.**

Qualitative remarks from teachers in Jharkhand observed that “children can read simple sentences and form CVC words; phonics sounds are known”, indicating progress in phonological awareness and basic decoding, while parents in Chhattisgarh emphasised that girls were “using some English words” in daily speech, signalling early oral language transfer.



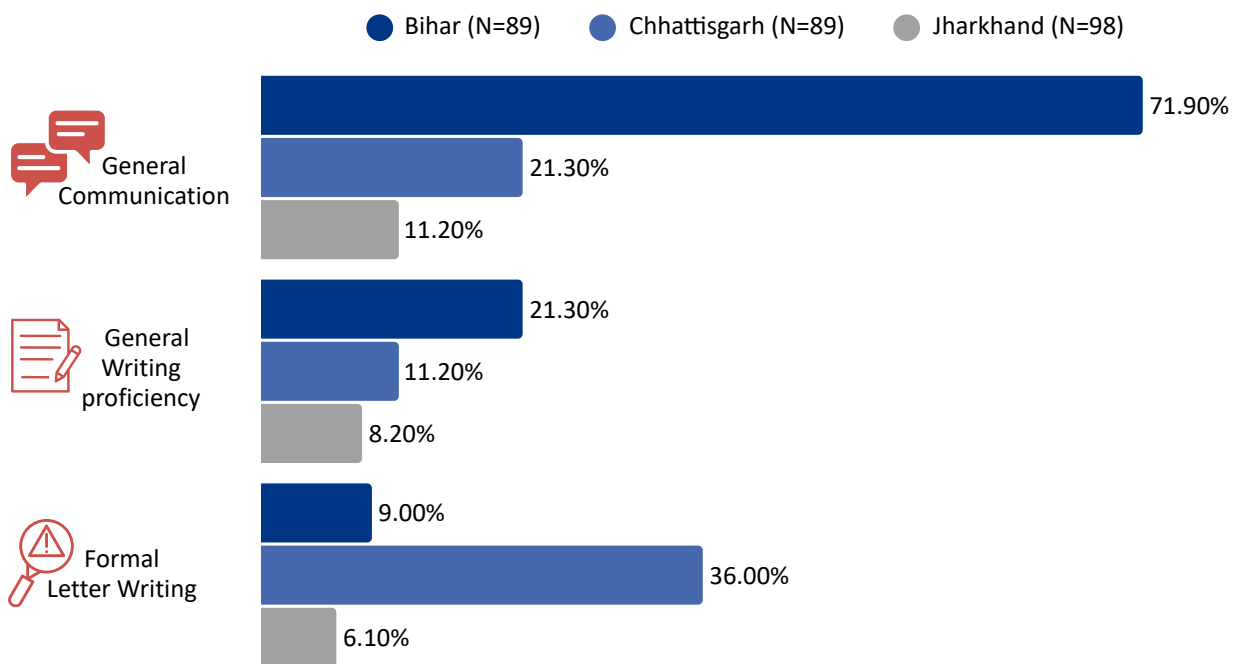
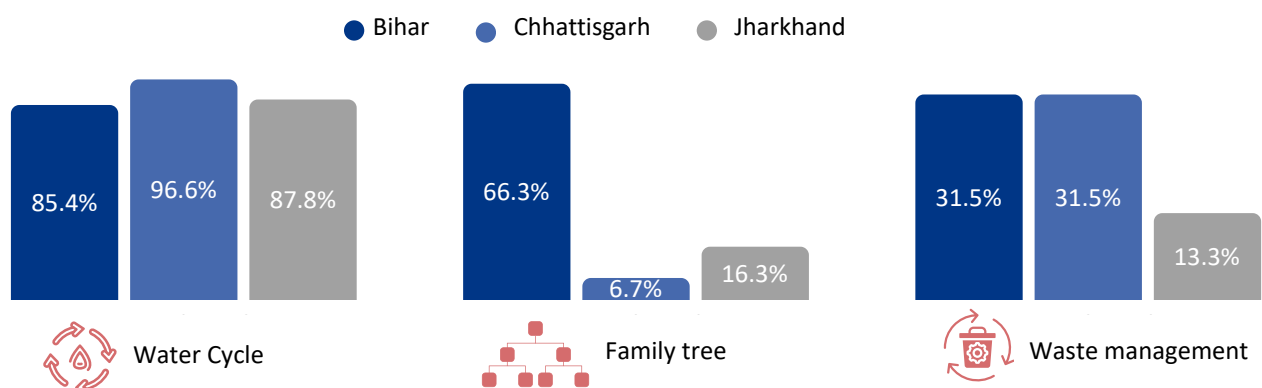
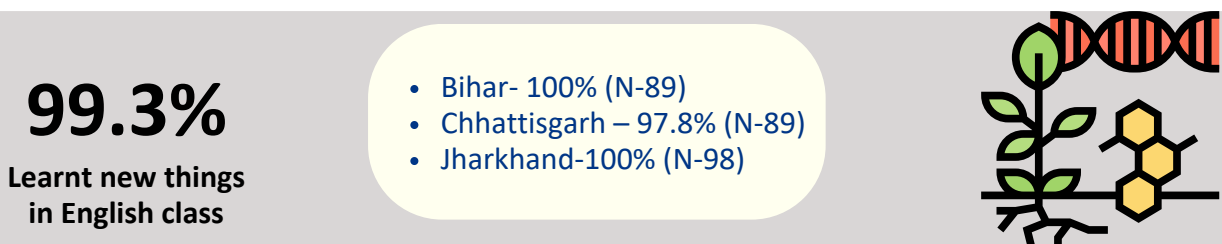


Figure 20: English Task Proficiency

Overall, the English learning data showed high coverage (over 94% reporting new learning), substantial self-reported gains (over three-quarters reporting $\geq 50\%$ improvement), and strong basic task competence, with regional pedagogical styles shaping which higher-order skills were most developed in each state.

EVS Proficiency

Foundational learning gains in Environmental Science (EVS) proved both broad-based and conceptually focused, with very high coverage of core topics such as the water cycle, alongside clear regional differences in depth and range of understanding. **Average EVS marks improved dramatically from 56.4% to 79.8% (from Q1 to Q4 during 23-24 time period), representing a 23.4 percentage point increase. Students reported high learning levels, with 99.3% indicating they had learned something new from EVS classes.**



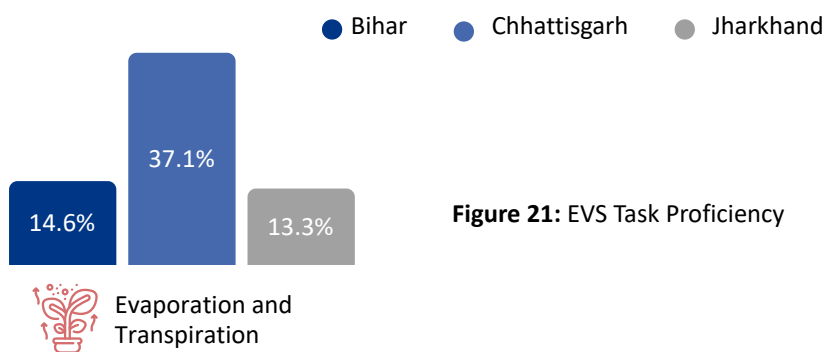


Figure 21: EVS Task Proficiency

These figures suggested a strong, near-universal grasp of the water cycle but reduced understanding of other EVS themes, especially family tree and evaporation, with Jharkhand consistently at the lower end of conceptual coverage. The EVS data showed that the program had almost universally introduced and consolidated at least one complex scientific concept (the water cycle) and had begun to build understanding of related areas like waste management and plant ecology.

Maths Proficiency

Mathematical skills showed a clear gradient from strong performance on basic number operations and time-telling to more mixed performance on unit conversion and multiplicative reasoning, with marked regional variation. **Average math marks improved from 66.1% to 72.5% (from Q1 to Q4 during 2023-24), reflecting a 6.4 percentage point increase.**

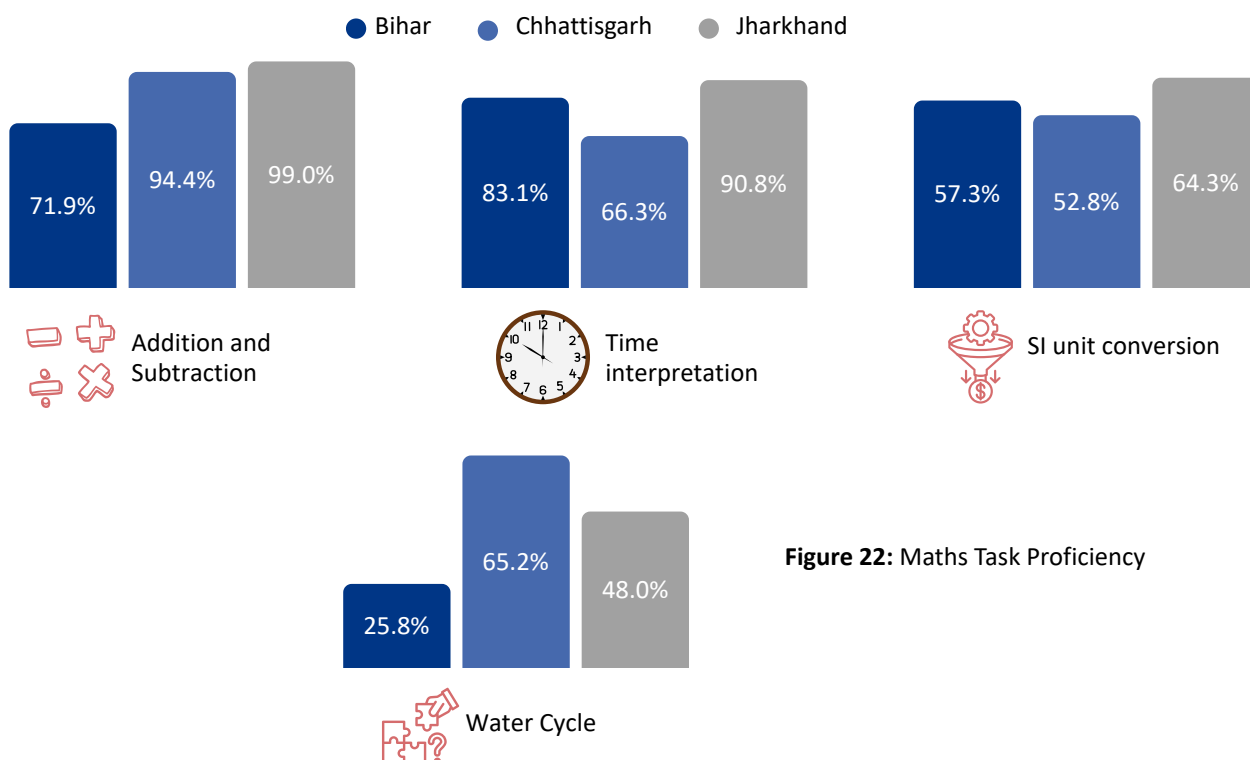


Figure 22: Maths Task Proficiency

On the simplest task—addition and subtraction of one-digit numbers (e.g., 9, 5, 7)—89.1% of girls overall were able to solve the problems correctly. Proficiency to tell time from classroom clocks was also strong but slightly lower. These figures suggested that across states, most girls had acquired core number sense and practical time-reading skills, with Jharkhand consistently at the upper end, though still with a clear majority demonstrating competence. This pattern indicated

that while basic arithmetic was well established across all three states, higher-order application and proportional reasoning were much stronger in Jharkhand than in Chhattisgarh or Bihar,.

The Program had secured a strong foundation in basic arithmetic and time-telling for most girls, while more advanced application—particularly unit conversion and multiplicative reasoning—remained an area for consolidation in Bihar and especially in Chhattisgarh, with Jharkhand already demonstrating near-universal conceptual mastery on the assessed topics.

Lifeskills improvement

Foundational learning gains were closely intertwined with life-skills outcomes. In self-report items, a large majority of girls agreed that "My reading skills have improved because of the Program's help," "I am better at reading because of attending here," and "I feel more confident since joining the learning centre." Alumni-led sessions reinforced these outcomes, with 1,477 sessions conducted across districts over four quarters. Bihar led with 480 sessions, followed by Chhattisgarh (410), Odisha (344), Jharkhand (204), and Uttarakhand (120), demonstrating varied but sustained alumni engagement in skills reinforcement. These accounts suggested that improved foundational skills translated into voice, agency, and advocacy for education, which are core life skills.



Earlier, we didn't have confidence in speaking; now we are very confident, and we make our own decisions and can say yes or no to parents.

- Aarambh Manch, FGD
Jharkhand

These accounts suggested that the learning centre has led to improved foundational skills, translated into communication, agency, and advocacy for education, which are core life skills.



Image 3: FGD data collection among Aarambh manch students, Chhattisgarh

6.7 Mainstreaming into Formal Schooling

The section looks into how the learning centres supported girls' pathways into formal schooling, particularly for those who had never been enrolled, and how these transitions played out within constrained school ecosystems.

Schooling history and the pool of newly enrolled girls

The survey first distinguished between girls who had ever attended a regular school and those who entered IIMPACT as never-enrolled. Out of 276 participants, 260 girls (94.2%) reported that they had gone to a regular school at least once before joining the learning centre, while 16 girls (5.8%) reported that they had never attended a regular school before enrolment. This small but critical subgroup (N=16) represented the direct mainstreaming pipeline created by the program for out-of-school girls.

Qualitative data suggested that, for many of these girls, the barrier was not merely the lack of a school building but the conditions in and around formal schools.



Government schools are overcrowded. Normally, one teacher would be looking after around 100–150 children. Thus, they are never able to concentrate on children. In the centre, it's 1 teacher for 30 children, which is a good ratio.

- Community Members, FGD 2
Jharkhand

These constraints underscored that “schooling history” did not necessarily equate to meaningful learning or regular attendance; the learning centres functioned as an alternative point of entry and consolidation.

Of the 5.8% (16 girls) who had never attended a regular school before joining the learning centre, 100% have mainstreamed into schools and are attending regularly. A similar output was observed during the 2023-24 period, when around 227 students were mainstreamed.

Mainstreaming Process

- **Identification and enrollment of target girls**

The process began with systematic surveying to identify girls who had never enrolled, attended irregularly, or achieved low performance in government schools. Teachers then created defined cohorts (e.g., "one teacher for 30 girls, ages 6–14; surveyed and enrolled"—learning centre in-charge, Jharkhand) to receive focused support.

- **Stabilising attendance through outreach and flexible timing**

Before the transition to formal school, the program stabilised attendance at the learning centres through door-to-door follow-up and timing adjustments around harvests and festivals. Teachers regularly visited homes when girls were absent, while families acknowledged that staff adjusted schedules during peak agricultural periods.

- **Building foundational literacy and numeracy as a bridge to school**

The centres functioned as preparatory bridges, ensuring girls developed basic reading, writing,

and numeracy skills before (re)entering school. Qualitative accounts described learners' moves from "could not read" to reading stories confidently, or from "zero" level to writing Hindi stories and using some English, thereby reducing the risk of failure or withdrawal after enrollment.

- **Shifting parental norms and aspirations around education**

Mainstreaming was supported by explicit norm-change work (e.g., Aarambh Manch, community awareness activities) that opposed child marriage and other barriers to girls' education. Over time, parents increasingly expressed a preference for daughters to "study" rather than marry early, reframing schooling as the expected pathway.

- **Facilitating formal enrollment and dual participation in the school and centre**

Once girls attended regularly and had either reached a minimum competency level or completed all proficiency levels at the learning centre, staff facilitated formal enrollment in government schools. In many areas, mainstreamed girls continued dual participation, attending both the learning centre and regular school to maintain academic support.

- **Buffering constraints of overcrowded government schools**

The learning centre remained important after mainstreaming because government schools were often overcrowded and under-resourced. The centre provided focused, activity-based learning that the formal system struggled to offer, thereby supporting both entry into and persistence within formal schooling.

- **Anchoring transitions in CMC and community structures**

Community Management Committees (CMCs) and parent groups monitored attendance, addressed issues, and legitimised the program. Parents and CMC members visited centres, discussed improvements, and supported continuity, helping ensure that mainstreamed girls remained in school rather than dropping out.

- **Sustaining mainstreaming through Alumni-Led activities**

Continued follow-up of mainstreamed students, along with activities led by alumni through Aarambh Manch, alumni tutoring at home, and similar initiatives, extended the impact of mainstreaming beyond individual enrollment, reinforcing the value of schooling across households and cohorts.

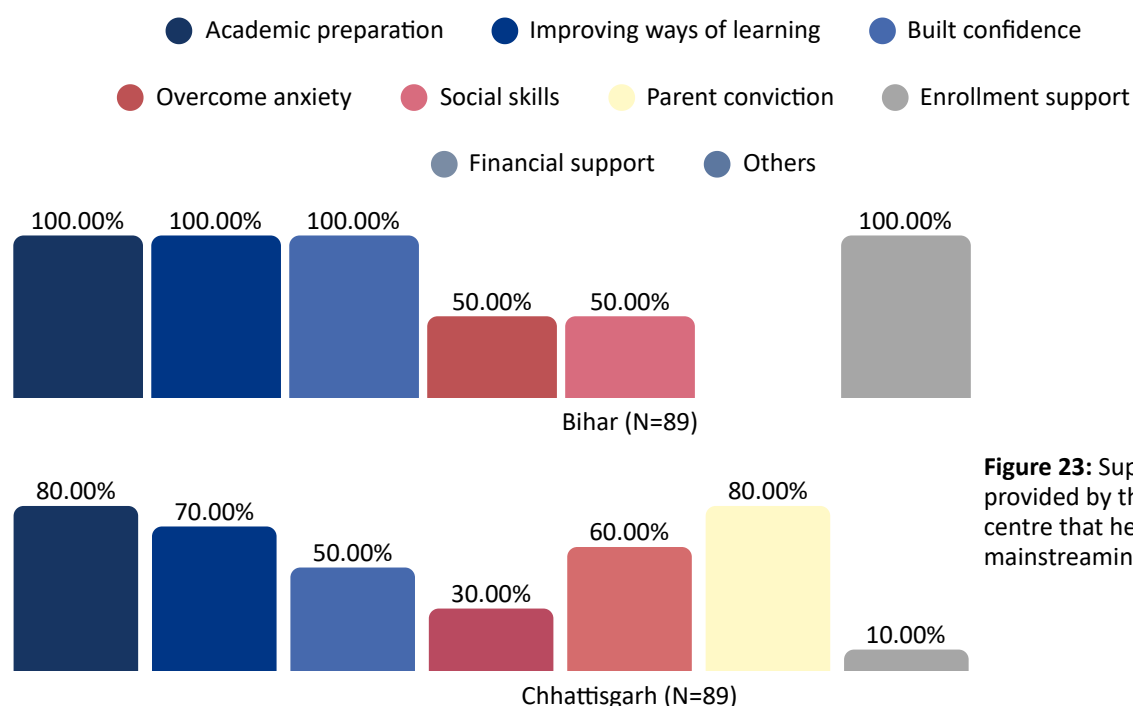


Figure 23: Support provided by the learning centre that helped in the mainstreaming process

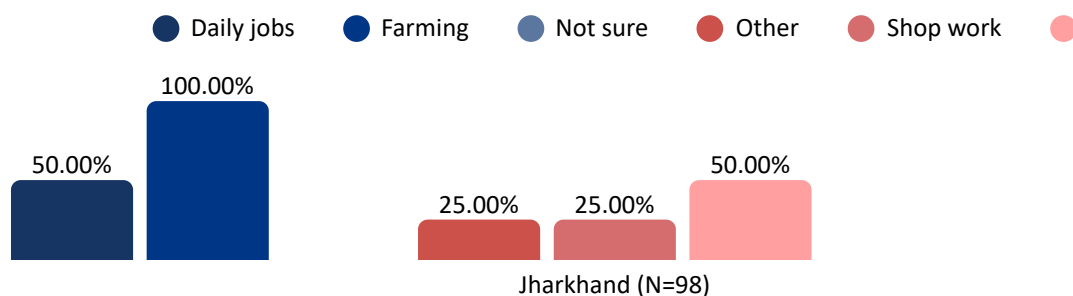


Figure 24: Support provided by the learning centre that helped in the mainstreaming process

Continuity of schooling where the program operated

Beyond one-off transitions, the program supported continuity of school attendance in locations where it operated. In Chhattisgarh, the remark that “Where Program runs, children study and go to school regularly” captured a locally normalised pattern of combined participation in learning centres and schools, rather than a temporary bridge.

This continuity was important because the formal school environment remained highly constrained.

Before the functioning of the learning centre, students used to wander around. They barely used to go to school before the functioning of the learning centre.

- learning centre In-Charge 1,
Chhattisgarh

The insights from the data highlight that in the absence of the learning centre, many children—especially girls—would probably not have been in any structured learning environment, let alone in a position to sustain formal school attendance.



Image 4: FGD Data Collection among Parents and Community Members, Jharkhand

6.8 Aarambh Manch and its impact

The Aarambh Manch initiative constituted a critical component of IIMPACT's comprehensive approach to girl child education, targeting adolescent girls aged 12-18 years who had graduated from learning centres or were transitioning to formal schooling. The program implemented 1,477 alumni-led sessions across operational districts during FY 2023-24, with Bihar conducting the highest number at 480 sessions, followed by Chhattisgarh (410), Odisha (344), Jharkhand (204), and Uttarakhand (120).

Each centre maintained one Aarambh Manch group comprising approximately 15 members, primarily drawn from IIMPACT alumni, with supplementary inclusion of adolescent girls from the broader community where alumni availability remained limited. This organisational structure ensured continuity of program values while extending influence to previously unreached populations within target communities.

Impact of Aarambh Manch Session

Communication and Confidence Enhancement

Aarambh Manch participants demonstrated significant transformation in self-confidence and public communication abilities across all operational locations. The program facilitated a marked evolution from traditionally silent, compliant behaviors to assertive, articulate advocacy patterns among participating adolescent girls.

Participants consistently exhibited enhanced personal agency, particularly regarding life decisions traditionally controlled by family patriarchs, including matters related to child marriage. The program's play-based pedagogy and structured discussion formats enabled participants to develop sophisticated argumentation skills and moral reasoning capabilities.

Evidence from Chhattisgarh illustrated systematic progression in communication confidence, with participants reporting: "We gained confidence in speaking" and "Earlier we couldn't express our views; now we can talk openly." These testimonies documented measurable advancement in verbal expression and self-advocacy abilities developed through program participation.

Social change advocacy by Aaramabh participants

The program achieved significant impact through participants' active resistance to child marriage practices within their communities. **The systematic life skills curriculum, particularly role-play activities addressing child marriage and dowry practices, established a foundation for practical application of learned concepts in real-life contexts.**

Participants in Jharkhand demonstrated comprehensive knowledge acquisition and practical application of legal frameworks, as evidenced by their statement: "Aarambh Manch helps us oppose child marriage; before 18 is a legal offense." This response indicated successful integration of legal knowledge with advocacy skills, enabling participants to challenge harmful traditional practices through informed argumentation.

Sustainability and long term commitment among the Aaramabh participants

The program generated remarkable commitment among participants to ensure educational access for future generations, even under scenarios where formal program support might cease

This finding represented the most significant indicator of program sustainability and participant transformation.

Participants in Chhattisgarh articulated unprecedented commitment to educational continuity and community service, declaring: "If sessions close, we will teach everyone from a young age." This pledge demonstrated fundamental transformation in participants' self-perception, evolving from aid recipients to community resources capable of independently sustaining educational initiatives.



After coming to the Aarambh Manch session, we understood that the legal age is above 18, so from that time period onwards, we have been fighting against early marriage and have stopped early marriages in nearby villages.

- Aarambh Manch FGD 1,
Jharkhand

The Aarambh Manch program established a critical bridge between individual educational achievement and community-wide social transformation. Through empowering adolescent girls with enhanced confidence, communication skills, and social change knowledge, the initiative created sustainable mechanisms for continued program impact extending beyond formal intervention periods.

Documented evidence of participants' willingness to serve as community educators and their active resistance to harmful traditional practices demonstrated program success in creating change agents rather than merely educated individuals. These agents exhibited commitment to advancing girls' education and empowerment within their respective communities, indicating deep internalisation of program values.

The multi-faceted impact positioned Aarambh Manch as a cornerstone component of IIMPACT's sustainability strategy, ensuring that program values and educational priorities continued influencing communities through locally-embedded change agents long after external support transitioned. This approach represented a fundamental shift from dependency-based programming to community-owned educational transformation, with participants assuming responsibility for perpetuating positive change within their social contexts.

6.9 Social Norms & Attitude Change

The evidence indicated that **the program did more than improve academic skills: it shifted parental attitudes, gender norms, and safeguarding behaviours, while building a sense that benefits—especially confidence—were both valuable and long-lasting.** These shifts were visible across all three states, though the emphasis and narrative language differed by location.

Parental attitudes towards girls' education

Survey data on “Has your parents’ idea on education changed after you joined the centre?” showed that a large majority (97.5%) of girls reported some positive change, with only a small minority indicating “no change” (2.5%). **The qualitative analysis clarified what “change” meant in practice: parents increasingly came to see girls’ education as important, linked it to future work and self-reliance, and were more likely to encourage study and continued schooling rather than early marriage.**

Among the 269 girls who reported that their parents’ ideas on education had changed after they joined the centre, the shift was strongly oriented towards gender parity in schooling. Overall, 93.7% of these girls said their parents had come to see girls’ education as important as boys’ education, indicating that the program was associated with a broad reframing of daughters’ education as equally legitimate and valuable.

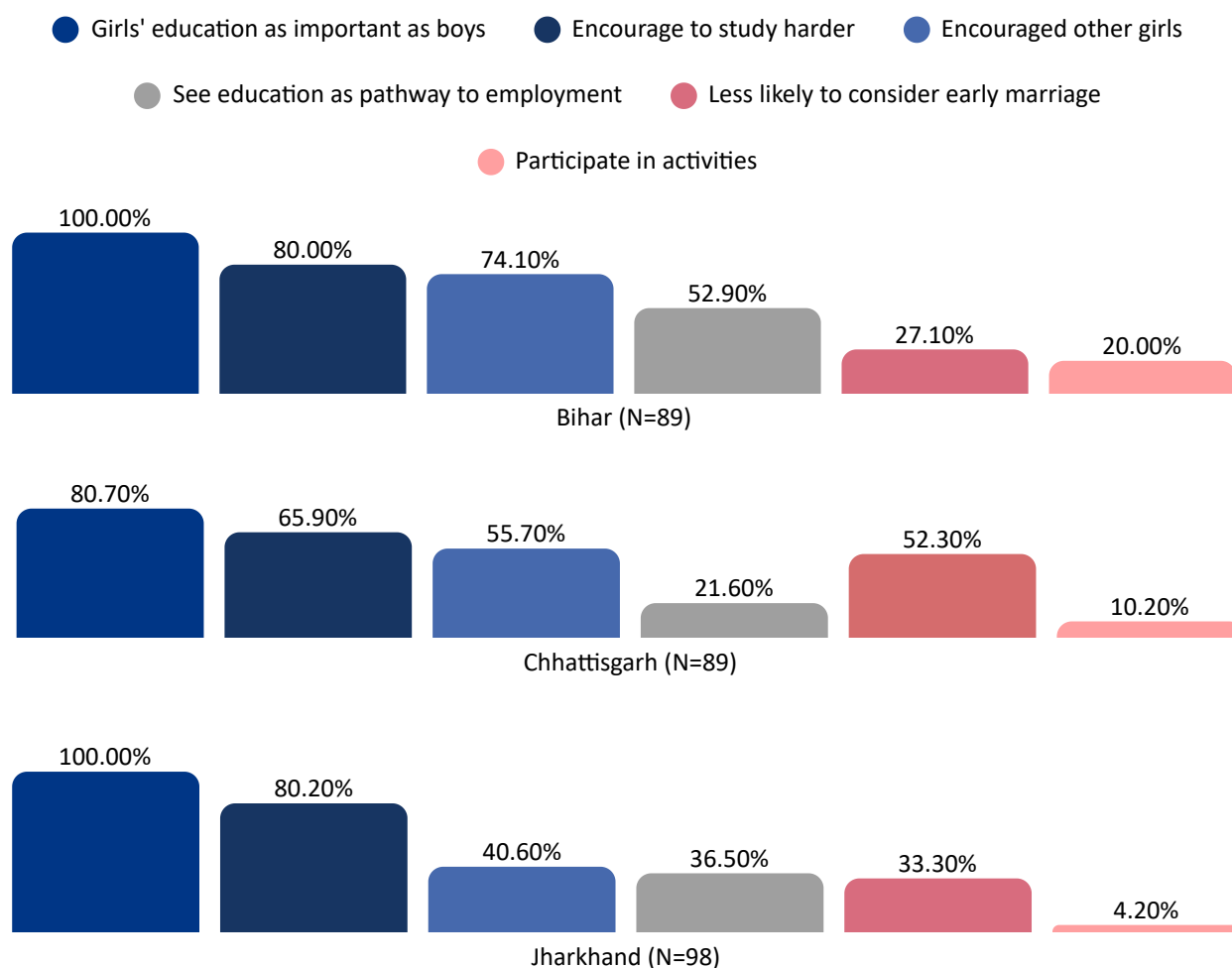


Figure 25: Shifts in parents’ attitude towards education after the child joins the learning centre

Parents were not only more positive in principle but also more performance- and effort-oriented. A substantial proportion of girls also reported that their parents' changed attitudes extended beyond the household, their parents had begun encouraging other girls in the community to study (74.1% in Bihar, 55.7% in Chhattisgarh, but only 40.6% in Jharkhand). Crucially, there were also signs of norm change around early marriage. Overall, 37.5% of girls said their parents were now less likely to consider early marriage. This effect was strongest in Chhattisgarh, where 52.3% of girls reported such a shift, compared with 27.1% in Bihar and 33.3% in Jharkhand. The attitudinal data thus aligned with safeguarding work highlighted in the qualitative findings, where resisting early marriage had become more salient in parental thinking.



After joining Aarambh Manch, we have become confident, and now we make decisions in our lives. These days, we can say yes or no to the parents, to decisions about our lives.

- Aarambh Manch, FGD 1
Jharkhand

A smaller share of parents reported changes in their own participation in educational activities. This showed that where parents' attitudes had changed, they had commonly moved towards gender-equal valuation of education and stronger academic encouragement (75.5%), with over one-third reporting shifts away from early marriage and towards viewing education as a route to work (36.8%), albeit with clear differences in depth and breadth of change across the three states.

Shift in gender norms- Aarambh Manch

The direct evidence of shifting norms appeared in qualitative data, particularly through Aarambh Manch and role-play pedagogy, which had been reflected in the qualitative findings. In Bihar, Aarambh Manch students have mentioned that they had done awareness-creating activities- such as roleplays, activities, etc in the centre.



Before Aarambh Manch, we were not aware that the legal age of marriage is 18; once we became aware and gained confidence. After that, we have opposed child marriage within the village.

- Aarambh Manch, FGD 1
Jharkhand

These statements suggested that **knowledge of legal age, confidence to say “no,” and moral framing of early marriage as harmful had become part of girls’ everyday discourse.** This aligned with the cross-location pattern, which synthesised that life skills and norm change were “catalysed through role-play pedagogy, building voice against harmful practices, and promoting educational continuation” in all three states. The qualitative data, combined with increased parental support for education, suggested emerging safeguarding behaviours: girls felt more able to object, parents were more aware of legal norms, and communities were linking girls’ future more with schooling rather than early marriage.

Home learning climate and diffusion of value

The question “Does your family talk about your learning at home?” showed that 86.2% of girls overall reported that their family frequently talked about their learning (238 of 276), while the remaining 13.8% said this happened sometimes; no participants selected “never”.

This had been backed by qualitative findings, wherein parents mentioned that lessons in the learning centre were discussed in their homes. These accounts indicated that the home learning climate had shifted from silence to active teaching and discussion, with older girls taking on educator roles and bringing parents into literacy practices.

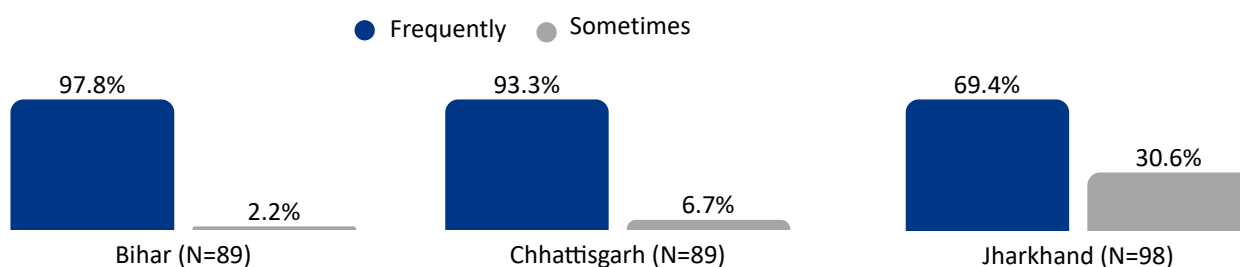


Figure 26: Frequency of discussion of lessons taught in the learning centre at home

Valuing confidence and psychosocial “gifts”

The quantitative data on family attitudes, reading, and confidence suggested that participants viewed the Program’s psychosocial benefits as both substantial and deeply internalised, with consistently high levels of agreement across states.

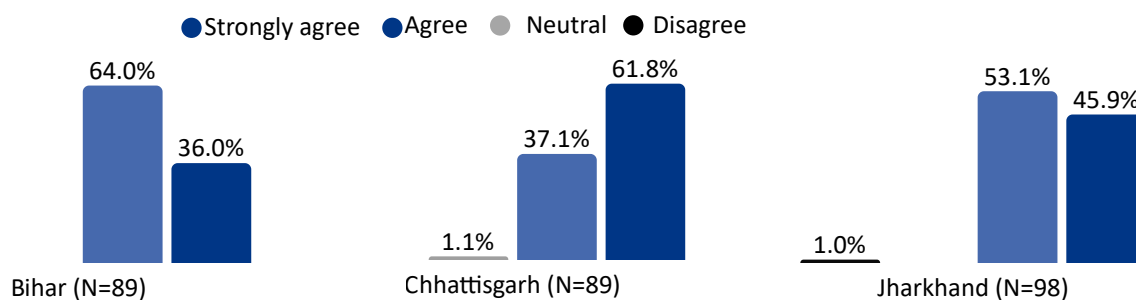


Figure 26: Students perception on IIMPACT helping parents understand why school is good for girls

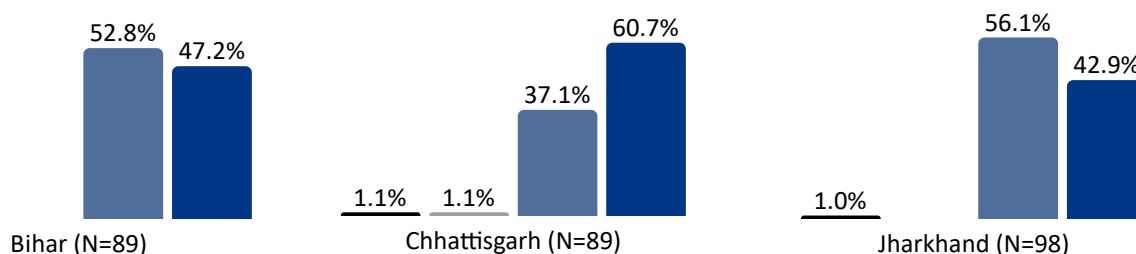


Figure 27: Students feeling more confident since joining the learning centre

This indicated that across the program, families overwhelmingly felt that the centre had played a decisive role in reframing girls’ schooling as valuable. These quantitative findings resonated closely with the qualitative narratives, in which girls described this “confidence gift” in their own words-speaking up in public and advising others to study (Bihar) and feeling more confident in speaking (Chhattisgarh).

6.13 Success Story



Mathematical Skills as Family Empowerment Tool

A fifth-grade student from an IIMPACT centre in Chhattisgarh faced a critical family crisis when her household became trapped in a predatory lending arrangement. The family had mortgaged their agricultural land to secure an emergency loan, but lacked the financial literacy to understand the terms or challenge the moneylender's continuing demands for payment.

Intervention

Through IIMPACT's structured mathematics curriculum using the Jodo Gyan methodology, the student learned percentages, simple interest, and compound interest calculations. Recognizing the practical relevance to her family's situation, she systematically analyzed her father's loan documentation and payment history. Her calculations revealed that the family had already paid substantially more than the original loan amount plus legitimate interest charges.

Application and Outcome

Armed with mathematical evidence, the student accompanied her father to confront the moneylender. She presented her calculations demonstrating that the family's debt obligations had been fully satisfied. The mathematical proof proved compelling enough to force the moneylender to return the land documents, enabling the family to recover their agricultural land—an asset worth several times the original loan amount. **This case demonstrates how IIMPACT's practical mathematics education creates immediate, tangible value for families while empowering students to become agents of positive change within their households.**



Image 5: FGD Data Collection among Aarambh Manch students, Chhattisgarh

Recommendations

- **Consolidate teacher development as a core asset:** Given that 97.5% of girls reported that teachers helped them learn new things, the existing teacher support architecture may be preserved and refined as a central program pillar.
- **Provide state-specific academic support in English and EVS:** Since 56.9% of girls reported difficulty speaking English and 38.0% in understanding lessons (with Jharkhand most affected), Jharkhand may benefit from intensified oral language and writing practice in English and other languages. In Bihar, remedial modules focusing on conceptual understanding in could be prioritised, while Chhattisgarh may focus on extending to higher-order tasks.
- **Invest in differentiated infrastructure improvements:** As Jharkhand girls repeatedly identified the absence of a “proper building” as a key deficit, structural upgrades (shelter, flooring, ventilation, and seating) may be prioritised. In Bihar, low-cost comfort enhancements like better mats and activity kits could improve the learning environment.
- **Systematically address attendance barriers through community structures:** With 34.8% of girls constrained by household work, 10.5% by lack of parental support, and smaller proportions by distance, timing, social barriers and paid work, attendance strategies may be more deliberately integrated into CMC and Aarambh Manch processes.
- **Formalise and monitor mainstreaming pathways:** As learning centres acted as a bridge for never-enrolled girls and those with irregular school attendance, transition support could be strengthened through simple, documented plans for each mainstreamed girl and post-transition follow-up. Tracking attendance and progress for one–two years after mainstreaming may help identify emerging risks of re-dropout and enable timely, targeted support.

Conclusion

This impact assessment of the IIMPACT Girl Child Education Program (FY 2023–24) across Bihar, Jharkhand, and Chhattisgarh, based on 276 surveys and qualitative insights, found consistently high engagement and perceived value. Nearly all girls enjoyed attending learning centres (99.1%) and found them academically beneficial (99.6%), with particularly strong affirmation in Chhattisgarh and Jharkhand. A robust reading culture was evident, with 98.9% enjoying reading and over three-fourths reporting significant improvement in reading habits. Teachers and pedagogy emerged as core strengths, alongside notable positive shifts in parental attitudes toward girls’ education. However, learning challenges in English and environmental studies and attendance barriers due to household work persist, underscoring the need for targeted, context-specific strengthening.

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Abbreviations

CMC	Centre Management Committee
FGD	Focus Group Discussion
FLN	Foundational Literacy and Numeracy
IDI	In-Depth Interview
KII	Key Informant Interview
LC	learning centre
OBC	Other Backward Classes
TLM	Teacher Learning Material

Annexure

6.11 KPI mapping against outcomes of the Project

	Key Performance Indicator (KPI)	Measurement Method	Findings/Outcomes Achieved
UNDERSTAND EDUCATIONAL NEEDS AND CHALLENGES			
1	Baseline literacy rates of target beneficiaries	Pre-enrollment assessment	Girls used to experience significant learning gaps; qualitative evidence shows girls "could not read; now reads stories with confidence" indicating substantial foundational deficits at entry
2	Identification of access barriers	Qualitative interviews	34.8% faced household work barriers; seasonal migration and harvest cycles disrupted attendance; gender-based role assignments prioritised domestic responsibilities over education
3	Socio-economic constraints mapping	Household surveys	Annual household income ₹40,000-50,000 (daily laborers); families unable to afford quality educational options
4	School infrastructure gaps	Mixed methods assessment	Government schools operated at 1:100-150 teacher-student ratios; overcrowded conditions with limited individual attention; teachers often absent or using traditional rote methods
ASSESS ADEQUACY AND RELEVANCE OF PROGRAM INPUTS			
5	Teacher capacity development rate	Training assessments (Q1-Q4)	16.2 percentage point improvement average across districts; Bihar: 64.9% to 77%, Chhattisgarh: 60.7% to 79%, with structured quarterly 5-day training programs on a quarterly basis
6	Learning material availability	Quantitative survey	99.3% reported adequate learning materials; systematic provision of Jodo Gyan kits, Agastya kits, library materials; 93.5% valued teacher support most highly
7	Center infrastructure adequacy	Qualitative and Secondary literature review data	Implementation of successful community based intervention, with regular housevisits, community awareness activities to ensure proper implementation of the program.
MONITOR PROGRAM IMPLEMENTATION FIDELITY			
8	MGML methodology adherence	Quantitative Data	Five-step MGML pedagogy implemented: Introduction-Recall-Demonstration-Apply-Feedback; 93.5% students noticed new teaching techniques

	Key Performance Indicator (KPI)	Measurement Method	Findings/Outcomes Achieved
9	Attendance regularity rates	Quant and Qual Data	96.6% daily attendance rates (Bihar: 97.8%, Chhattisgarh: 92.1%, Jharkhand: 100%); systematic 45-day probation and 90-day monitoring protocols maintained consistency
10	Session quality consistency	Quarterly teacher assessments and Qualitative Data	Structured training system with quarterly assessments, monthly study circles; consistent pedagogical approach across all centers with regular quality monitoring
11	Community engagement levels	Quarterly teacher assessments	1,070 CMC meetings conducted across quarters with 77-88% attendance rates; 80% of committees demonstrated active involvement in center functioning
EVALUATE STUDENT ACADEMIC AND LIFE SKILLS OUTCOMES			
12	Reading confidence improvement	Reading proficiency assessments	98.9% enjoy reading books and stories; 41.3% reported 75-100% reading improvement; progression from non-literacy to confident story reading documented
13	Numeracy skill development	Mathematical competency evaluation	Math scores improved 6.4 percentage points (66.1% to 72.5%); 89.1% mastered basic arithmetic; real-world application including financial problem-solving for families
14	Communication skills enhancement	Quantitative and Qualitative Data	99.1% enjoy coming to centers; documented confidence gains - girls became spokespersons and assist in community awareness creation; public speaking abilities developed
15	Decision-making agency	Qualitative Data	Enhanced decision-making capacity across all locations; girls gained voice in family decisions, opposed child marriage; "can say yes or no to parents" reported
16	Mainstreaming success rate	Qualitative data collection	100% of non enrolled girls (N=16) successfully mainstreamed; 227 students mainstreamed in 2023-24; 90-95% continued formal education post-program
UNDERSTANDING COMMUNITY AND STAKEHOLDER ENGAGEMENT			
17	Community ownership indicators	Qualitative data collection	Spontaneous community mobilisation occurred during infrastructure damage, with communities providing mats and securing alternative buildings.

18	Parental attitude change	Quantitative data collection	97.5% reported positive parental attitude changes; 93.7% parents now view girls' education as important as boys'; shift from early marriage to educational prioritization
19	Alumni engagement levels	Quarterly assessment and Qualitative data collection	1,477 alumni-led sessions conducted; peer tutoring networks established; organic knowledge transfer to siblings and community members documented
20	Social norm transformation	Behavioral change documentation	37.5% parents less likely to consider early marriage; reports of Aarambh Manch students creating awareness against child marriage and successfully challenged traditional norms; community-wide shifts toward gender equality in education.
IDENTIFY BEST PRACTICES AND GAPS			
21	Program sustainability indicators	Sustainability assessment analysis	Communities willing to take ownership of the program in case of discontinuation from IIMPACT; 10-12 year program longevity in multiple locations; strong alumni networks providing continuity
22	Knowledge transfer effectiveness	Peer influence tracking	Provision of state-specific academic support in English and EVS. In Bihar, remedial modules focusing on conceptual understanding in could be prioritised, while Chhattisgarh may focus on extending to higher-order tasks.

Table 9: KPI mapping to the outcome of the program

Annexure

6.12 CIPP Evaluation

CONTEXT EVALUATION

Target Population & Geographic Context

The IIMPACT Girl Child Education Program operated within a challenging rural context characterized by significant educational barriers and socio-economic constraints. The Program targeted girls aged 6-14 across underserved rural areas in Bihar, Jharkhand, and Chhattisgarh, where there was little to no private schools or functional government schools were absent.

Socio-Cultural Context

Traditional gender norms prioritized early marriage over education, with community testimonies indicating "Earlier parents said after matric we will marry them." Geographic remoteness and seasonal migration patterns further compounded access challenges, creating sustained demand for local, flexible educational solutions.

INPUT EVALUATION

Resource Allocation Strategy

IIMPACT's input strategy demonstrated efficient resource allocation through a community-partnership model that maximized value while minimizing costs.

Human Resources

The Program invested in systematic teacher and other non-teaching staff development through quarterly 5-day training Programs, resulting in 70-80% improvement in teacher capabilities. Local recruitment and partner NGO payroll management ensured cultural appropriateness and cost efficiency.

Financial Investment and Material Investment

Financial investment ensured the running of the centre along with the provision of specialized teacher training material, along with specialized educational kits including "Jodo Gyan for mathematics, Agastya for science, and library materials" and other study materials that provided structured, activity-based learning resources.

Infrastructure

The community-based model leveraged local contributions of space, electricity, and utilities, creating shared ownership while reducing Program overhead costs. This approach demonstrated sustainable resource mobilization and community investment.

PROCESS EVALUATION

Pedagogical Methodology

IIMPACT's process quality centred on the Multi-Grade Multi-Level (MGML) methodology, which enabled systematic, differentiated instruction within mixed-age classrooms.

Socio-Cultural Context

MGML implementation created "much easier and more systematic" learning experiences. Activity-based learning integration with sports and games enhanced student engagement beyond traditional rote methods. Combined with systematic enrollment processes, including 45-day probationary periods and 90-day attendance monitoring, ensuring committed participation. Quarterly assessments and continuous supervision maintained consistent instructional quality across all centres.

Community Integration

Approximately 80% of Community Management Committees demonstrated active involvement in centre functioning, with regular visits and monitoring. This engagement created shared accountability and Program ownership.

PRODUCT EVALUATION

Learning Outcomes - Foundational Literacy

Significant improvement could be seen in the proficiency of foundational literacy and numeracy. This had to be combined with the improvement in skilling and confidence development thus improving social interaction capabilities.

Educational Progression - Mainstreaming Success

Post-Program tracking indicated 90-95% of children continued formal education, representing substantial improvement over baseline dropout patterns. The dual-enrollment strategy enabled children to benefit from both government school meal Programs and quality IIMPACT instruction.

Agency Development and Social transformation

Behavioural change outcomes included enhanced decision-making capacity leading to developed advocacy skills against child marriage and gender discriminatory practices.

Family and Community Impact—Multiplier Effects

Each Program participant influenced 2-3 additional children through peer networks and family relationships, extending impact beyond direct beneficiaries.

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