



Impact Assessment Report Girl Child Education Programme

Submitted to: IIMPACT and Indus Towers



Putting India First



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2. Introduction

Indus Towers Limited (“Indus”) is a leading telecom tower company enabling communication for millions of people. As part of their CSR initiative, Indus Towers provides education access to 11,363 girls from socially and economically disadvantaged sections of society, by supporting IIMPACT to establishing and running 410 community-based learning centres in villages. This programme is called as Girl Child education programme (GEC) and support girls across the states of Haryana, Rajasthan, Uttar Pradesh, Uttarakhand and West Bengal. It offers access to primary education for non-school going girls, girls who have dropped out of school and enabling them for mainstream education¹.

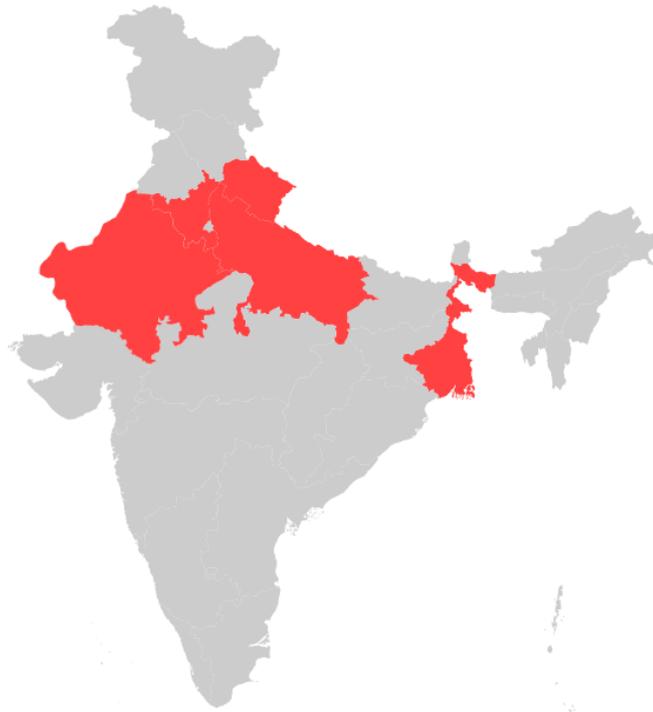


Figure 1: Locations across India with Indus supported learning centers

2.1 About IIMPACT

IIMPACT is a non-profit organisation established in 2003 by the IIM-Ahmedabad alumni batch of 1978. IIMPACT’s primary focus is the education of girl children from socially and economically disadvantaged sections of society².

The objective of IIMPACT organisation is as follows³

- Increase access and encourage enrolment to basic primary education, through community mobilisation, for all girl children not in school
- Provide high quality relevant education through IIMPACT learning centres
- Encourage and enable each girl to become an independent thinker and self-learner

¹ [IIMPACT Annual Report 2020-21](#)

² [IIMPACT](#)

³ [IIMPACT](#)

- Make learning joyful
- Help transform the community

2.2 About the programme

IIMPACT seeks to address the cause of girl-child education in remote rural locations with limited access to education through GCEP. Under this project, IIMPACT has identified rural out-of-school girls in about 33 districts of 11 States with low female participation in education. IIMPACT has established 1,936 Learning Centres (LC) for girl children above the age of 6 years from socially and economically marginalised communities⁴.



Figure 2: Learning centre - Sakras

Under this programme, IIMPACT, in collaboration with local non-governmental organisations called Partner Non-Government Organisations (PNGOs), establishes single-teacher led learning centres imparting Primary-level (class 1 to class 5) education. Each learning centre educates up to a maximum of 30 girls using a child friendly, Multi-Grade-Multi-Level (MGML) learning approach⁵. Through the MGML approach each grade is divided into 4 levels with a total of 20 levels leading to class 5. Each level is for 3 months after which there is an assessment conducted known as the Quarterly Child Assessment (QCA), these QCAs help in understanding the child's learning levels. IIMPACT runs learning centres for about 5-6 years in one locality (before conducting an updated community survey), up to the time each girl enrolled in the learning centre receives a firm grounding in primary education⁶.

The teachers were hired from the community with a minimum education of class 10. They are provided training specific to conducting classes in MGML format. Every three months the teachers are expected to attend a training conducted by IIMPACT. These trainings equip them to gather together, share good practices, and learn teaching techniques that intrigue children.

⁴ [IIMPACT Annual Report 2020-21](#)

⁵ Multi Grade/Multi Level (MGML) methodology offers students and teachers at primary schools a reliable framework for both individualised and community-oriented education. MGML methodology allows mixed groups of students of different age, grade and performance levels to be educated together in one classroom by one teacher.

⁶ [IIMPACT Annual Report 2020-21](#)

2.3 Unique proposition

One of the most unique features of GCEP is the hiring of teachers from the community and building their capacity to teach children. These teachers do not have any prior experience in teaching and with the help of IIMPACT they are upskilled. These teachers are equipped to handle MGML classes, and they help shape the future rural girl children. Through IIMPACT these women become empowered and self-reliant. The hiring of community person also helps the parents feel safe for their children.

2.4 Theory of change

The following theory of change has been adapted from the programme documents and observations during the study.

Impact	Inputs/Activities	Outputs	Outcomes
Improved girl child education	<ul style="list-style-type: none"> Establishing LCs in multiple villages Mobilising and sensitising the community on the issue of girl child education Survey and enrolment of out-of-school girls Assigning a local female teacher to the LC 	<ul style="list-style-type: none"> No. of LCs set up No. of girls enrolled No. of teachers employed 	Improve girls' access to the education
	<ul style="list-style-type: none"> Providing good quality education with a robust curriculum and TLM Periodic evaluation to assess the learning levels of the student 	<ul style="list-style-type: none"> Learning outcomes mapped for each level No. of assessments conducted Score of children 	Improve girls' retention in the centre
	<ul style="list-style-type: none"> Bridging the gap in learning at par with formal schools Assisting the enrolment of students in class 6 Periodic follow-up with graduated students 	<ul style="list-style-type: none"> Scoring higher than 60% in regular school class 5 exams No. of girls enrolled in schools No. of girls continuing their higher education 	Continuity of education, ensuring class 5 education and enrolment in class 6

	<ul style="list-style-type: none"> • Provision of TLM to the LCs • Provision of a space for LC through the community • Setting up and strengthening of community institutions like the centre management committee 	<ul style="list-style-type: none"> • No. of TLMs provided to each LC • LC infrastructure provided by the community • No. of meetings of CMC 	Infrastructure development
	<ul style="list-style-type: none"> • Periodic training of the teacher 	<ul style="list-style-type: none"> • No of trainings attended by the teacher 	Capacity building

3. Need for the programme

Education is a human right. Education is important for not only a holistic development of an individual, but the society as well. 59 million children and 65 million adolescents are out of school⁷, across the world, and more than 120 million children do not complete primary education⁸. Lack of education hampers an individual from reaching their full potential. Out of school children miss out the opportunity to develop their skills and to join the work force later in their adult life⁹.

As per a policy brief on girls' education by CARE India, at least 1.6 million girls are out-of-school in India and 39.4% girls between 15-18 years of age are out-of-school¹⁰. The drop-out rate of girls in India at primary level is 1.2%, at upper-primary level is 3% and at secondary level is 15.2%¹¹.

Given the prevailing influence of patriarchal values, right from their birth, a lot many girls bear the brunt of gender inequality, gender stereotypes and are treated inferiorly, as compared to boys. Due to existing attitudes regarding girls' education, safety concerns, distance between home and school, lack of affordable sanitary napkins, absence of separate and functional toilets, and poor school infrastructure, several teenage girls tend to become irregular in attending schools or drop out before completing their schooling. Only one in every three girls in India completes school education age-appropriately¹².

⁷ A child 6-14 years of age will be considered out of school if he / she has never been enrolled in an elementary school or if after enrolment has been absent from school without prior intimation for reasons of absence for a period of 45 days or more. - [Guideline for special training centres - Ministry of Education](#)

⁸ [OXFAM India – Importance of girl child education](#)

⁹ [OXFAM India – Importance of girl child education](#)

¹⁰ [CARE India Policy Brief - Girls Education](#)

¹¹ [Unified District Information System on Education \(UDISE\)-2019-20](#)

¹² [CRY - Importance-Of-Girl-Child-Education-In-India](#)

Before the pandemic, 40% of the over 30 million out-of-school children in India were adolescent girls. Now the COVID-19 crisis has exacerbated the inequalities girls already faced. Increased poverty, household chores, lack of digital access and child labour is further limiting their opportunities to learn¹³.

The Right to Education Act article 4 stipulates that special training centres should be established to incorporate children from disadvantaged groups in the school system. However, as per a study conducted by Umea University it was found that these are poorly implemented and most of their respondents were unaware of the provision¹⁴.

The female literacy rates in the districts supported by Indus are low and in need of intervention to improve the quality of living of the women.

Districts	Average Literacy rate (%)	Female Literacy rate (%)
Bankura	70.95	60.44
Banswara	56.33	35.46
Bundi	82.04	73.77
Hardoi	85.43	80.97
Kheri	60.56	50.42
Mewat	69.42	57.71
Prayagraj (Allahabad)	72.32	60.97
Purulia	64.48	50.52
Rajsamand	63.14	47.95
Shahjahanpur	67.25	62.59
Tehri Garhwal	76.36	64.28
Uttarkashi	88.72	81.46

Table 1: Literacy rate of districts with Indus Tower sponsored centres¹⁵

Given the above condition of lack of access to education for girl children, a programme focusing on improving this situation becomes imperative.

4. Research methodology

Samhita Social Ventures was commissioned by Indus to conduct an impact assessment of the support provided to IIMPACT's GCEP with the intention of assessing the outcomes of the programme on the girl children and community. This study was conducted from January 2022 to March 2022.

¹³ [The impact of COVID-19 on girls' education in India, Assembly - Malala Fund](#)

¹⁴ [Out of school children in India - a Minor Field Study in Uttar Pradesh and West Bengal](#)

¹⁵ Census - 2011

4.1 Research objectives

The overall aim of Samhita's approach to the impact assessment is to 'prove and improve',



Prove

1. The **efficiency of processes** used to deliver interventions and create impact.
2. The **effectiveness of programmes** in terms of programme outcomes, social outcomes and improvements in lives of end beneficiaries.



Improve

1. By providing actionable suggestions and recommendations for improving programme design and implementation, thereby strengthening the social impact
2. By highlighting the best practices of partners and external organisations

4.2 Methodology

The study adopted a mixed methods approach for collecting primary data using quantitative and qualitative methods. The quantitative data was collected on field in Haryana, Rajasthan, Uttar Pradesh, Uttarakhand and West Bengal with the girl children through assessments designed as per their curriculum. The qualitative data was collected on field through interactions with multiple secondary stakeholders. All the COVID-19 related safety protocols and guidelines were followed by the researchers during the data collection during the visit.

4.3 Research tools

The study involved interaction with key stakeholders using the following research tools:

- **Key Informant Interviews (KII):** In- depth interviews were conducted in person and online with individuals who held key positions of responsibility in the implementation of the programme from the IIMPACT's and PNGO's team. In addition to this, in-depth interviews were conducted with the participants of the programme to capture the qualitative insights on various output and outcome indicators of the programme. The following are the list of interviews conducted in-person
 - a. Key Informant Interviews with teachers of 20 centres across 5 states visited (West Bengal, Uttarakhand, Rajasthan, Uttar Pradesh, and Haryana)
 - b. Alumni students (who have successfully completed their training at IIMPACT centres)
 - c. KIIs and FGDs with parents of the girl children
 - d. KIIs with supervisors and project coordinators
 - e. KIIs with partner NGO stakeholders
 - f. KII with a school teacher
 - g. KII with panchayat members

- **Assessment:** A tool to assess the learning outcomes of students. The assessments consisted of questions on English, Math and EVS based on the curriculum designed by IIMPACT. Additionally, they consisted of statements to gauge the behaviour and self-perception of the students¹⁶. The assessments could be referred to in the annexures. The students were categorised into three different groups as stated below and assessed based on their learning levels:
 - a. Classes 1 & 2
 - b. Classes 3 & 4
 - c. Class 5
- **Activity:** Students of class 1 & 2 were additionally assessed on the basis of activities conducted with them. Some of these students had not taken up the assessment as they were too young to undertake the assessment. The students who took part in the activity were assessed on their ability to understand the instructions, manage conflicts, overcome difficulties, solve problems, and taking initiative.
 - a. In Haryana the students were distributed in different groups randomly and were asked to come to a consensus of one thing everyone in the group likes and one thing everyone in the group hates. Once they had reached a consensus, they were asked to draw it on a sheet of paper after which two members from the group had to explain everyone their choices.
 - b. In West Bengal, the activity was conducted individually where the children were asked to draw something they see around them.



Figure 3 Display of students activities

¹⁶ The children were informed that the worksheet was not a test, and their scores would have no consequences, or be shared with their parents/teachers. If required, the researcher assisted the student in understanding the questions.



Figure 5: Students engaged in group activity



Figure 4: Group art made by the students for the activity

- **Observations:** During the visit to the learning centres the ongoing classes and the infrastructure were observed. The infrastructure check was done to see the availability of basic amenities, cleanliness and condition of the centres. During the observation of the centres the children of few centres demonstrated different activities like singing, dancing and reciting poems.

4.4 Sampling

The desired sample size as per the total strength of the students using a random sampling was 373, but a total of 324 responses were collected from the students. The stratification took place to ensure at least one district per state were accounted for, and 3-6 centres from each district were selected based on their enrolment strength. 20 learning centres across 5 districts were

visited by the Samhita team in the months of February and March 2022. The list of learning centres and districts part of the sample could be referred to in the

Annexure.

Stakeholders	Number of interactions
Assessments	324 students
Activity	68 students
IIMPACT programme staff	7 KIIs
PNGO stakeholders	8 KIIs
Parents	6 FGDs and 12 KIIs
Teachers	20 KIIs
School teacher	1 KII
Alumni	5 KIIs
Panchayat member	6 KIIs

Table 2: List of interviews conducted

5. Key Findings

5.1 Efficiency indicators

Key indicators	Programme details	
Selection of Partner Non-Government Organisations	<ul style="list-style-type: none"> Selecting PNGOs with a background in education sector and with knowledge of the community has ensured efficient implementation of the programme. 	
Mobilisation of the community	<ul style="list-style-type: none"> The community was made aware of the need for and importance of girl child education. This ensured the participation of the community in the programme and helped catalyse the benefits of the programme reaching their child. 	
Participation of the community as stakeholders	<ul style="list-style-type: none"> The involvement of the community in the programme gives a sense of ownership to the project and ensures a sustainability of the project. The centre's location was decided with the help of the community which could be a source of uncertainty 	
Quality and maintenance of the learning centres (Infrastructure)	<ul style="list-style-type: none"> While the centres were concrete and risk-free, it was observed that a few centres lacked sufficient ventilation and did not have electricity connection. As per the survey, 40% of the 66.7% of the students reported that they drink water from 	

	<p>their bottle and 32.6% reported that they drink water from the centre.</p> <ul style="list-style-type: none"> • 77% of the students reported that they use the bathroom in the centre and 17% reported that they defecate in the open. 	
Quality of teachers and teacher training process	<ul style="list-style-type: none"> • During the field visit it was observed that teachers with higher education were more comfortable with English and Math. • As per the survey 87.7% students reported that they were happy with their teacher. 	
Development of curriculum and provision of interactive Teaching Learning Material	<ul style="list-style-type: none"> • As per the programme staff of IIMPACT, the curriculum is designed by aligning the learning outcomes to the National Curriculum Framework (NCF). • During our visit to the centres, it was observed that the centres walls were decorated with different learning aids made by the students and the teachers themselves. 	
Monitoring of the Learning Centres by programme staff	<ul style="list-style-type: none"> • There is constant monitoring through the chain of command. • The teachers could also reach out to the supervisors in case of any assistance they require. 	
COVID-19 Alternative Learning Arrangement mode	<ul style="list-style-type: none"> • The ALA mode allowed the children to have access to education even when children in rural communities were cut off from schools. 	

5.2 Effectiveness indicators

Key indicators	Details
Improved access to the education for girl children	<ul style="list-style-type: none"> • Mainstreaming of out-of-school girls into regular schools • Retention in learning centres • Personalised care
Improved learning levels of children	<ul style="list-style-type: none"> • Overall, the students performed well across all subjects
Improved status of women (teachers) in the community	<ul style="list-style-type: none"> • The teachers felt an increase in respect from the community and had become an influencer in the village

6. Efficiency

Qualitative and quantitative interactions and observations were conducted to evaluate the



Highly efficient process



Satisfactory process



Process that needs improvement

efficiency of the processes used by IIMPACT under Girl Child Education Programme (GCEP). The following efficiency indicators were used to rate the mobilisation, delivery and overall quality of the process of GCEP.

6.1 Selection of Partner Non-Government Organisations

The implementation of the programme was taken up with the support of local non-profits called Partner Non-Government Organisations (PNGOs). The PNGOs were selected based on their existing presence and knowledge of the community. As per the discussion with multiple PNGO advisors, all reported having worked in education sector through different programmes prior to their involvement in GCEP. Selecting PNGOs with a background in education sector and with knowledge of the community has ensured efficient implementation of the programme. Gaining the trust of a community to educate their girl children requires significant efforts, hence partnering with PNGOs with existing presence helped in establishing the trust among the community and added credibility to the programme, as was observed during the field visits. The expertise of the PNGOs in educational sector ensured the smooth functioning of the programme.

“To enter a community can be very difficult in some locations hence having a local connect through the PNGOs establishes a trust between the community and IIMPACT”

- Programme staff, IIMPACT

PNGOs	State
Society for Public Education Cultural Training and Rural Action (SPECTRA)	Haryana
Shrushti Seva Samiti	Rajasthan
Antakshari Foundation	Rajasthan
Swami Vivekanand Shiksha Samiti (SVSS)	Uttar Pradesh
Mount Valley Development Association (MVDA)	Uttarakhand
Kenduadihi Bikash Society (KBS)	West Bengal
Centre for Environmental and Socio-economic Regeneration (CESR)	West Bengal

Figure 6: List of PNGOs Samhita team interacted with



Figure 7: Centre information including the PNGO it is operated by

6.2 Mobilisation of the community

The approach to start the programme in a village was done by involving and mobilising the community. The community was made aware of the need for and importance of girl child education. This ensured the participation of the community in the programme and helped catalyse the benefits of the programme reaching their child. However, we observed that some of the boy students were keen to attend the training. While the core aim of the programme is to support girl children, the boys in the community could be sensitised about this.

As per the staff from different PNGOs and IIMPACT field staff, most children in the intervention communities are first generation learners. Hence mobilising and motivating the community to focus on the girl child education is essential. During the beginning of the programme in a village, volunteers are sought out from the community to assist the field team in mobilising and identifying out-of-school, drop-out and irregular girl children in the village. This method ensured an accurate collection of the data in the community since the volunteers belonged to the villages.

However, during our interactions it was not evident that the schools are involved in the needs assessment (from a data curation or from a programme design perspective). However, while

interacting with school teachers, a highly positive feedback was received on the intervention and its benefits.

6.3 Participation of the community as stakeholders

The involvement of the community in the programme gives a sense of ownership to the project and ensures a sustainability of the project. The parents and community members formally join the Centre Management Committees (CMC) which are active and meet every month. The programme is managed monitored and facilitated at the centres by these committees.

Additionally, the teacher is selected from the community which provided comfort to the students and their parents. The parents reported that having a teacher from their community made them feel comfortable sending their children to the learning centres.

The centre's location was decided with the help of the community where a public space like the panchayat hall or a private space like a spare room in a community member's house was provided free of cost. This could be a source of uncertainty in some villages as people sometimes require their space back for other work.

For instance, in some of the villages, the centres had to be relocated in order to make way for other events in their previous locations. While the model has successfully encouraged partnership and ownership of the community, it would be efficient to look at long-term solutions for stability of the locations of the learning centres.

6.4 Quality and maintenance of the learning centres (Infrastructure)

While the centres were concrete and risk-free, it was observed that a few centres lacked sufficient ventilation and did not have electricity connection. However, we found that this was not a challenge in most of the cases as classes were held during the day. During winters, when the ventilation was not adequate, classes were reported to be held in the open area outside the centres.

While there were no issues reported by the stakeholders on the quality of infrastructure, it is recommended that infrastructure audit is carried out in a structured manner to ensure the buildings meet the minimal standard. Some of the qualities of a decent infrastructure that enables a conducive learning environment include¹⁷ - clean classrooms, suitable materials to display, sufficient space for group activities, good sanitary conditions and clean surroundings. While most of the centres had all such facilities, more focus could be laid on regular infrastructure audits and provision of sanitation facilities at the centre.

¹⁷ [Quality of Education Provided by Rural Community - Zambia](#)



Figure 10: Entry of a learning centre



Figure 9: Open toilet with temporary stone wall



Figure 8: Learning centre at a panchayat office

During the field visit it was observed that most centres had makeshift toilets for the children and the teachers fetched water for the children from a nearby well. As per the survey, 66.7% of the students reported that they drink water from their bottle and 32.6% reported that they drink water from the centre. 77% of the students reported that they use the bathroom in the centre and 17% reported that they defecate in the open.



Figure 11: Bucket for drinking water



Figure 12: Learning centre at Padla Shahpuri

6.5 Quality of teachers and teacher training process

The teachers as mentioned earlier were recruited from the community with a minimum education of class 10. As per the teachers, during the recruiting of the teachers, they were asked to pass a written exam. Each teacher then went through training to understand teaching pedagogies. The teachers also attend a training session every three months for capacity building.

During the field visit it was observed that teachers with higher education were more comfortable with English and Math. They were able to teach the children with greater ease as compared to teacher with lower education. As per the survey 87.7% students reported that they were happy with their teacher.

6.6 Development of curriculum and provision of interactive Teaching Learning Material

As per the programme staff of IIMPACT, the curriculum is designed by aligning the learning outcomes to the National Curriculum Framework (NCF). The state curriculum and National Council of Educational Research and Training (NCERT) are also referred to design the curriculum. The curriculum is set according to each level in a grade, IIMPACT has mapped out the common learning outcome for every level in every subject. The learning outcomes are similar across all centres apart from the regional language. Although the curriculum is extensively designed to provide adequate education to the girl children it could also include gender sensitive topics since the girls are in adolescent and pre-adolescent age. The teachers are provided various Teaching Learning Material (TLM) to assist them during their lessons. During our visit to the centres, it was observed that the centres walls were decorated with different learning aids made by the students and the teachers themselves. The teachers also showed the different TLM they received from IIMPACT like the Jodo Gyan, Barkha series and Pratham books. These TLM help make the lesson interesting and easier for children to grasp new concepts.



Figure 13: Library books - Pratham books and Barkha series

“We make additions in the curriculum for both teachers and students keeping in mind the local needs. Also, our curriculum goes through an external agency.”

- IIMPACT Programme staff



Figure 14: Jodo Gyan kit for Mathematics

6.7 Monitoring of the Learning Centres by programme staff

The learning centre is monitored by different staff from IIMPACT and the PNGOs. There is constant monitoring through the chain of command. The teachers could also reach out to the supervisors in case of any assistance they require. During our visit we observed that apart from the teachers most of the field staff were male employees. As per an employee the teachers felt more comfortable with female supervisors but given the remote locations of the centres not many women want to work as a supervisor.



Figure 15: Chain of command

6.8 COVID-19 Alternative Learning Arrangement mode

As per the IIMPACT programme staff, teachers and students, it was reported that apart from the first phase the learning centres were continued through an Alternative Learning Arrangement (ALA). The ALA mode allowed the children to have access to education even when children in rural communities were cut off from schools. IIMPACT quickly adapted to the crisis and ensured the children received continuous support. During COVID-19, IIMPACT organised multiple events and activities to generate awareness on COVID-19 protocols and to ensure continued learning of the children.

7. Effectiveness

7.1 Improved access to the education for girl children

Among “out-of-school children, girls are more likely than boys never to enrol in school (48 percent, compared with 37 percent), while boys are more likely to leave school (26 percent, compared with 20 percent). Once enrolled, girls are more likely to reach the upper grades.¹⁸” The programme provides foundational course to girl children who have had limited access to education. The learning centres are in the village; hence the children do not have to travel far to attend schools.

Although the aim of the programme was to enrol out-of-school girls it was observed during the study that most girls in the centre were already enrolled into regular schools. The parents reported that they were happy with the learning centre as it gave the children extra educational support, and the children had a safe place to go for four hours when the parents were at work.

“School combined with the learning centre makes up for the lack of private tutor and helps them become smarter.”

- Parent, Purundhi

Mainstreaming of out-of-school girls into regular schools and retention in learning centres

The following is the table indicating the change in students in the learning centres supported by Indus. As per the data given below the drop-out rate is exceptionally low in quarter 1 (1.56%) of financial year 2021-22 and in the quarter 2 it is almost negligible. However, there are few who are not attending the centre (2.46%). There are few who have been mainstreamed into regular schools.

Change in LC students over the last quarter	No. of girls (Q2 FY-21-22)	No. of girls (Q1 FY-21-22)
Number of children as per previous quarter	11816	11953
New enrolment at Centres	75	279
Girls under observation due to non-attendance	292	0
Dropped out from the Centre and did not join formal education	1	186
Exited early from the Centre, and joined formal education	230	207
Graduated from the Centre, but did not join formal education	0	0
Graduated from the Centre, and joined formal education	5	23
Number of Children as of Current quarter	11363	11816

¹⁸ [Education for All Global Monitoring Report 2015 - UNESCO](#)

“My father never used to send me to school earlier. I was not sure what happens there. Now, after coming to the tuition centre, they send me to school and I feel so happy. I was sad during COVID that schools were shut, but our ma’am at the centre supported us regularly”

- **Student, Learning Centre, Rajasthan**

Personalised care

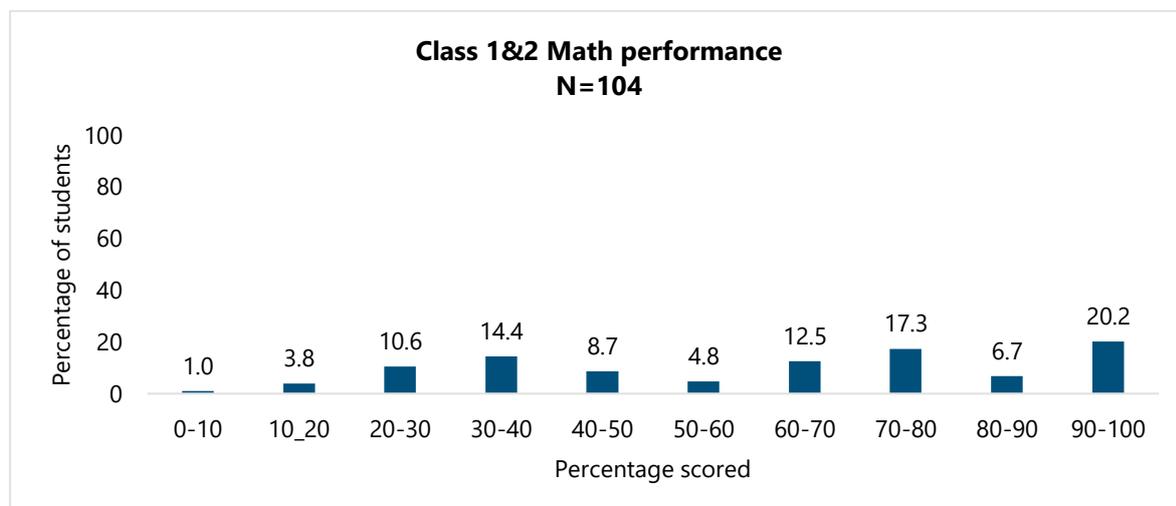
As compared to regular schools the learning centre provides personalised care to the children. The parents reported that the teacher paid close attention to the children and ensured regular attendance of the children.

Case Study: The importance of personalised care

Mr Aamir a 32-year-old man from Alipur Tigra has two daughters 9 and 12 years of age who are both students of the learning centre. He was not satisfied with the government schools because they did not give personal attention like the teacher in the centre does. He feels happy that his daughters come to the centre regularly and if they miss class ever the teacher comes to check why they were absent. Since he is educated till class 3, he is happy that his children are getting better opportunities. He feels it is very important for children to get personalised care which is proved in the learning centre.

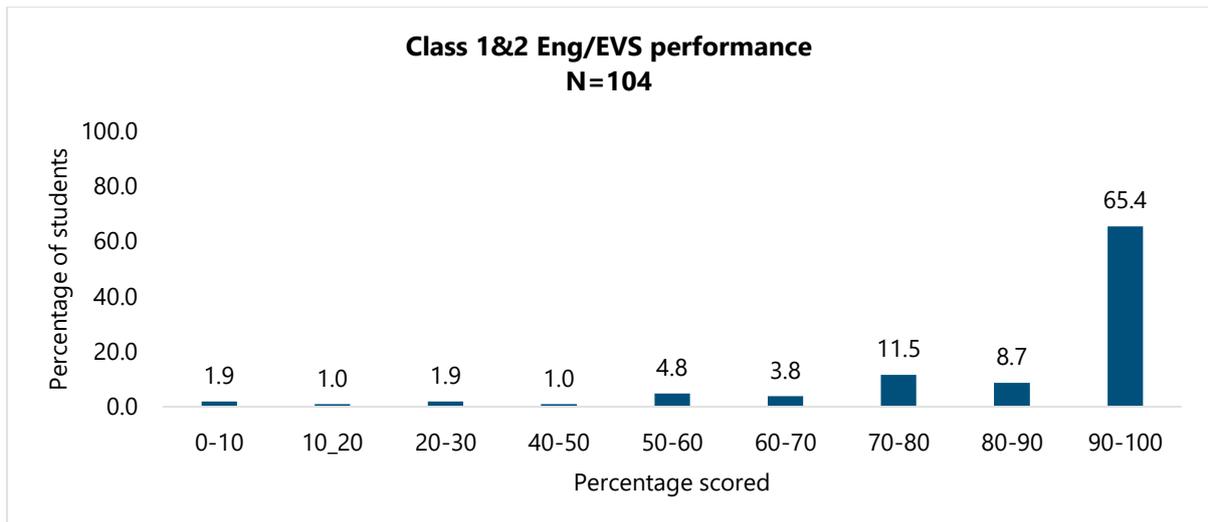
7.2 Improved learning levels of children

Class 1&2



Graph 1 Math performance of class 1&2

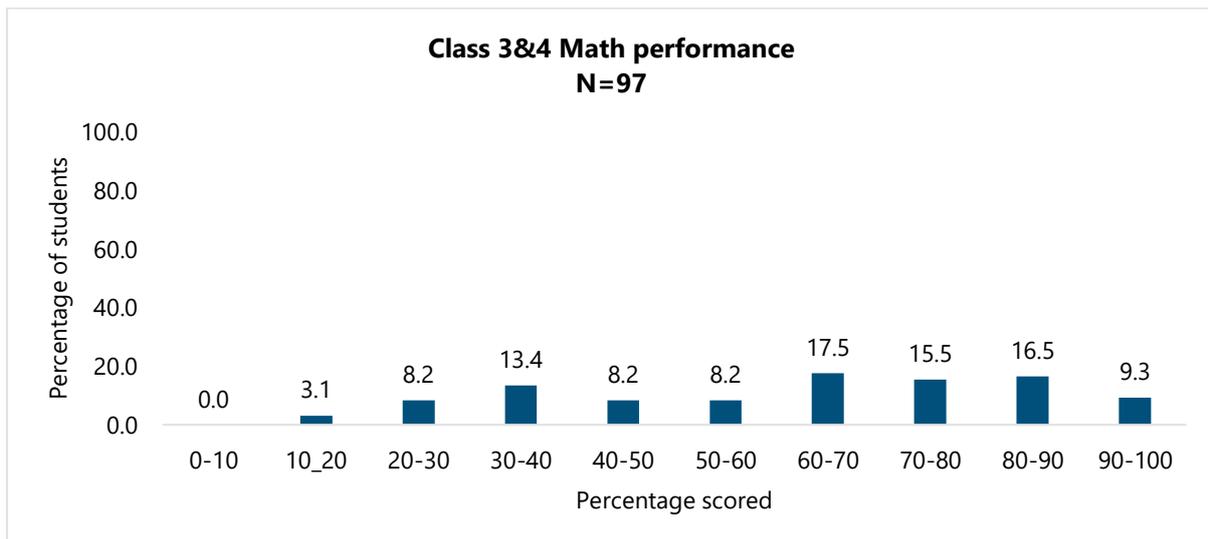
In the maths worksheet, out of the 104 students, 26.9% students were able to score above 80% and 34.6% scored between 50-80%. 38.5 students scored less than 50% in the test.



Graph 2 English/ EVS performance of class 1&2

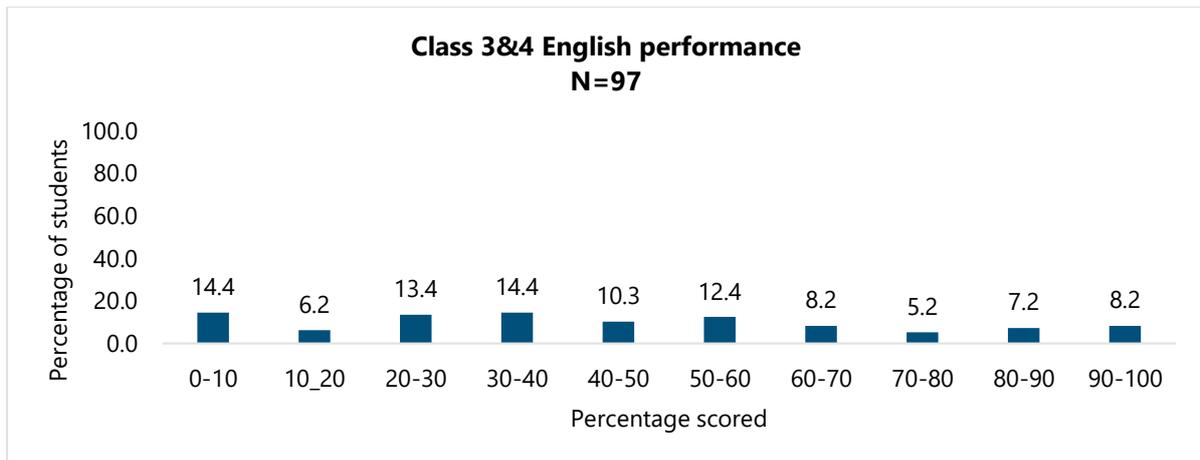
In the English/EVS worksheet, 59.6% out of the 104 students scored 100% and 34.6% scored between 50-90%. 5.8% students scored less than 50%. Overall, a good performance from the students can be observed in this class group and an individual academic support would help to improve the performance of students who scored less.

Class 3&4



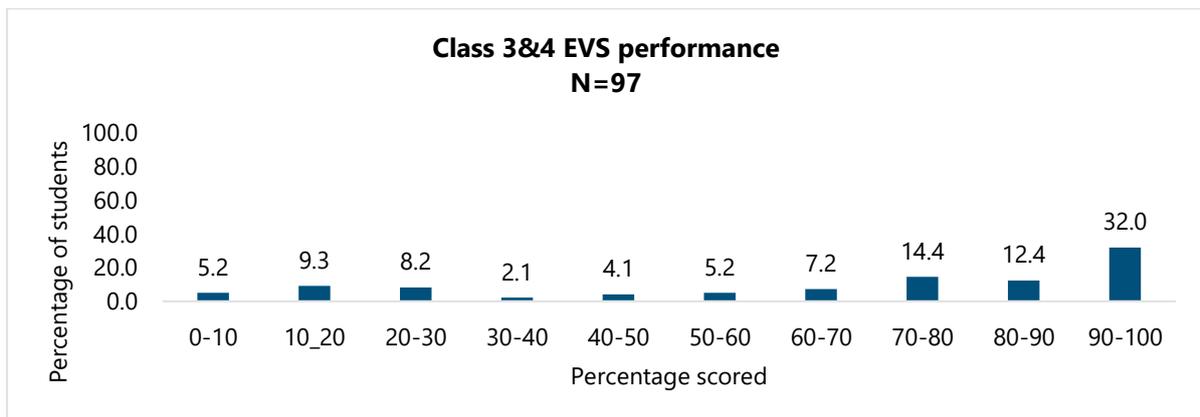
Graph 3 Math performance of class 3&4

In the math worksheet, out of the 97 students, 25.8% students were able to score above 80% and 41.2% scored between 50-80%. 33% students scored less than 50% in the test.



Graph 4 English performance of class 3&4

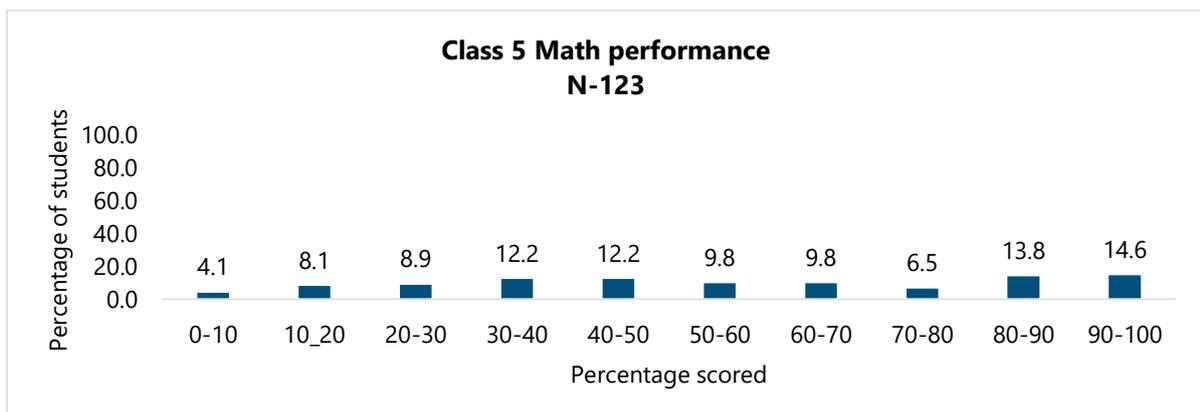
In the English worksheet, 15.5% out of the 97 students scored above 80% and 25.8% scored between 50-80%. 58.8% students scored less than 50%.



Graph 5 EVS performance of class 3&4

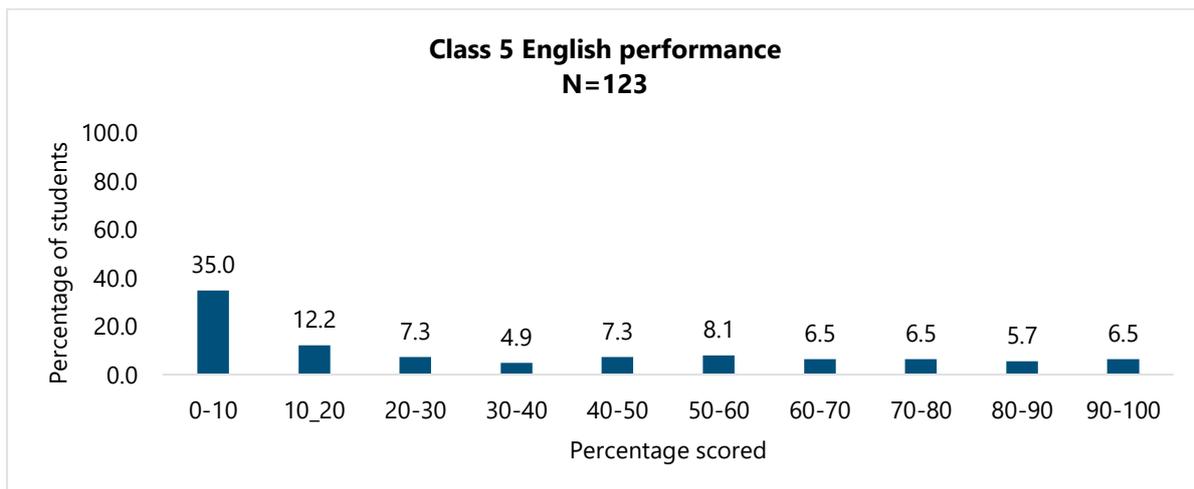
In the EVS worksheet, out of the 97 students, 44.3% students were able to score above 80% and 26.8% scored between 50-80%. 28.9% students scored less than 50% in the test. Improvement needs to be brought in Maths and English as a higher number of students seem to be weak in these areas. EVS also needs to be focused on along with the others.

Class 5



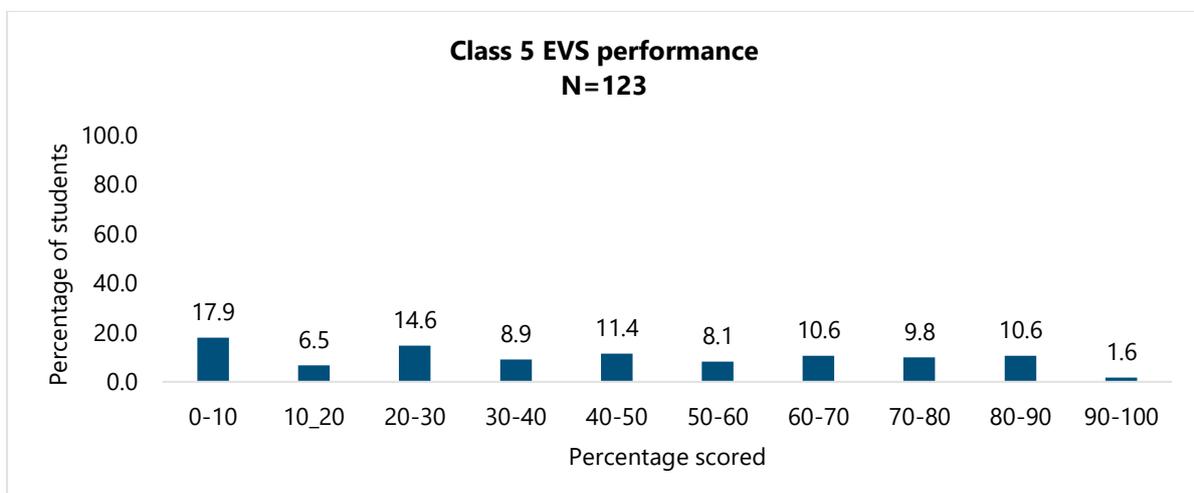
Graph 6 Math performance of class 5

In the maths worksheet, out of the 123 students, 28.5% students were able to score above 80% and 26% scored between 50-80%. 45.5% students scored less than 50% in the test.



Graph 7 English performance of class 5

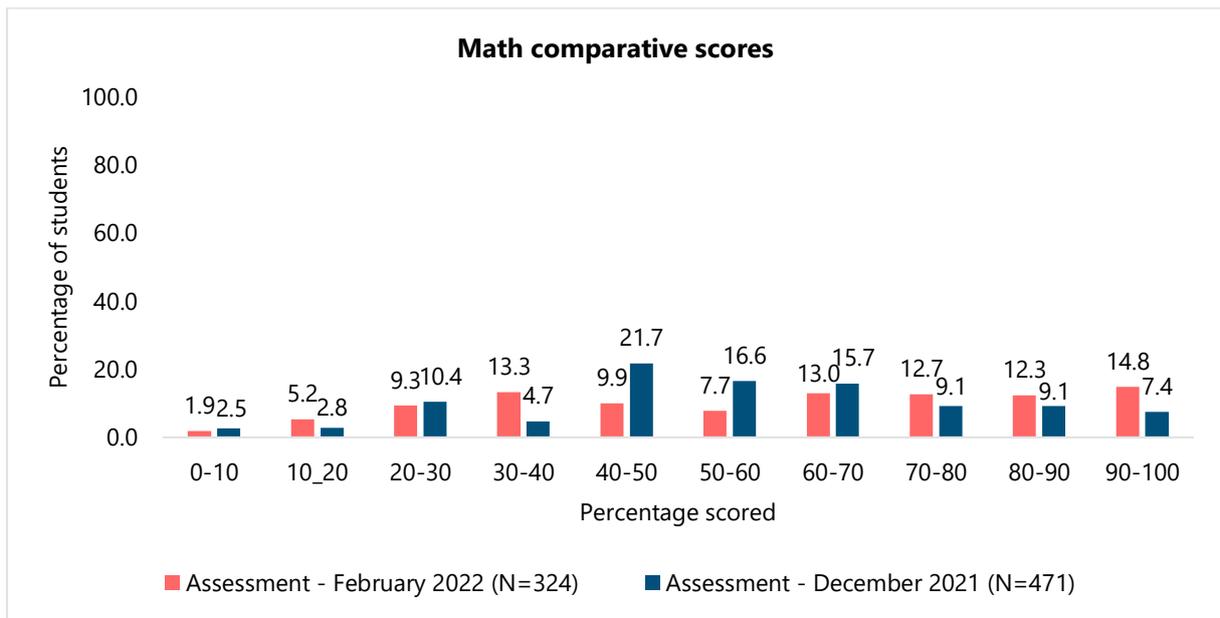
In the English worksheet, 12.2% out of the 123 students scored above 80% and 21,1% scored between 50-80%. 66.7% students scored less than 50%.



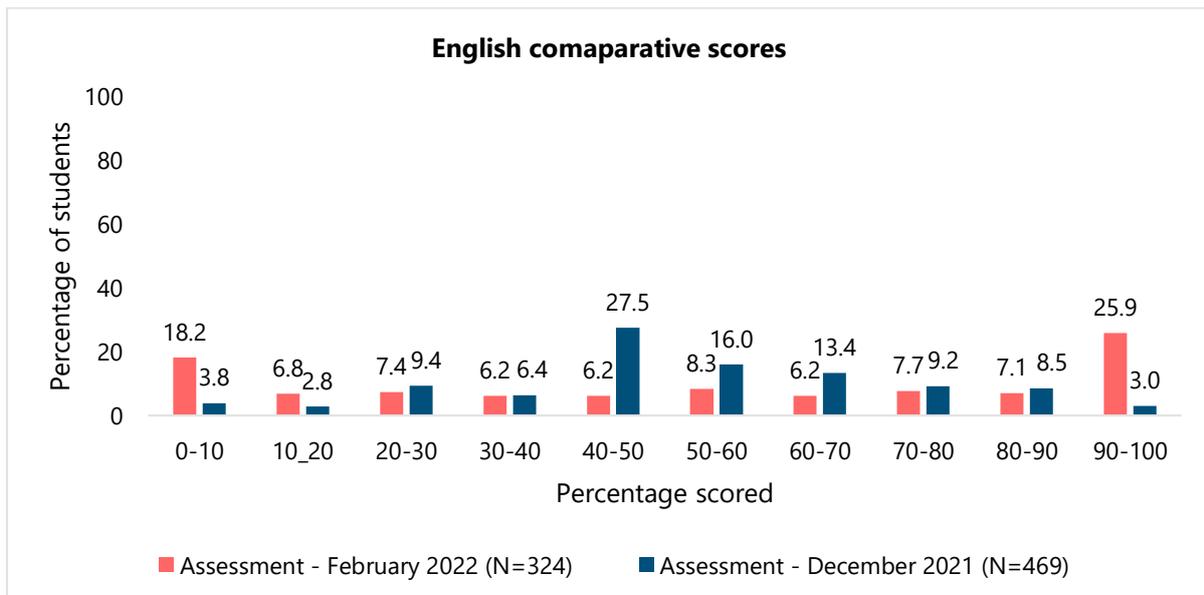
Graph 8 EVS performance of class 5

In the EVS worksheet, out of the 123 respondents, 15 students were able to score above 80% and 35 scored between 50-80%. 73 students scored less than 50% in the test. Improvement needs to be brought in all the subjects as a higher number of students seem to fall behind.

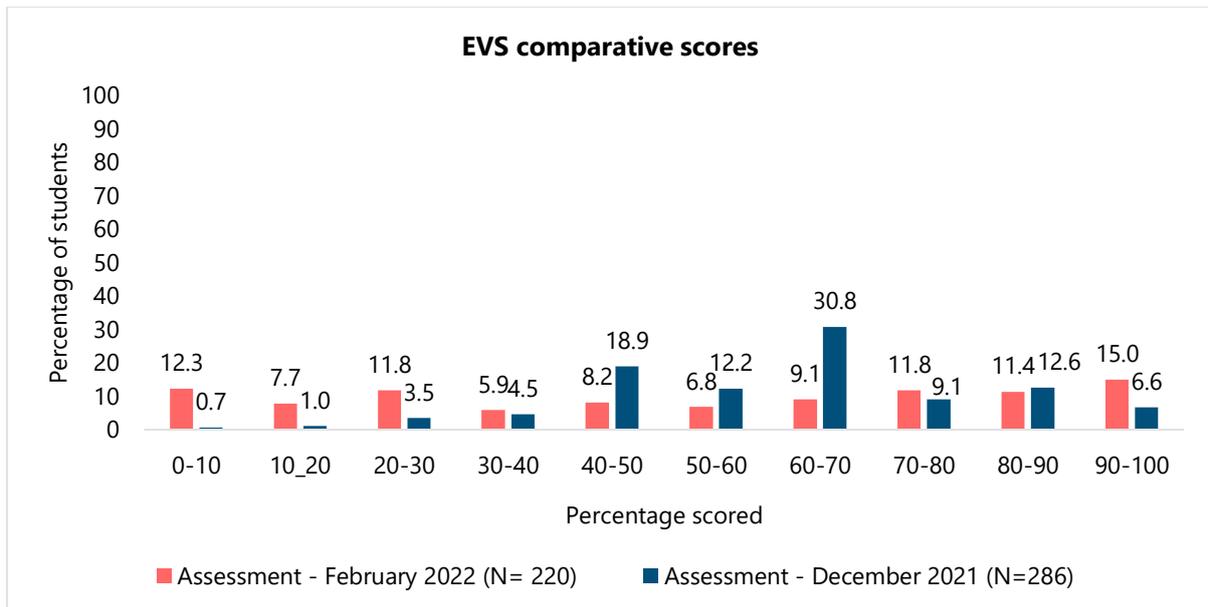
Comparing Quarterly Child Assessment (QCA) and Impact Assessment scores



In the Maths Section, a higher number of students were present in the above 70% score range compared to QCA. The number of students who scored under 50% is higher in both the tests. Although there are a number of good performers, special attention needs to be provided to the remaining in order to raise the students' performance, so that they would gain equal opportunities later on. There are a good number of students who performed better and providing a little extra support could push these students in the 50-80% range to improve and score above 80%.



In the English section, it could be observed that students performed better in the impact assessment compared to QCA. A higher percentage in QCA lies in under 50% range but the opposite is seen for the impact assessment. There are still students falling under 50% and this needs to be focused on as English language would be very helpful to the students for their future.



Students performed well in the EVS section in the QCA compared to SSV. Majority lies above 50% in QCA, and many students performed very well in SSV. However, a similar number also fell below the 50% range and improvement needs to be brought. Overall, in comparing the performances in both the tests, students are performing equally well. At the same time actions need to be taken to improve the remaining majority of students who are falling behind in academic performance.

7.3 Improved status of women (teachers) in the community

Most of the teachers belonged to low-income households where they either worked on fields or were home makers. Through the programme, teachers became community influencers pushing the community to pursue education. The teacher became a role model for the students to pursue higher education. Seeing a teacher from the same community will instil hope and a sense of purpose in the students.

As per the teachers, after being employed as a teacher the community's respect for them has increased and the community members are eager to assist them with any issues. All parents that were interviewed highly appreciated the teachers.

They are given a salary monthly which they use for their household expenses and savings. A teacher from Uttar Pradesh reported that because of her salary they were able to build a new house. The training provided to them also helps them improve their skill.

8. Recommendations

8.1 Strengthening participation of female employees in the GCEP team

As mentioned earlier, the field employees were mostly male. Given the nature of this programme where the field team are in constant contact with the female teachers and girl children, it would be more convenient and conducive to work if more female employees take up the roles at IIMPACT. This also reflected during our interaction with the teachers and the women employees.

8.2 Inclusion of gender specific topics

An article from London school of economics states that “to stop the perpetuation of gender inequality through schools as well as to address its existence in the society at large, initiatives to promote gender equality in and through schools are imperative. Schools have enormous potential to effect change in gender relations, views and practices vis-a-vis gender, and create a gender-sensitive and gender-equal generation of men and women.¹⁹” Qualitative research studies emphasise that girls experience shame, embarrassment, and dis-comfort during menstruation because they lack access to affordable and preferred products, private and safe facilities, and education about menstruation and how to manage it²⁰.

Given the age of the girl children it would be appropriate to introduce menstrual health and hygiene practises. Additionally, apart from imparting knowledge on ‘good touch and bad touch’, the girls could also be taught about safeguarding mechanisms from physical and sexual abuse. At this juncture, the helpline number provision available at the IIMPACT centres could also be publicised more to increase familiarity with the children.

¹⁹ [Promoting gender equality in/through schools - London School of Economics](#)

²⁰ [An Opportunity to address menstrual health and gender equality](#)

9. Annexure

9.1 Assessments

Below are the snapshots of three worksheets used during the assessments of the students. These assessments were translated to Hindi and Bengali for the convenience of the children

1st & 2nd Standard Worksheet

To be filled by examiner:

Girl code:

Centre code:

- You will have 30 minutes to complete this worksheet.
- Please answer all questions that you know
- Please write all answers clearly.

Name:

Age:

Standard:

Maths Worksheet

1. Arrange these numbers in ascending order: 3,7,1,9,5
2. Put the appropriate signs in the given blanks:
 - a) $76 \underline{\quad} 67$ (<,>)
 - b) $19 \underline{\quad} 21$ (<,>)
3. Add the following:
 - a) $45+23= \underline{\quad}$
 - b) $58+39= \underline{\quad}$
4. Subtract the following:
 - a) $88-51= \underline{\quad}$
 - b) $97-36= \underline{\quad}$
5. Identify the Shapes of the following figures:



3rd & 4th standard test

To be filled by examiner:

Girl code:

Centre code:

- You will have 40 minutes to complete this test.
- Please answer all questions that you know
- Please write all answers clearly.

Name:

Age:

Standard:

Math worksheet

1. Fill in the blanks

a. $5 + 5 + 5 + 5 = \underline{\hspace{2cm}} \times 5$

b. $389 - 200 = \underline{\hspace{2cm}}$

2. One basket has ten apples. 6 baskets have how many apples?



3. Identify the number pattern and fill in the blanks



4. Write the numbers for each word.

i) Seventy-nine =

ii) One hundred two =

5th standard test

To be filled by examiner:

Girl code:

Centre code:

- You will have 40 minutes to complete this test.
- Please answer all questions that you know
- Please write all answers clearly.

Name:

Age:

Standard:

Math worksheet

1. Find LCM of 12,36,48
 - i) 12
 - ii) 96
 - iii) 144
2. Find HCF of 12,36,48
 - i) 12
 - ii) 96
 - iii) 144
3. Solve $4(10+15 \times 4-2)$
 - i) 262
 - ii) 272
 - iii) 282
4. How many sides does an octagon have?
 - i) 6
 - ii) 7
 - iii) 8

9.2 List of sample learning centres

Sl. No.	Centres	Districts	States
1.	Alipur Tigra (LC-02222)	Mewat	Haryana
2.	Padla Shahpuri (LC-02208)	Mewat	Haryana
3.	Sakras (LC-02216)	Mewat	Haryana
4.	Sirouthi (LC-01437)	Prayagraj	Uttar Pradesh
5.	Tangaha (LC-01444)	Prayagraj	Uttar Pradesh
6.	Jafra (LC-01446)	Prayagraj	Uttar Pradesh
7.	Mishrpur (LC-01449)	Prayagraj	Uttar Pradesh
8.	Purapandey (LC-01439)	Prayagraj	Uttar Pradesh
9.	Rampur	Prayagraj	Uttar Pradesh
10.	Matlau Malla Talla (LC-02814)	Tehri Garhwal	Uttarakhand
11.	Goran (LC-02815)	Tehri Garhwal	Uttarakhand
12.	Sirs (LC-02816)	Tehri Garhwal	Uttarakhand
13.	Makhret (LC-02813)	Tehri Garhwal	Uttarakhand
14.	Dabra (LC-01070)	Bankura	West Bengal
15.	Purundi (LC-01080)	Bankura	West Bengal

16.	Fengabasa (LC-01079)	Bankura	West Bengal
17.	Bhaturi (LC-01073)	Bankura	West Bengal
18.	Karadkheri (LC-02251)	Bundi	Rajasthan
19.	Barwas (LC-02263)	Bundi	Rajasthan
20.	Mangli Kalan (LC-02248)	Bundi	Rajasthan