An Impact Assessment Report of the Titan Kanya

Implemented by IIMPACT

iimpact

Making a difference

Study Conducted by

Social Audit Network
SAN INDIA
Fostering a culture of social accountability

Social Audit Network
2024 – 2025

Contents

1.   Introduction

Girl child education in rural India faces persistent challenges that hinder societal progress, despite notable advancements. Although enrollment rates have improved, significant barriers remain, including poverty, restrictive cultural norms, and inadequate infrastructure. The 2022 ASER (Annual Status of Education Report) found that enrollment for girls aged 6-14 reached 92.2%, an encouraging increase. However, dropout rates spike at the secondary level, with an estimated 40% of girls leaving school before completing their education. In rural areas, girls often withdraw due to household responsibilities or early marriage, which UNICEF reports still affects about 23.3% of girls under 18 in India.

Educating girls is crucial for breaking the intergenerational cycle of poverty and improving health outcomes. According to the World Bank, each additional year of schooling for girls can increase their future earnings by up to 20%. Educated women are more likely to ensure their children attend school and complete their education, creating a ripple effect that positively impacts entire communities. Furthermore, UNESCO data highlights that closing the gender gap in education could boost India's GDP by an estimated $700 billion by 2050, as educated women participate more actively in the economy and workforce.

Moreover, girl child education promotes gender equality, enhances community well-being, and is integral to achieving the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 5 (Gender Equality). Recognizing this critical need, TITAN CSR partnered with IIMPACT, an NGO dedicated to promoting girl child education in underserved rural areas. Through this partnership, over 1,500 community-based learning centers have been established across 11 states, directly benefiting thousands of girls by providing quality education, essential resources, and a supportive learning environment. This initiative is helping to bridge the educational gap and empower young girls to become agents of change in their communities.

2.   About IIMPACT

IIMPACT was founded in March 2003 by the alumni of the 1978 batch from the Indian Institute of Management (IIM) Ahmedabad. The organization was established during their Silver Jubilee reunion with a clear objective: to focus on educating underprivileged girl children from socially and economically disadvantaged backgrounds in India. The founders recognized the significant gaps in female literacy and the social status of women, which are critical issues in the country. They aimed to create a meaningful impact by providing alternative educational opportunities through community-based learning

centers, facilitating access to education for girls who otherwise had limited or no access to formal schooling.

The organization was founded in response to alarming statistics showing that many girls were dropping out of school due to various socio-economic barriers, including poverty, gender discrimination, and cultural norms that prioritize boys' education.

Key Objectives of IIMPACT

a) **Promote Access to Education**: IIMPACT's primary goal is to improve access to quality education for girls, aiming to reduce the gender gap in education in rural regions.

b) **Empower Local Communities**: By establishing community-based learning centers and employing local women as educators, IIMPACT seeks to empower both girls and women in the community, fostering a supportive educational environment.

c) **Advocate for Gender Equality**: IIMPACT also focuses on raising awareness about the importance of girls' education within families and communities, working to change mindsets that devalue female educationThrough these initiatives, IIMPACT aims to create a sustainable model for girl child education that focuses on enrollment, retention, and quality learning outcomes. These multifaceted approaches of IIMPACT have significantly contributed to improving the educational landscape for girls in rural India.

3.   About Titan

Titan Company Limited, established in 1984, is a leading Indian manufacturer of watches, jewelry, and eyewear. A subsidiary of the Tata Group, Titan has grown to become one of India's most trusted brands. Titan is known for its innovative designs and quality products, contributing significantly to the Indian watch and jewelry market. The company has also been recognized for its commitment to sustainability and social responsibility, implementing various initiatives focused on community development and women's empowerment.

Titan actively engages in various Corporate Social Responsibility (CSR) initiatives aimed at fostering sustainable development and empowering communities. Their flagship program, Titan LEAP (Learn Apply and Progress), focuses on skill development for youth, including training programs for the underprivileged and differently abled individuals. Titan CSR promotes women's empowerment through initiatives such as the Kanya Sampurna program, which enhances education for girls, and projects to create sustainable livelihoods for women in rural areas. In this regard, titan has been partnering with

IIMPACT to implement its Kanya Sampurna initiative in the three states of Uttarakhand, Uttar Pradesh and West Bengal.

The Titan Kanya Project implemented by IIMPACT.

The Titan Kanya Project, implemented by IIMPACT, is a targeted initiative aimed at transforming the lives of underprivileged girls through a holistic approach to education and empowerment. This project seeks to go beyond mere classroom education by integrating life skills, health and hygiene awareness, and mentorship. The project's core mission is to provide quality education to girls with limited access to schools, ensuring that they attend and complete their schooling.

This initiative emphasizes the importance of empowering girls with knowledge and skills to become self-reliant and confident individuals, capable of breaking out of the cycle of poverty. Key components of the project include building awareness among communities about the importance of educating girls, providing remedial support to those who may be falling behind, and offering vocational training and life skills development. Health and hygiene education, particularly around adolescent issues, is also a significant part of the program, helping girls understand and manage their physical and mental well-being. By creating a supportive ecosystem for girls to thrive, the Kanya Sampurna Project has a long-term goal of empowering them to become agents of change within their families and communities.

The project has been implemented in 14 blocks of 3 states of Uttarakhand, Uttar Pradesh and West Bengal.

State	Blocks/ Districts	No. of Centres
Uttarakhand	5	156
Uttar Pradesh	7	95
West Bengal	2	76
TOTAL	14	327

4. Objective of the Study

Titan Company Ltd. approached Social Audit Network (SAN), India to conduct an Impact Assessment of the Kanya Sampurna initiative implemented by IIMPACT during the period

April 2023 to March 2034. 327 Learning Centres were supported by Titan across three states of Uttarakhand, Uttar Pradesh and West Bengal.

5. Methodology

The Social Impact Assessment was coordinated by Dr. Agyeya Tripathi & Ms. Latha Suresh, Social Auditors of SAN India. The SAN team comprising of Ms. Marie Banu, Ms. Neeta Nair and Mr. Hemant Tiwari were also involved in stakeholder consultations. An initial discussion was held with IIMPACT's core team to understand the project. Field visits to 27 learning centers were done from 16th October to 7th November 2024.

Details of Field visit by SAN team

Sl. No.	State	Center #		Date of Visit
I	Uttar Pradesh	1. Centre - LC02798 2. Centre - LC02778		23rd October
		3. Centre- LC02809 4. Centre- LC02808 5. Centre- LC02807		24th October
		Teachers' Training		18th October
II	Uttarakhand	6. Centre – LC 01572 7. Centre – LC01558 8. Centre – LC01564		16th October
		9. Centre – LC01568 10. Centre – LC01555 11. Centre – LC01562		17th October
		12. Centre – LC01565 13. Centre – LC01557 14. Centre – LC01571		18th October
		15. Centre – LC01598 16. Centre – LC01601 17. Centre – LC01603		18th October
		18. Centre – LC01590 19. Centre – LC01588 20. Centre – LC01594		19th October
		21. Centre – LC00140 22. Centre – LC00888		19th October
III	West Bengal	23. Centre – LC01784 24. Centre – LC01777 25. Centre – LC01768		6th November

| | | 26. Centre – LC01773 | 7th November |
| | | 27. Centre – LC00645 | |

6. Stakeholders

The key stakeholders of the project are:

- **Beneficiaries**: The primary stakeholders are the girls aged 6 to 14 who receive education through IIMPACT's programs.
- **Local communities and families**: Engaging with the families and communities to ensure support and encourage sustained participation in the educational programs.
- **Local Non-Governmental Organizations (NGOs)**: IIMPACT partners with local NGOs to implement and monitor educational initiatives, leveraging their grassroots presence and understanding of community dynamics.
- **Donors and Funding partners**: Financial support from individual donors, corporate entities, and philanthropic organizations is crucial for establishing and maintaining learning centers and related activities.
- **Educators and trainers**: Teachers and educational facilitators are vital for delivering quality education and fostering a conducive learning environment.

Stakeholders Consulted & Methodology used for the consultations.

Stakeholders	Number consulted	Methodology used
Beneficiaries (Around 20 - 25 students @ 27 centers)	550	Structured Survey (questionnaire based) Observation & personal interactions
Alumni from Arambh Manch (2 -3 students @ 24 centers)	50	Structured Interview (questionnaire based)
Parents of Beneficiary Students (5-10 parents @ 27 centers)	220	Focus Group Discussion
Teachers	27	Structured Interview (questionnaire based)
Academic Coordinators	6	Structured Interview (questionnaire based)
Project Coordinators	3	Structured Interview (questionnaire based)
Regional Heads	2	Unstructured Interview

		(questionnaire based)
Impact Officer	1	Unstructured Interview (questionnaire based)

SAN team interacting at the Centres

7. Report on Performance

According to the 2022 Annual Status of Education Report (ASER), the enrollment of girls in school has generally improved across India, but there are still concerning trends in states like Uttar Pradesh (UP) rural West Bengal and Uttarakhand. Improving educational outcomes for rural girls in these regions requires addressing the socio-economic barriers that limit their access to education. The current situation of education for girl children in these areas reveals significant challenges but also some positive developments.

In Uttar Pradesh, the percentage of girls aged 11-14 years not enrolled in school stands at 4%, double the national average of 2%. This issue becomes more critical among older girls (15-16 years), where 15% are not enrolled—one of the highest dropout rates in India. Contributing factors include poverty, gender disparities, and traditional roles that often require girls to assist with household duties and sibling care, especially in rural areas. In rural Uttar Pradesh, especially in marginalized regions, female literacy rates are among the lowest in the country, sometimes as low as 12%. Many girls face barriers such as long distances to school, unsafe travel conditions, and societal norms that devalue girls' education.

Uttarakhand shows better statistics with relatively higher enrollment rates and lower dropout rates among girls, but challenges such as access to quality education and infrastructure persist in remote areas. In both states, initiatives like government campaigns aim to reduce dropouts, yet a more sustained effort is needed to ensure girls'

continued education at secondary levels. In Uttarakhand, while there is increasing enrollment in schools, the quality of education remains a concern. Most of the rural girl students are first-generation school goers. Apart from this, rural areas suffer from inadequate infrastructure, teacher shortages, and a lack of access to secondary education, which affects girls more severely due to traditional gender roles. Girls in rural areas are often pulled out of school early to assist with household chores or are married young, hindering their education.

In West Bengal, the situation is somewhat similar but slightly better than UP. The proportion of girls dropping out after elementary school remains significant, driven by economic challenges and societal expectations. The current situation of girl child education in rural West Bengal shows a mix of progress and challenges. According to the ASER 2021 report, enrollment rates have improved, with a significant rise in girls attending government schools. In the age group of 6-14 years, school enrollment increased from 88.1% in 2018 to 91.5% in 2021, showing positive momentum in keeping girls in school even through the disruptions of the pandemic. Additionally, the percentage of out-of-school girls aged 15-16 decreased from 11.7% in 2018 to 3.5% in 2021.

Despite these efforts, many girls in the three states continue to lag behind in basic literacy and numeracy skills. According to the Annual Status of Education Report (ASER), proficiency levels in key subjects like reading and arithmetic have seen a decline across India, including these regions, underscoring the need for continued efforts to improve both access to and quality of education for girls. IIMPACT is working to address this by establishing learning centers focusing on educating girls in underserved communities. These centers facilitate improving literacy rates and reducing the gender gap in education.

Titan supported 327 IIMPACT learning centres spread across 14 Districts in Uttarakhand, Uttar Pradesh and West Bengal during the financial year 2023-24.

State	Blocks/ Districts	No. of Centres
Uttarakhand	5	156
Uttar Pradesh	7	95
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TOTAL	14	327

Operational Insights of IIMPACT

The detailed process adopted by IIMPACT highlights its collaborative approach, which includes the involvement of local NGOs for the Titan Kanya Project.

1. **Community Engagement and Mobilization**:
   o **Needs assessment**: IIMPACT works closely with local NGOs to conduct community surveys and engage leaders, identifying areas with high numbers of out-of-school girls.
   o **Awareness campaigns**: Together with NGO partners, IIMPACT organizes community workshops and events to promote the importance of girls' education, leveraging local influencers for stronger engagement.

2. **Engagement of Local NGOs**:
   o **Selection and vetting of NGO Partners**: IIMPACT carefully selects NGOs that understand local needs and challenges, ensuring they have the capacity and commitment to support educational initiatives effectively.
   o **Capacity building and orientation**: IIMPACT provides training sessions for NGO partners, ensuring alignment on objectives, teaching methodologies, and operational standards for successful project implementation.

3. **Establishment of Learning Centers**:
   o **Site identification with NGOs**: The local NGOs assist in selecting learning center locations that are accessible and safe for students, aiming to minimize travel time for young girls.
   o **Infrastructure setup**: In collaboration with NGOs, IIMPACT ensures each center is equipped with essential resources like books, furniture, and learning aids to foster a conducive environment for education.
   o **Student enrollment**: After setting up the learning centers, IIMPACT and its NGO partners work with community leaders and parents to **identify and enroll eligible girls** who are out of school or at risk of dropping out. They conduct **awareness drives and community meetings** to inform families about the program's benefits and encourage enrollment, emphasizing the positive impact of education on girls' futures.

4. **Recruitment and training of educators**:
   o **Local teacher recruitment by NGOs**: Partner NGOs recruit female educators from the same communities, helping to build trust and ensure cultural relevance.

- o **Continuous teacher training**: IIMPACT provides ongoing training sessions on interactive and child-centered teaching methods, often with support from NGOs for local logistics.

5. **Curriculum development and implementation**:
   - o **Culturally relevant curriculum design**: IIMPACT, with feedback from NGOs, develops a curriculum that aligns with national standards but is adaptable to local contexts, ensuring its relevance and appeal to students. Currently it uses standardized training material from Agastya.
   - o **Interactive and engaging teaching**: The curriculum includes interactive activities like storytelling and role-playing, implemented by trained teachers to keep students engaged.

6. **Monitoring and Evaluation**:
   - o **Regular assessments led by NGOs**: Partner NGOs are involved in conducting quarterly evaluations, which assess both academic progress and attendance to identify any potential issues.
   - o **Structured feedback mechanisms**: NGOs collect feedback from students, teachers, and parents, helping IIMPACT to continually adapt and improve the program.

7. **Mainstreaming into Formal Education**:
   - o **Transition planning with NGOs**: NGOs support students and families as they transition from the learning centers to local formal schools, offering guidance on enrollment and continuation.
   - o **Ongoing mentorship and tracking**: NGOs, along with IIMPACT, provide follow-up support to ensure that girls continue their education in formal schools without disruption.

8. **Community involvement and sustainability measures**:
   - o **Parental engagement programs**: Regular workshops and meetings are conducted by NGOs to involve parents actively in their children's education, fostering a supportive environment at home and in the community.
   - o **Alumni engagement through Arambh Manch**: The **Arambh Manch alumni group** serves as a platform for past students to stay connected, share their achievements, and inspire current students. Through this group, IIMPACT tracks the long-term impact of its programs on alumni, gathering insights into educational and career progress. **Arambh Manch** also supports mentoring, where alumni can encourage new students and reinforce the value of education within the community.

Overview of the Project

The program successfully supported 327 learning centers in FY 2023-24, positively impacting 10,850 girls across 14 districts in Uttarakhand, Uttar Pradesh, and West Bengal. Each center, on average, catered to 30 girls, specifically targeting rural areas where access to quality education remains limited. The initiative primarily focused on addressing the educational challenges of underserved rural girls. Notably, over 80% of the enrolled girls were identified as slow learners, emphasizing the program's critical role in providing tailored educational support to help bridge learning gaps and empower these young learners.

The program achieved significant milestones in improving educational outcomes and fostering community engagement. Over 71% of students scored above 60% in their academic assessments, demonstrating enhanced learning outcomes and the program's success in bridging educational gaps.

Approximately 3,900 alumni were actively engaged through the Aarambh Manch initiative, reflecting a strong commitment to empowering and supporting past students in their ongoing personal and professional journeys.

Around **2,952 Centre Management Committee meetings** were conducted, highlighting the program's emphasis on fostering community involvement and collaboration to ensure the centers' effective functioning and sustainability.

The program implemented a focused **Attendance Improvement Plan** to address the challenge of irregular student attendance. Key strategies included conducting home visits to understand and resolve barriers to attendance and engaging with stakeholders such as parents and community leaders to emphasize the importance of regular participation. To enhance the evaluation of student learning, **oral assessments** were introduced in the fourth quarter alongside traditional written assessments. This dual approach provided a more comprehensive understanding of students' progress, particularly benefiting the slow learners, who may struggle with written formats but demonstrate understanding through verbal expression and pictorial depictions.

To ensure program effectiveness and maintain high standards, **regular audits and quality checks** were conducted for teachers at the learning centers. These evaluations played a critical role in upholding transparency and operational efficiency. Additionally, the program established robust **feedback loops**, involving regular meetings with implementing partners, teachers, and other stakeholders. These discussions facilitated

the identification of gaps in implementation and provided valuable insights for continuous improvement. By incorporating this feedback into strategic planning, the program ensured adaptability and alignment with its goals, ultimately enhancing its impact on beneficiaries and communities.

The program placed a strong emphasis on holistic development through active participation in life skills sessions and community events, such as National Sports Day, which fostered essential interpersonal skills, confidence, and a sense of community among students. Alumni tracking and engagement efforts showcased the program's success in nurturing role models and future leaders who inspire change within rural communities.

By leveraging community involvement and local partnerships, the program ensured its long-term sustainability, fostering ownership and collaboration at the grassroots level. Additionally, initiatives like the Mothers' Literacy Program and continued alumni engagement created a ripple effect, promoting educational awareness and empowerment beyond the immediate beneficiaries, positively influencing entire communities.

Teacher development

The program prioritized teacher development to enhance educational quality, with over 410 teachers participating in quarterly training programs. These sessions focused on foundational literacy and numeracy (FLN), life skills, and innovative teaching methodologies, equipping educators with the tools to address diverse student needs effectively. The impact of these initiatives was evident in the consistent improvement of teacher assessment scores, which rose from 60% in the first quarter to 79% by the fourth quarter. This progression highlights the program's strong emphasis on capacity building, ensuring sustained improvements in teaching quality and student outcomes.

Teachers Trainings Held

Quarter	Duration of Training (in days)	Teacher Participated
Q1	70	294
Q2	85	312
Q3	90	314
Q4	85	316
TOTAL	330	1236

Quarterly Teacher Assessment

Quarter	No. of Teachers who Participated	Average Score	Total Score
Q1	320	60	
Q2	326	62	88,995
Q3	326	74	
Q4	321	79	
TOTAL	1,393	63.9	

Criteria for choosing Partnering NGOs

Partner NGOs implemented the activities at the Learning Centres. IIMPACT carefully selects partner organizations to ensure the highest quality and effectiveness in delivering educational programs for underprivileged girls.

The selection criteria are based on the following essential factors:

1. Partners must demonstrate a clear commitment to advancing education for underserved rural girls, aligning closely with IIMPACT's mission and core values.
2. Prospective partners should have a well-established presence in target communities and trusted relationships, providing them with a deep understanding of local socio-cultural dynamics. This local engagement is crucial for gaining community support and ensuring program sustainability.
3. IIMPACT looks for organizations with proven experience in managing educational projects, including infrastructure setup, resource allocation, and effective program delivery, to meet the specific needs of rural communities.
4. Financial health and transparent practices are critical to sustaining long-term partnerships and maintaining accountability, ensuring that resources are optimally used for the program's success.
5. A solid track record in community development and education, coupled with credibility in the sector, strengthens the partnership's impact and fosters community trust.
6. Compatibility in values, communication styles, and work ethics is essential for creating a cohesive partnership environment where both organizations work seamlessly towards shared goals.

By adhering to these rigorous criteria, IIMPACT has formed impactful partnerships, such as those with CINI in West Bengal, SAMVAD in Uttar Pradesh, and Disha in Uttarakhand, ensuring that each collaboration is well-positioned to deliver transformative educational opportunities for girls in underserved communities.

Criteria for choosing Villages.

Implementing partners selected villages for IIMPACT's educational programs through a rigorous, data-driven process that ensures targeted impact and sustainability. The selection begins with a thorough needs assessment, analyzing demographic and educational data to pinpoint areas with high numbers of out-of-school girls, low female literacy rates, and other socio-economic challenges. Data from sources like the Annual Status of Education Report (ASER) and government reports helped them identify regions where the need for intervention is most critical.

Next, partners evaluated the socio-economic vulnerability and logistical accessibility of each potential village. This involved assessing poverty levels, traditional barriers to girls' education, and the availability of educational infrastructure, all of which are critical for sustainable impact. Consultation with local leaders and community stakeholders is also a vital step, as these discussions provide insights into the community's unique dynamics, potential support for the program, and cultural factors that may affect implementation. By engaging with local influencers, partners gained essential buy-in, which is crucial for long-term success.

Safety and infrastructure were also key considerations; only villages that offered secure routes and adequate facilities for safe learning environments were chosen. The sustainability and long-term impact potential of the villages are thoroughly examined. Partners prioritize villages where educational efforts are likely to have a lasting effect, including communities that show a willingness to support continued education and reduce dropout rates. This careful, multi-layered approach ensures that selected villages are positioned to benefit maximally from IIMPACT's programs, providing transformative educational opportunities for girls in rural areas.

Learning Centres in Each State

S.No.	Partnering NGOs	State	Districts	Number of Learning Centres	No. of Children enrolled
1	Disha	Uttarakhand	5	156	3,929
2	CINI	West Bengal	2	76	2,337

3	Samvad	Uttar Pradesh	7	95	2,867
	TOTAL	**3**	**14**	**327**	**9,133**

Student details in each Quarter

Quarter	Enrolled Girls	No. of LCs	Foundation	Class 1	Class 2	Class 3	Class 4	Class 5
Q1	9256	327	258	2799	3142	2471	479	105
Q2	9026	327	401	2241	2729	2238	1235	182
Q3	8991	327	154	2370	2683	2220	1387	177
Q4	9133	327	189	2195	2856	2347	1392	154

From the table above, enrollment shows slight fluctuations, peaking in Q1 (9,256) and dipping in Q3 (8,991), at the 327 Learning Centers. Foundation Class enrollment is highest in Q2 (401) but drops significantly in Q3 (154), indicating potential seasonal or curriculum influences. Enrollment in Classes 1-3 is relatively stable, while Classes 4 and 5 have fewer students, hinting at attrition in higher grades. Retention appears challenging as total enrollment declines mid-year.


Quaterly Details - Students Enrolment (Class Foundation to Class 5)
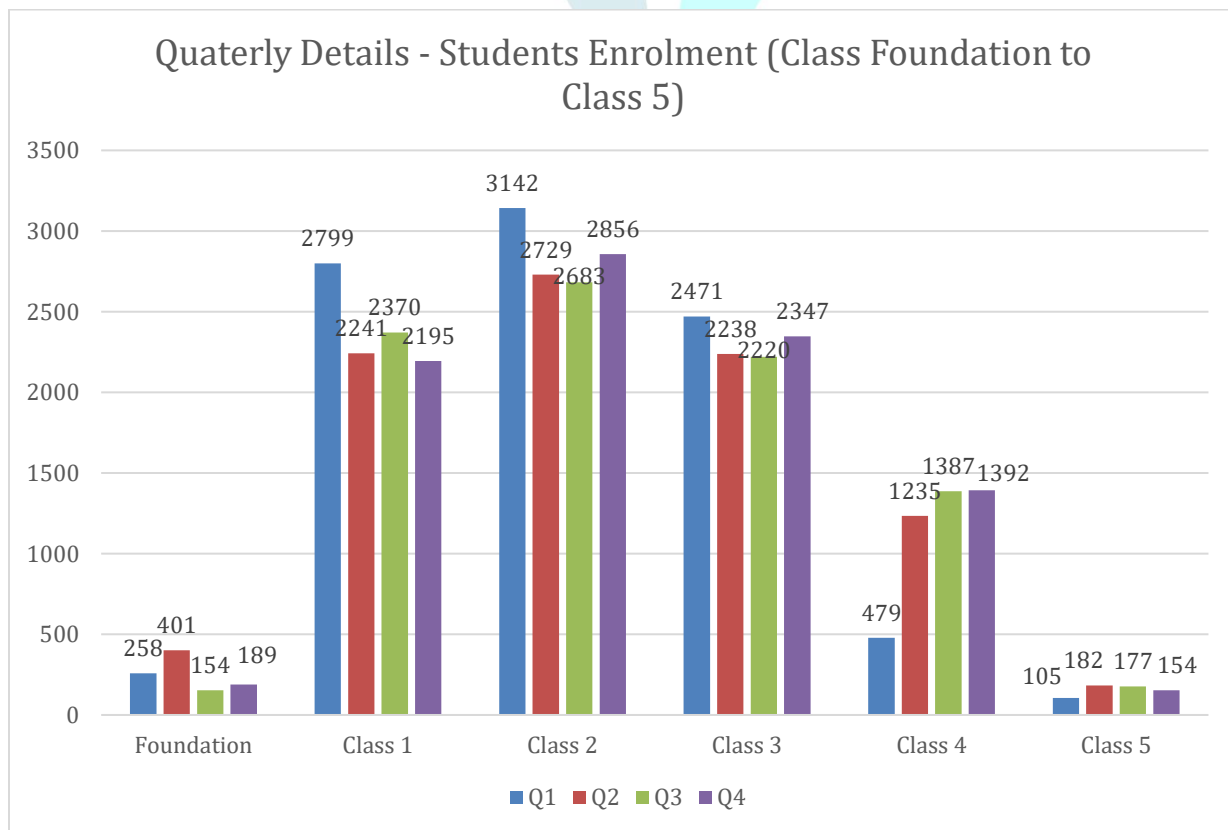
Enrollment and Learning Center Data Analysis

Enrollment Trends:

- Total enrolled girls slightly fluctuated over the four quarters, with the highest enrollment in Q1 (9,256 girls) and the lowest in Q3 (8,991 girls).

- No Learning Centre was added or closed during the period

Foundation and Class-Wise Trends:

- The number of girls in the Foundation class peaked in Q2 at 401 and dropped significantly in Q3 (154) and Q4 (189). This indicates a possible transition of Foundation students to higher classes.
- Class 1 to Class 3 show consistent enrollment, but Class 4 and Class 5 have significantly lower numbers, suggesting either a higher dropout rate in these classes or limited progression to higher levels. It could also mean the transition of the students from the Foundation levels to the class levels. (Data not available to prove)

Child Exit Data
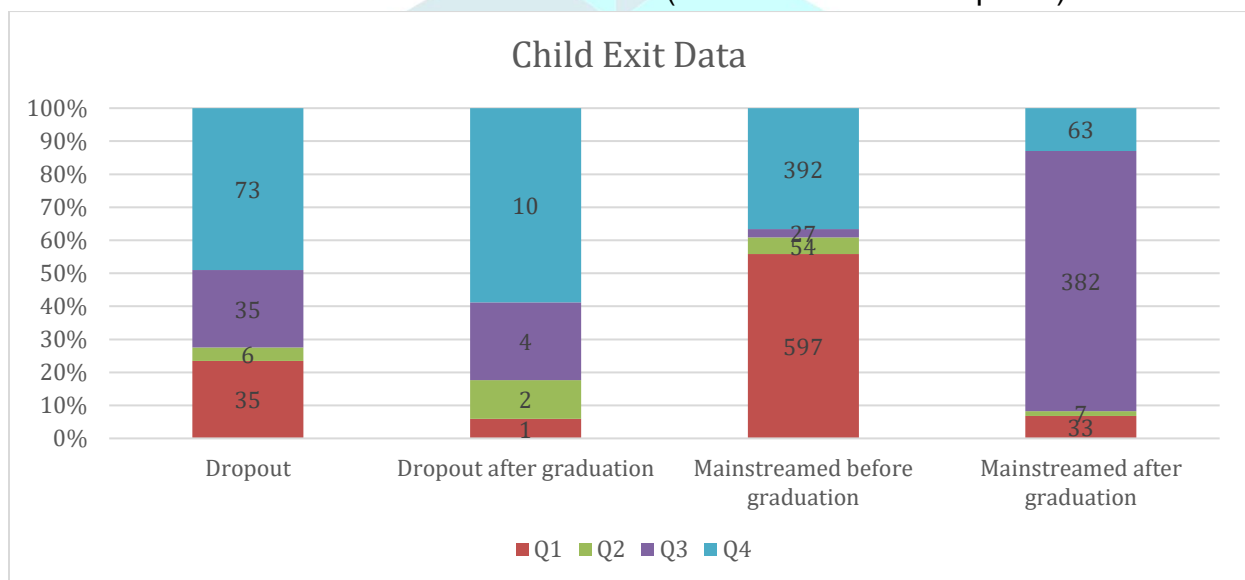
Dropouts:

- The dropout numbers showed significant variation throughout the year, peaking in Q4 with 73 dropouts, compared to just 6 dropouts in Q2. This dramatic increase in Q4 should be further investigated to identify potential causes, such as seasonal labour demands or socioeconomic pressures.

- Additionally, dropouts after graduation rose progressively, from 1 in Q1 to 10 in Q4.

16

Mainstreaming:

- The number of children mainstreamed before graduation was highest in Q1 (597) and Q4 (392) but dropped considerably in Q2 (54) and Q3 (27). This indicates variability in transitioning students to regular schools, possibly due to external factors such as school capacity or timing of transitions.
- Mainstreaming after graduation was highest in Q3 (382), reflecting an emphasis on transitioning older students successfully into higher education or other avenues.

Key Inferences

Enrolment stability: While the number of enrolled girls show minor fluctuations, the constancy in the number of learning centres reflects program stability. However, efforts are needed to stabilize enrolment, especially in Foundation classes.

Higher-Class retention issues: The significant drop in student numbers in Class 4 and Class 5 highlights a critical gap in retention and progression. Focused interventions, such as targeted academic support and community engagement, are needed to address this issue.

Seasonal or External Factors Affecting Dropouts: The sharp increase in dropouts in Q4 suggests the need to examine external factors such as seasonal migration, agricultural work, or family responsibilities that may impact attendance.

Mainstreaming variability: While the program effectively mainstreamed students in Q1 and Q4, the lower numbers in Q2 and Q3 indicate a need for consistent efforts to transition students to formal schooling systems.

Program Impact: The significant mainstreaming numbers and low dropout after graduation highlight the program's impact in preparing students for higher education or formal schooling.

Enrollment vs Dropouts

Quarter	Total Enrolled Girls	Total Dropouts	Dropout Rate (%)
Q1	9256	35	0.38%
Q2	9026	6	0.07%
Q3	8991	35	0.39%
Q4	9133	73	0.80%

- Total enrollment shows minor fluctuations across quarters, ranging from 8,991 (Q3) to 9,256 (Q1). This indicates consistent outreach and student retention efforts at the foundational level.
- Dropouts increase sharply in Q4 (73), nearly doubling from Q3 (35). This suggests possible external factors such as seasonal migration, economic pressures, or academic challenges contributing to the rise.
- Q2 has the lowest dropout rate (6), showcasing the effectiveness of efforts during this quarter.
- Dropout rates remain low across quarters, with a maximum of 0.80% in Q4, highlighting the program's strong focus on retention.
- The significant rise in dropouts during Q4 suggests a need for additional retention strategies, such as community engagement and parental support during this period

Progression vs Dropouts

Quarter	Foundation	Class 1	Class 2	Class 3	Class 4	Class 5	Dropouts
Q1	258	2799	3142	2471	479	105	35
Q2	401	2241	2729	2238	1235	182	6
Q3	154	2370	2683	2220	1387	177	35
Q4	189	2195	2856	2347	1392	154	73

Progression Challenges:

Enrollment in higher classes (Class 4 and Class 5) remains significantly lower compared to Foundation and Class 1. For example, Q1 sees 2,799 students in Class 1 but only 479 in Class 4 and 105 in Class 5. This decline indicates challenges in retaining students as they progress to senior levels, likely due to academic difficulty, familial responsibilities, or societal pressures.

Correlation with Dropouts:

Dropouts increase in quarters with fewer students progressing to higher classes, particularly in Q4. This suggests that students who struggle to transition may leave the program altogether. Foundation classes in Q2 (401 students) and Q3 (154 students) show notable drops, likely transitioning to higher classes (Class 1), yet this does not result in significant increases in Class 4 or 5.

Class-Specific Dropout Focus:

Classes 4 and 5 see relatively lower progression, aligning with the rise in Q4 dropouts. This highlights a critical need to focus retention efforts on older students, ensuring they stay engaged in the program.

Class-wise Distribution and Resource Allocation

Enrollment in Classes 1 to 3 remains significantly higher than in Classes 4 and 5. This disparity suggests that the program may need to allocate more resources and attention to retaining students as they advance to higher classes, addressing specific challenges like curriculum difficulty or external pressures (e.g., economic or familial obligations).

Learning Center Utilization

The Learning Center (LC) count remains constant at 327, but the average number of students per centre fluctuates due to enrollment changes. The program's capacity utilization varies. For instance, in Q3, with the lowest enrollment, each centre serves fewer students on average, potentially indicating underutilized resources during that period.

Insights:

- The sharp decline in progression to higher classes and the corresponding rise in dropouts signal a critical retention gap in senior levels.
- Strategies such as mentorship programs, flexible learning schedules, and increased parental awareness can help address this challenge.
- Monitoring and supporting transitions from Foundation and Class 1 to higher levels are crucial to ensuring long-term program success.

NGO Speak.

The main factor while doing the need assessment is to check the number of children studying in primary school in the village. We only select villages where the number is more than 30. Also, we check the number of children in the Balwadis as they would join primary school on completion. By tracking this, we know for sure that we will have a minimum of 30 children who will be able to attend the Learning Centre every year.

The district of 24 Parganas faces significant challenges for girls, with high vulnerability to trafficking and forced marriages due to limited access to education and awareness. Through its focused efforts, the IIMPACT program is transforming lives by educating more than 1,200 girls across 40 villages. By equipping them with knowledge and skills, the

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program is empowering these young girls to break free from cycles of exploitation and envision a future filled with opportunities and dignity.

Activities at the Learning Centres

At IIMPACT's learning centers, a comprehensive array of activities is conducted to provide quality education and holistic development for underprivileged girls. These activities include:

i. <u>Foundational Literacy and Numeracy:</u> Emphasis is placed on building basic reading, writing, and arithmetic skills to establish a strong educational foundation.

ii. <u>Subject-Specific instruction:</u> Teaching covers core subjects such as Hindi, Mathematics, Environmental Science, and English, following a curriculum tailored to the students' educational needs and comprehension levels.

iii. <u>Interactive learning methods:</u> Engaging techniques like storytelling, role-playing, group discussions, and visual aids are utilized to enhance understanding and retention of concepts.

iv. <u>Life Skills Development:</u> A few sessions focus on essential life skills, including communication, decision-making, problem-solving, and critical thinking, to prepare students for real-world challenges.

v. <u>Health and Hygiene Education:</u> Workshops are conducted to promote awareness of personal hygiene, nutrition, and basic healthcare practices, contributing to the overall well-being of the students.

vi. <u>Extracurricular Activities:</u> Creative pursuits such as art, music, dance, and sports are encouraged to foster self-expression, creativity, and physical fitness.

vii. <u>Parental and Community Engagement:</u> Regular meetings and workshops with parents and community members are organized to emphasize the importance of girls' education and to build a supportive environment.

viii. <u>Assessments and Progress Monitoring:</u> Continuous evaluations are conducted to monitor academic progress of each child, with personalized support provided to address individual learning needs.

ix. These activities are designed to create a nurturing and stimulating learning environment, ensuring the holistic development of each student and empowering them to pursue further education and personal growth.

Program Administrator Speak.

"Our vision is to build a model of education that can be replicated across regions while maintaining the highest standards and staying true to our core values. Every center we establish should be a place where children feel safe, supported, and inspired to learn—no matter the location. We are committed to ensuring that each new center offers the same quality of teaching, resources, and care as those that came before it. Expanding responsibly means not only upholding consistency in educational excellence but also adapting to the unique needs of each community.

Our ultimate goal is to create lasting, positive change that is both scalable and sustainable, allowing every child we reach to have an equal opportunity to succeed and thrive."

Student speak.

At the learning center, I finally feel like I can keep up and, in some cases, better than my classmates in school. Subjects like English and maths used to be so difficult for me, but the teacher here uses poem, stories, beads and other tools to explain concepts. Now, I not only understand but also enjoy solving problems. This confidence is something I've never felt before.

The center is like a second home to me. I come here not only to study but to participate in fun activities like drawing, storytelling, and games. I've made friends, and we help each other learn. It's not just about education; it's about building memories and skills that will last a lifetime.

Before joining the center, I thought I would have to leave school like some of my friends. But now, I dream of becoming a teacher. The support and encouragement I get here make me believe in myself. I want to help other girls in my village to learn and grow, just like my teachers do for me.

Parents Profess.

My daughter's transformation is remarkable. She was once shy and hesitant to speak up, but now she confidently reads and shares what she learns at the center. Her enthusiasm for studies has motivated us as parents to support her dreams. We are so proud to see her growing into a confident, educated young girl.

The center has been a blessing for us. As a poor parents, it was difficult to focus on our daughter's education. Knowing she is in a safe environment, learning and engaging with supportive teachers, brings us immense relief. It's not just about education; it's about giving her a future we never thought was possible.

Earlier, we believed that education wasn't necessary for girls, but the center has changed our perspective completely. Seeing my daughter excel, talk in English, craft and drawing work and even talk about her future plans is inspiring. It has shown us that education is not just important but transformative, not just for her but for the whole family.

Activities for adolescent children

The IIMPACT program places a strong emphasis on the holistic development of adolescent girls, implementing targeted activities to equip them with the skills, knowledge, and confidence required to navigate the unique challenges of this critical life stage. These initiatives aim to foster personal growth, academic excellence, and social empowerment, ensuring that adolescent girls are prepared for future opportunities. Key Initiatives include.
   a) Life Skills Development
   b) Career Counseling and Future Planning
   c) Leadership and Mentorship Opportunities
   d) Academic Enrichment
   e) Engagement through Aarambh Manch
   f) Community Participation and Awareness
   g) Extracurricular and Creative Activities

The program aims to equip rural adolescent girls with the skills, knowledge, and confidence needed to navigate the challenges of this transformative stage of life. Key initiatives include structured life skills development sessions, where girls learn critical thinking, communication, decision-making, and time management, alongside workshops promoting personal health, hygiene, and nutrition. The program also emphasizes gender equality and rights, empowering girls to assert their place in society.

Career counseling and guidance are integral components, offering tailored support to help girls explore educational and vocational opportunities. Long-term goal-setting exercises, supported by inspirational alumni sessions, motivate girls to pursue higher education and meaningful careers. Leadership development activities, such as public speaking and teamwork exercises, further strengthen their confidence and ability to mentor younger students.

Academic enrichment programs prepare girls for higher education and secondary school examinations, with a particular focus on English language proficiency. The Aarambh Manch initiative connects current students with alumni, fostering a supportive network where knowledge and experiences are shared. Community participation is encouraged through events and awareness campaigns, addressing issues like early marriage prevention and the importance of continued education.

Extracurricular activities, including arts, sports, debates, and storytelling, nurture creativity, collaboration, and critical thinking, contributing to well-rounded personal development. These targeted activities empower adolescent girls to break barriers, envision brighter futures, and take meaningful steps toward becoming leaders and role models in their communities. Through this comprehensive approach, the program ensures that adolescent girls are prepared for academic, social, and professional success.

Student speak.

The life skills training I received at the center has been invaluable. Learning about communication, time management, and decision-making has made me more confident in handling challenges in my studies and daily life. I now feel equipped to pursue my goals and contribute to my family and community.

Through career counselling and mentorship opportunities, I discovered my passion for teaching. The guidance from my mentors at Aarambh Manch helped me understand how to plan for my future. Today, I am working towards becoming a teacher, and I hope to inspire others the way I was inspired.

Participating in extracurricular activities like debates, painting, and storytelling not only gave me joy but also taught me how to express myself and work in a team. Aarambh Manch events and community awareness programs have made me realize the importance of giving back, and I feel proud to be part of something that is making a difference.

Parent Profess.

The activities at the center have made a huge difference in my daughter's life. Beyond studies, she participates in life skills sessions, sports, and leadership programs that have helped her grow into a confident and independent girl. She now talks about her goals and dreams, which is something we never imagined before.

Teacher Speak.

The activities for adolescent girls go beyond academics—they prepare them for life. Whether it's learning decision-making skills, participating in debates, or engaging in career counselling, these initiatives give them the tools they need to succeed and make informed choices about their future.

Alumni in discussion

Teacher training Program

IIMPACT's Quarterly Teacher Training (QTT) program is a cornerstone of its educational initiatives, aiming to enhance the pedagogical skills and subject knowledge of educators at its learning centers. These trainings are conducted every quarter at the block and district levels, ensuring that teachers receive consistent and comprehensive professional development.

Key Components of the QTT Program:
  i.   **Curriculum and Pedagogy Enhancement**: Teachers are trained in effective teaching methodologies, focusing on child-centric approaches that foster active learning and critical thinking among students.
  ii. **Subject Matter Proficiency**: The program emphasizes deepening teachers' understanding of core subjects, enabling them to deliver content with greater clarity and confidence.
  iii. **Development of Teaching-Learning Materials (TLMs)**: Educators are guided in creating and utilizing innovative TLMs to make lessons more engaging and accessible for students.

iv. **Assessment and Evaluation Techniques**: Training includes strategies for assessing student progress effectively, allowing teachers to tailor instruction to meet individual learning needs.

v. **Classroom Management Skills**: Sessions cover best practices in managing diverse classroom environments, promoting a positive and inclusive learning atmosphere.

vi. **Integration of Life Skills Education**: Teachers are equipped to incorporate life skills into the curriculum, preparing students for real-world challenges beyond academics.

Teachers Talk

The program has not only transformed the lives of the students but also shaped me as a teacher. The support and resources provided through QTT training have taught me innovative ways to engage students, especially those struggling with foundational skills. It's rewarding to see their progress and know I've played a part in their success.

The QTT training sessions are a game-changer. They introduced me to techniques like activity-based learning and multi-sensory teaching, which make concepts easier for students to grasp. It's amazing to see how these methods have helped even the slowest learners gain confidence in their abilities.

This program goes beyond academics. It emphasizes holistic development, and as a teacher, it inspires me to create an inclusive and supportive environment for every child.

The training has improved my teaching strategies and encouraged me to look at each student's unique potential.

Through QTT, I've learned to handle challenges like multi-grade classrooms and address individual learning needs effectively. The program's focus on continuous development keeps me motivated and ensures that I'm constantly improving for the benefit of my students.

Observations from the field

The SAN team interacted with the students and interacted with them to have a comprehensive understanding of the students' academic performance, extracurricular capabilities, and overall developmental progress.

- Over 80% of the girl children enrolled were slow learners.
- They were all studying at the nearest government-run Primary school.
- 95% of the girl children were first-generation school goers.
- The children did not have a conducive learning environment in their homes.
- Most of them did not have any person or their parents to teach at home except for a few who had elder siblings.
- All the parents were daily wage laborers and were not bothered about their children's educational needs.
- Despite attending the learning centers for over two years, over 60% of the rural girl children's learning levels were still below the required levels, as they were all slow learners and faced challenges in reading and comprehension.
- Approximately 90% of students demonstrated the ability to complete 3-digit addition with accuracy, and 75% successfully performed 2 and 3-digit multiplication. This indicates a solid grasp of foundational mathematical concepts.
- However, nearly 50% of students from Levels 10 to 16 struggled with the subtraction of 3-digit numbers, especially in cases requiring carry-forward operations.
- A significant challenge was observed in division, where 90% of students from Levels 10 to 16 were unable to divide numbers when the divisor was a two-digit number, reflecting a gap in higher-order arithmetic skills.
- English reading proficiency requires significant attention, as only 10% of students were able to read English books with reasonable fluency. This highlights a critical need for focused efforts to improve English literacy and comprehension.

- All students showcased a commendable understanding of basic environmental knowledge, general awareness, hygiene, balanced diet, importance of education, and social skills. This reflects the program's success in imparting essential life skills alongside academic education.

- Students excelled in creative and cultural activities, with outstanding performance in dancing, music, poem recitation, and craft work. These activities have evidently contributed to their holistic development, fostering creativity and self-expression.

- Students receiving educational support at home from parents or elder siblings displayed higher levels of motivation and confidence compared to those without such support. This underscores the importance of parental involvement in reinforcing classroom learning.

- The survey highlighted the critical role of teachers in shaping students' confidence and performance. Teachers with a progressive outlook and higher educational qualifications were observed to be more effective in boosting students' self-assurance and academic success.

- While teachers have made significant contributions, there is a clear need to focus on improving their instructional strategies, particularly in areas like advanced arithmetic and English language teaching. Regular teacher training and upskilling programs can address this gap effectively.

8.Evaluation of Program Objectives

The objectives of the project were evaluated using the REESS framework. REESS framework measures the performance of a project on five parameters – Relevance, Effectiveness, Efficiency, Social Impact and Sustainability. Various indicators were developed for the project based on the REESS framework.

Relevance: Is the intervention doing the right things?

- The extent to which the objectives of a development intervention are consistent with institutional and beneficiary's requirements, alignment with partner organisation, donor's mission, and country's need.

Effectiveness: Is the intervention achieving its objectives?

- The extent to which the development intervention's objectives were achieved, or are expected to be achieved, considering their relative importance.

Efficiency: How well are the resources being used?

- The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.

Sustainability: Will the benefits (financial, economic, social, environmental, and institutional capacities) sustain over time

- The continuation of benefits from a development intervention after major development assistance has been completed.

Social Impact: What difference does the intervention make?

- The extent to which the intervention has generated or is expected to generate significant positive or negative, intended, or unintended, higher-level effects.

8 a. Relevance

After-school learning centers in rural India are essential for addressing multiple educational, social, and developmental challenges.

a) **Poor Learning Outcomes:** Learning outcomes remain concerning in rural schools in India. Rural areas also often face a shortage of qualified teachers and educational resources. Hence children are unable to understand the subjects taught in school and have poor academic performance. A notable decline in foundational literacy and arithmetic skills is largely observed. According to the latest ASER report, in rural areas, girls in early grades showed lower reading and basic math proficiency than in previous years. For instance, only 27.7% of girls in Grade III could read a Grade II-level text, down from 36.6% in 2018. Similarly, math skills such as basic subtraction showed significant declines. Large class sizes in rural areas often hinder personalized attention and effective learning, highlighting the need for increased teacher recruitment, training, and resource allocation to rural schools.

> *Despite attending the learning centres for over two years, over 65% of the rural girl children's learning levels were still below the required levels, as they were all slow learners and faced challenges in reading and comprehension.*

b) **High dropout rates**: Education is often seen as less relevant for girls in rural areas, especially when parents view domestic skills as more important than academic learning. Many families, facing economic hardship, prioritize boys' education over girls' or require girls to help with domestic chores or labor to contribute to family income. As a result, many girl children in rural India drop out of school due to household responsibilities or financial constraints.

c) **Lack of Parental engagement in academics**: Many rural parents have limited schooling, which can make it challenging for them to assist with homework or understand the value of sustained academic engagement. Most of the parents had limited or no schooling and lacked the knowledge or confidence to support their children's academic efforts. For most of the parents, engaging with school assignments, teacher communications, or progress updates was difficult.

d) **Lack of role models at Home:** The absence of role models in rural homes significantly impacts girls' education, as they lack visible examples of women who have succeeded through education. Without role models, girls may not envision

career possibilities, see the value of school, or feel encouraged to pursue their dreams.

e) **Low Awareness of education's long-term value:** Education's potential to improve long-term prospects is not always evident, leading some parents to prioritize immediate financial contributions over schooling. Without exposure to the long-term benefits of education, many parents in rural areas prioritize immediate economic needs over academic support, often pulling girl children out of school to contribute to household work.

8 b. Effectiveness

The after-school learning centers of IIMPACT plays a critical role in leveling the educational field for rural girls, empowering them with the support and resources needed to pursue a brighter future. The effectiveness of the learning centers can be seen in several key areas:

a) **Improved academic performance**: These centers provide supplementary academic support, helping students better understand core subjects, catch up on lessons, and enhance their learning outcomes. With personalized attention, students are more likely to grasp challenging concepts and perform better in exams.

Student Speak.

'At the learning center, I get extra help with math and science. I can ask questions until I understand, which I can't always do in my school classes. The teachers here give me time and explain things patiently. Now, I'm scoring higher in tests, and I feel proud to keep up with my classmates.'

The activities like dancing and poem recitation make me happy. I feel proud when my friends and teachers clap for me after a performance. I wish I could study more at home like some of my friends whose parents or siblings help them. It motivates them, and I want to feel the same support.

Our teacher encourages us to try new things and never give up. It makes me feel confident, and I'm learning to do better in subjects where I was struggling before. I like coming to the center because it's not just about studies. We get to do craftwork and learn songs, which makes learning fun.

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b) **Bridging educational gaps**: Rural Uttarakhand often faces teacher shortages and limited access to educational resources. After-school centers can bridge these gaps by offering qualified tutors, additional materials, and technology, providing students with the resources they lack in regular schools.

Student Speak.

"I am able to remember my math better now because my teacher here teaches me with beads and other tools. It helps me see and understand, not just memorize. Before, math was very hard, but now it feels easier because I get to practice with things I can touch."

Student Speak.

"In my school, we only have one teacher for all subjects, and it's difficult to ask for help. But here at the center, my teacher helps me practice until I understand, especially in math. I feel much more confident when I go back to school."

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c) **Addressing the needs of slow learners:** These centers address the needs of slow learners using a multifaceted approach-
   i. **Customized curriculum**: IIMPACT has developed tailored curricula focusing on interactive and experiential learning according to the child's learning level. Visual aids, storytelling, and practical examples make it easier for slow learners to grasp concepts and the teachers facilitate this at the Learning centers.
   ii. **Early intervention:** These Centres help in identifying learning challenges early through regular assessments and provide necessary support to prevent further delays in the girl's education. The tailored support offered to the girls at an early stage enables them to succeed in a rural environment where resources and specialized teaching methods are limited.
   iii. **Training the teachers**: The training received by the teachers is focused on inclusive education methods, emphasizing patience and techniques like repetition, positive reinforcement, and multi-sensory teaching.
   iv. **Peer support programs**: The children are put in groups according to their class / levels. The teachers also pair slow learners with peer mentors for support, improving her confidence and encouraging the child to learn without any inhibition.

> **Teacher speak.**
>
> We must repeat the same concept many times for children to understand. In spite of it, some children are unable to understand concepts in Maths. When their peers or friends also explain it to them, they try to understand. Making them learn in groups has a lot of advantages, tough at times as they will be playing and laughing also.
>
> *In my class, I use simple tools like beads, charts, and visual aids to make math easier for students. I focus on breaking down complex problems into smaller, understandable steps, which helps even the slow learners catch up and build confidence.*
>
> *I encourage interactive learning by asking students questions and involving them in discussions. This helps them understand the subjects better and also boosts their communication skills. It's amazing to see them become more confident in expressing their ideas.*
>
> *Beyond academics, I include storytelling, songs, and group activities to make the lessons engaging and fun. These activities not only enhance their learning but also teach teamwork, discipline, and creativity.*

d) **Support for underprivileged students**: The learning centers focus specifically on disadvantaged students who lack access to private tutoring or supplemental educational resources. By providing these students with the support they need, the centers help level the playing field, ensuring that every child, regardless of economic background, has an equal opportunity to succeed academically and build a promising future.

e) **Reducing dropout rates among girls**: The centers create a welcoming and supportive environment that encourages girls to stay in school and continue their education. By actively addressing gender disparities in education, these centers are instrumental in countering societal pressures that often lead girls to drop out early. Through mentorship, academic support, and a safe space for learning, the centers empower girls to envision and pursue futures beyond traditional roles, fostering resilience and motivation to complete their schooling.

f) **Holistic development:** Beyond academics, after-school learning centers foster the overall growth of children by engaging them in a variety of extracurricular activities, including arts, sports, and life skills training. These activities help build confidence, creativity, and emotional intelligence, which are crucial for well-

rounded development. The centers create a joyful and stimulating environment, encouraging regular attendance and providing students with the opportunity to explore and express themselves in ways that traditional classrooms often do not support.

Teacher Speak:

"The children love to sing and dance. Apart from preparing them academically, we also have a lot of extracurricular activities that motivate them to come to the center regularly. They look forward to painting, playing games, and participating in activities that help them express themselves and develop skills beyond just studying."

Student Speak:

"I enjoy coming to the center because I can learn new things like drawing and playing games with my friends. I feel happy here, and I get to try different activities. I have even learned how to work in a team, which helps me in school and at home."

Parent Speak:

"My daughter has grown more confident since joining the center. She tells me about the songs and games she learns there, and I can see she is much happier and more active. It is more than just studies; she is learning skills that will help her in life."

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g) **Social and Emotional growth**: The learning centers provide a safe, supervised space where students can interact with peers, develop essential social skills, and build self-confidence. These centers foster a sense of belonging and help reduce the isolation often experienced in rural settings. By engaging in group activities, collaborative projects, and peer discussions, students learn to communicate effectively, resolve conflicts, and support one another. This environment encourages emotional resilience, empathy, and teamwork, essential qualities for their overall well-being and future success.

Teacher Speak:

"Our center is like a second home for the children. They come here not only to study but to make friends, share stories, and grow together. I see them becoming more confident and supportive of each other, which is so important for their emotional development."

Parent Speak:

"I have noticed a big change in my child. She has become more open, confident, and caring toward others. She talks about her friends and what they learn together, and

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> *I can see that being part of the center has helped her feel more connected and valued."*

h) **Parental support**: These centers offer relief to working parents by ensuring their children are in a safe, constructive environment during after-school hours, thus contributing to the well-being of both the children and their families. By partnering with parents and keeping them informed of their children's progress, the centers also foster a sense of collaboration in raising well-rounded, educated children.

> *Parent Speak:*
>
> *"Knowing that my daughter is at the center after school is a big relief for me. I don't have to worry about her safety, and I can focus on my work. The center keeps her busy with learning, and she comes home excited to tell us what she learned."*
>
> *"The teachers keep us updated on how our children are doing, and it feels good to know that they care. My daughter is getting the support she needs, and it has made a big difference for our family."*

i) **Reduction in child labor and early marriage**: Due to the presence of the learning centers within the village, girls are less likely to be pulled into child labor or forced into early marriages. The centers have the potential to promote a future-oriented mindset, encouraging students to pursue higher education and career opportunities. Parents and community members would gradually understand the importance of education over household work, shifting cultural norms and creating a supportive environment for girls' long-term aspirations.

8 c. Efficiency

The efficiency of IIMPACT's after-school learning centers lies in their ability to make the most of available resources, streamline processes, and create a sustainable model that reaches a large number of underserved rural girls. Through careful planning and execution, these centers ensure that educational support is delivered in a cost-effective, impactful manner. The key aspects of their efficiency include:

a) **Student academic improvement**: Through individualized attention and additional academic support, IIMPACT's centers significantly improve students' academic performance. Teachers focus on foundational skills in reading, math, and other core subjects, enabling students to catch up on lessons and deepen their understanding. Regular assessments track progress, allowing educators to address specific challenges quickly, ensuring efficient and measurable academic growth.

b) **Attendance and retention rates**: IIMPACT's learning centers maintain high attendance (around 85-90%) and retention rates by providing a supportive, engaging environment. The centers work closely with families and communities to encourage consistent attendance, particularly for girls who may face societal pressures to leave school. Regular attendance boosts academic continuity and creates a stable learning environment, helping students remain committed to their education.

c) **Teacher-Student ratio**: The teacher-student ratio in rural Indian schools is as high as 1:50 or more. The ideal ratio suggested by the Right to Education (RTE) Act in India is 1:30 for primary classes and 1:35 for upper primary classes. THE IIMPACT centres focus on having a maximum of 30 children in each Centre thereby adhering to the normal teacher student ratio of 1:30.

> **Teacher Speak:**
>
> *"With fewer students in each class, I can focus on each child's progress. It's easier to help them understand difficult concepts when the class size is small."*

d) **Resource availability and utilization**: The centers are well-equipped with essential resources such as textbooks, learning materials, and basic technology. Teachers make efficient use of these resources to support diverse learning styles and create an interactive environment. Resource allocation is carefully managed, ensuring that materials are readily available to students without wastage.

e) **Community and parental involvement**: High levels of parental and community involvement enhance the efficiency of IIMPACT's centers. Parents participate in regular meetings, support their children's learning at home, and often volunteer their time. This involvement creates a positive support system, reinforcing the importance of education and encouraging continuous student engagement.

> **Parents Speak:**
>
> *Attending regular meetings at the center has completely changed how I see education for my daughter. Earlier, I thought school was enough, but now I understand how my involvement can make a big difference. I've started sitting with her during study time, helping with homework, and encouraging her to ask questions. It's amazing to see her enthusiasm and improvement when she knows I'm supporting her learning journey.*
>
> *The center has not only helped my child but also brought the community together. I often volunteer during events and assist the teachers when needed. It feels fulfilling to be part of something that gives our children such a strong foundation for their future. Seeing how my contribution, even small, helps my daughter stay engaged and*

motivated has made me value education like never before. It's not just about my child; it's about building a better future for all the children in our village.

f) **Documentation:** Efficient documentation ensures that all activities, progress, and outcomes are properly recorded, allowing for consistent monitoring and evaluation of the center's programs and tracking student development, and ensuring accountability. The documentation at centres needs to be strengthened and digitized, to map the progress of the students individually and collectively by IIMPACT.

g) **Cost-Effectiveness**: The centers operate with a focus on cost-effectiveness, achieving substantial academic outcomes with limited resources. By leveraging community support, local materials, and a small teacher-to-student ratio, IIMPACT delivers high-quality education at a cost per student that remains low relative to the positive impact achieved.
(Approximate cost per Centre is Rs.50,000 per year, around Rs.1650 per child per year, around Rs.135 per month)

h) **Teacher training and quality**: IIMPACT emphasizes the continuous professional development of its educators through regular training sessions QTT. Teachers receive targeted training on effective teaching strategies, child psychology, and resource management, ensuring they are well-prepared to meet the students' diverse needs. This investment in training maintains high teaching standards, enabling efficient and high-quality instruction.

Teacher Speak:
"The training and support I receive from IIMPACT and DISHA Team have transformed me as a teacher. Each training session introduces new methods and strategies that not only deepen my own understanding but also make learning more engaging and meaningful for my students. I feel motivated and empowered to stay, knowing that I am part of something biggerhelping shape the future of these girls and, by extension, our whole community. Watching my students grow in confidence and knowledge is incredibly rewarding, and it gives me a sense of purpose knowing that I am giving back to the place I call home. I have now enrolled for higher studies."

8 d. Social Impact

The social impact of IIMPACT's learning centers is profound and multifaceted, extending beyond individual students to uplift entire communities. These centers foster educational equity, empower girls, and contribute to the sustainable development of rural areas, creating lasting change across multiple dimensions.

a) **Education equity**: These learning centers help bridge the educational gap in underserved rural areas. They provide quality educational resources and learning opportunities to girl students who may lack access to well-equipped schools, contributing to greater educational equity.

> *Community Member Speak:*
> *"For many of us, there were no real options for our daughters to continue learning. This center has given our children the chance to grow and succeed in ways we hadn't imagined."*

b) **Empowerment of Girls**: In many rural regions, girls face societal pressures to prioritize household responsibilities over education. The learning centers create safe and supportive spaces for girls, encouraging them to stay in school, gain confidence, and continue their education, promoting gender equality and empowerment.

> *Alumni Speak:*
> *"Before, I thought my role was only to help at home, but now I know I can do much more. I want to become a teacher and inspire other girls in my village."*

c) **Reduction in child labor**: By providing structured and engaging after-school environments, these centers reduce the risk of children being drawn into child labor or other risky activities. By keeping children occupied with constructive learning, the centers lower the likelihood of exploitation and build a strong foundation for future growth.

> *Teacher Speak:*
>
> *"Many of our students used to help in fields or homes, but now they focus on their studies. They understand the value of their education, and it keeps them motivated."*

d) **Community Development**: These centers play a role in community development by fostering educated and skilled youth who can contribute to the local economy

and society. Over time, this helps uplift the entire community, breaking cycles of poverty and underdevelopment.

e) **Building social cohesion**: After-school programs promote social interaction among children from different backgrounds. This helps reduce social isolation, fosters teamwork, and builds social cohesion within the community, enhancing a sense of unity and collaboration.

Academic / Regional Coordinator Speak:

"As an Academic/Regional Coordinator, I am privileged to witness firsthand the incredible progress that takes place in these centers. My role involves ensuring that our teaching staff has the tools, resources, and guidance they need to create a supportive learning environment. Working with IIMPACT has enabled us to implement a curriculum that is both challenging and accessible, tailored to meet the needs of each community. I am inspired every day by the dedication of our teachers and the resilience of our students, who overcome challenges to pursue their education. We regularly visit centers and assess the effectiveness and efficiency of teachers. Together, we are building a brighter future for these girls, transforming not only individual lives but entire communities. It's a journey that I am proud to be a part of, and I am constantly reminded of the long-lasting impact we are making here."

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f) **Parental Engagement**: These centers often engage parents by raising awareness about the value of education and encouraging their active involvement in their children's learning journey. This helps create a culture of education within families, increasing support for lifelong learning.

g) **Confidence building**: The learning centers provide a safe and supportive environment for girls, helping them develop confidence and self-esteem. Engaging in academic and extracurricular activities enables them to discover their abilities and aspirations.

h) **Promotion of education**: By creating a dedicated space for girls to learn and grow, these centers emphasize the importance of education. This encourages families to prioritize education for their daughters, challenging traditional gender norms and reducing dropout rates.

i) **Community awareness and support**: These centers can raise awareness within the community about the value of educating girls.

j) **Reduction of gender-based violence**: Providing safe spaces for girls to gather and learn can help mitigate the risks of gender-based violence and harassment. These centers foster a sense of security and community, empowering girls to advocate for their rights and well-being.

k) **Building social networks**: The learning centers create opportunities for girls to form friendships and networks with peers. This social support system is crucial for personal development and can lead to collective advocacy for girls' rights and education within the rural community.

l) **Encouraging leadership**: Participation in after-school activities can cultivate leadership skills among girls, encouraging them to take on active roles in their communities. This empowers them to voice their opinions, participate in decision-making, and contribute to societal change.

Impact of Teacher training on the Teachers

a) **Improved teaching quality**: Teacher training enhances educators' skills and knowledge, leading to more effective teaching methods and better classroom management. Trained teachers can engage students more effectively and adapt their teaching strategies to meet diverse learning needs.

b) **Increased student engagement**: Well-trained teachers employ various pedagogical techniques that make learning more interactive and enjoyable. This leads to higher student motivation, participation, and interest in learning, which are crucial for after-school programs.

c) **Enhanced curriculum delivery**: Training helps teachers understand how to effectively implement and adapt the curriculum. They become adept at integrating hands-on activities, critical thinking exercises, and technology into lessons, making learning more relevant and impactful.

Teacher Speak:
"The training and support I receive from IIMPACT and DISHA Team have transformed me as a teacher. Each training session introduces new methods and strategies that not only deepen my own understanding but also make learning more engaging and meaningful for my students. I feel motivated and empowered to stay, knowing that I am part of something bigger—helping shape the future of these girls and, by extension, our whole community. Watching my students grow in confidence and knowledge is incredibly rewarding, and it gives me a sense of purpose knowing that I am giving back to the place I call home. I have now enrolled for higher studies."

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d) **Support for individual learning needs**: Teacher training equips educators with strategies to identify and support students with varying abilities and learning styles. This is especially important in after-school settings where students may need extra help or enrichment.

e) **Building stronger relationships**: Trained teachers are better prepared to foster positive relationships with students, which can enhance trust and communication. Strong teacher-student relationships are essential for creating a supportive and conducive learning environment.

f) **Promotion of lifelong learning**: Educators who receive training often model a love for learning, encouraging students to develop similar attitudes. This fosters a culture of curiosity and inquiry that extends beyond the classroom.

g) **Increased retention of qualified staff**: Professional development opportunities contribute to job satisfaction and career growth for teachers, leading to higher retention rates. Consistent staffing helps maintain program quality and stability.

h) **Effective assessment practices**: Training provides teachers with tools and methods for assessing student progress and understanding. This allows for timely interventions and personalized support, which can enhance learning outcomes.

i) **Collaboration and Networking**: Training programs often facilitate collaboration among educators, allowing them to share best practices and resources. This strengthens the overall capacity of after-school centers and creates a community of practice.

Teacher Speak:

The training sessions at QTT have given me the chance to connect with other teachers, share our experiences, and learn new methods. Hearing how others handle challenges in their classrooms inspires me to try innovative approaches, and together we're building a stronger network of educators.

Collaboration during the training programs has been invaluable. Exchanging ideas and resources with fellow teachers has not only improved my teaching strategies but also helped create a supportive community. We now work together to ensure our students get the best learning experience possible.

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j) **Positive community impact**: Well-trained teachers can serve as role models and leaders in their communities, promoting the value of education and inspiring families to support their children's learning.

8 e. Sustainability

Sustainability parameters for IIMPACT's rural learning centers are centered on ensuring long-term viability and consistent impact. The model integrates financial stability, community engagement, local partnerships, and quality educational practices to build a foundation for enduring success.

a) **Financial Sustainability**: Ensuring reliable funding sources is critical for the long-term operation of these centers. IIMPACT's funding strategy includes partnerships with donors, corporate sponsors, and local government support. This diversified approach minimizes reliance on a single source and enhances resilience, allowing the centers to continue serving students without financial disruption.

b) **Community Ownership and Participation**: Encouraging community ownership and active involvement in the learning centers strengthens sustainability. By involving local leaders, parents, and community members in decision-making and support activities, the centers foster a sense of responsibility and commitment that ensures continued community support and engagement.

c) **Local Partnerships**: Collaboration with local NGOs and community-based organizations enhances operational effectiveness and sustainability. Local partners bring valuable insights, resources, and networks, helping to maintain the center's relevance to community needs and facilitating program adaptation to local contexts.

> **NGO Partner Speak:**
> *"Working with IIMPACT allows us to support our community in deeply impactful ways. Through this partnership, we can reach more girls and provide them with resources and guidance that are otherwise hard to access in rural areas. Together, we are creating a pathway for girls to excel academically and personally, helping them develop the confidence and skills they need to pursue their dreams. This collaboration has given us the tools and support to make a lasting difference. It's not just about education—it's about empowering an entire generation to realize their potential and, ultimately, contribute back to our community."*

d) **Teacher Retention and Development**: Recruiting, retaining, and continuously developing local teachers and staff are crucial for the center's long-term success. IIMPACT invests time and effort along with local implementation partner in ongoing teacher training and professional development to ensure high-quality education.

By hiring local teachers, the centers not only strengthen community ties but also create sustainable employment opportunities.

e) **Curriculum Relevance and Flexibility**: The curriculum is designed to be relevant to the needs of the students and flexible enough to adapt to local conditions. This relevance ensures students acquire practical skills alongside academic knowledge, while flexibility allows the program to adjust to changing educational and community needs.

f) **Scalability and Replicability**: A sustainable model must be scalable to other rural regions, with clear processes for expansion that maintain educational quality. IIMPACT's centers are designed to be easily replicated in similar communities, allowing for strategic growth and a broader impact across multiple regions.
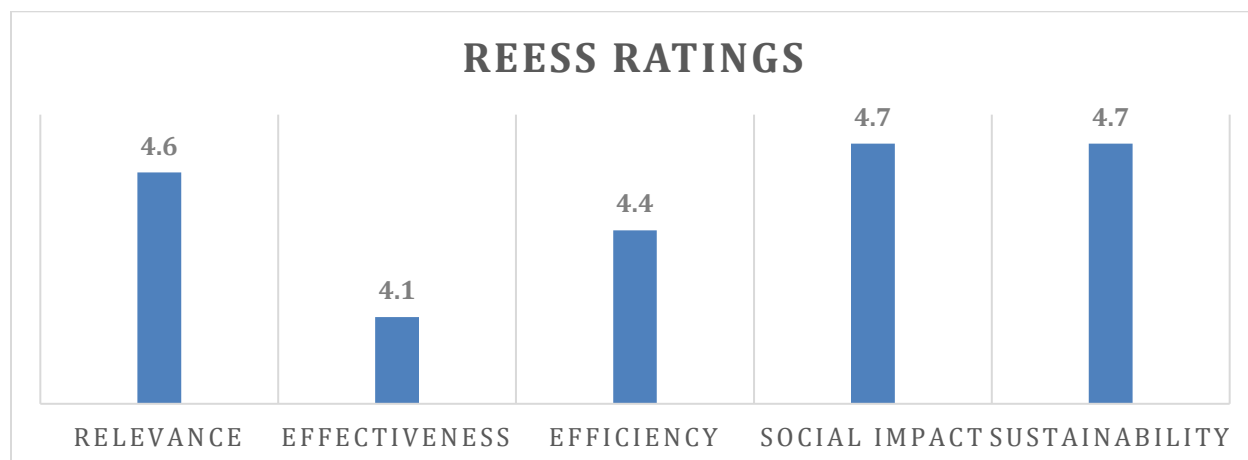
9. REESS Ratings

The **REESS Framework**—covering **Relevance, Effectiveness, Efficiency, Social Impact, and Sustainability**—is a comprehensive tool used to assess the overall quality and impact of the IIM Pact programs. The following table presents an in-depth evaluation of the program using these criteria.

REESS Rating Matrix with All Parametric Indicators

Parameter	Parametric Indicators	Score (1-5)	Average
Relevance	Addressing Poor Learning Outcomes	5	4.6
	High Dropout Rates	5	
	Parental Engagement	5	
	Lack of Role Models at home	5	
	Awareness of Education's Long-Term Value	3	
Effectiveness	Improved Academic Performance	4	4.1
	Bridging Educational Gaps	4	
	Supporting Slow Learners	4	
	Addressing Socio-Economic Disadvantages	5	
	Reducing Dropout Rates	4	
	Holistic Development	4	
	Teacher Training and Quality	4	
	Community and Parental Involvement	4	

Parameter	Parametric Indicators	Score (1-5)	Average
	Encouraging Leadership	4	
Efficiency	Student Academic Improvement	4	4.4
	Documentation	3	
	Teacher-Student Ratio	5	
	Resource Availability and Utilization	5	
	Cost-Effectiveness	5	
Parameter	**Parametric Indicators**	**Score (1-5)**	**Average**
Social Impact	Educational Equity	5	4.7
	Empowerment of Girls	4	
	Reduction in Child Labor	4	
	Community Development	4	
	Building Social Cohesion	5	
	Parental Engagement	5	
	Confidence Building	5	
	Promotion of Education	5	
	Community Awareness	5	
	Reduction of Gender-Based Violence	5	
Sustainability	Financial Sustainability	4	4.7
	Community Ownership and Participation	5	
	Local Partnerships	5	
	Teacher Retention and Development	5	
	Curriculum Relevance and Flexibility	5	
	Scalability and Replicability	4	

44

Consolidated REESS Rating

The REESS ratings show strong performance in Social Impact and Sustainability (4.7 each) and high Relevance (4.6). Efficiency (4.4) reflects good resource use, while Effectiveness (4.1) highlights room for improvement in achieving objectives and a need for aligning outcomes with goals.

10. SDG Alignment

The program's initiatives align closely with several Sustainable Development Goals (SDGs), particularly those focused on education, gender equality, and community development. Through targeted support and structured interventions, the program contributes to sustainable progress in rural communities by providing quality education, reducing social inequalities, and promoting lifelong learning for girls.

SDG Goal	Program Alignment
SDG 4: Quality Education	The program enhances foundational literacy and numeracy through after-school support, bridging educational gaps for marginalized rural girls and providing them with equitable access to quality education.
	The program actively promotes gender equality in education by keeping girls engaged and reducing dropout rates. It provides a safe and inclusive learning environment, addressing educational disparities in rural communities.
	Emphasis on foundational literacy and numeracy improves learning outcomes, supporting youth literacy in underserved areas.

SDG Goal	Program Alignment
SDG 5: Gender Equality	By creating safe learning spaces and promoting girls' confidence and leadership, the program challenges traditional norms, working to end discrimination and foster equal opportunities for rural girls.
	Engaging girls in continued education reduces the risk of early marriage, with community awareness activities highlighting the importance of delayed marriage for girls' personal and professional growth.
SDG 8: Decent Work and Economic Growth	The program's focus on holistic development, life skills, and leadership training equips girls for future career opportunities, supporting their aspirations for decent work and economic independence.
	The structured after-school environment helps prevent child labor, keeping rural girls engaged in learning and reducing their likelihood of being involved in labor activities.
SDG 10: Reduced Inequalities	By providing quality education to marginalized girls, the program reduces social and economic inequalities in rural areas. Engagement initiatives with parents and communities promote broader societal inclusion and equality.
SDG 17: Partnerships for the Goals	Partnerships with local NGOs and community organizations enhance program reach and sustainability, allowing effective collaboration that amplifies impact and supports scalability in similar regions.

By aligning with these key SDGs, the program drives meaningful and sustainable change in rural communities. It ensures that girls receive the educational support they need to break cycles of poverty, empowering them to pursue opportunities beyond traditional roles. Through partnerships and community engagement, the program fosters an environment of inclusion, resilience, and equal opportunity, contributing to a more equitable and sustainable future for all.

11. Recommendations

Based on feedback from field officers, the following recommendations are proposed to enhance the effectiveness, engagement, and overall impact of the learning centers:

Program Management and Monitoring

Online dashboard for student progress: IIMPACT could develop an online dashboard to track individual student progress, attendance, and academic performance. This would enable real-time monitoring and data-driven decision-making for program improvement.

Screening of slow learners: Children could be assessed not only for their academic progress, but also, for their cognitive abilities, and learning styles. This process typically includes observations, standardized tests, and teacher evaluations to identify students who may be struggling with the curriculum. Early identification and targeted interventions, such as modified lessons and additional support, could help these students improve. IIMPACT could collaborate with special education professionals and develop a comprehensive support plan for slow learners.

Online dashboard for teacher progress: IIMPACT could also create a teacher progress tracking system to evaluate performance, attendance at training sessions, and classroom effectiveness. This can also help identify areas for further training and professional development.

Monitoring of implementation team: A robust M&E system needs to be established to ensure regular audits of the implementation team, with detailed audit notes managed in a central database system for transparency and accountability. Informal tracking methods, such as handwritten notes, could be avoided to maintain consistency.

Traceability of students who passed last level: The NGOs to implement a traceability system for students who complete the program, particularly those who passed the last level at the center. Analyze why the highest achieved level in most cases was 16 out of 20 and develop strategies to address this gap.

Infrastructure and Facilities

Installing Solar Lights: Install solar-powered lights at centers to ensure adequate lighting for evening classes, creating a safe and conducive learning environment,

especially in areas with unreliable electricity. Inadequate lighting was observed in some centers.

Digital learning tools: Titan could provide standardized digital learning tools such as tablets, projectors, or e-learning platforms to enhance learning experiences and introduce students to modern educational methods.

Asset Register maintenance: The NGOs to ensure an accurate and up-to-date asset register is maintained at all centers. Most of the Centers had not updated the register. IIMPACT to conduct regular physical checks to confirm the availability of assets and proper usage at each center.

Data management and documentation

Centralized record-keeping system: introduce a centralized system for managing student and teacher profiles, audit reports, and other critical records to ensure easy retrieval and secure storage. Centers to also maintain a digital repository of all student profile files, including their photographs, ensuring accurate identification and documentation.

Page numbering in registers: The registers should feature clearly numbered pages to improve record-keeping and organization. This practice would facilitate easy tracking and retrieval of past records, attendance, and activity logs.

Minimum criteria for establishing a center: IIMPACT should develop a set of basic minimum criteria for establishing new centers, including location suitability, infrastructure requirements, and resource availability.

Academic and extracurricular enhancements

Standardized curriculum across centers: NGOs to ensure all centers follow a standardized curriculum and session plan aligned with national educational standards, incorporating localized content as needed. An online tracking mechanism will help in overall efficiency. This would help IIMPACT to develop a framework for replicating the program in other underserved areas without compromising quality or impact.

Life skills and career guidance: Centers to introduce structured life skills and career guidance sessions to help alumni plan their future and build essential capabilities for life beyond school.

Interest-based learning groups: Centre teachers could organize students into interest-based groups to enhance engagement and provide personalized learning opportunities during the weekends.

Enhancing English language training: IIMPACT could focus on improving English reading, writing, and pronunciation skills through interactive sessions, workshops, and digital tools.

Community and parental engagement

Awareness programs for parents: NGOs could conduct regular workshops to educate parents on the long-term benefits of education and encourage their involvement in their children's academic journey. There could be some programs in which the parents and the children could participate together.

Community ownership initiatives: Center teachers should foster community ownership by engaging local leaders and volunteers in center activities, ensuring the program aligns with community needs and aspirations.

Teacher development

Experience certificates for teachers: IIMPACT to provide experience certificates to teachers to recognize their contributions and support their career development. They could also organize exposure visits for teachers to model centers to share best practices and enhance teaching techniques.

Teacher feedback mechanism: NGOs to establish a feedback system where teachers can share challenges and suggestions, ensuring continuous improvement in program implementation. This needs to be documented and shared with the IIMPACT team.

Other suggestions

Interactive learning through Alexa or AI tools: IIMPACT could introduce interactive tools like Alexa or other AI-based learning devices to encourage self-directed and exploratory learning among students and the teachers.

Extracurricular activities for holistic growth: Centers could expand the extracurricular offerings such as sports, arts, and cultural programs to foster creativity, teamwork, and confidence among students according to availability of place in the Centers. Children from a few Centers can meet once a month at a common place for such activities.

Teacher retention incentives: The success of the Center lies in the teacher's motivation levels. NGOS could provide performance-based incentives and

professional development opportunities to encourage teacher retention and motivation. This would enable the teachers to continue for longer periods and prevent attrition.

12. Conclusion

The IIMPACT program has made significant strides in addressing the educational needs of rural girls in underserved areas. By providing after-school learning centers, the program has effectively bridged educational gaps, improved academic performance, and fostered holistic development, empowering students to envision brighter futures. The program's alignment with community needs, its focus on reducing dropout rates, and its commitment to gender equality have been instrumental in creating a supportive learning environment.

The integration of structured teaching methods, teacher training, and community engagement has proven effective in promoting educational equity and reducing socio-economic barriers. Through innovative initiatives such as customized learning plans, career guidance, and extracurricular activities, the program has not only improved academic outcomes but also contributed to social transformation by fostering confidence, leadership, and resilience among young girls.

However, challenges such as dropout rates among older students, limited parental engagement in some areas, and resource sustainability highlight areas for further development. Recommendations such as improved digital integration, enhanced monitoring systems, and career counseling for senior students can further strengthen the program's impact and scalability.

Looking ahead, IIMPACT's focus on sustainability, scalability, and innovation will ensure its continued relevance and effectiveness in transforming the educational landscape for rural girls. By addressing critical gaps and adapting to evolving needs, the program is poised to create a lasting legacy of empowerment, education, and equity in the communities it serves.

Annexure 1 – SOP for Teacher Selection

Standard operating procedure to select a teacher for learning centre.

The selection of a teacher at a rural learning centre involves a systematic process to ensure that qualified and suitable candidates are chosen to provide quality education to students in the rural community. Here is a standard operating procedure (SOP) for selecting a teacher at a learning centre level:

1. Job Advertisement and Announcement:

Prepare a clear and comprehensive job advertisement that outlines the position's responsibilities, qualifications, and requirements.

Announce the job opening through community notice boards,

interpersonal communication, educational institutions, and online platforms.

2. Application Collection:

Set a specific deadline for submitting applications.

Receive and collect applications from interested candidates.

3. Application Screening:

Form a selection committee comprising relevant stakeholders, such as IIMPACT representatives, PNGO staff and some educationists if available.

Review the received applications to ensure they meet the minimum qualifications and requirements stated in the job advertisement.

Shortlist candidates who meet the criteria for further evaluation.

4. Written Test:

Administer a written test to shortlisted candidates. The test should assess their subject knowledge, teaching aptitude, and relevant skills.

The test could include multiple-choice questions, short answer questions, and teaching scenarios. In order to successfully pass the written test, candidates must achieve a minimum score of 50% on their exam.

5. Interview:

Conduct interviews with candidates who perform well in the written test.

The interview panel should consist of IIMPACT representatives, PNGO staff and some educationists if available.

Ask questions related to teaching methodologies, classroom management, adapting to rural contexts, and their commitment to community engagement.

6. Teaching Demonstration:

Invite shortlisted candidates to conduct a teaching demonstration in front of a class or a simulated classroom setting.

This will help assess their teaching skills, communication abilities, and interaction with students.

The IIMPACT head office will organize a comprehensive virtual session, bringing together the selected teachers. This session will serve a dual purpose: to assess their capabilities and provide them with a quick induction experience.

7. Background Check and References:

Conduct a thorough background check of the finalists, including verifying their educational qualifications and any prior teaching experience.

Contact the provided references to gather insights into the candidate's teaching abilities and work ethics.

8. Offer Letter and Contract:

Once the final candidate is selected, issue an official offer letter detailing the terms of employment, compensation, and responsibilities.

Have the selected candidate sign a contract agreeing to the terms and conditions.

9. Induction and Training:

Provide the selected teacher with an orientation to familiarize them with the rural learning center's environment, resources, and community.

Offer any necessary training to help them adapt to the unique challenges of teaching in a rural setting.

10. Continuous Evaluation:

Implement a system for continuous evaluation and academic development to ensure the teacher's effectiveness and growth over time.

By following these steps, you can ensure a fair and comprehensive selection process for hiring a teacher at a rural learning centre level.