



Impact Assessment Report

Educate Girls, Banswara



Impact assessment partner-



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Executive Summary

Introduction

Scaling Up Girls Education program model by Educate Girls (EG) in association with NPCI, strived to bring a systemic reform in the education status of girls in 467 villages in Banswara District of Rajasthan. It focussed on empowering communities to prioritize girls' education, focusing on enrolment and retention of out-of-school girls, facilitating improvement in learning levels of girls, and mobilizing government resources to support it. With support from NPCI, Educate Girls implemented and delivered its program to under-served and marginalized children over a period of 3 years (2018-21), to attain the following broad outcomes:

- Enrolment of out-of-school girls (OOSG) who have dropped out of schools or have never enrolled (EG aims to enrol 90% of the OOSGs identified)
- Retention of 85% of girls in schools and ensure reduced drop-outs
- Improved Learning outcomes by 15-20% in numeracy and literacy for children studying in grades 3-5

In alignment with the program objectives, NPCI decided to conduct a third-party end-line assessment to evaluate the program and analyse the overall impact of the program on the children and the community with the following set of objectives:

- To understand the role of Educate Girls in enrolment of girls in school
- To understand the role of Educate Girls in retention of girls in school
- To know the quality and level of training provided by Educate Girls
- To assess the impact of the program on the learning levels of students by measuring the improvement in learning levels among students.

Key Findings of the assessment

Enrolment-related interventions

Scaling Up Girls Education program was designed to ensure that out-of-school girls are enrolled or re-enrolled in the school to help them complete their education. Educate Girls' implementation team in the field formulated a community volunteer group called, Team Balika, who were further trained and were part of the intervention all through the program. One of the primary roles of Team Balika was to encourage the parents and community members of the identified OOSG and ensure that they were enrolled in school. Some of the findings can be highlighted as follows:

- Three out of every four girls surveyed mentioned being visited and supported by Educate Girls team before their enrolment
- Educate Girls team supported OOSG in convincing their parents and accompanying them to the school for enrolment

The study reflects that the Educate Girls team or Team Balika visited over three-fifths of the out-of-school girls before their enrolment. *The number of visits to Out-of-school girls was found to be highest in Arthuna, where all the girls selected for the survey answered in affirmation, while the proportion was lowest in Gangadtalai (30.4 percent).* They provided necessary support to OOSGs to get enrolled such as – convincing their parents or family members, providing support to parents and accompanying the girls to school. The block-wise estimate (except Gangadtalai) mirrored that of the district where a majority of them mentioned that the Educate Girls team escorted them to school for enrolment. ***Over nine out of every ten students surveyed agreed to the fact that Educate Girls played a significant role in their enrolment in school.***

Retention-related interventions

Bal Sabha- Girls' Council

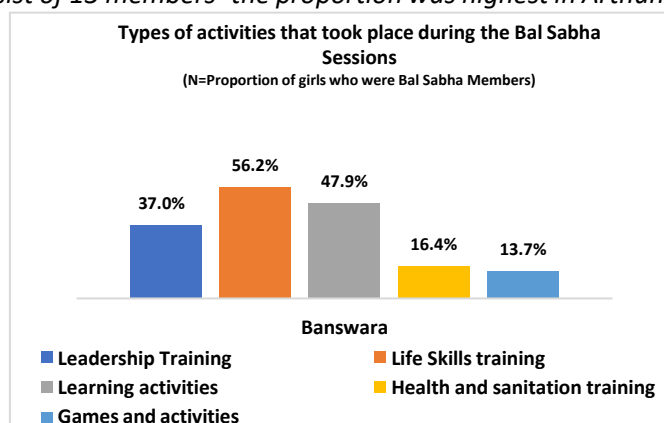
In order to instil the qualities of leadership and give the girls a voice, Educate Girls facilitated the formation of a democratically elected 13-member Bal Sabha (Girls' Councils) in every upper primary school (grades 6th-8th). Educate Girls' staff and Team Balika imparted training in 'life skills' to the girls to boost their confidence, communication, leadership, public speaking, health, sanitation, critical thinking and problem-solving skills through various games throughout the academic year. The primary purpose of facilitating Bal Sabha in school is to retain children in school for their completion of education. Some key findings related to Bal Sabha can be summarized as follows:

- Over three out of five girls who knew about Bal Sabha stated elections were held at their schools
- 73 girls mentioned being members of Bal Sabha in their respective schools
- Most of the Bal Sabha members mentioned the council meetings being held once every two weeks

Only a little more than 25 percent of the girls stated that they had heard of Bal Sabha with the highest proportion of girls belonging to Arthuna block and lowest belonging to Gangatalai block. It was noted that children in the higher standards in the school were more aware of Bal Sabha as compared to those in lower standards. Out of those who had heard about Bal Sabha, 64% percent mentioned that Bal Sabha elections were held at their school. The proportion was highest in Arthuna and lowest in blocks Chotisarnan and Gangadatalai.

Our sample consisted of 73 girls who were members of Bal Sabha and 78 percent out of whom were correctly aware of the fact that a Bal Sabha should ideally consist of 13 members- the proportion was highest in Arthuna block and negligible in Chotisarnan.

Most of the Bal Sabha members stated that their meetings/trainings took place once every two weeks, once a month or once a week. The most common activities conducted in the Bal Sabha meetings were life skills training, learning activities, leadership training and other. The majority of the girls (71 percent) stated that the council meetings helped them to gain confidence, followed by 32 percent who mentioned it helped in boosting their communication skills. Other benefits of Bal Sabha



were listed as gaining leadership skills, health and sanitary practices being improved and improvement in critical thinking. **Barring 3 percent of girls who stated that the council meetings were not beneficial for them, everyone else claimed that the meetings either helped to boost their confidence or built their leadership skills. 88 percent of the girls who were members of Bal Sabha mentioned that being a member has played a role in making them stay in school, thus meeting the requirements of the program objective to retain children in school.**

Life Skills among Bal Sabha Members

Life skills play an important role in development of a child and can help them succeed in life. These skills play a vital role in the development and growth of children into mentally and emotionally healthy adults. It is a contributing factor in retaining children in school. Enhancing life skills play an immense role in making the learning process more effective. Life skills pertaining to self-efficacy, resilience, problem solving,

Bal Sabha meetings boosted the confidence level among the members and improved the communication skills as well. Overall, most of the members stated that the council meetings were useful for their life skills.

decision making, self-management, learning to learn, leadership qualities and critical thinking were taught to the Bal Sabha members.

Learning-related Interventions

Gyan Ka Pitara - GKP

One of the objectives of the Scaling Up Girls Education programme was to improve the learning levels of the students. In order to improve the numeracy and literacy skills of children studying in Grades 3 - 5, Educate Girls implemented a micro competency-based remedial learning curriculum called “**Gyan ka Pitara (GKP)**”. The curriculum included Child-friendly study material specifically for improving the children’s learning levels in Hindi, English and Mathematics. The GKP is a 3,000+ piece kit, with over 250 worksheets per child and other learning tools.

The findings related to the Gyan ka Pitara curriculum may be summarized as follows:

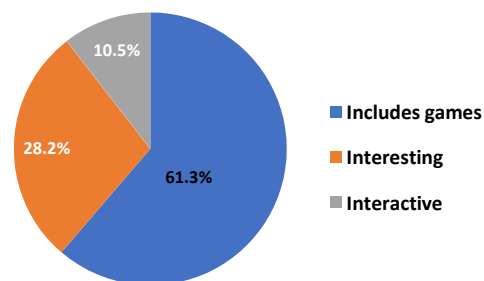
- Seven out of every ten children surveyed confirmed knowing about the GKP curriculum and 60 percent mentioned studying under the same curriculum in their respective schools
- Most of the girls believed that the GKP curriculum is different from the regular curriculum as it included games, is more interactive and thus more interesting
- Most of the children studying the GKP curriculum mentioned receiving worksheets in Mathematics, English and Hindi

A teacher mentioned that they have seen a lot of improvement in the learning levels of children in our school since the inception of the Educate Girls program. Without the pandemic, the children's learning levels would have been even better.

The children were questioned about different aspects of the GKP curriculum. The proportion of awareness about the curriculum and its usage in school was found to be highest in Chotisarnan (95 percent) and lowest in Gangadtalai (23 percent). 87 percent of children accepted that the GKP curriculum is different from the normal curriculum. 88 percent of the surveyed girls who were introduced to the GKP curriculum mentioned receiving study kits. While all the children in Arthuna stated the same, the proportion was lowest in Gangadtalai block. These learning kits included worksheets, books, pictograms and alphabet cards. *Almost all the children mentioned these learning tools to be helpful. 68 percent of children reported that the GKP curriculum improved their learning abilities, 52 percent stated it made them interested in education and 39 cited better understanding.*

Ways in which GKP curriculum is different than the regular curriculum

(N= Proportion of children who think that the GKP curriculum is different than their regular curriculum)



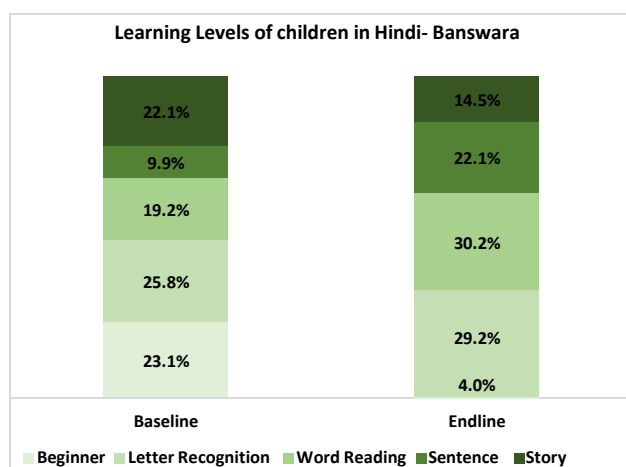
Learning level Assessment

One of the major objectives of the Scaling Up Girls Education Program was to improve the foundational learning of beneficiary children through their intervention. In order to assess the same, a learning assessment of children was conducted for Hindi, English and Mathematics using the ASER tool. A comparison was made between the findings from the project implementation and the estimates before the project implementation..

Some of the findings related to learning levels in Hindi, English and Mathematics can be abridged as follows:

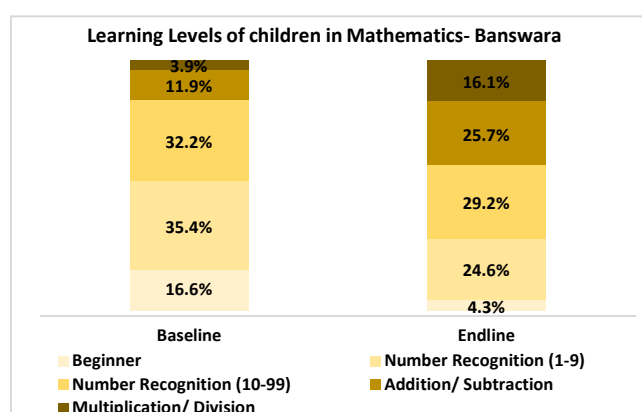
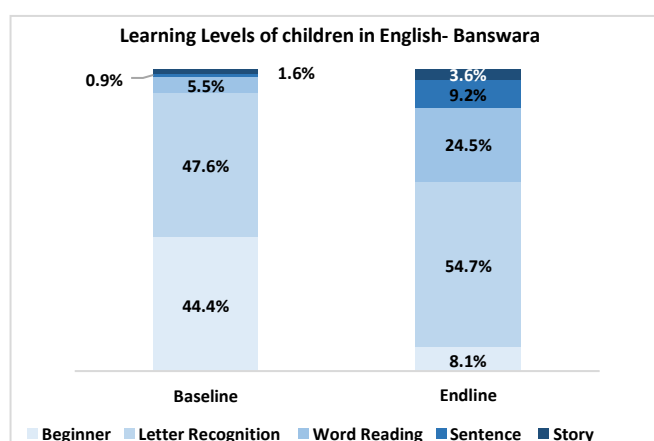
- Hindi learning levels among students were observed to have improved considerably, as they were noticed to have progressed from beginner level to sentence reading.

- English learning levels were seen to have progressed in a stable manner, as a majority of children improved from beginner's level to word recognition and reading level.
- In case of Mathematics, a significant proportion of children improved from beginner's level (addition/subtraction) to multiplication/division.



Hindi Learning Assessment: A significant progress has been noticed in Hindi learning among the children, as the proportion at the beginner's level has decreased and those being able to recognize and read letters, words and sentences have increased concurrently. **Students who were being able to read sentences have increased by 12.2% , followed by those being able to read words by 11%.** In Chotisarnan and Gangadtalai, the majority of the children progressed to the letter reading stage while maximum increment in learning levels was noted in Arthuna block where students reached the sentence reading stage.

English Learning Assessment: A steady progress was noted in English learning among the children, as the proportion at the beginner's level has decreased significantly and those being able to recognize and read letters, words, sentences and stories have increased simultaneously. **Those being able to read words have increased by 19 % , followed by those being able to read sentences by 9 %.** In Arthuna block and Gangadtalai, most of the children have progressed to the word reading stage and in Chotisarnan and Sajjangarh, the majority of the children have progressed to the letter recognition stage.



Mathematics Learning Assessment: A stable progress has been noted in mathematics learning among the children, as the proportion at the beginner's level has decreased and those being able to recognize numbers and calculate addition/subtraction and multiplication/division has progressed concurrently. **Those being able to do addition/subtraction have increased by 14 % , followed by those being able to multiply/divide sentences by 12 %.** In Arthuna block and Chotisarnan, most of the children have progressed to the number (0-99) reading stage and in

Gangadtalai and Sajjangarh, the majority of the children have progressed to the addition/subtraction phase.

Improvised activities

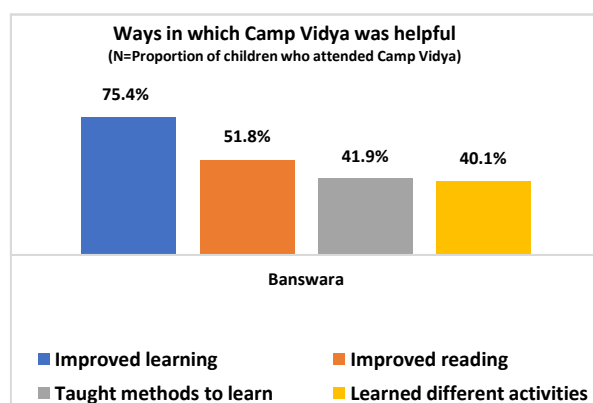
The wrath of the pandemic was paramount in the last 2 years. Education, along with other sectors was hit severely. As schools closed at the onset of lockdown induced by COVID-19, it posed several challenges including- an unexpected rise in dropouts, learning losses, and an increase in the digital divide. In such an unexpected circumstance, Educate Girls came up with an innovative way to prevent learning loss among children in Banswara.

Camp Vidya: Community Learning Camps

Scaling Up Girls Education program was developed on the model which mostly included school-based activities. **Camp Vidya** – a Community Based Learning Program (CBL) was conceptualized to tackle the school closure situation. Led by Team Balika and supported by Field Coordinators, the Camp Vidya was conducted in villages to create a safe environment for students to continue their education during the pandemic and eventually improve their Hindi and Math learning levels. Due to COVID-19 restrictions, initially parents were hesitant about this initiative; however, awareness building, regular follow-ups, and the provision of necessary information eased their hesitation. Some of the implications of the interventions have been summarized below:

- Over half of the respondents remembered Camp Vidya to be of immense help to the community amidst COVID-19 restrictions and school closure
- Learning games were remembered to be the most common activity held during these sessions.
- Majority of the children stated the sessions improved their learning and reading capabilities.

55% of girls mentioned remembering Camp Vidya being held in their community, out of which 71% stated they attended the sessions. The highest proportion of participation was noted in Arthuna and the lowest in Gangadtalai. The low participation in Gangadtalai could be owing to COVID-19 related distress among the parents, as extracted from the Focus group discussion (FGD). Innovative activities conducted during Camp Vidya sessions were learning games, involving parents in the learning process and worksheets designed for the students.



Education and encouragement can play a vital role in developing children's aspirations and help them set achievable goals. Recognizing that, we assessed the aspirations of children and the type of challenges they think they might face to achieve them. Aspirations are also indicative of the fact that these girls are willing to continue and complete their education. It also supports the program's objective to retain the children in the education system in the future. 90 percent of students in Banswara district were willing to pursue their education and 62 percent wished to continue beyond graduation.

Limitations

While the project had an overall positive implication on the lives of OOSG, it did have some limitations.

- The pandemic posed a major constraint for the project, as a result of which, the interventions planned by Educate Girls faced a setback.
- The analysis shows variations across the block, thus indicating that individual locations required supervision from Program partners to ensure better reach among the girls.

A parent during FGD appreciated Educate Girls' efforts to introduce community camps amidst of school closures. He felt that even though the schools were closed the children's learning didn't stop due to the community based efforts.

SECTION I- INTRODUCTION

1.1 Background

According to UNFPA Report 2018, India's population grew at the rate of 1.2% per year during 2010-2019 which is more than double the annual growth rate of China. 364 million Indians continue to experience acute deprivations in health, nutrition, schooling and sanitation. Education is the best tool to fight against poverty and unemployment. The GOI passed the Right to Education Act on April 1, 2010, making education for children from age 6-14 free and compulsory. Consequently, over the next five years, Net Enrolment Ratio (NER) at the Upper Primary level went up from 62% to 72%.

The Annual Survey of Education Reports (ASER) for these years indicate that school attendance in rural India stayed in the 71%- 73% range. However, examination results indicate that learning levels are low, with only 59% of Girls securing over 60% in their Grade VIII exams. 45.3% of rural Girls in Class VIII are unable to read easy sentences in English, and 44 % are unable to perform simple division sums. Even among those who do progress to higher education, there is an employability crisis. Only 38.12% of graduate-level students appearing for the Wheebox Employability Skills Test, were found employable.

1.2 Educate Girls and Its interventions

The scaling Up Girls Education program model strived to bring a systemic reform in the education status of girls. The program model strived to unlock the power of communities to invest in girls' education, facilitating improvement in education and learning levels among girls by mobilizing community and government resources to support it. Some important components are:

- Identification & Enrolment of Out-of-School Girls
- Orientation & Training of the School Management Committee (SMC) & School Improvement Plans (SIPs)
- Life Skills Training for Adolescent Girls - Bal Sabha (Girls' Council)
- Implementation of the Learning Curriculum (Gyan Ka Pitara)
- Community ownership through community volunteers (Team Balika)

1.3 Objectives of the Program

The implementation and delivery of the **Scaling Up Girls Education** program is done to achieve the three broad outcomes of –

- Enrolment of 90% of the identified out-of-school (OOSG), who have dropped out of school or have never been enrolled.
- Retention of 85% of girls in schools and ensure reduced drop-outs
- Improved Learning outcomes by 15-20% in numeracy and literacy for girls studying in grades 3-5

1.4 Limitations of the project

As we all are well aware, the pandemic started in 2020 and affected the education sector like many other fields. Schools closed down at the onset of lockdown induced by COVID-19 and posed several challenges like - an unexpected rise in dropouts, learning losses, and an increase in the digital divide.

The project has been able to improve the learning levels among children. The pandemic posed a major challenge in the implementation of the project, but the team improvised and was able to reach children through Camp Vidya. However, regional disparities in the implementation were observed all through the program which could have been tackled through robust implementation and supervision.

SECTION II- METHODOLOGY OF THE ASSESSMENT

2.1 Objectives of the Assessment

After completion of the intervention period of 03 years (2018-2021), NPCI decided to conduct a third-party Impact assessment to evaluate the program and analyse the overall impact of the program on the children and the community with respect to the objectives set forth by Educate Girls before inception.

The primary objectives of the end-line assessment of the Educate Girls' program are as follows:

- To understand the role of Educate Girls in enrolment of girls in school
- To understand the role of Educate Girls in retention of girls in school
- To know the quality and level of training provided by Educate Girls
- To assess the impact of the program on the learning levels of students by measuring the improvement in learning levels among students.

2.2 Study Design

As various beneficiaries were engaged at different levels and capacities, it is recommended to perform a mixed-method assessment to best understand the intervention's impact. Both Quantitative survey and Qualitative evaluation are recommended to be done to understand:

- What has been the overall change made due to interventions?
- How much change has happened since the baseline status?
- What were the key drivers and challenges for the change?

2.3 Sample of the study

Sample Size Calculation

Quantitative- The sample size is calculated, assuming that a 10% change (improvement) has happened during the intervention. Thus, the sample size at 95% CI, 80% power, two design effect, and 10% non-response buffer is calculated using the following sampling formula.

Endline sample size (for one-sides hypothesis testing) is determined applying the following formula:

$$n_{initial} = d * \left[\frac{z_{1-\alpha} \sqrt{2P(1-P)} + z_{\beta} \sqrt{P_1(1-P_1) + P_2(1-P_2)}}{\delta} \right]^2$$

where,

Estimated Proportion for assessment indicators at Baseline, $P_1 = 50\%$

Expected proportion at Endline evaluation, $P_2 = 60\%$

Thus, Expected improvement in proportion by Endline assessment, $\delta = 10\%$ (absolute value of difference between two proportions [$\delta \neq 0$])

$$P = \left[\frac{P_1 + P_2}{2} \right]$$

The minimum sample size required for the study comes to around **678 girls**. As these girls are mostly going to be at home, due to COVID-19 restrictions, we can assume a household survey needs to be carried out. The household survey will also provide the opportunity to interact and collect information from the parents of the girl child. Thus, a

minimum of **678 households** survey is recommended for the quantitative study.

Thus, a minimum of 678 households survey was recommended for the quantitative study.

Taking into account a 10 percent margin of error, the research investigators were provided with a target of collecting a sample from 10 percent more girls than required for the quantitative assessment. Therefore, the final sample covered for the survey is hereunder:

Block	Required Sample	Target Sample	Completed Sample
Arthuna	84	85	86
Chotisarnan	150	155	169
Gangatalai	162	165	181
Sajjangarh	282	285	285
<i>Total</i>	<i>678</i>	<i>690</i>	721

Qualitative- Based on the type of beneficiary or stakeholder we propose either Focussed Group Discussion (FGD) and/ or In-Depth Interviews (IDI). The sample size for the qualitative assessment is detailed below.

Beneficiary/ Stakeholder	Proposed Sample	
	FGD	IDI
Girls- already enrolled within the school from the start of the intervention	1	
Girls and Boys- GKP Schools	1	
Bal Sabha (Girls Council)	1	
SMC	1	
Teachers (GKP Schools)		2
School Admin (Principal)		2
Team Balika	1	
Government Officials (District task force/Block officials/State officials)		
Educate Girls Members (One field team member and project management team member)		2
<i>Total</i>	05	06

SECTION III- FINDING AND ANALYSIS

3.1 Background profile of the Girls

3.1.1 Age Profile of the respondents:

In the sample, 228 Girls (31.7%) were from the age group of 03 to 08 years, 376 Girls (52.3%) were from the age group of 09 to 11 years, 105 Girls (14.6%) were from the age group of 12 to 14 years, and 10 Girls (1.4%) were above the age of 14 years.

3.1.2 Caste and religion distribution among respondents:

Rajasthan as a state has the population distribution skewed towards Hinduism with 88.49% of the population following Hinduism.¹ The sample distribution of the respondents reiterates the similar findings with 99.2% of the sample belonging to Hindu religion while other religions constituting negligible proportions.

Caste distribution of the respondent reflected scheduled tribe to be the dominant category, constituting over 90% of the overall sample. This is in alignment with the Banswara district's characteristics as stated in Demographic Status of Scheduled Tribe Population, indicating 76.4% population belonging to scheduled tribes.

3.1.3 Household Income of the respondents:

Consistent with the fact that Rajasthan is a low-income state, more than half of the respondents in the sample earn less than INR 5000 per month which equates to an income of less than INR 60,000 per annum. Additionally, around two-fifth of the respondents' monthly income was between INR 5,000 to INR 10,000 and the other 6 percent respondents' income was between 11,000 to 30,000 INR.

3.1.4 Parents' education:

Looking at the education of the parents, almost three-fourths of the mothers and almost half of the fathers of the girls were found to be uneducated. Further, about one-fifth of the mothers and one-fourth of the fathers had completed their elementary education. Moreover, 4.9 percent of mothers had studied up till 10th standard and only 1 percent had completed their 12th standard, whereas about 13.8 percent of the fathers had completed their high school, 10.2 percent had studied till 12th standard and a minuscule percentage of fathers i.e., 1.1 percent had studied beyond their 12th standard.

3.1.5 Aspirations of the children and associated challenges:

As per the girls, almost all of them (98.6%) aspire to get higher education in Banswara district. More than 60% of the girls in Banswara district postulated that they aspire to study at least up till graduation.

Despite having high educational aspirations, the girls foresaw challenges that could cause them to halt their education. Overall, 8 out of 10 girls (88.5 percent) said that they foresee challenges in completing their education. More than two-fifth of the girls posed parents' migration (47.2 percent) and the need for them to contribute in household chores (44.8 percent) as the major challenge that they might face in pursuit of higher education, followed by more than one-third of girls stating that they needed to stay at home to look after their siblings.

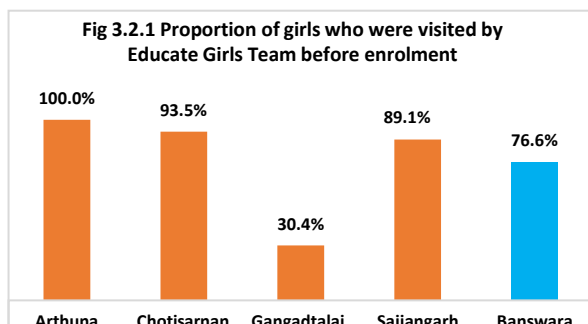
¹ <https://www.census2011.co.in/data/religion/state/8-rajasthan.html>

3.2 Enrollment-related interventions

One of the main objectives around which the Scaling Up Girls Education program's interventions were designed was to ensure that out-of-school girls are enrolled and/or re-enrolled in the school to ensure continuation and completion of their education. Based on the objective, in addition to their field staff members, Educate Girls implementation team formulated a community volunteer group called, Team Balika, who were further trained and were part of the intervention all through the program. One of their main roles was to encourage the parents and community members of the out-of-school girls to ensure enrolment of the girls in school.



Fig 3.2.1 Proportion of girls who were visited by Educate Girls Team before enrolment



Overall, more than three-fourths of the girls who were previously out-of-school(OOS) and currently enrolled stated that they were visited by a member of the Educate Girls Team or Team Balika before their enrolment. In Arthuna block, all the girls stated that they were visited by a member of the Educate Girls Team or Team Balika before their enrolment. Whereas on the other hand, only about 30 percent of the girls in Gangadtalai were visited by them.

91.5% of the girls in the district who were visited by Educate Girls team, stated that they had played a role in their enrolment.

Fig 3.2.2 Proportion of children in whose education educate girls played a role
(N=number of children who were visited by Educate Girls)

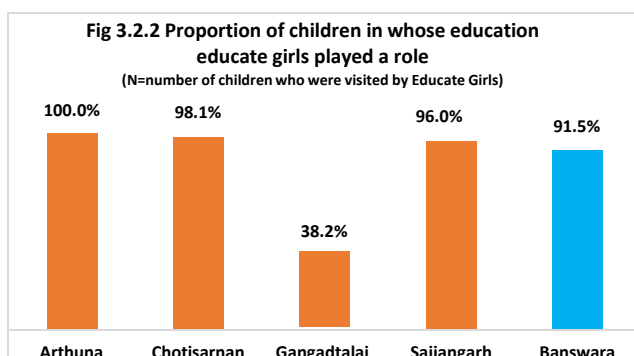
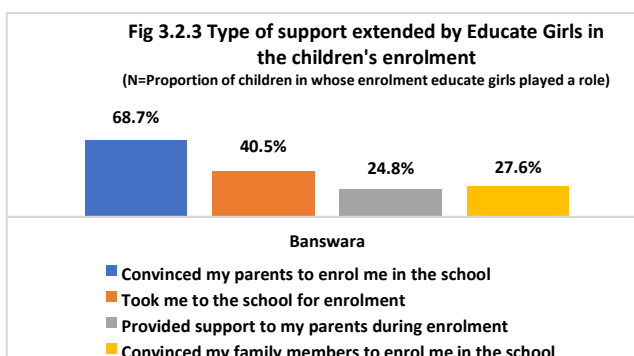


Fig 3.2.3 Type of support extended by Educate Girls in the children's enrolment
(N=Proportion of children in whose enrolment educate girls played a role)



Overall, more than two-thirds of the girls specified that the Educate Girl team members convinced their parents to enrol them in school, followed by two-fifth of the girls who said that they were taken to the school for enrolment by the team members. In more than one-fourth of the girls' cases, the team members convinced their family members (excluding parents) to enrol them in school and about one-fourth of the girls stated that the team members provided support to the parents during their enrolment. Additionally, some of the girls also mentioned that the team members brought the school forms for them.

- As per Educate Girls, the population (all the OOSGs who were identified) were enrolled in school. Further, from the sample it was found that about 76% of the girls surveyed mentioned being visited by Educate Girls prior to their enrollment.
- Further, 92% of girls who were visited by the Educate Girls, mentioned the team played a significant role in their enrollment.
- 69 percent girls mentioned the Educate Girls team tried to convince their parents to enroll them in school and in 41% cases, the team personally accompanied the girls to school for enrollment

3.3 Retention-related interventions

3.3.1 Participation in Bal Sabha

In order to instil a sense of leadership and give the girls a voice, Educate Girls facilitated the formation of a **democratically elected 13-member Bal Sabha** (Girls' Councils) in every upper primary school (grades 6th-8th).

This 13-member council gave the girls a voice and a leadership position in the school. Educate Girls' staff and Team Balika imparted training in 'Life skills' in these councils to boost confidence, communication, leadership, public speaking, health, sanitation, critical thinking and problem-solving skills through various games throughout the academic year. Therefore, to understand the components of Bal Sabha, the girls were asked various questions regarding the same.

A total of 73 Bal Sabha members were interviewed during the assessment. Only a little more than one-fourth of the girls stated that they had heard of Bal Sabha. Over three-fifths of students who had heard about Bal Sabha stated that elections were held in their schools. The girls who knew about Bal Sabha were also asked if they were members of Bal Sabha.



Fig 3.3.1 Proportion of girls who were members of Bal Sabha
(N=Proportion of children who have heard of Bal Sabha)

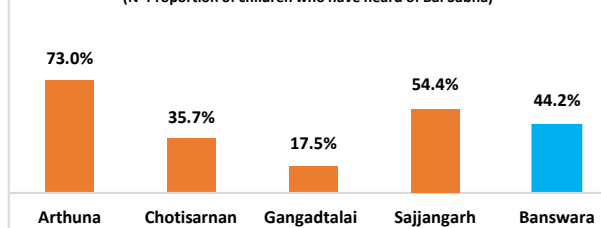
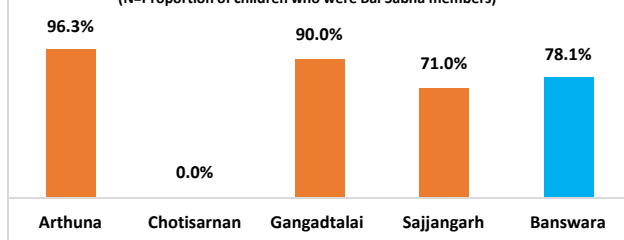


Fig 3.3.2 Proportion of Bal Sabha Members rightly aware of the number of members of Bal Sabha
(N=Proportion of children who were Bal Sabha members)



The girls who were members of the Bal Sabha were asked about the number of members in the Bal Sabha. As per the formulation of Bal Sabha, there were supposed to be 13 members in the Sabha. Overall, more than three-fourths of the girls were aware of the number of members in the council. In Arthuna block, the proportions were highest with 96.3 percent of the Bal Sabha members being aware of the correct number of members in the council, whereas, in

Chotisarnan block, none of the members could. Overall, 42.5 percent of the Bal Sabha members stated that the sessions took place once every two weeks, 32.9 percent stated that it took place once a month and about one-fourth stated that the sessions took place once a week.

Fig 3.3.3 Types of activities that took place during the Bal Sabha Sessions
(N=Proportion of girls who were Bal Sabha Members)

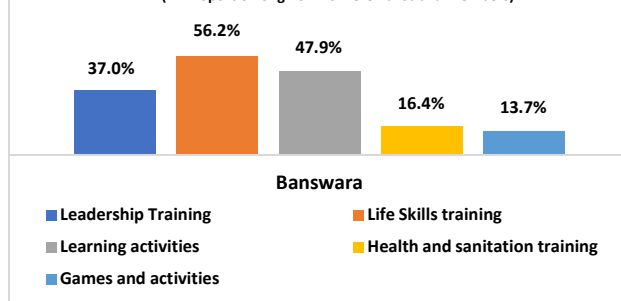
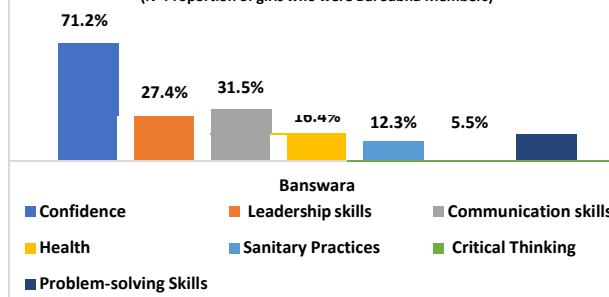


Fig 3.3.4 Ways in which the Bal Sabha Members found the activities to be helpful
(N=Proportion of girls who were Bal Sabha Members)



During the Focus group discussion (FGD) with Bal Sabha members, they were able to state the benefits of Bal Sabha sessions, including improvement in leadership skills, communication skills, teamwork, etc. Barring a minute 3 percent of the respondents, all the other Bal Sabha members believed there are some benefits of being a part of it. The majority of the respondents cited boosting confidence as one of the benefits (71%),

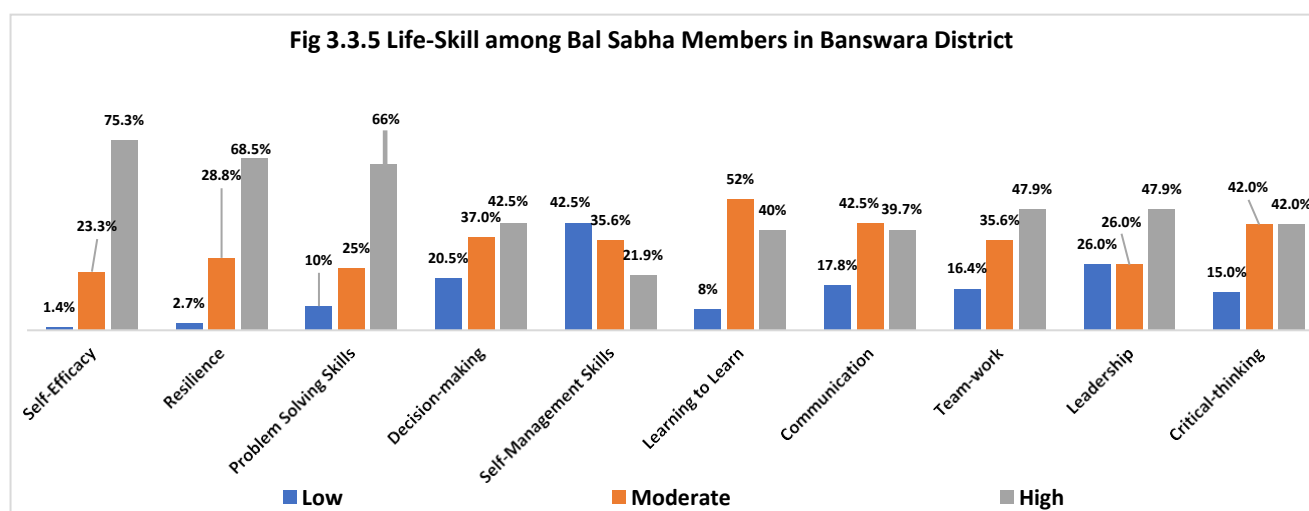
followed by over half of the respondents who believed the meetings helped them to boost their leadership skills.

Due to the pandemic, Educate Girl organisation was unable to carry out the life skills sessions with the members in their schools. Therefore, with the help of Team Balika they carried out life skills sessions with girls in the community itself. During the FGD with Team Balika members, only a few of them were able to recall the community life skills sessions in their community. Further, only a few of the girls (out-of-school girls and girls who were already enrolled) and Bal Sabha members during the FGD were able to recall the same.

78% of Bal Sabha members cited that they have trained other girls based on their learnings from Bal Sabha meetings. Overall, about 88 percent of the Bal Sabha members stated that being a part of the council has definitely played a role in their retention in school.

3.3.2 Impact of Bal Sabha Members: Life Skills of the members

Life skills play a vital role in development and growth of children into mentally and emotionally healthy adults. Keeping this in mind, Educate Girls held sessions with the Bal Sabha members and trained them in life skills, among other things. A series of statements related to their life-skills were posed to the Bal Sabha members, where they were required to answer in full agreement, partial agreement, partial disagreement and full disagreement. The responses from these statements were then categorized in high, moderate and low, in the following manner have been represented in the following graph.



As represented in the graph above, the majority of the children scored high in self-efficacy, resilience, problem-solving skills, decision-making skills, teamwork and leadership. Most of the girls performed moderately in learning to learn skills and communication skills. An equal proportion of girls had high and moderate critical-thinking abilities. However, the girls are required to improve their self-management abilities, as most of them didn't perform well in the same.

- Out of one-fourth girls who have heard about Bal Sabha, 64 percent mentioned that Bal Sabha Elections were held in their school.
- 73 girls out of the total 721 sample population are presently members of Bal Sabha
- 78 percent of Bal Sabha members correctly answered that the council should ideally have 13 members.
- Life skill trainings (56 percent), learning activities (48 percent) and games and activities (37 percent) were cited to be common activities held during Bal Sabha Sessions
- The Bal Sabha members mentioned the council meetings boosted their confidence & leadership skills
- 88 percent the members believed being a part of the council has played a role in their retention.
- The girls performed well in self-efficacy, resilience, problem -solving skills, decision making-skills, teamwork and leadership.

3.4 Learning-related interventions

3.4.1 Camp Vidya: Community Learning Camps

Scaling up Girls education program was developed on the model which mostly included school-based activities. Since the schools remained closed due to the pandemic, Educate Girls adapted to the changing on-ground circumstances by conceptualizing **Camp Vidya – a Community Based Learning Program (CBL)**.

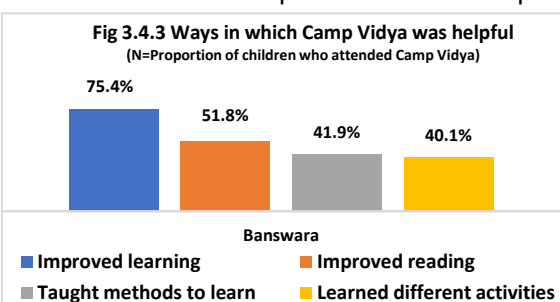
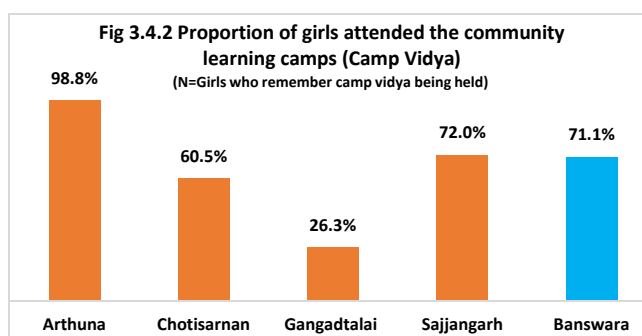
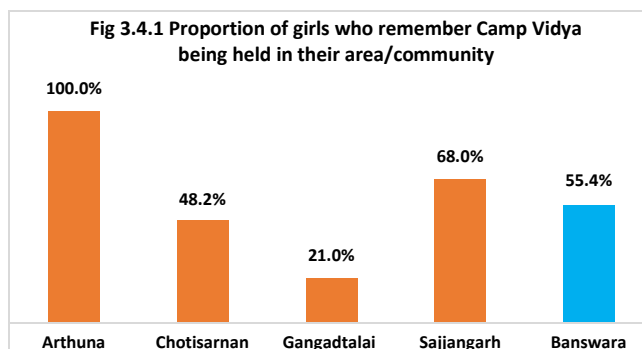
The FGDs indicated that the parents were initially hesitant to register children for Camp Vidya due to restriction and the fear of COVID, but with persistent follow-up, awareness building and providing the right information on the pandemic by Team Balika and field coordinators, they decided to send their children. Also, inviting parents to visit the camps and engagement with SMC members at the community level helped in retaining the children.

The girls were initially asked if any community learning camps were held in their area in the past year or so. Only a little more than half of the girls in the district were able to recall a community learning camp being held in their area. The proportion of which, when observed block-wise, were disparate. The difference in the proportion of girls who remember Camp Vidya being held in their area/community was found to be statistically significant at the confidence interval of 99% ($p < 0.01$, $z = 11.25$).

The girls who were able to recall camp Vidya being held in their area/community were then asked if they had attended the community-based learning camp. Overall, in the district, over seven out of ten girls answered in affirmation.

The girls mentioned three types of activities conducted during the camps including learning games, which was mentioned by 87.2 percent of the girls, followed by working on worksheets (45.7 percent), and parents' participation in the camps (37.9 percent). 98.6 percent of the girls in the district stated that their learnings levels improved after attending the community camps.

To understand the helpfulness of the camp further, the girls were also asked about the ways in which they found the camps to be helpful. More than three-fourths of the girls stated that they found the camp to be helpful as it helped in improving their learning, followed by more than half of the girls who stated that the camp helped in improving their reading skills. A little more than two-fifth of the girls also mentioned that the camps were helpful to them as they taught them methods to improve learning and they learned different types of activities in the camps.



- 55 percent of the girls surveyed remembered about Camp Vidya being held in their community
- 71 percent who remembered Camp Vidya attended the sessions being held
- Majority of the girls, which constituted 71 percent stated the sessions helped them to improve their learning abilities, followed by 52 percent stating improved reading abilities.

3.4.2 Gyan Ka Pitara school

In order to improve the numeracy and literacy skills of children studying in Grades 3 - 5, Educate Girls implemented a micro competency-based remedial learning curriculum called “Gyan ka Pitara (GKP)” which also translates to ‘Repository of Knowledge’. The curriculum specifically included Child-friendly study material for improving the children’s learning levels in Hindi, English and Mathematics. The GKP is a 3,000+ piece kit, with over 250 worksheets per child and other learning tools, and was provided to both girls and boys of the school where the overall performance of the school was poor, with dismal learning levels. The brief of the findings has been stated ahead:

Since GKP was implemented in selected schools of the region, the children were first asked if they had heard and/or they know about Gyan ka Pitara. Overall, more than two-thirds of the girls had heard about GKP in the Banswara district. Overall, more than 60 percent of the girls (433 girls out of the total sample) stated that their school was a GKP school. More than 90 percent of the girls (403 girls out of 433) who were in a GKP school stated that they were introduced to the GKP curriculum.

Further, the girls who were introduced to the GKP curriculum were asked if they found any difference between the GKP curriculum and their regular curriculum. More than 87 percent of the girls stated that the GKP curriculum was different from their regular curriculum.

The girls who found the GKP curriculum to be different from their regular curriculum were then asked about the ways in which they found the curriculum to be different. The largest proportion of girls found the GKP curriculum to be different as it included games (61.3 percent), followed by the proportion of girls who found it to be interesting (28.2 percent), and the proportion of girls who found the GKP curriculum to be interactive (10.5 percent). 87.9 percent of the girls received a GKP kit either for home or for use in the school. The girls who had received the GKP kit were then asked about the learning tools received by them and used in the GKP curriculum. More than 67 percent of the children who received learning kits acknowledged receipt of worksheets in Hindi, English and Mathematics. An equal proportion of 35 percent of respondents received pictograms and books. Only a handful of children received books (15 percent).

We have seen a lot of improvement in the learning levels of children in our school since inception of the Educate Girls program. The children’s learning levels would have been even better if not for the pandemic.

- Teacher, GKP School, Sajjangarh

Fig 3.4.4 Proportion of children who were studying in GKP schools

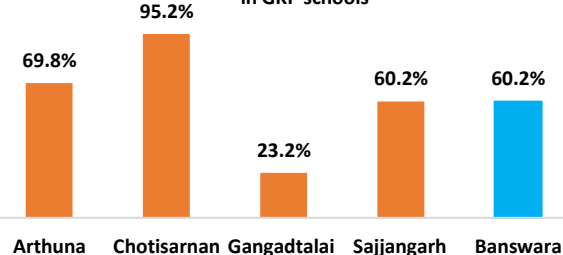
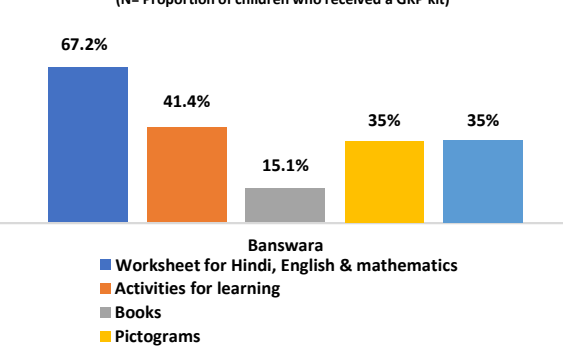
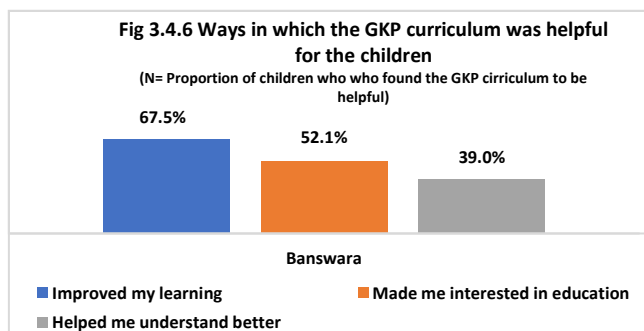


Fig 3.4.5 Type of learning tools received under GKP curriculum

(N= Proportion of children who received a GKP kit)





Almost all the girls who were introduced to the GKP curriculum found it to be incredibly helpful (99.5 percent). More than two-thirds of the girls stated that they found the curriculum to be helpful as it helped in improving their learning, followed by more than half of the girls stating that the curriculum helped in making education more interesting for them. Around 39 percent of the girls also stated that the curriculum helped in improving their understanding levels.

Overall, the GKP curriculum was found to be helpful by the girls who were interviewed. The teachers and principals of the school also found the GKP curriculum to be helpful in improving the learning levels of the children in their schools.

- 60 percent of the children were found to be studying under GKP curriculum at their schools
- 93 percent girls who mentioned GKP curriculum available in their school were introduced to the same
- 61 percent girls stated that game activities are what makes GKP curriculum different from regular curriculum
- 88 percent girls received GKP kit as part of the project interventions.
- 67 percent girls stated the GKP curriculum improved their learning ability and 57 percent stated it made them interested in education.

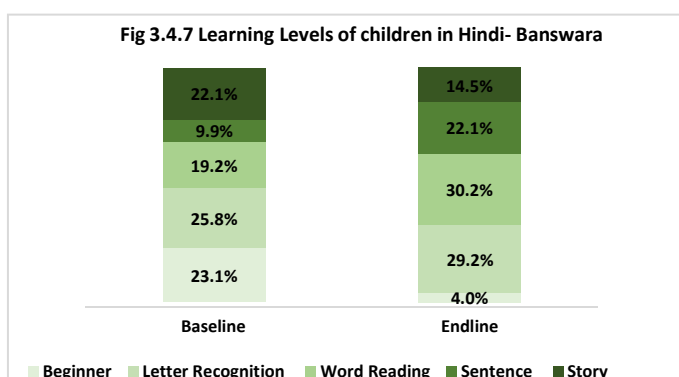
3.4.3 Learning Assessment

One of the major objectives of the Scaling up Girls Education Program was to improve the foundational learning of beneficiary children through their intervention.

Recognizing that, we conducted a learning assessment of children in language (Hindi and English) and Maths where the children were provided worksheets and they were supposed to read (in case of language) and solve (arithmetic) the problems given. For this assessment, standard ASER tools of learning assessment were used. The findings of the assessment are provided in the section ahead.

Learning level of children in Hindi: The tool consisted of four components- Letter recognition, word reading, para, and story. During the assessment, the child was first asked to read the para and according to the reading capability, she was asked to either move forward to the story or backwards to the word reading. If the child moved backwards and still gets stuck, i.e., on word reading, they were asked to move towards letter recognition. If the child was unable to recognize even the letters, they were tagged as beginners.

Since the estimates prior to intervention for the learning levels of children were made available by Educate Girls, we have drawn a comparison to capture the significance of changes that have taken place in the area by the program.



The adjacent graph gives an overview of learning levels in Hindi among the respondent, prior to the project implementation and after. Clearly, there seems to be a positive outcome of the interventions, as the proportion in the beginner status has drastically reduced in the evaluation study and increased in letter recognition, word reading, and sentence making simultaneously. However, as evident, the proportion of those

being able to read the story have decreased by 7 percentage points. The 19.1 percentage point difference in the proportion of girls who were at the beginner level was found to be statistically significant at the confidence interval of 99% ($p < 0.01$, $z = 11.32$).

Across the blocks, there has been an improvement in learning levels in Hindi. In Arthuna, most of the children have proceeded to the sentence reading stage, as the proportion has increased by 26 percent from the estimates recorded prior to the project interventions. Chotisarnan recorded most children having moved up to the letter recognition stage. The same was noticed in Gangadtalai. In Sajjangarh, the majority of the children have moved up to the word reading stage.



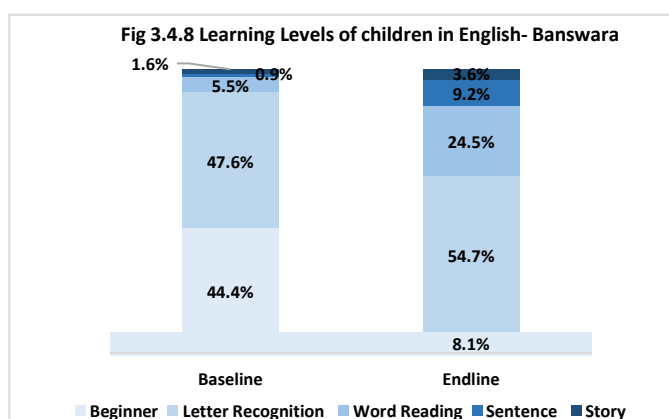
Learning levels of children in English: All the children who were interviewed during the assessment were subjected to a learning assessment to understand their current learning levels in English. The tool consisted of four components- Letter recognition, word reading, para, and story.

During the assessment, the child was first asked to read the para and according to the reading capability, she was asked to either move forward to the story or backwards to the word reading. If the child moved backwards and still got stuck, i.e., on word reading, they were asked to move towards letter recognition. If the child was unable to recognize even the letters, they were tagged as beginners. The findings of the learning level assessment in the English language, in comparison to the pre-intervention estimates provided by Educate gives, are given hereunder.

The learning level in English in intervention blocks in Banswara indicates an enhancement in learning abilities among the children, as the proportion of children in the Beginner level have significantly decreased from the baseline and a significant improvement has been noticed among those who were able to recognize the letter, read out words, sentences and story. The 36.3 percentage point difference in the proportion of girls who were at the beginner level was found to be statistically significant at the confidence interval of 99%

($p < 0.01$, $z = 17.27$) and the 7.1 percentage point difference in the proportion of girls who were at the letter recognition level was found to be statistically significant at the confidence interval of 99% ($p < 0.01$, $z = 3.19$).

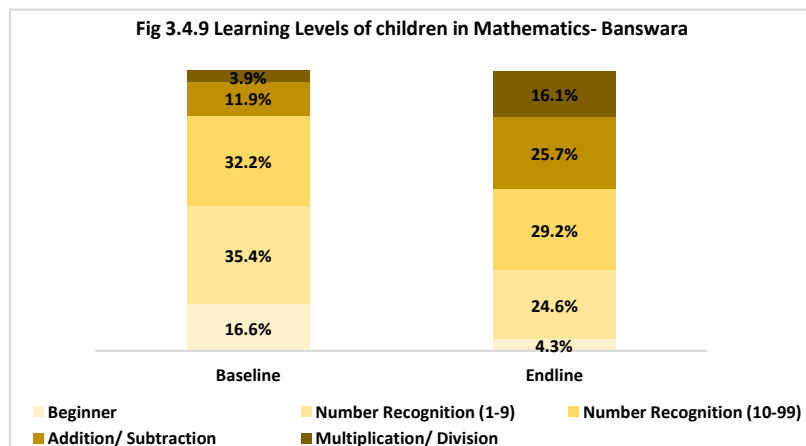
Block-wise estimates reveal the same finding as that of the overall district estimates- the proportion of children in the beginner's level has significantly reduced and have increased in higher learning levels simultaneously. In Arthuna and Gangadtalai, most girls have moved up to the word reading stage and in Chotisarnan and Sajjangarh, most of them have moved up to the letter reading stage.



Learning levels of children in Mathematics: All the children who were interviewed during the assessment were subjected to a learning assessment to understand their current learning levels in Mathematics. The tool consisted of four components- 1-digit number recognition, 2-digit number recognition, addition/subtraction and multiplication/division. During the assessment, the child was first asked to solve a subtraction problem and according to their ability to solve the problem, she was asked to either move forward to the multiplication/division or backwards to 2-digit number recognition. If the child moved backwards and still got stuck, i.e., on 2-digit number



Fig 3.4.9 Learning Levels of children in Mathematics- Banswara



recognition, they were asked to move towards 1-digit number recognition. If the child was unable to recognize even the 1-digit number, they were tagged as beginners. The findings of the learning level assessment in number recognition are provided in the figure 3.4.9, below.

The proportion of those at the beginner level has reduced sizeably and increased considerably for those who are able to carry out addition/

subtraction and multiplication and division. This indicates steady progress in the learning level of mathematics in comparison to the baseline. The proportionate difference in the proportion of children who were at the beginner level of 12.3 percentage points and Proportionate difference in the proportion of children who were at the 1-digit number recognition level was found to be statistically significant at the confidence interval of 99% ($p < 0.01$, $z = 3.08$, and 5.03). A small change in the proportion of children who were able to recognize two-digit numbers was also observed, which has declined to 29.2 percent.

In Arthuna block, the proportion of beginner's level has reduced to nil, as proportions have increased in other categories simultaneously, with the majority of girls being able to recognize numbers (1-9). The same was noticed in Chotisarnan. In Gangadtalai and Chotisarnan, the majority of girls were able to do multiplication/division and addition/ subtraction.

- In Hindi learning, a positive outcome was noted- as the proportion in the beginner status have drastically reduced in the evaluation study and increased in letter recognition, word reading, and sentence making have improved simultaneously.
- Learning levels in English indicate that there has been positive improvement from the pre- intervention stage, as the girls have move up from beginner's level to higher levels
- Mathematics learning level indicate that the girls have moved up from beginner's level to higher up.

SECTION IV- CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

The preceding chapters brought to light the key findings of the survey pertaining to various areas of enquiry as per the objectives of the study. The key insights shared in the report helped put forth some points of action for effective implementation of the program in future. Presented hereunder are some key components identified during the analysis which may be of interest to the authorities. These insights may be useful in devising plans for further strengthening the program delivery, which will go a long way in improving the educational landscape in the State.

Enrolment- related Interventions:

Role of Educate Girls in Enrolment- Educate Girls has played a vital role in the enrolment of girls in Banswara district by visiting more than three-fourths of the girls who were identified as out-of-school. They also helped 09 out of 10 girls among the ones who were visited in getting enrolled in school by convincing their parents to enrol them, taking the girls to school, etc. Fulfilling one of their objectives, they have been able to enrol more than 90 percent of the OOSGs identified.

Retention-related Interventions:

Bal Sabha: The Girls Council- Out of all the girls who were interviewed, only a little more than one-fourth of the girls had even heard of Bal Sabha. Bal Sabha was a great attempt to improve the leadership skills and life-skills of girls but due to the lack of reach and awareness of it among girls in the intervention area, it seems to be an unsuccessful attempt. A more vigilant implementation is required to implement such initiatives.

Learning-related Interventions:

Camp Vidya: Community Learning Camps- Camp Vidya, though a good initiative, did not seem to be successfully implemented. Only a little more than half of the girls remembered Camp Vidya being held in their area/locality. Further, block-wise disparities were found to portray a picture of concerning scenario as all the girls interviewed in Arthuna block could recall Camp Vidya being held in their area/community, and on the other end, only 21 percent of the girls in Gangatalai remembered the same.

GKP Schools- A popularly used methodology and pedagogy of Educate Girls, the GKP curriculum has been found to be very effective in improving the learning levels among children and has received positive responses from the girls as well with reference to the effectiveness and the material provided to them. Further, regional disparities were still observed with all the girls in the Arthuna block had received the GKP kit but only 48.4 percent of them received the GKP kit in the Gangatalai block. Almost all the girls who received the GKP kit found the learning tools in the kit to be helpful for them. More than two-thirds of the girls found the curriculum to be helpful as it helped in improving their learning.

Learning Assessment- Overall significant improvement has been observed among the children as compared to the baseline in Hindi, English, and Mathematics. This significant improvement points to the efficiency of the program and sheds light on the importance of such interventions. In a region where girls are unable to get stable education, it is impressive that the program's impact has been able to help them in improving their learning levels.

4.2 Recommendations

Overall, the report also presented block-level variances in programme implementation. These variations must be kept in mind while taking further steps to improve the performance of the programme across the project state. It is hoped that the findings and recommendations presented in the report would be useful to devise similar programs. The recommendations regarding the program are given below:

Programme-level Interventions

This report gives a detailed insight into the education aspiration, the role of Bal Sabha, life skills and social skills, overall learning levels in English, Hindi and Mathematics of girls up to Standard 8. Many of the indicators under this study highlights the role of Educate Girls- An NPCI initiative. Based on the findings, some of the programme level recommendations are as follows:

Improving learning levels of children through community participation

During the program, community engagement and activities, though present, were limited. It is therefore important to ensure that community engagement at the school and community level is encouraged through a series of activities. This will not only help in generating awareness among the community members but will also increase awareness among the children of the community.



When the community members are made responsible for the learning and education of the children in their community, they engage more enthusiastically in a program.

Therefore, it is recommended to plan community level activities which will not only engage the children in the community but will also involve the parents of the children. This will show them the current status of learning among their children and will in turn thrust them towards improving the educational landscape of education in their area.

Engaging Community to develop community leaders who would take the driving seat and ownership of the program

Along with the pre-planned interventions, a community engagement activity specifically related to the development of a community-level Program Plan would help bring belongingness and responsibility among the community members. The Community-level Program Plan should be prepared along with the community members, as well as girl students, which will help in ensuring a need-based plan to address the issues of the particular village and community. The further interventions can be designed based on the Action Plan. The Program Plan should also be revisited time and again to re-adjust it according to the changing needs of the girls and children in the community and to mark the victories as per the plan. This will help establish a sense of achievement among the community members and will in turn encourage them to work harder towards a better and holistic educational landscape.

It is recommended that community level program plan should be developed at the inception of the program to engage community and make them the decision makers. This will not only instil the sense of responsibility amongst them but also encourage the community members/leaders to improve the status of education in the community.

Capacity Building of School Management Committee (SMC)

In addition to re-establishing SMC, it is also important to work with its members to ensure that they are able to fulfil their duties to the best of their capabilities. Therefore, we propose that Capacity Building of SMC members should be conducted to orient them regarding their roles and responsibilities, as well as the role they can play in changing the landscape of education in their village. In addition to the



capacity-building workshops, the SMC members should also be provided handholding support in order to ensure that they can perform their duties and can become an asset in the interventions planned for the development of education.

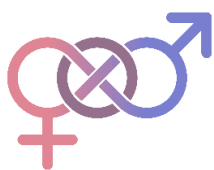
It is recommended to incorporate capacity building of School Management Committee (SMC) members regarding their roles and responsibilities as well as to build their capacity to work towards the aim of the committee formulation and improve the status of education of girls in the area.

Flexibility in the budget to allocate resources based on the needs of the community

As seen from the findings of the assessment, there are large disparities in the various indicators related to the activities conducted by Educate Girls. The issues pertaining to low or complete lack of participation can be impacted by various factors such as the community's outlook, the terrain of the village/block, lack of awareness, community restrictions, etc. The burden of change in the factors impacting participation lies on the implementation partner and its members. Therefore, it is suggested to allocate resources and personnel as per the need of the village and community. A community where people are more reserved or lack awareness needs more resources and efforts to catch up to its counterparts. **Therefore, it is recommended to-**

- Formulate targeted awareness generation model. Increasing the number of volunteers and personnel will help in ensuring improved participation.
- Need based distribution of resources instead of resources being equally divided.
- Flexibility on budget can be attributed / linked to some specific indicators based on which the needs of the community is addressed

Instilling gender sensitivity among children and the community



Being aware of gender biases, stereotypes, and issues is one of the most important components of growing up. If a child, in their prime age is taught about gender sensitization, they as adults would likely practice it and aware others. Therefore, it is important to target children and aware them about gender sensitization as well as how they can ensure that gender stereotypes and biases are reduced in society.

It is recommended to increase gender sensitivity among children and the community members through a series of workshops and trainings. The training modules for children should include activities and games which can help in making them aware of gender and biases which are prevalent with reference to it. Further, through the trainings the sense of gender equality can be inculcated in the minds of the children.

For the parents and community members, gender sensitivity training can be conducted which will include the importance of usage of gender-neutral language among children, making them aware of their day-to-day activities which further imbeds the gender roles and stereotypes in the mind of the children, etc.

Digital and Financial Literacy

In the age of digital banking, children must be aware of digital platforms which are used for monetary transactions. Along with imparting basic knowledge regarding financial tools, it is also important that children understand the importance of savings and investment. Providing such knowledge to young minds leaves an impact and ensures that at least some of them would follow them. To achieve that, the following are suggested:



- **Activities:** Children should be subjected to activities and simple examples which help them in understanding the importance of saving and investing.
- **Finance related games:** Games like “Monopoly” or similar games are a good way to create that understanding. These games can be played in groups and will help the children in enhancing their understanding of saving and investment.

It is recommended to improve digital and financial literacy among children through games, workshops, and inclusion of the same in the curriculum.



Social-Emotional Learning through sports

Sports are a very important component that should be incorporated for social-emotional learning as it helps in developing social skills, teamwork, communication, sense of positive identity, among other things. Sports, when used intentionally, creates good environment for holistic child development.

Therefore, it is recommended to plan intervention in such a way that it encourages team sports. This will help in developing socio-emotional skills, as well as, will help in gaining confidence among girls.



It is recommended to include team sports as part of the curriculum for girls, especially team sports to improve their socio-emotional learning and team building.

Training of teachers to ensure holistic development of children

In addition to planned intervention for children for their holistic development, it is also important to ensure that such development continues even after the interventions are completed. Therefore, it is vital to create a cadre of teachers through training and workshops who can cater and ensure the holistic development of children through education and related school activities. The trainings and workshops for the teachers should be designed in a way that they provide them with the support required to ensure that they are able to provide a safe environment for the children where they can get a holistic education.



It is recommended to conduct training for teachers with regards to holistic development of children in order to improve their understanding of overall development of the child and to encourage the same. The training module for the training of teachers should be formulated on the basis of the components of Early Childhood Care and Education (ECCE) curriculum which aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing of the children.

Institution-level Interventions

This particular section will explore what NPCI as an institution could have done or possibly do in future to establish positive development of the project design.

A baseline evaluation for setting benchmarks for the project

A baseline survey is a descriptive cross-sectional survey that mostly provides quantitative information on the current status of a particular situation – on whatever study topic – in a given population. It aims at quantifying the distribution of certain variables in a study population at one point in time. A baseline survey is important for any project for it marks the commencement of the project. It is an ideal way to carry out a project. Through its results, a baseline serves as a benchmark for all future activities, where project managers can refer to make project management decisions.

The Educate Girls project currently doesn't have benchmark estimates of any of the indicators except for learning levels in Hindi, English and Mathematics. This poses a challenge, as there are certain indicators such as Bal Sabha and GKB schools and Likert scales on self-reliance, management, decision making, leadership

It is recommended to conduct a baseline evaluation at the start of the program to ensure that benchmarks of the important indicators are in place to measure the impact of the program.

skills, which could have been an interesting comparison with the baseline and could further accentuate the program outcomes.

Mid-Line Evaluation of the project

A project which runs for more than a year should have a component of mid-line evaluation to ensure that the program is running on track and to identify issues being faced during the implementation. This type of assessment will not only ensure that implementation is done in the best way possible, but it will also help in re-establishing set benchmarks and building a realistic expectation from the program.

It is recommended to conduct a mid-line evaluation of the program to assess the achievements and back-logs of the program. Additionally, it will also help in ensuring that the program is going as planned.

Regular Monitoring of the program



Monitoring is essential to any project or program. Through this process, organizations collect and analyze data, and determine if a project/program has fulfilled its goals. Monitoring entails tracking, analyzing and reporting during the project, which ensures more transparency. Information gets freely circulated and available to all the stakeholders involved. The endline estimates reveal a significant variation in indicators across the blocks.

Regular monitoring of the program could have curbed such variation.

Therefore, it is recommended to put in place regular monitoring mechanisms for the program such as development and upkeep of MIS, monitoring team for visits and assistance, etc.

Organization Profile

A key characteristic of **Basic Paradigm** as a social enterprise is that the projects, ventures, and activities undertaken by us benefit groups of people beyond those directly involved in doing the business. Established by a group of professionals associated with the social development sector, **Basic Paradigm** focuses on improving health, nutrition, and welfare of all as the last mile and works towards the attainment of Sustainable Development Goal Three i.e., ensuring health and well-being, at every stage of life.

While Basic Paradigm operates as a social enterprise, it is also the for-profit and supporting arm of the not-for-profit organization SCHOOL (Society of Community Health Oriented Operational Links) and is governed by same set of boards of directors. Established in 2007 with an objective of bringing about inclusive development, SCHOOL works with civil society, grass-root organizations, academic institutions, businesses, and governments to transform philosophies into solutions through a systemic approach. Along with a capable and expert team of professionals and volunteers, both Basic Paradigm and SCHOOL, build on decades of field experiences, to ensure better ways of addressing various development challenges. The two organizations together bring in diverse expertise, and lessons learned that guide varied projects in planning, designing, implementing, monitoring, and measuring results.

In doing so, the two organizations focus on dissimilar tasks- with Basic Paradigm focusing on partnering with and assisting organizations in arriving at strategic solutions to real-world problems, implementing new ideas and innovative approaches, and ensuring cost-effectiveness and sustainability. Whereas SCHOOL implements field initiatives that ensure last mile connectivity for the vulnerable populations in the country, with specific focus on adolescents and the elderly, so as to address all the social determinants of health and well-being.

Our Philosophy and Approach

There is no shortage of organizations that desire to improve the state of the world. Thousands of non-profits and social enterprises aim to improve educational, health, economic, and environmental outcomes. However, most organizations have are unable to strive to reach their full potential. Some are constrained, whereas some have limited resources, limited time, limited staff, and limited money. Therefore, this essentially give rise to the questions of-

- How can we improve the effectiveness of worthwhile organizations around the world?
- How can we help non-profits and social enterprises to overcome challenges they are facing and have the greatest possible social impact?

This is where our organization ventures to differ

We help the civil society organizations, donors, and development partners to: <ul style="list-style-type: none">•Run the programmes in most effective and efficient way possible•Measure their social impact•Improve their financial sustainability•Be more data-driven in their decision-making•Expand to new geographical locations•Improve their organizational priorities	Our Core Strategies <ul style="list-style-type: none">•Program Planning and Implementation•Generating evidence for improved programming•Training & capacity building•Designing Social and Behaviour Change Communication Plans•Research•Policy Advocacy•Knowledge Management
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Basic Paradigm Team

Dr Pramod Gautam, MD (Managing Director): A healthcare specialist with strong acumen of attaining balance between Public Health programs and the value addition private health care brings in. He holds an MBBS and MD (community medicine) from G.R. Medical College with an additional PG Diploma in Hospital and Healthcare Management from Symbiosis Centre of Health Care.

Dr Benazir Patil, PhD (Director): With specific expertise in policy analysis & advocacy, and health system strengthening, Dr. Patil has been working in the field of social development for more than 22 years. She has led many large-scale projects including projects supported by Bill & Melinda Gates Foundation, the USAID, and others. She has led several research studies and programs focusing on improving the performance of health systems through assessment of quality, efficiency, effectiveness, and coverage of such systems.

Dr Pawan Pathak, MD (Director): As a technical health specialist Dr Pathak has contributed to large scale, multi-country, global health programs like MCHIP and MCSP. He holds an MBBS and MD (community medicine) from G.R. Medical College with additional training in: essential new-born care & resuscitation, MAPEDIR Training, IMNCI Basic Training & Follow-up supervision training Bhopal, Routine Immunization at State institute health & family welfare, Mid-Level Managers training on RCH/NRHM, HIV/AIDS, among others.

Dr Rahul Singh Bhadouria, MD (Director): A public health specialist with fifteen years of techno-managerial experience, Dr Bhadouria holds an MBBS and MD (Community Medicine) from G.R. Medical College. Additionally, he has gained certification in Medical Informatics (from eHCF School of medical Informatics), Post Graduate Certificate in “Family Planning”, “Adolescent Health”, “Paediatrics” and “HIV/AIDS” from IMA.

Mr. Saumyadripta Chaudhuri, M.Sc. (M&E Specialist): Mr. Saumya is a researcher with specialized training in Research Methodology from Indian Institute of Public Health, Gandhinagar. He also obtained a management diploma from the All India Management Association (AIMA). Saumya has completed his Postgraduate Diploma in Health Economics, Healthcare Financing and Policy from the Indian Institute of Public Health- Delhi (PHFI).

Ms. Mollyshree Dhasmana MSc. (Research Analyst – Education, health & Economics): Mollyshree is a researcher with specialization in Economics and statistics from Doon University. She is also trained in Health Economics & Research as well as in statistical methods for development research. With a specialization in public finance and education & health economics, she has worked with Budget Analysis and Research Centre (BARC) in the field of public finance in health and education in the state of Rajasthan and also at the National level. She has an overall experience of working with organizations like UNICEF, WHO, UKHSDP, MoFHW, Department of Health & Family Welfare (Rajasthan), Department of Panchayati Raj (Rajasthan), NITI AAYOG, Nutrition International, Save the Children, Magic Bus, etc.

Ms. Aratrika Ghosh, M.A, MURP (Research Analyst – Policy, Planning & Governance): Aratrika is a researcher with specialization in Geography from Delhi University and Urban and Regional Planning from CEPT University. She has worked with AMS Consulting in the field of health, drinking water and sanitation, urban homeless and climate change impact. She has worked on various research projects related to health, education, and sanitation with the organizations like Save the Children, NCPCR, Magic Bus, KRWSA. Through these projects, she has extensively worked with qualitative and quantitative data.