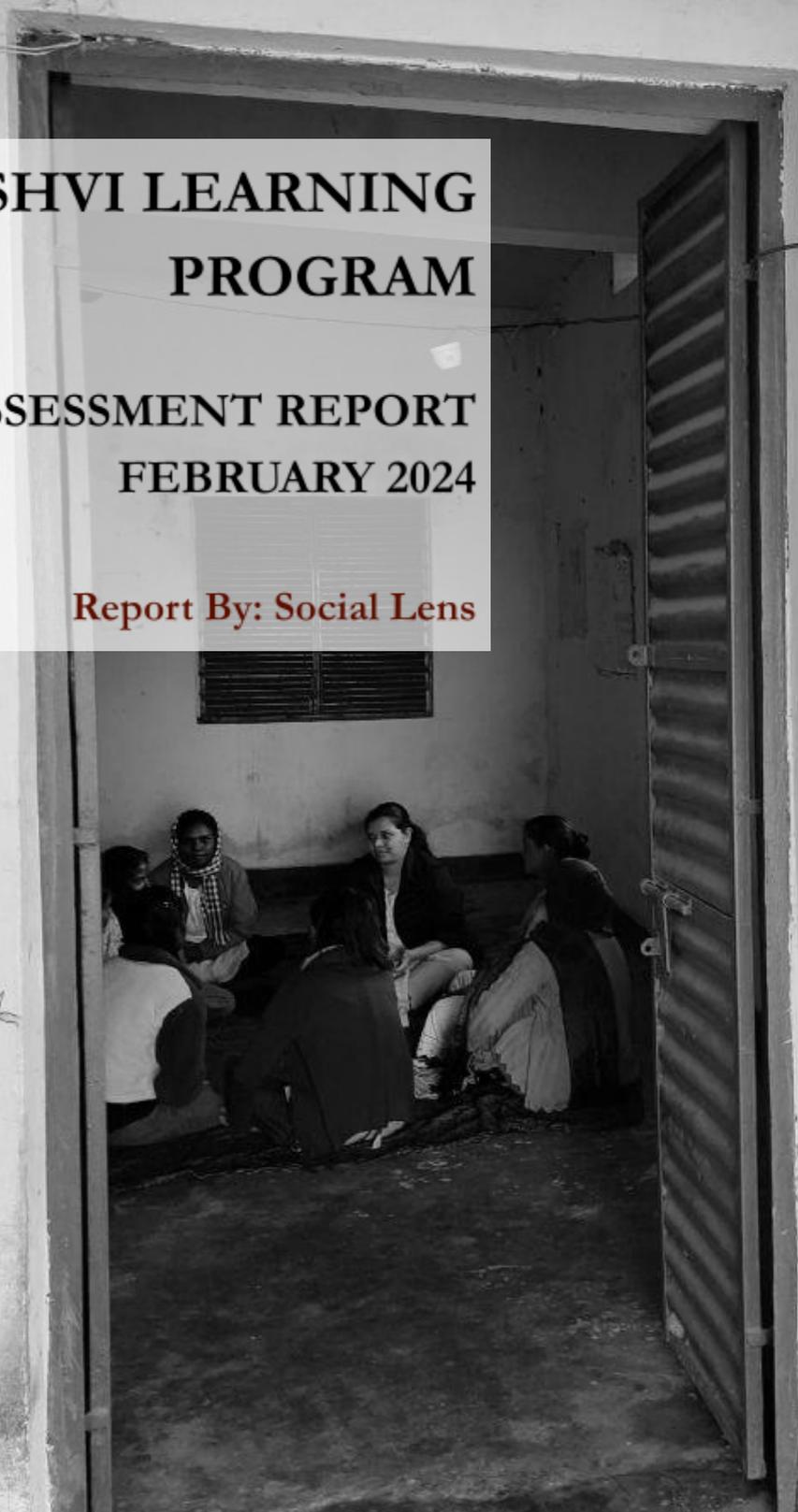


KASHVI LEARNING PROGRAM

IMPACT ASSESSMENT REPORT
FEBRUARY 2024

Report By: Social Lens



KASHVI
LEARNING
CENTRE
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Executive Summary

In India, re-entering the formal education system after dropping out poses a significant challenge due to the absence of accessible pathways. Learners from marginalised communities are compelled to discontinue their education due to various factors including familial pressures, medical issues, financial constraints, and socio-cultural norms, which is exacerbated for women. Among the marginalised communities, tribal women residing in remote areas encounter compounded challenges. Not only do they face societal barriers, but they also face geographical constraints, residing in regions with limited access to safe transportation and educational opportunities.

To address these challenges and bridge the gap between educational opportunities and tribal girls residing in rural areas, KCT Group's CSR Kashvi Learning Program has established Centres in various blocks in Ranchi, Jharkhand to empower young girls and women to complete their NIOS examination. In addition to the Centres, Kashvi Program also runs classes digitally engaging learners across the state who wish to complete their 10th standard examination. The curriculum not only addresses academic gaps but also integrates life skills modules and skilling opportunities, fostering holistic development. It also caters to women seeking income-generating skills to support their households.

Social Lens, a third party evaluation agency was engaged to conduct an Impact Assessment of the Kashvi Learning Program. This assessment study aims to analyse and assess the impact of the Kashvi Learning Centre and Digital Program on the lives of the alumni with respect to improvement in academic abilities as well as the impact of the life skills modules. In-depth quantitative as well as qualitative interviews were conducted with the alumni from batch one and two of both online and onsite program, and indirect beneficiaries like the parents and learning instructors.

IMPACT

In the first **batch (2021-22)** of the Kashvi Learning Center, learners experienced significant improvements across various skills. **Notably, 90.57% reported enhanced writing abilities, 92.45% noted improved reading skills, and 88.86% observed increased speaking proficiency.** Moreover, an overwhelming **94.34% found the course content relatable and easy to understand.** Additionally, **98.11% felt comfortable asking questions and developed a strong rapport with their teachers.**

Since joining, learners have shown remarkable growth, with **90.57% reporting increased self-confidence and 92.45% feeling more positive about themselves and life.** Furthermore, **64.15% can now read newspapers, showcasing their literacy skills, while 47.17% feel more confident in daily activities.** Additionally, **16.98% can fill out forms for exams or banking, and an equal percentage have developed skills in reading books, managing accounts, and feeling independent.**

In the **second batch (2022-23)** of the Kashvi Learning Centre, a notable **100 percent reported improvements in their writing, reading, and communication abilities, indicating the effectiveness of the program. 100 percent of the learners felt comfortable asking doubts and communicating with their teachers, reflecting a positive learning environment that encourages open communication and supports** illustrating access to quality education. During qualitative interactions, learners have expressed the positive impact of the encouraging peer learning environment on their experience.

Furthermore, **84.21 percent of learners demonstrated their literacy skills by being able to read newspapers. Additionally, 38.60 percent expressed increased confidence in their daily activities, while 10.53 percent noted the ability to fill out forms for future exams for banking purposes.** 5.26 percent displayed a heightened understanding of activities in their surroundings, showcasing improved awareness and cognitive abilities. In addition, **98.25 percent of learners reported experiencing increased self-confidence since joining the program, with 94.74 percent expressing a heightened sense of positivity towards themselves and life.**

In the first online batch, all learners experienced notable enhancements in their writing, reading, and speaking skills, as well as heightened confidence levels and a more positive outlook on life, all noted by 100% of participants. Moreover, every learner reported acquiring the ability to read newspapers since joining the Kashvi Program. Additionally, 16.67% felt confident about completing forms, while 33.33% expressed increased confidence in managing their daily activities.

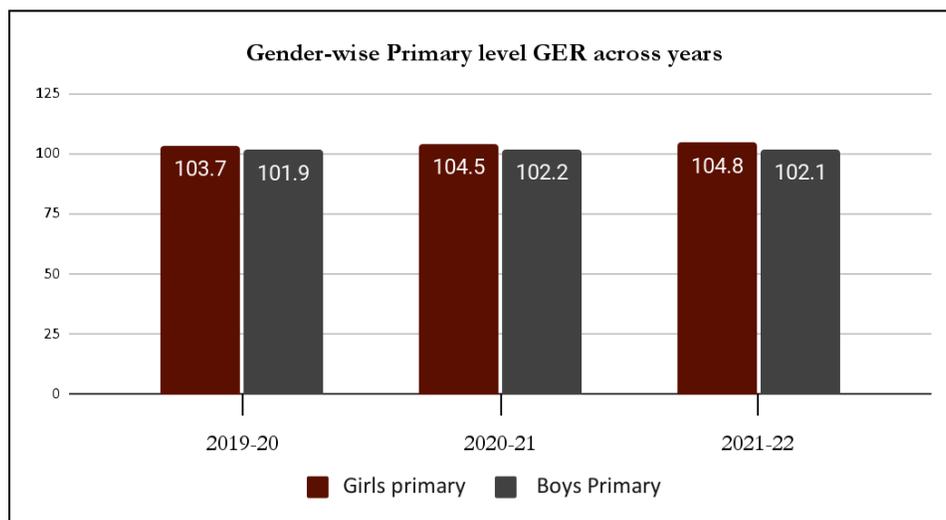
In the second online batch, all learners demonstrated significant improvements in their writing, reading, and communication abilities, along with a noticeable boost in their confidence levels, noted by 100% of participants. Furthermore, 68.75% of learners reported acquiring the skill to read newspapers, indicating an improvement in literacy levels. Additionally, 18.75% felt confident in completing forms for exams or banking procedures, while another 18.75% experienced increased confidence in handling day-to-day activities. Furthermore, 6.25% of participants noted earning respect from others due to completing their education.

The impact assessment study demonstrates that the program has been successful to a great extent in ensuring that drop out girls from marginalised students get the opportunity to access quality education. Through this, they are provided with the opportunity to pursue alternative pathways and exercise their agency. However, to further expand the program's reach, it is essential to focus on enhancing awareness of life skill modules, improving data collection through the implementation of a Management Information System (MIS), and establishing a formal alumni network.

Introduction

Background

The education of girls is integral to the progress and collective advancement of society. A myriad of challenges, including limited safe transportation, family responsibilities, and cultural norms, often impede their access to quality education and hinder their meaningful contribution to society. Education equips girls with the knowledge and skills needed to secure employment opportunities resulting in overall poverty reduction. This enables economic empowerment which not only improves the livelihoods of families but also contributes to the overall economic growth of a nation. The UN Women underscores the connection between education and economic empowerment, highlighting that each additional year a girl invests in schooling can boost her adult earnings by as much as 20 percent.¹



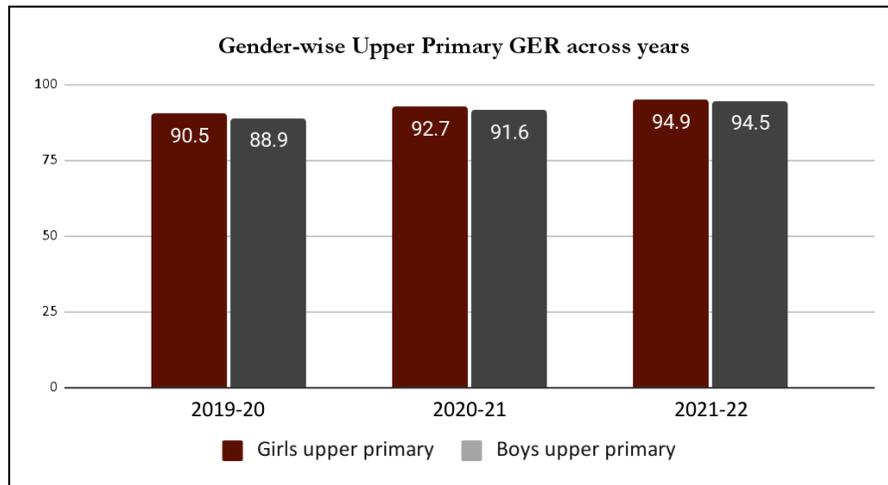
(Source: Unified District Information System for Education (UDISE+))

Notes: 1. UDISE+ data comes with more than one-year lag; hence, data is available up to 2021-22; 2. GER greater than 100 percent might represent the presence of over or under-age children in a particular level of education

In addition to fostering economic empowerment, education plays a pivotal role in enhancing maternal health, reducing child mortality rates, and serving as a deterrent to violence. Educated mothers are more inclined to make informed decisions about their health and the well-being of their children, leading to healthier families and a more resilient society. A child born to a literate mother is 50 percent more likely to survive past the age of 5 compared to a child born to an illiterate woman, as highlighted by the United Nations (UN).²

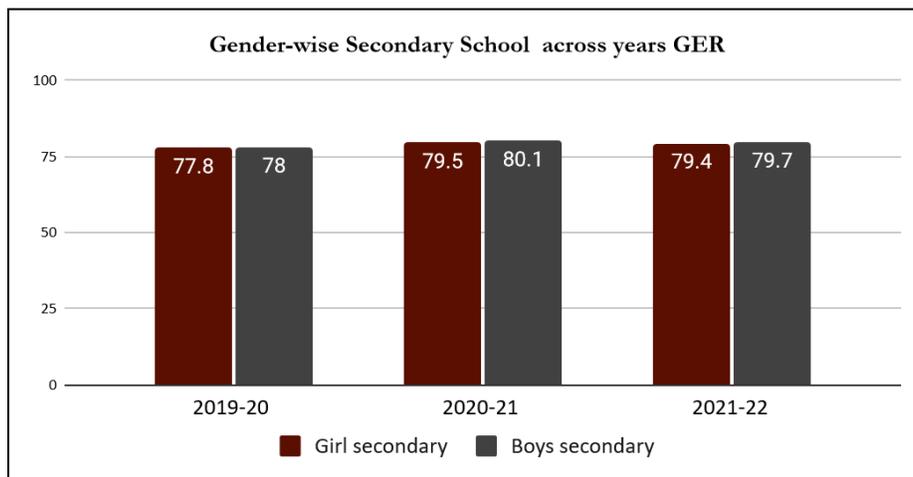
¹ UN Women. (2022, October). Leaving no girl behind in education. Retrieved from <https://www.unwomen.org/en/news-stories/feature-story/2022/10/leaving-no-girl-behind-in-education>

² PRB. (2011, August 15). The Effect of Girls' Education on Health Outcomes. Population Reference Bureau. <https://www.prb.org/resources/the-effect-of-girls-education-on-health-outcomes-fact->



Source: Unified District Information System for Education (UDISE+)

Notes: 1. UDISE+ data comes with more than a one-year lag; hence, data is available up to 2021-22; 2. GER greater than 100 percent might represent the presence of over or under-age children in a particular level of education



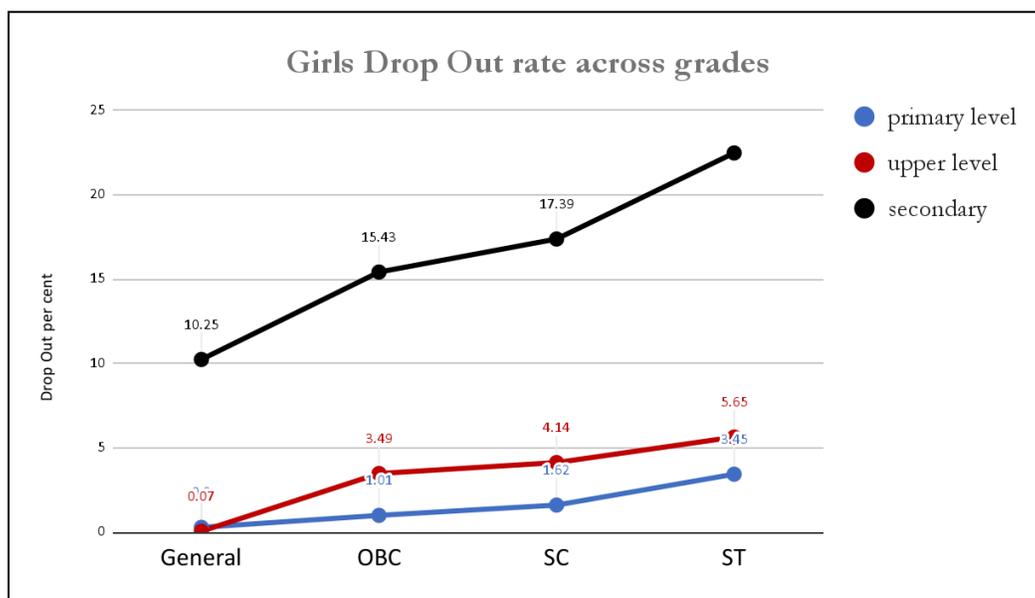
Recognizing the transformative power of education, the government has implemented various initiatives, including Ladali, Kanyashree, Beti Bachao, and Beti Padhao. These programs have played a crucial role in improving girls' access to education, as evidenced by the consistent improvement in the Gross Enrolment Ratio (GER). Data indicates an improvement in the Gross Enrolment Ratio (GER) over the years; however, as one transitions from primary to secondary levels, a subtle decline in the enrolment ratio is observed.³ Additionally, it is noted that there is an increase in dropout rates at every level among girls belonging to Scheduled Tribes (ST) in comparison to their counterparts.⁴

³ Unified District Information System for Education (UDISE+) 2021-22

⁴ *ibid.*

Girls belonging to the Scheduled Tribes (ST) category are marginalised within the educational realm, and such exclusion can be attributed to various factors. These include economic difficulties, inadequate infrastructure, and societal biases that collectively hinder educational opportunities, particularly for girls. Gender norms and stereotypes, deeply ingrained in society, often act as significant barriers, limiting their access to education.

Access to the education system is not homogenous across all communities and advantages held by affluent farmers in rural areas and economically privileged classes contribute to the widening disparities.⁵ Additionally, the ASER survey reveals that boys exhibit a higher tendency to enrol in private coaching classes compared to girls.⁶



Source: Unified District Information System for Education (UDISE+)

This further highlights higher access for boys and correlates with improved performance in national and state-level examinations, crucial determinants for admission into leading universities and colleges. All the factors mentioned above further exacerbate the challenges for girls, especially those from marginalised communities, who contend with heightened opportunity costs and societal constraints when pursuing education.

Access to education and skilling opportunities further has a bearing on employment and economic empowerment. Only 22.5 percent of the women in rural areas are part of the workforce⁷(PLFS, 2022-23), that too, 76.2 percent of rural women are employed in the agricultural sector, which is an

⁵ Velaskar, P. (1990). Unequal Schooling as a Factor in the Reproduction of Social Inequality in India. *Sociological Bulletin*, 39(1/2), 131-145. Retrieved from <https://www.jstor.org/stable/23634530>

⁶ G7. (2022). G7 Global Objectives on Girls' Education 2022 Baseline Report.

⁷ Annual Report, Periodic Labour Force Survey (PLFS), 2022 -23.

informal sector.⁸ There are multiple reasons for the low representation of women including gender-based discrimination and social norms, lack of skills, involvement in unpaid work, and unequal access to education, healthcare, property, and financial and other services.

Empowerment of ST girls goes beyond education and also includes life skills identified by WHO, such as problem-solving, critical thinking, effective communication skills, coping with stress and emotions, and decision-making.⁹ Empowering girls from marginalized communities, life skills instil confidence to navigate societal constraints, foster resilience, dismantle taboos, and combat gender-based discrimination; acknowledging this significance, the government has incorporated life skills into the National Education Policy (2020).¹⁰

Jharkhand ranks seventh among Indian states with the highest tribal population. In Jharkhand, a substantial 26.2 percent of the total population comprises Scheduled Tribes (STs).¹¹

The state grapples with economic challenges, ranking among the poorest, with 42.16 percent of the population experiencing multidimensional poverty according to the Multidimensional Poverty Index 2014-15.¹²

This economic struggle is mirrored in the literacy rates of STs in Jharkhand, standing at 57.1percent, revealing a 9.3 percent gap compared to the overall state literacy rate of 66.4 percent.¹³ Notably, the literacy gender gap is evident, with the male ST literacy rate at 68.2percent and the female ST literacy rate significantly lower at 46.2percent.¹⁴ The intersection of lower literacy rates and high multidimensional poverty underscores the challenges faced by the marginalised tribal communities in Jharkhand. This is further highlighted by the female worker participation ratio, with only 21.8percent of women aged 15-49 currently employed (NFHS 2019-20).¹⁵

In Jharkhand, 26.2% of its population comprises Scheduled Tribes (STs), marking a significant demographic presence.¹⁶ The state has consistently ranked among the poorest, with 42.16% of its population classified as multidimensionally poor according to the Multidimensional Poverty Index 2014-15. This economic disparity is mirrored in literacy rates, particularly among STs, which stand at 57.1%, reflecting a notable 9.3% gap compared to the overall literacy rate of 66.4% in Jharkhand.¹⁷ Furthermore, the literacy gender gap

⁸ibid.

⁹ Nair, G. G. (2020). How should School Education be Today? A Sketch. *International Journal of Life Skills Education*, 6(2), 46.

¹⁰ibid

¹¹ Ministry of Tribal Affairs, Government of India. (2022) *Annual Report 2021-22*.

¹² NITI Aayog. (2021). (rep.). *National Multidimensional Poverty Index, Baseline Report*.

¹³ National Family Health Survey (NFHS-5), 2019-20.

¹⁴ibid

¹⁵ibid.

¹⁶ Ministry of Tribal Affairs, Government of India. (2022) *Annual Report 2021-22*.

¹⁷ ibid.

within the ST community is stark, with male literacy at 68.2% and female literacy notably lower at 46.2%.¹⁸ These disparities underscore the interconnected challenges facing Jharkhand, where lower literacy rates and pervasive multidimensional poverty intertwine with the marginalisation of tribal communities.

In response to the distinctive challenges confronting tribal communities in the Chanho and Mandar regions of Jharkhand, the KCT Group has initiated the establishment of a Kashvi Learning Centres. The learning centres have been structured with three core components aimed at addressing the diverse needs of the community.

The first component focuses on the **Academic Program**, which seeks to provide a comprehensive educational foundation while supporting women in clearing their NIOS 10th-grade examination. The second component prioritises **parental and community engagement**, fostering collaborative efforts between the learning centre and the local community. By promoting active involvement and partnership, this component seeks to ensure that the educational initiatives resonate with the needs and aspirations of the community members. Lastly, the **Skill for Life program** is designed to equip individuals with essential life skills, enabling them to navigate challenges effectively and make meaningful contributions to their communities. This component emphasises practical skills that are essential for personal development and community empowerment.

¹⁸ *ibid.*

Program Cardinals

About The Program

Girl education in India faces significant challenges, with dropout rates increasing as students progress to secondary levels due to various factors such as poverty, early marriage, and societal perceptions that consider girl education unimportant. Jharkhand reports a high percentage of students never reaching high school, particularly impacting tribal students, and poor academic standards in primary schools contribute to inadequate competencies in numeracy and literacy, leading to failures in examinations.

To address these challenges, Kashvi, a CSR initiative of KCT Group aims to provide education to school dropout girls and women regardless of age, income level, or location. Through NIOS, Kashvi offers the opportunity to complete secondary education while fostering essential life skills development. The vision of Kashvi is to empower women to have agency over their life. There are two components to the program, there is the online program as well as the offline program:

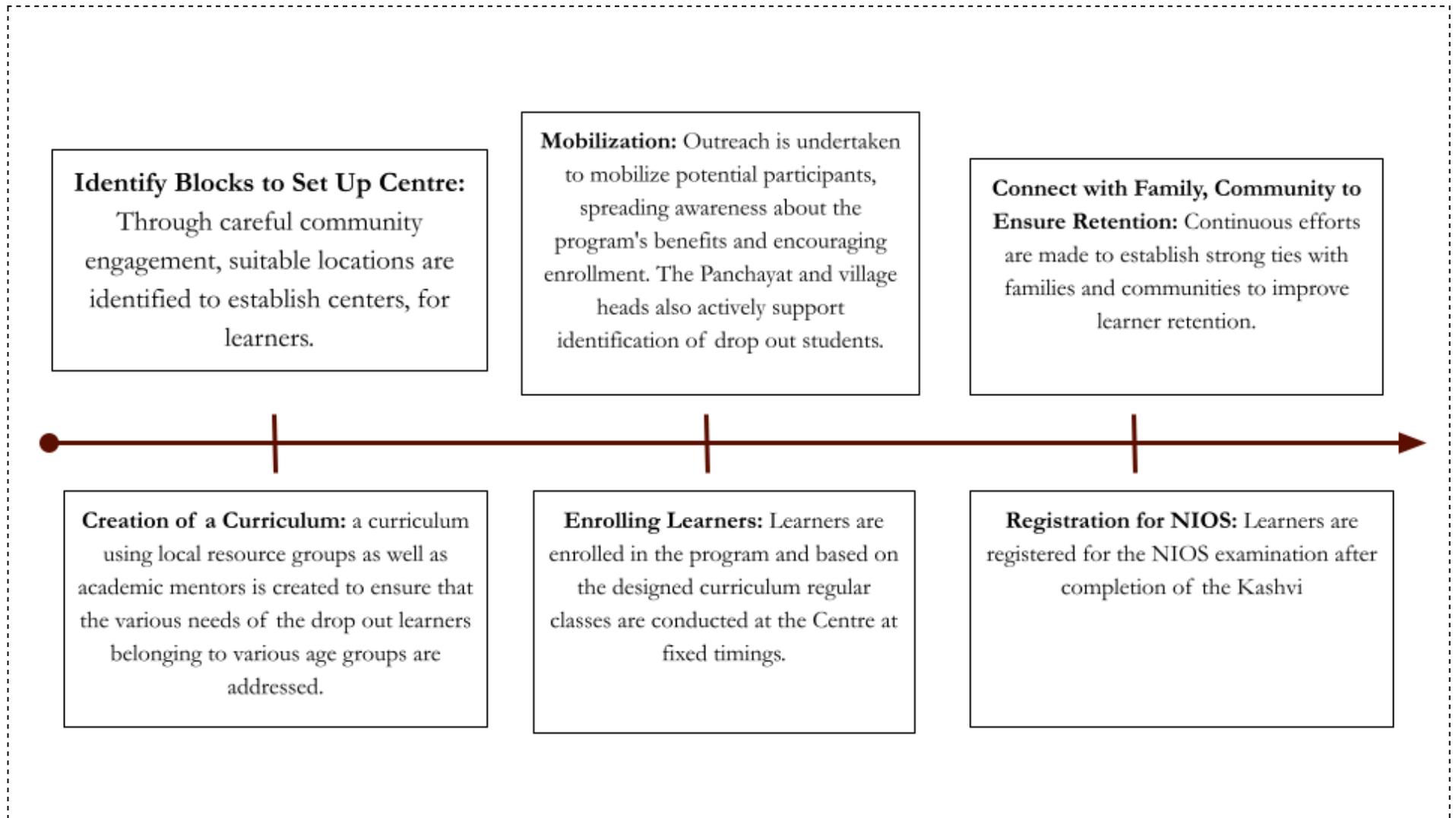
A. Kashvi Onsite Learning Program

The Kashvi Onsite Learning Program has established Learning Centers across Ranchi, Jharkhand. Each centre prioritises a comfortable, safe, and hygienic learning environment, fulfilling essential criteria such as access to electricity and water, proper ventilation, provision of two computers with internet access, new furniture, and bathroom facilities.

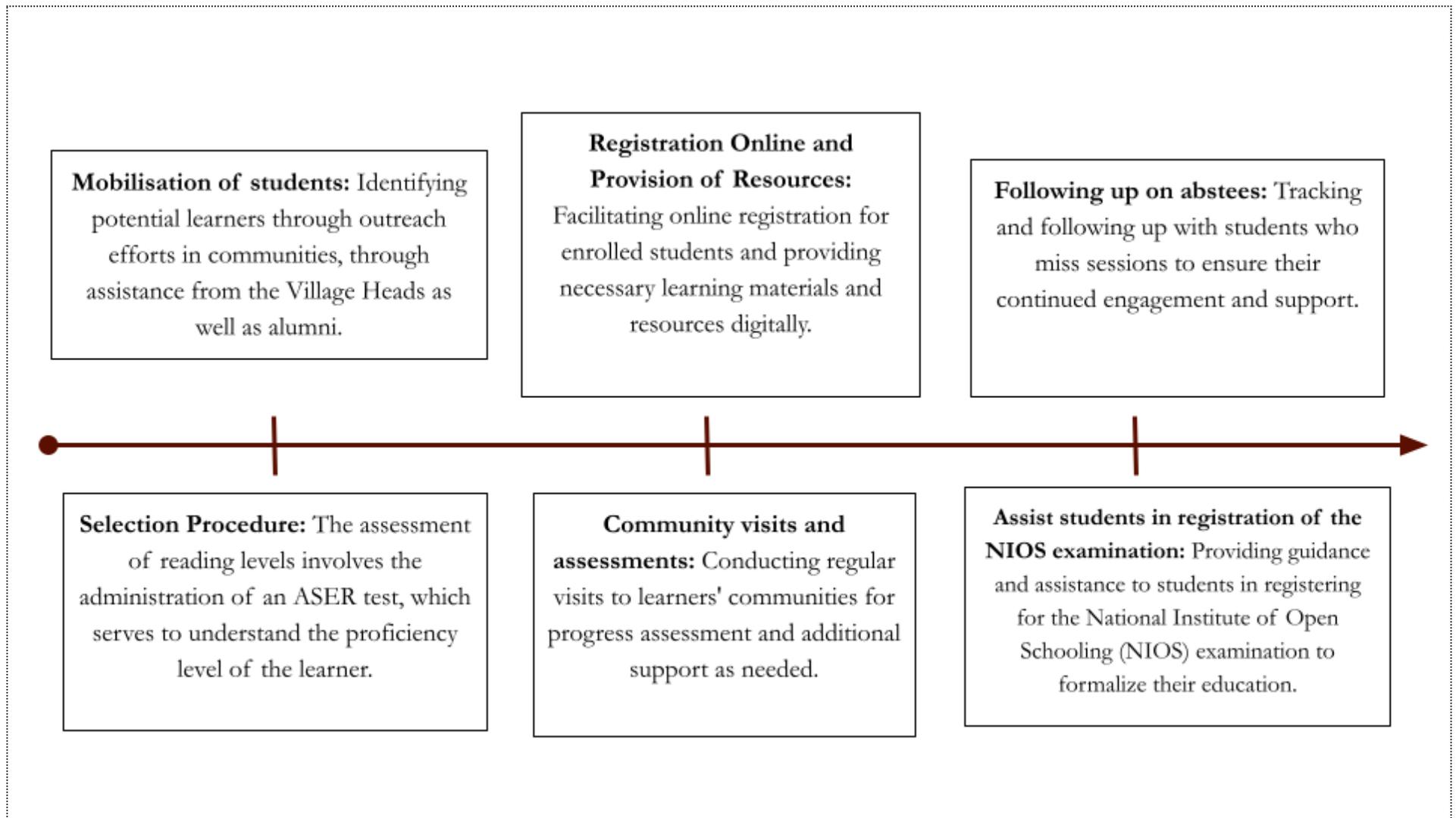
B. Kashvi Digital Learning Program

The Kashvi Digital Learning Program enables girls and women aged 14 and above to pursue their education and obtain a 10th standard degree from the comfort of their homes. With just a smartphone and internet connection, along with basic literacy in English or Hindi, participants can dedicate up to 2 hours daily to studying, comprising 1 hour of Zoom classes and 1 hour of self-study.

Onsite Program Activities At A Glance



Online Program Activities at a Glance



Methodology

Purpose and scope of evaluation

This report represents the results of the evaluation of KCT group Kashvi. The Assessor agency, Social Lens Consulting, was brought on board to assess the outcomes and impact of the program from a third-party perspective.

The study was conducted with the following objectives-

- To understand the relevance of the program for the beneficiaries', the community and its role in empowering women of the community and community development.
- To evaluate the effectiveness of each component of the program, followed by the post-program growth of the learners and understand the strengths of the program design and implementation.
- To offer insights and suggestions for enhancing the effectiveness of the program's interventions, including innovative approaches and potential partnerships to strengthen its impact.

Our Approach and Sampling

Sample selection

A random sample of study participants was selected for this assessment through the multi-stage cluster sampling approach. The sample size for the primary program participants was determined through a sample size calculator that is based out on

- Sampling Confidence Level of 90 percent: A percentage that reveals how confident one can be that the population would select an answer within a specific range
- Margin of Error of 10 percent: A percentage that indicates how much one can expect one's survey results to reflect the views of the overall population. The smaller the margin of error, the closer one is to having the exact answer at a given confidence level.

Distribution of the sample covered:

Batch	No of Learners
Batch 1 2021 - 2022 (Offline)	53
Batch 1 2021-2022 (Online)	6
Batch 2 2022-2023- offline	57
Batch 2 2022-2023- online	16
Total	132

The research was carried out through language compatible assessment tools deployed by trained field researchers. The field team was recruited and trained to conduct data collection with respect to expected outcomes, prepared for contingencies, and trained to follow best practices for data collection and ethical standards Along with hindi the field researcher was communicating in the native local language ie Kurukh and Nagpuri

Program Conceptualisation and Community Context

Jharkhand has a high proportion of the Scheduled Tribes population, which is about 28 percent against an all-India average of 8 percent and a high percentage of area under forest cover, which is about 29 percent against the Indian average of 23 percent.¹⁹ Tribal communities are vulnerable due to their geographical remoteness and poverty, exacerbated by a lack of access to developmental opportunities. Tribal women, comprising half the population, are pivotal in societal functions. They are integral partners to men in household and agricultural activities, holding a central role in family dynamics. Their contributions extend across social, economic, cultural, and religious spheres, influencing the family economy.²⁰

Tribal women, sharing equal responsibilities with men, significantly contribute to the economic development of their communities. Engaged in both agricultural and household activities, they take on roles such as harvesting, cooking, and managing domestic affairs. Often, women also independently participate in supplementary occupations, providing them with economic agency and a certain extent of autonomy in local markets. Despite their significant role in managing homes and resources and contributing to agricultural development, tribal women face multiple challenges²¹ including challenges of access to education, healthcare along with alcoholism within families can impact the well-being of women in their households.²²

In addition, issues like low literacy rates, poor health, and nutritional status persist, hindering their progress. Only 7.6 percent of rural households have toilets in their houses. The situation is even worse for Scheduled Tribes, with only 3.7 percent of households having toilets.²³ Only around 2 percent of the rural households have closed drainage facilities. Social research shows that women are not decision-makers, though they carry most of the burden related to water and sanitation. In 68.2 percent of households, only women fetch water, and in 31.8 percent of households, the responsibility is shared with men.²⁴ Research conducted among the tribal population in Eastern India revealed that Jharkhand exhibited the highest prevalence of underweight girls, as determined by Body Mass Index (BMI). Additionally, the study highlighted a significant prevalence of anaemia among women and adolescent girls in the state.²⁵ Another study conducted in Jharkhand observed elevated levels of undernutrition, particularly among tribal women and children.²⁶

¹⁹ Diwan, R. (2004). *Jharkhand ki Mahilaye*. Bihar Hindi Granth Academy, Patna.

²⁰ Kujur, A. (Year of Publication). Status of Education and Empowerment of Tribal Women - With Special Reference to Jharkhand. Unpublished master's thesis, St. Xavier's College Ranchi.

²¹ Diwan, R. (2004). *Jharkhand ki Mahilaye*. Bihar Hindi Granth Academy, Patna.

²² Binjha, P. (2020). Challenges and Prospects of Empowerment of Tribal Women with reference to Jharkhand. *International Journal for Research in Engineering Application & Management (IJREAM)*, 6(7), ISSN: 2454-9150.

²³ IPE Global. (2013). Jharkhand Rural Water Supply and Sanitation Project: Tribal Development Plan (March 2013).

²⁴ IPE Global. (2013). Jharkhand Rural Water Supply and Sanitation Project: Tribal Development Plan (March 2013).

²⁵ Sethi V., Bhattacharjee S., Sinha S., Daniel A., Lumba A., Sharma D., & Bhanot A. (2019). Delivering essential nutrition: Interventions for women in tribal pockets of eastern India. *Economic and Political Weekly*, 54(4), 43–51.

²⁶ Maiti S., Unisa S., & Agrawal P. K. (2005). Health care and health among tribal women in Jharkhand: A situational analysis. *Studies in Tribes and Tribals*, 3(1), 37–46.

In addition to healthcare, factors such as illiteracy, superstitions, social evils, and various cultural elements, coupled with limited access to information, significantly contribute to the challenges in achieving sustainable livelihoods and improved quality of life. The struggles are amplified by their restricted access to quality education, resulting in lower literacy rates due to inadequate educational infrastructure, a lack of culturally relevant curricula, and language barriers. These educational limitations impede skill development and hinder employment prospects for tribal women.²⁷ The dearth of skill development opportunities further complicates matters, constraining tribal women from acquiring modern skills essential for diverse job markets, consequently contributing to heightened unemployment rates and underemployment.²⁸ All of these challenges intersect with one another, hindering the overall development of tribal women and communities.

Conversations with the Kashvi team revealed that the locations of the Centers that are established were done through careful consideration, taking into account the challenges that led students to drop out. These challenges are not only limited to the financial abilities of the families but also social regarding family dynamics and geographical remoteness. In addition, feedback obtained from interviews with learners indicates that a large majority from both batches (75.47 percent in batch one and 85.96 percent in batch two) highlighted a common issue: while the Centers are accessible, the overall geography faces a lack of transportation options in the surrounding areas.

The field team visited multiple villages including but not limited to Chenne, Banapiri, and Durwa to speak with learners who had been associated with Kashvi Learning Centers. The villages lie in the remote interiors of Ranchi, lacking accessible public transport for commuting. Conversations with these learners further revealed that learners faced substantial challenges, particularly in accessing schools due to the considerable distance from their houses.

Empowering women involves equipping them with practical knowledge for better livelihoods, focusing on increasing literacy, fostering participation in economic activities, creating awareness of their rights, and enhancing overall living standards.²⁹ According to the United National Development Fund for Women (UNIFEM), the term women's empowerment means: Women's empowerment involves understanding and challenging gender relations while fostering self-worth, the belief in one's ability to effect change, and the right to control one's life. It also entails acquiring the capability to make choices, exercise bargaining power, and organise for social change toward a more just social and economic order globally.³⁰ Encouraging higher education enrollment through policy amendments, such as developing residential institutions in rural areas, is essential for their

²⁷ Binjha, P. (2020). Socio-economic status of tribal women of Jharkhand. *International Journal of Applied Research*, 6(11), 32-37. ISSN Print: 2394-7500, ISSN Online: 2394-5869.

²⁸ Raj, N. (2023). Sustainable and Inclusive Strategies for Tribal Development in Jharkhand. *International Journal of Social Science & Management Studies*, 9(7). <https://doi.org/insert 2023/08/01>

²⁹ Binjha, P. (2020). Challenges and Prospects of Empowerment of Tribal Women with reference to Jharkhand. *International Journal for Research in Engineering Application & Management (IJREAM)*, 6(7), ISSN: 2454-9150.

³⁰ <http://www.unifem.org>

advancement.³¹ In alignment with this, the Kashvi Learning Centers aim to empower women through accessible centers catered to the specific needs of the girls in the geographies. Below detailed are results from the conversations that have been conducted with the learners across the onsite and online batches.

³¹ Majumder, N. (2022). Nutritional Status of Married Tribal Women in Jharkhand, India. *Indian Journal of Gender Studies*, 29(1), 76-97. <https://doi.org/10.1177/09715215211056805>

Results: Outcome and Impact

- Onsite Batch One (2021-22) and Two (2022-23)

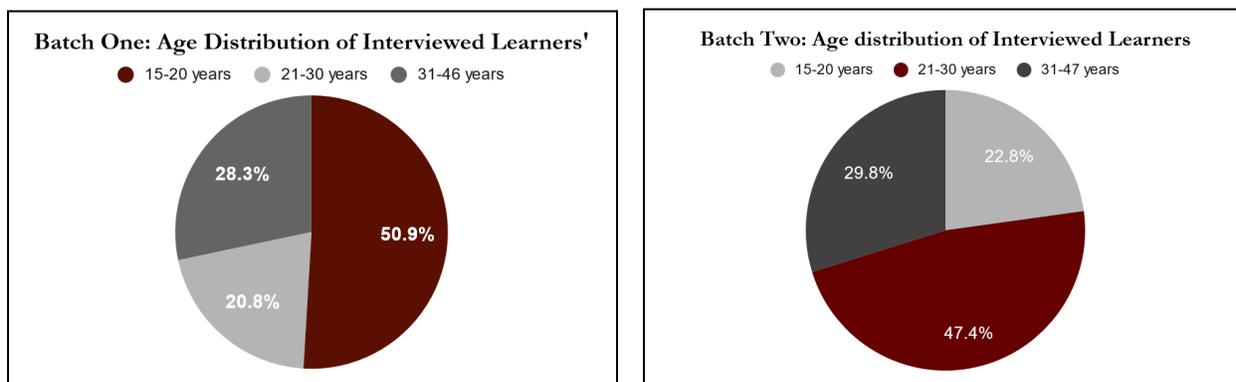
Psychosocial Impact	Onsite Batch One	Onsite Batch Two
Adherence to menstrual hygiene	86.79%	98.25%
Increased ability to voice thoughts	81.13%	66.67%
Change in mobility	84.91%	94.74%
More confident in day-to-day activities	47%	38.60%
Reading the newspapers	64.15%	84.21%
Socio Economic Impact	Onsite Batch One	Onsite Batch Two
	<ul style="list-style-type: none"> • In batch one, 32.08% used to be homemakers earlier and are now engaged in either business, higher education or employed. • In batch two, 19.29% used to be homemakers earlier and are now engaged in either business, higher education or employed. 	

Demographics of the Sample

To understand the impact of the Kashvi Center, in-depth interviews with 53 learners from batch one (2021-22) and 57 learners from batch two (2022-2023) onsite program were conducted.

In batch one, **86.79 percent of the learners that were interviewed have cleared the NIOS exams and 13.21 per cent are yet to clear the NIOS examination.** In batch two, **96.49 percent of the learners interviewed had cleared the NIOS exams and 3.51 percent were yet to clear the NIOS examination.** There are multiple reasons for dropouts; echoing the reasons for dropping out of formal schooling as well including family responsibilities and financial challenges. Across the batches, the learners were from Namkum, Ratu, Mandra, Kanke, Ranchi, Ormanjhi, Nagri, Shilli, Lupug, Burmu, Chakmai, Ratu, Dhurva and Jagannathpur regions of Jharkhand.

In batch one, the sample interviewed encompasses an array of age demographics among the learners with the average age of the interviewed learners being 26 years and for batch two, the average age of the sample is 27 years.³²



Of the learners interviewed from batch one, 58.49 per cent were unmarried and 41.51 per cent were married and in batch two, 70.18 percent were married and 29.82 present were unmarried. **Across both batches, a majority of the learners belonged to the Scheduled Tribes (ST) category.**³³

Relevance of the Program

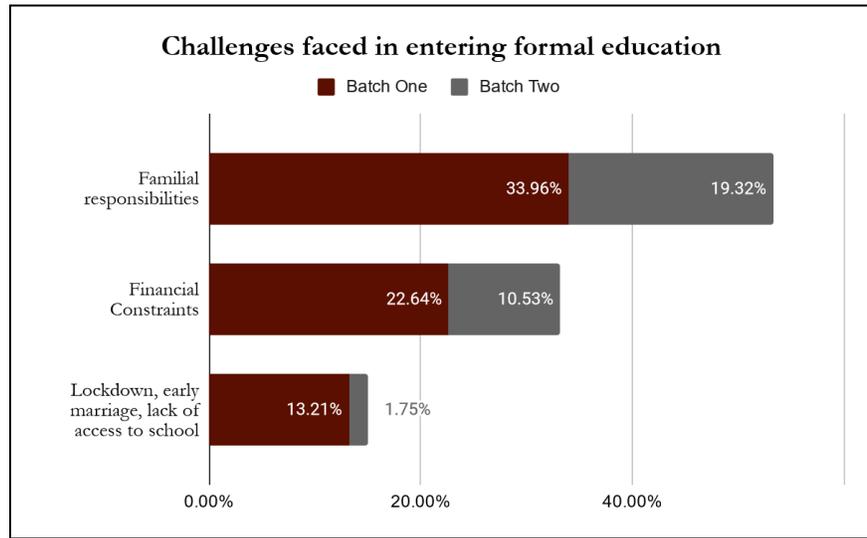
In batch one, 33.96 per cent of the learners had dropped off due to familial responsibilities and issues followed by financial constraints, which stand out as a significant obstacle, affecting 22.64 per cent of learners interviewed. In batch two, family responsibilities stand out as a significant obstacle, affecting **19.30 percent of learners interviewed,** followed by **10.53 percent who faced financial constraints. This highlights the significance of community connection and the**

³² The age distribution of learners in both the batches is detailed in the charts below.

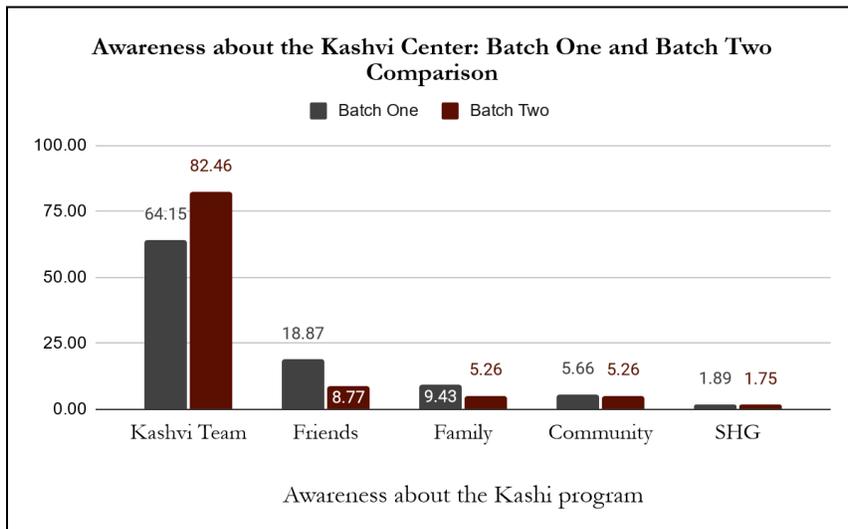
³³ In batch one: 79 percent of them belonged to the Scheduled Tribes (ST) category, followed by 11.32 per cent to Scheduled Caste (SC) and 7.55 per cent to the OBC category. In batch two: 57.89 per cent belonged to the ST category followed by 36.84 percent were from Other Backward class (OBC), 3.51 percent from Scheduled Caste (SC) and 1.75 percent from general category.

involvement of family to allow in the mobilisation process as well as for the retention of learners.

The insight from the high percentage of awareness levels achieved through the Kashvi team's efforts underscores the effectiveness of their mobilisation strategies. Accounting for 64.15 percent of learner awareness in batch one and an increased 82.46 per cent in batch two, it is noted that the Kashvi



field team is the primary driver of awareness regarding the Kashvi Centers. This suggests that

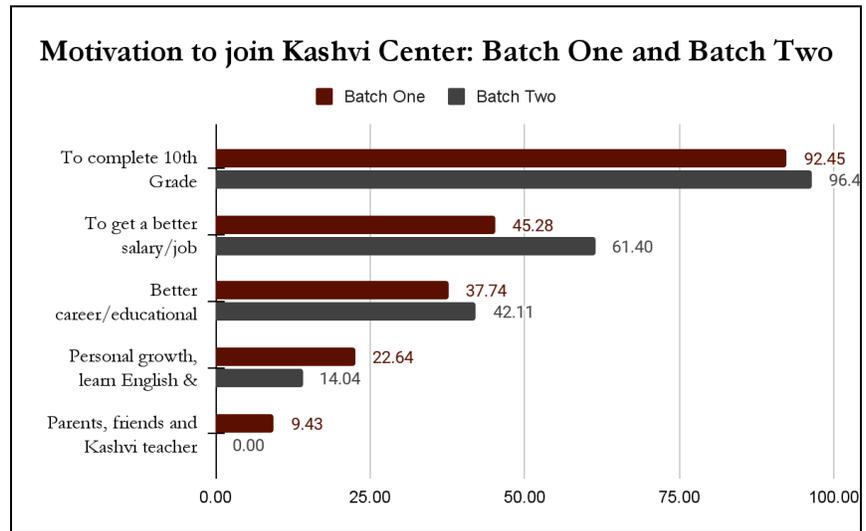


their outreach methods, which involve direct engagement with communities and individuals, are particularly successful in disseminating information about the Kashvi Center and its benefits.

A majority (75.47 per cent in batch one and 78.95 per cent in batch two) of the interviewed learners had completed their primary education and dropped out

between the 7th to 9th standard, followed by learners who had dropped out between the 4th to 6th standard (18.87 per cent in batch one and 21 per cent in batch two). To bridge the gap between learners' dropout time and the current syllabus, the Kashvi Center offers Foundation and Bridge Courses. About 70 per cent in batch one and 80 per cent in batch two found the courses helpful for preparing for NIOS subjects, 26 per cent (batch one) and 53.65 per cent (batch two) mentioned that it upskilled them for better job prospects, and 13 per cent (in batch one) and 7 per cent (in batch two) benefited from re-entering education after a long gap by clarifying their basics.

In batch one, 92.45 per cent of the learners noted that they joined the Kashvi Program to finish 10th grade, with 45.28 per cent seeking better jobs and pay.



Another 37.74 percent saw education as a way to improve careers and 22.64 percent joined for their personal growth. Additionally, 9.43 per cent of the learners enrolled in Kashvi Center, because they wanted to study and learn more and 5.66 per cent, attributed their enrollment to the persuasive efforts of

Kashvi teachers. 3.77 per cent cited familial or peer influence as a factor in their enrolment.

In batch two, 96.49 per cent of the learners aimed to finish 10th grade, with 61.40 per cent seeking better jobs and pay. Another 42.11 per cent aimed for higher education as a way for career advancement, 12.28 per cent for personal growth and 1.75 per cent aimed to improve their ability in English and Math.

Effectiveness of the Program

A significant component of effectiveness is the accessibility to the Center, which has been captured using the subsequent indicators. A notable proportion (84.9 percent in batch one and 93.98 percent in batch two) state that commuting to the Center is not a challenge and the Center is accessible. However, learners expressed a notable concern regarding the time-consuming nature of their commute, with 8.77 per cent highlighting this challenge and an additional 15.09 per cent of learners from batch two echoed the same, emphasising the need for more centres covering more geographical areas.

Across both the batches (94.34 per cent in batch one and 100 percent in batch two), the learners noted that the admission criteria are appropriate and the process of admission to the Center is accessible and convenient (98.11 per cent in batch one and 100 percent in batch two)

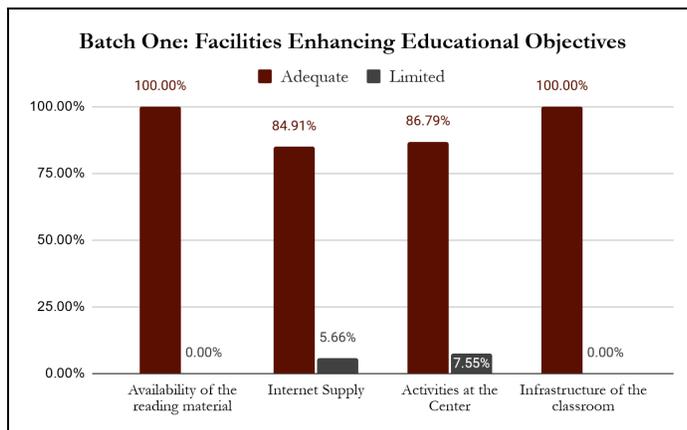
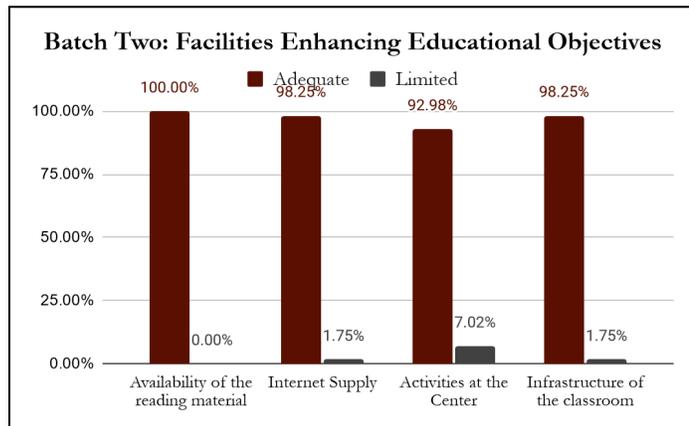
The majority of the learners (100 percent and 98.2 percent respectively) across both batches state that the infrastructure of the classroom is adequate. All the learners from batch one noted that the availability of the reading material is sufficient and no challenges with class timings. While, 96.49 percent of learners from batch two had no challenges with class timings but

3.51 percent shared it was a challenge to manage family responsibilities and attend class at the same time.

Facilities at the Center

Regarding the facilities provided at the Center, there were certain differences between batch one and batch two. In batch one, 90.5 percent of learners reported the availability of clean and functional washroom facilities, which increased to 100 percent in batch two. During discussions with the field team, it was observed that restroom and drinking water amenities were provided within the designated geographical vicinity of the Center. In instances where these facilities were not available on-site, arrangements were made in nearby households to ensure adequate access.

Similarly, in batch one, 84.91 percent of learners noted clean drinking water facilities, with 7.55 percent facing a lack thereof, whereas in batch two, 89.47 percent reported clean drinking water facilities,



with 10.53 percent facing challenges in access. Despite these slight variations, both batches indicated consistently high levels of electricity availability, with 96.23 percent and 98.25 percent reporting continuous access in batches one and two, respectively. These findings suggest an overall positive trend in the provision of essential amenities, while also highlighting areas for continued attention and improvement.

In batch one, 84.91 percent of learners were exposed to the internet, fostering digital skills, while 86.79 percent participated in extracurricular activities. However, in batch two, these figures increased significantly, with 98.25 percent of learners reporting internet exposure and 92.98 percent engaging in extracurricular activities. These findings suggest an improvement in both digital literacy and the overall learning environment in batch two compared to batch one. These skills which form a part of the 21st-century skills help the learners by giving them relevant digital skills they need for today's education and jobs.

Quality of Education

In terms of the quality of education, **a majority of 94.34 per cent (batch one) and 94.74 per cent (batch two) of the learners found the medium of instruction easy to understand, and the course content was relatable and understandable to 94.34 per cent (batch one) and 96.49 per cent (batch two) of learners** while 5.66 per cent (batch one) and 5.26 per cent (batch two) of the learners stated that they needed more explanation, highlighting the scope of improvement in the teaching methods.

Across learners of batch one, 98.11 per cent of the learners felt comfortable in asking their doubts and had a good rapport with their teacher. Additionally, 90.57 per cent of the learners are comfortable with the duration of the situation and 7.55 per cent stated that the sessions are too long. And all the learners of batch two **felt comfortable asking doubts and communicating with their teacher** and **98.25 per cent of the learners are comfortable with the duration of the session** and 1.75 per cent stated that the sessions are too less.

The language of the course material was easy to read and understand for 81.31 per cent of the learners interviewed from batch one and 77.19 per cent of the learners interviewed from batch two. **In batch one, 13.21 per cent and 21.05 per cent in batch two faced difficulty reading the course content, specifically that which was in English.**

However, 96.23 (batch one) percent of the learners felt that the teaching methods were effective and 100 percent (batch two) felt that they were effective. Across learners from both batches, the majority of them (62.26 per cent from batch one and 91.23 per cent from batch two) noted that they were tough at first but got easier over a period of time. All of them agreed that the frequency of the assessment supported their overall growth in learning.

Future Opportunities Beyond NIOS

An integral indicator in addition to passing the NIOS exam, is how the learners have progressed post-completion of the exam. **In batch one, 75.47 per cent of the learners stated that they were made aware of opportunities in Higher Education at the Kashvi Center, while 22.64 per cent stated that they were made aware of vocational training opportunities; 18.87 per cent were referred to jobs and 11.32 per cent got support in starting their own business such as stalls, joining nursing courses as well as skilling opportunities. Whereas in batch two, 94.74 per cent of the learners stated that they were made aware of opportunities in Higher Education at the Kashvi Center, while 8.77 per cent stated that they were made aware of vocational training opportunities; 10.53 per cent were referred to jobs and 3.51 per cent are still unsure.**

Academic Program Outcomes

When comparing outcomes from batch one and batch two at the Kashvi Learning Center, several trends emerge. In both batches, a high percentage of learners noted improvements in writing, reading, and speaking abilities.

Outcomes of the Academic Program		Onsite Batch One	Onsite Batch Two
	Increase in reading abilities	92.45%	100%
	Increase in writing abilities	90%	100%
	Increase in speaking abilities	88.86%	100%

In batch one, 64.15 percent reported reading newspapers,

showcasing applied literacy skills. Furthermore, there was a significant increase in self-confidence and positivity towards life, with 90.57 percent and 92.45 percent respectively. A significant majority, comprising 60.38 percent, expressed feeling more informed about their future options and 30.19 percent reported feeling more aspirational about their future. 20.75 percent felt confident in pursuing their aspirations. Specifically, 9.43 percent highlighted feeling confident to communicate with their spouse and others, expressing a desire to work and pursue higher education while 5.66 percent are actively pursuing their goals.

In batch two, fewer reported feeling more confident in daily activities (38.60 percent) and filling out forms (10.53 percent), but a remarkable 98.25 percent experienced increased self-confidence, and 94.74 percent expressed a heightened sense of positivity towards life. Moreover, batch two learners showed increased awareness of future options (87.72 percent) and aspirations (12.28 percent), with 10.53 percent feeling confident in pursuing their goals. These findings highlight the effectiveness of the program in both batches, with batch two demonstrating slightly enhanced outcomes in various aspects of personal and academic development.

Understanding the level of family support is crucial as it provides insight into the learners' environment, impacting their education continuation or program participation. In the first batch, 64.15 percent reported initial family support, with 26.42 percent noting a positive shift over time. However, 3.77 percent faced complete lack of support, with one learner enduring family opposition, even destroying study materials. Despite challenges, she persisted, showcasing resilience by selling food items to fund her education. Conversely, in the second batch, 75.44 percent reported initial family support, with 15.79 percent noting a positive shift. Yet, 8.77 percent faced a lack of support.

Case Study

A learner, motivated by her ambition to complete the 10th examination, enrolled herself in the Kashvi program. Despite lacking support from her family, her determination drove her to pursue the program relentlessly. As she progressed, her proficiency in writing, reading, and communication improved, boosting her confidence significantly.

Participation in awareness sessions on rights and responsibilities, social rights, and gender equality proved enlightening for her. These sessions empowered her to challenge discrimination and domestic violence experienced at home, inspiring her to take a stand for herself and other women in similar situations.

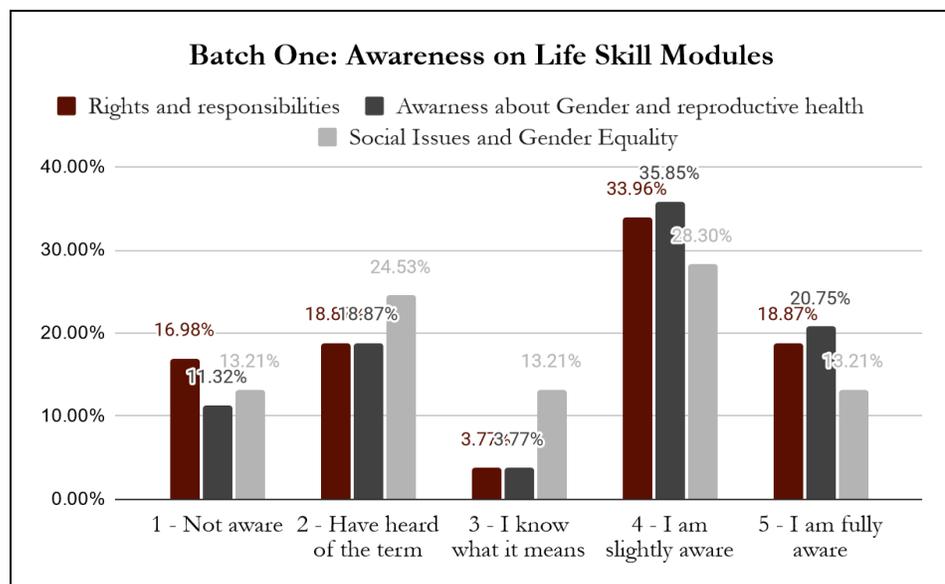
Upon successfully completing her 10th examination, she embarked on higher education while simultaneously establishing herself as a self-employed beauty professional, earning a monthly income of INR 15,000. This newfound economic independence enabled her to provide for her children's education. Her journey from adversity to empowerment has positioned her as a trusted advisor and counselor for women facing domestic violence within her community.

Life Skills Program Outcomes

In both batch one and batch two, learners demonstrated a consistent trend across life skills modules, with the highest awareness observed in general and reproductive health, followed by the least awareness in social issues and gender equality.

Qualitative

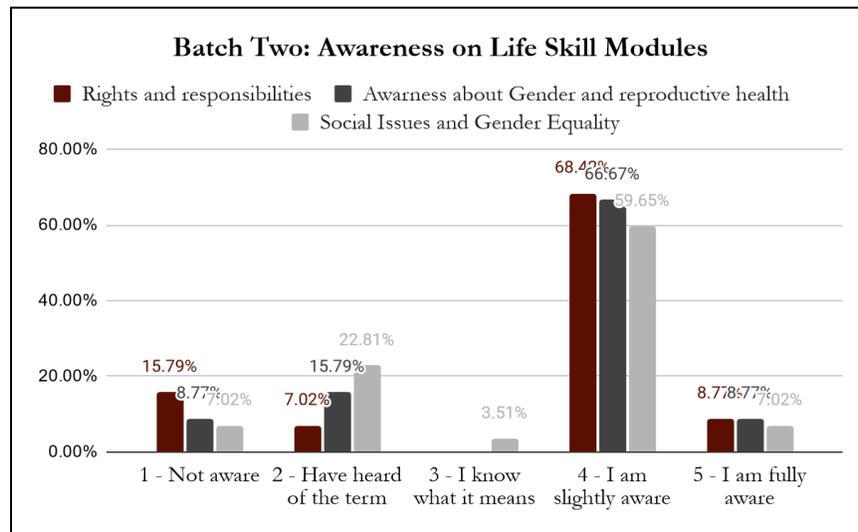
interactions unveiled that learners discussed strategies for maintaining peace at home and managing situations where a male family member returns home highly intoxicated. They highlighted the impact of a session on rights and responsibilities, citing an example where a peer facing domestic



violence gained awareness to advocate for her legal rights. Additionally, learners shared insights on saving money, self-care, and adopting healthy practices.

Psychosocial Impact on Learners

In batch one, 81.13 percent of learners reported experiencing an increased ability to voice their opinions and thoughts, with 11.32 percent stating they had previously voiced their thoughts as well.



Additionally, 88.68 percent noted personal growth since joining the Kashvi Learning Center. Conversely, in batch two, 66.67 percent of learners reported an increased ability to voice their opinions and thoughts, with 29.80 percent stating they had done so earlier too, and 3.51 percent noting no change.

Furthermore, 98.25 percent of batch two learners observed personal growth since joining the centre. These findings underscore the impact of the program on learners' self-expression and personal development, with variations observed between the two batches.

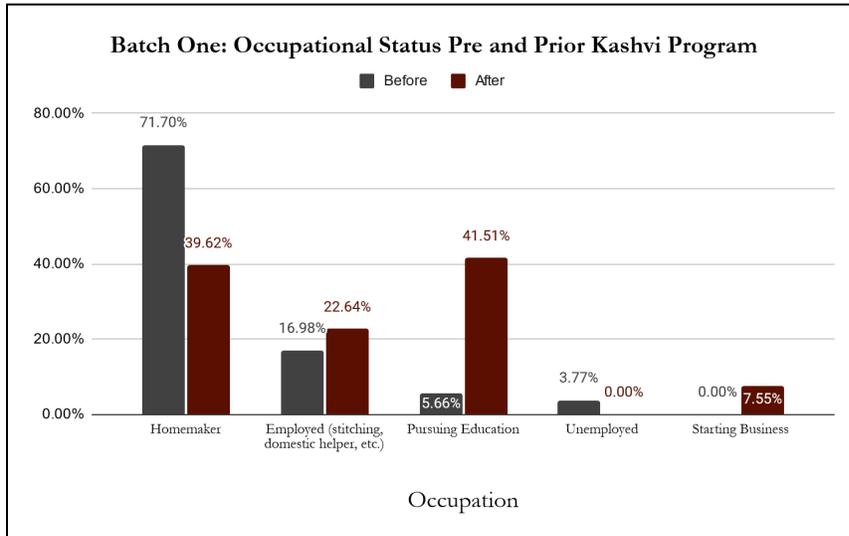
In batch one, the impact of the life skills modules is evidenced through various indicators such as changes in mobility, adherence to menstrual hygiene practices, and utilisation of technology for educational purposes. Since joining the Kashvi Center, 84.91 percent of learners reported increased mobility to markets and classes, while 7.55 percent noted no change and 3.77 percent reported a slight increase. Regarding menstrual hygiene, the majority (86.79 percent) reported adherence, with 5.66 percent acknowledging partial adherence and 1.89 percent unaware of such practices. Among interviewed learners, 81.13 percent owned a mobile phone, predominantly using it for educational purposes (71.70 percent), occasionally (9.43 percent), or not at all (13.21 percent). Additionally, there was a notable rise in earnings among previously employed learners, coinciding with a decrease in unemployment.

In batch two, similar indicators showcase the impact of life skills modules. 94.74 percent of learners reported increased mobility since joining the Kashvi Center, with only 5.26 percent stating no change. Regarding menstrual hygiene, a significant majority (98.25 percent) reported adherence, with only 1.75 percent admitting unawareness. Notably, one learner expressed newfound confidence in discussing menstrual hygiene with her daughter, a previously taboo topic in her community. Among

learners, 82.46 percent owned a mobile phone, with 80.70 percent using it predominantly for educational purposes. These findings illustrate consistent positive effects of the program, with batch two showing slightly higher levels of mobility and mobile phone usage for educational purposes compared to batch one.

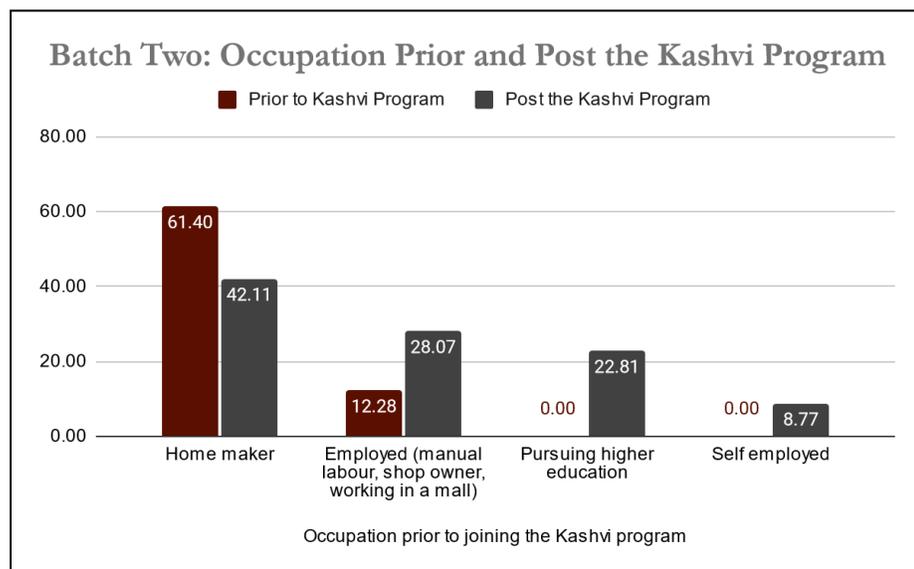
Socio-Economic Impact

Across both the batches, there has been a significant change in the occupational status of learners; in batch one,



prior to the Kashvi program most were homemakers (71.70 percent), but after, fewer were (39.62 percent). More learners got jobs like stitching or domestic work after the program (from 16.98 percent to 22.64 percent) while a notable percent started pursuing education after the program (from 5.66 percent to 41.51 percent);

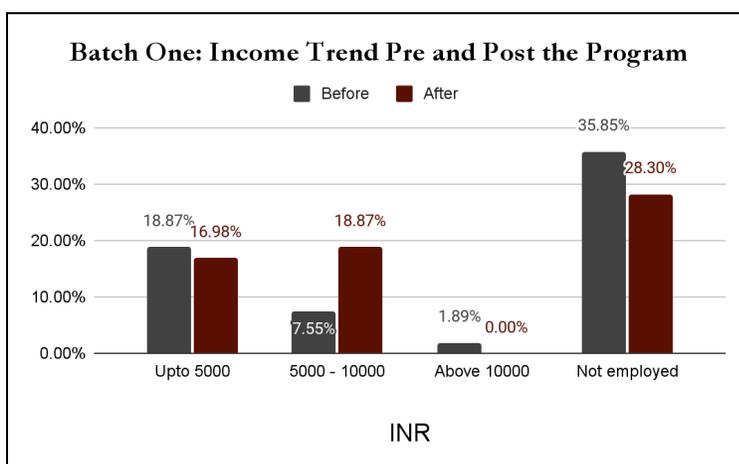
while some also started their own businesses after the program (from 0 percent to 7.55 percent).



In batch two on the other hand, prior to joining the Kashvi Program a majority of Batch Two learners were homemakers, making up 61.40 percent of the group. However, after completing the program, this number decreased to 42.11 percent, indicating a shift in occupation. Conversely, there was an increase in the number of learners employed in various roles

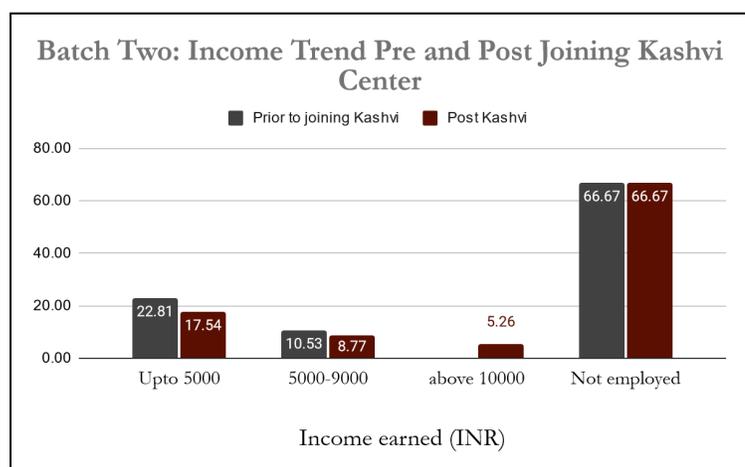
such as manual labour, shop ownership, or working in a mall, rising from 12.28 percent before the program to 28.07 percent after. Additionally, the program facilitated a significant increase in learners pursuing higher education, with the percentage jumping from 0.00 percent before the program to 22.81 percent after. Moreover, post-program, there was also an emergence of self-employment opportunities, with 8.77 percent of learners becoming self-employed.

While the economic impact is not the primary indicator, there are notable trends in the pre and post-income of the learners: the data shows a clear trend across both batches of the Kashvi program: an increase in individuals earning INR 5,000 and above post-program. Additionally, Batch One saw a reduction in unemployment alongside this income rise.



In batch one, a significant 83.02 percent of learners believed they wouldn't have received formal education without Kashvi Learning Centers, while a notable percentage feared unemployment in Kashvi's absence. Conversely, in batch two, an even higher percentage (91.23 percent) held the belief that they wouldn't have received formal education without the centres. Additionally, 64.91 percent felt they would have been homemakers or

house helps, lacking their current level of confidence without Kashvi. Furthermore, 15.79 percent expressed they would have struggled with reading or lacked confidence in regular activities. Moreover, 10.53 percent thought they would face unemployment, while a small minority (1.75 percent) believed they would have to continue working as manual labourers. These findings underscore the crucial role of Kashvi Learning Centers in empowering learners and providing opportunities for education and personal growth.



The intervention of Kashvi Learning Center starting from increase in confidence leading to increased income and various other positive outcomes such as enhanced mobility, personal growth underscores the pivotal role of education in driving socio-economic development. The desire of

learners to pass NIOS exams and secure employment as stated in their motivation to join the program has translated into tangible outcomes.

Case Study

The story of a learner, a vegetable vendor with no prior formal education, illustrates the impact of the Kashvi program. Introduced to the program by the Kashvi team, she perceived it as an opportunity to attain education and earn respect within society, which served as her primary motivation for enrollment. Through the program, she underwent a profound transformation, acquiring knowledge in various subjects and developing crucial communication and calculation skills. Before joining Kashvi, she lacked the ability to calculate profit margins, often facing losses in her business. However, with the support and guidance received at the Kashvi center, she gained proficiency in basic calculations and communication, significantly boosting her confidence. As a result, her business practices underwent a remarkable change, as she put to practice her skills in bargaining and profit calculation. She now navigates the wholesale market with increased confidence. Consequently, her business has experienced a remarkable surge, with a significant increase in her profits underscoring the tangible impact of the Kashvi program on her socio-economic well-being and overall empowerment.

- Online Batch One (2021-22) and Two (2022-23)

Psychosocial Impact	Online Batch One	Online Batch Two
Adherence to menstrual hygiene	100%	75%
Using technology for educational purposes	100%	66.67%
Increase in confidence levels since joining the Kashvi Program	100%	100%
Increased Awareness of future options due to information provided by the Kashvi resources	100%	75%
Socio Economic Impact	Online Batch One	Online Batch Two
	<ul style="list-style-type: none"> • In the first batch, many learners contributed to their families, such as 16.67% reported access to clean water, 50.00% improving food availability, 66.67% facilitating education access, and another 66.67% purchasing household assets. • In the second batch, reported benefits to families included increased electricity access (6.25%), clean water (31.25%), nutritious food (18.75%), and education access (18.75%), with 12.5% purchasing assets and covering family expenses. 	

Demographic Details of the Learners

In batch one, interviews were conducted with 6 learners who took their NIOS exam in 2022. Half of them passed their NIOS examination, and half didn't, with 50 percent in the age bracket of 31 to 40 and one learner aged 21 to 30. Half the learners belonged to the ST and General categories, with one learner each from OBC and SC categories. The majority were married, comprising 83.33 percent of the group. Before joining the Kashvi Centre, all of the 6 learners had dropped out between 7th to 9th standard and they were primarily engaged in housework. Four continued as homemakers after the program, while two have now begun pursuing higher education.

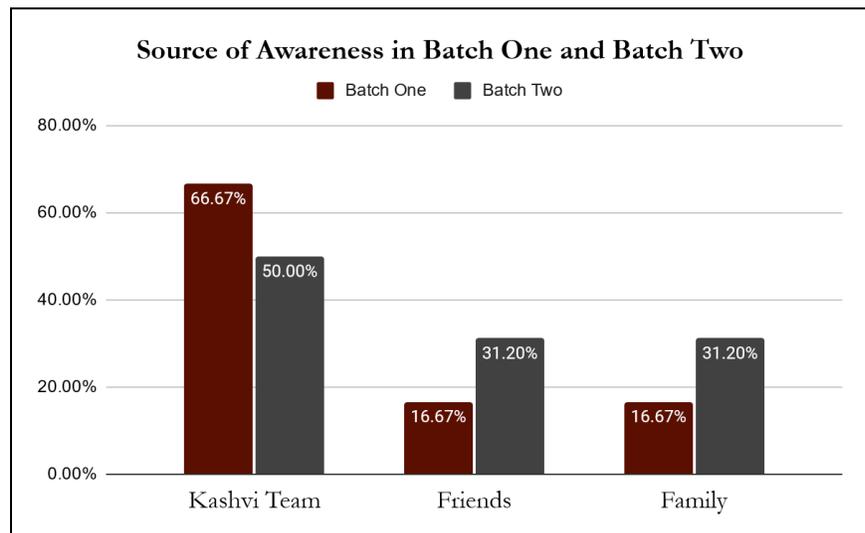
In contrast, batch two involved 16 learners who took their NIOS exam in 2023. A higher percentage, 56.25 percent, fell in the age bracket of 31 to 46, while 37.5 percent were aged 21 to 30. The gender distribution was predominantly female, with 87.5 percent females and 12.5 percent males. 75 percent of the learners were married, and 18.75 percent were unmarried. 37.50 percent of the learners belonged to the ST category, 25.00 percent from SC category, 25.00 percent from OBC category, and 12.50 percent from General category. The learners resided in diverse locations such as Hindipi block, Namkum, Kanke, Chaibasa, Mumbai, Ghagra, Shewli, and Burmu. Prior to joining the Kashvi Centre, 12.5 percent reported dropping out between the 4th to 6th standard, while a substantial 75 percent had dropped out between the 7th to 9th standard.

Effectiveness and Outcomes of the Program

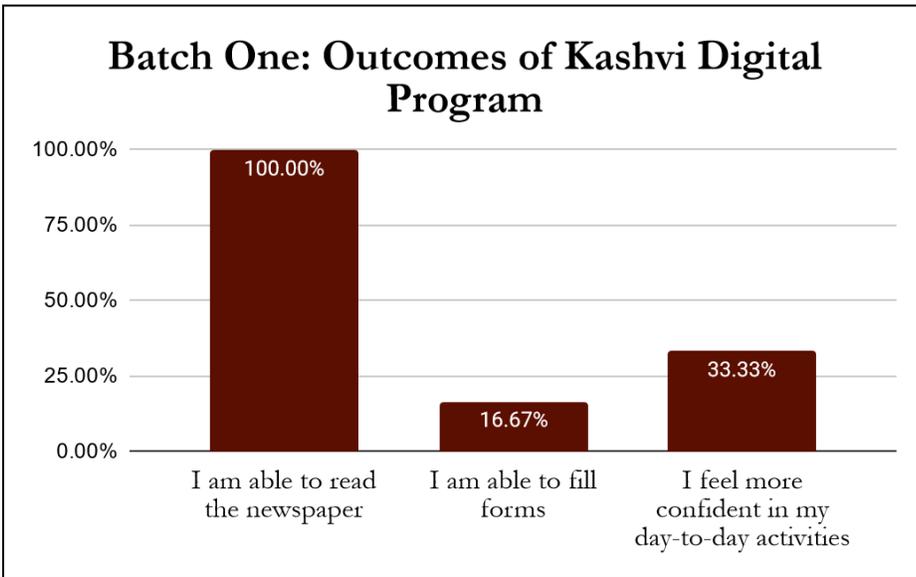
In batch one, regarding awareness, 4 learners cited the Kashvi Team as their source, 1 mentioned friends, and 1 was referred by their family. The primary motivation for participation was to complete their 10th standard.

In batch two, 50 percent of the learners stated they were made aware of the Kashvi Program through the Kashvi team, and 31.25 percent through friends, with an equal percentage through family.

All interviewed learners in batch two were motivated to join the Kashvi Program primarily to complete their 10th standard, while 37.5 percent also aimed for better employment opportunities.

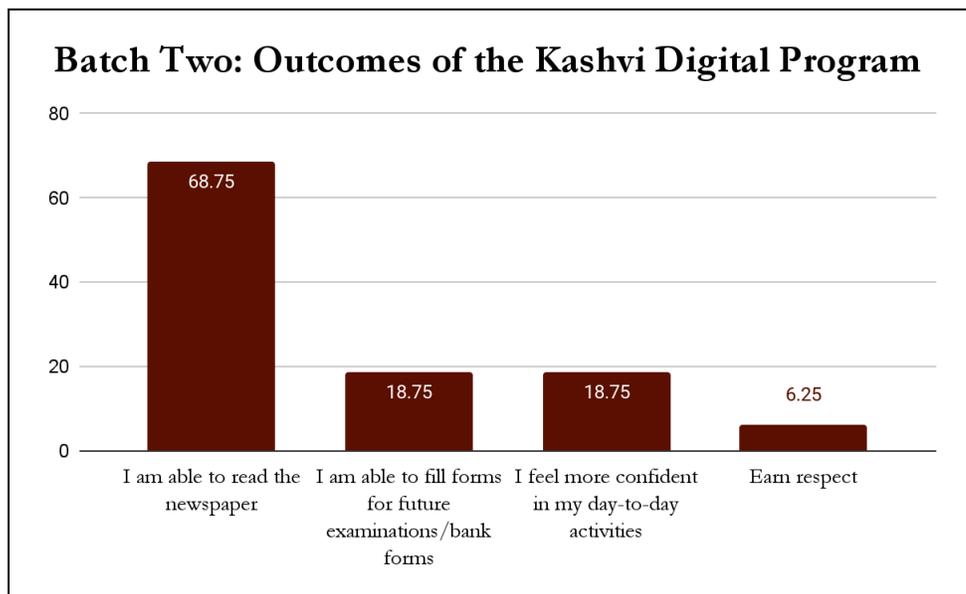


In batch one, among the learners interviewed, an impressive **100 percent expressed satisfaction with the entire process of engagement with the Kashvi Learning Center.** These encompassed a wide range of aspects crucial to their learning experience, including **admission criteria, the admission process, comfort in the medium of instruction, content quality, language of instruction, teaching methods, and assessments.** All the learners were comfortable with the session duration as well as the class timings.



Additionally, aspects crucial to an education experience, such as access to reading material, teacher quality and support were sufficiently available and accessible to all of the learners interviewed. Through the Kashvi Program, learners were told about their options after completion of NIOS exams, and all 100 percent of them

agreed to having improved awareness of their future options. As an outcome of the online program, the learners noted an **increased ability in their writing, reading, and speaking skills** as well as **increased confidence levels,** and a **positive change in their perspective towards life.**



All of the learners noted that since joining the Kashvi Program, they can read the newspapers, 16.67 percent noted that they feel confident about their ability to fill out forms and 33.33 percent stated that they feel more confident in their day-to-day activities.

In batch two, the majority of learners (81.25 percent) found the medium of instruction easy to understand. However, 12.5 percent, reported finding it difficult to comprehend and 6.25 percent of learners, indicated facing occasional difficulties indicating a scope of improvement in making the online medium more interactive and engaging. In addition, 100 percent of learners expressed complete satisfaction with various aspects of their learning experience, including the course content, teaching methods, session duration, class timing, availability of reading materials, and the quality of teachers and support provided. Resulting in outcomes of the academic program including improvements in writing, reading, and communication abilities of the learners, along with a positive impact on their confidence levels indicating the effectiveness of the program on those who enrolled.

Additionally, 68.75 percent of learners reported being able to read newspapers, indicating an enhanced literacy level. Furthermore, 18.75 percent mentioned that they feel confident in filling out forms for future examinations or banking procedures, highlighting the practical applications of their learnings and another 18.75 percent expressed feeling more confident in their day-to-day activities. 6.25 percent stated that due to the completion of their education, they earned the respect of those around them.

Life Skill Program Outcomes

Across both the batches, to understand the outcomes of the Life Skills module, data on various indicators such as the practice of menstrual hygiene, personal growth as well as the ability to voice opinions and technology usage was collected.

In batch one, learners stated that they were slightly aware regarding rights and responsibilities, general and reproductive health, and social and gender equality. Each learner affirmed experiencing personal growth since joining the program, with all demonstrating a commendable understanding and adherence to menstrual hygiene practices. Notably, 33.33 percent acknowledged a significant improvement in their ability to articulate and express their thoughts and opinions, highlighting the program's positive impact on their communication skills and self-expression. All of the learners also noted that they own and actively utilise mobile phones for educational purposes, signifying their commitment to learning.

However, in batch two, data reveals that the most awareness among the learners is on gender and reproductive health, while the least awareness is seen in rights and responsibilities.³⁴ Half of the learners, 50 percent, reported an increased capacity to voice themselves around others. In addition, a significant majority, comprising 87.5 percent of learners, reported going out more frequently, whether it be to markets, to meet friends, or attend classes. Conversely, a smaller portion of 12.5 percent indicated no change in their mobility from before joining the program. The learners noted that they have observed a positive change in their ability to voice their opinions and be involved in decision making in the family affairs.

When it comes to menstrual hygiene practices, the majority of learners (75 percent) stated that they follow these practices, while 6.25 percent, reported following them to some extent. However, 12.5 percent admitted to being unaware of such practices, indicating a scope of improvement in awareness in this aspect. In addition, a vast majority of learners from batch two, comprising 87.5 percent, confirmed using a mobile phone, while a smaller proportion of 6.25 percent reported not owning one. Among those who owned a mobile phone, the majority (81.25 percent) indicated using it significantly for educational purposes, highlighting its importance as a tool for learning. Additionally, 12.5 percent reported utilising their mobile phones only to a certain extent for educational activities.

Future Opportunities Beyond NIOS

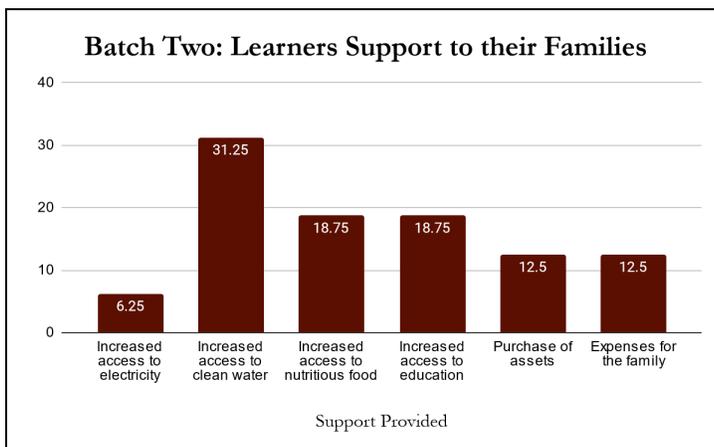
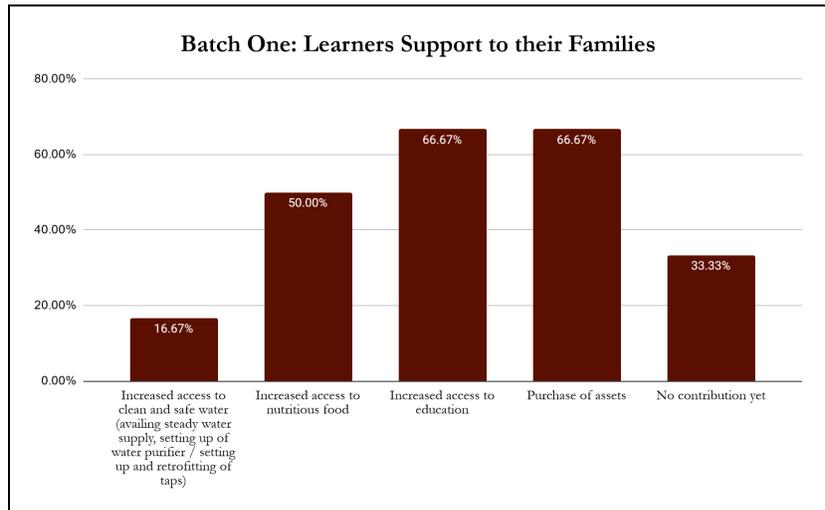
In batch two, instructors facilitate connections and provide guidance on future options, including higher education, business opportunities, or skill development. This has been indicated by 75 percent of learners who reported feeling more informed about their future options, indicating an enhanced sense of clarity. Additionally, 12.5 percent expressed feeling more aspirational, suggesting an increased motivation to strive for higher goals. 6.25 percent noted feeling confident to pursue their aspirations. For 93.75 percent of the learners, their association with the program has influenced their outlook towards life, as they reported experiencing increased positive feelings towards themselves and life in general.

Family support and Socioeconomic Impact

In batch one, family support and contribution are pivotal for learner well-being. Among them, 16.67 percent were able to teach their younger siblings, and all learners encouraged friends and family to pursue education.

³⁴ In batch two, regarding **rights and responsibilities**, the data reveals that a majority of participants (75 percent) expressed being slightly aware of their rights and responsibilities, while a smaller percentage of 12.5 percent indicate knowing what the term signifies. 68.75 percent of learners have a moderate awareness of **general and sexual reproductive health** and 18.75 percent claim full awareness and 6.25 percent acknowledge a basic understanding. Similarly, for **social issues and gender equality**, the majority (62.5 percent) mention being slightly aware, while 18.75 percent claim full awareness, and 6.25 percent report either having heard of the term or knowing its meaning.

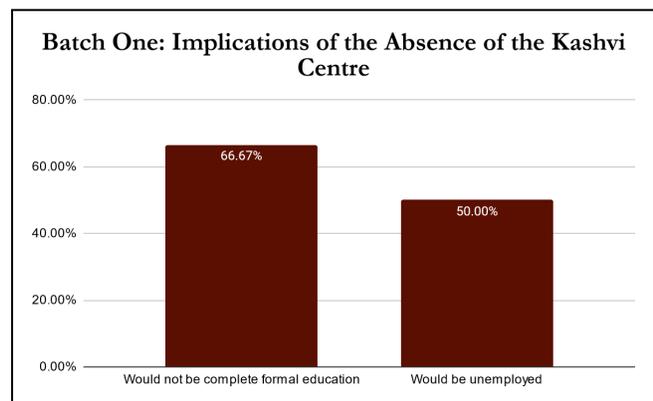
Initially, 83.3 percent received family support, while 16.6 percent lacked it. Many reported benefits to their families, including 16.67 percent enhancing access to clean water, 50.00 percent improving food availability, 66.67 percent facilitating education access, and another 66.67 percent purchasing household assets. However, 33.33 percent had not yet contributed financially.



In batch two, 75 percent motivated others to enrol in education, and 25 percent taught younger siblings. Some aimed for better income or economic assistance (12.5 percent). Ways they supported families included increased electricity access (6.25 percent), clean water (31.25 percent), nutritious food (18.75 percent), and education access (18.75 percent). Additionally, 12.5 percent purchased assets, and the same percentage covered family expenses, but 31.25 percent hadn't

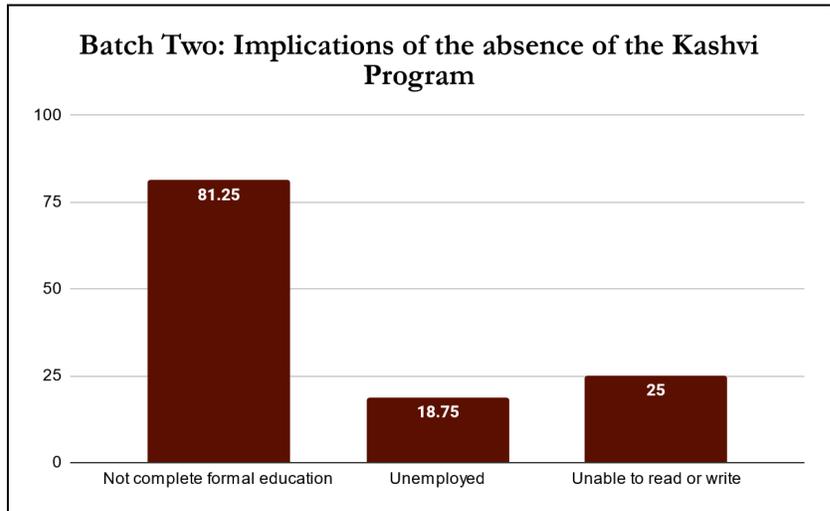
contributed financially yet. While 56.25 percent received consistent family support, 12.5 percent gradually gained it, and 25 percent faced family unsupportiveness, posing challenges to their education pursuits.

In batch one, without Kashvi, outcomes for learners would have varied significantly. The majority, 81.25 percent, would have lacked access to education, while 18.75 percent would likely have been unemployed.



Surprisingly, 62.5 percent believed their circumstances wouldn't have notably changed. Additionally, 25 percent would have struggled with basic literacy skills. Despite these challenges, 93.75 percent expressed willingness to recommend Kashvi to others, indicating a positive perception of its impact.

In batch two, all learners interviewed would recommend the Kashvi Digital Learning Program. 66.67 percent stated they couldn't complete formal education without Kashvi, and 50 percent anticipated unemployment without the program's support.



Family Member Perspectives

The Social Lens team conducted interviews with 2 family members. They expressed that the learners had an aspiration to complete their education and grow in their professional life but due to family and financial circumstances, they are forced to discontinue their education.

The Kashvi centre within the community brought hope for such learners with its opportunity to continue and complete their education. Parents have expressed their support for the learners throughout the program. Following the completion of the Kashvi program, the learners have exhibited increased confidence, mobility, and autonomy in decision-making. Their achievements have brought pride to their families, who now see them pursuing higher education.

Learning Instructors' and Mentors' Perspectives

The Social Lens team conducted interviews with 7 learning instructors and 1 mentor. The primary objective was to understand the context of the learners, the challenges as well as the success metrics of the program. Below presented is collated from the interviews that were conducted.

In the community where the Centres are based, the learners, particularly girls, grapple with familial conflicts and extreme poverty resulting in challenges in attaining basic necessities. The learners have no education support. Kashvi aims to address these challenges by offering a learning opportunity at a closer proximity and with flexible timings. The Centres are not only for those aspiring for higher education but also for women seeking skill-based employment and individuals striving to only complete their NIOS examination.

Initially, the mobilisation team was met with scepticism regarding the program's legitimacy, the team worked to gain trust within the community, eventually garnering acceptance and establishing learning centres. A noteworthy sign of the program's efficacy is the organic influx of learners, demonstrating a shift from initial scepticism to active enrollment inquiries. However, the foremost challenge remains in retaining students throughout the 16-month program duration.

Beyond academic instruction, teachers undertake the responsibility of nurturing students' psychological well-being, cognizant of the toll that their adversities may exact on mental health. Encouraging persistence in education despite the challenges is paramount to Kashvi's mission.

Social Lens Commentary

Conclusion

Kashvi Learning Centres address the challenges faced by drop out learners, specifically women in Ranchi, where access to education as well as socio-cultural challenges are a barrier in completion of women. The program, both online as well as onsite addresses a significant gap in the formal education system; reentering of dropout learners especially those from marginalised communities in remote areas into the education system.

The primary aim of the impact assessment was to comprehensively understand the efficacy and impact of these programs by utilising both qualitative and quantitative indicators. The study aimed to understand the changes in the lives of the learners since their association with Kashvi Program - including both the impact of the academic as well as life skills modules. To understand the change with respect to literacy skills, the outcomes of basic literacy skills as well as a change in mobility, menstrual hygiene practices, personal growth, aspiration levels and awareness of various subjects such as rights and responsibilities, etc.

Outlined below are the strengths of the Kashvi Program, based on the data collected as well as conversations with all the stakeholders. They are reflective of the effectiveness of the program as well as the impact that it has had on the learners.

- A. Community Connect:** The field team fosters strong community connections by actively engaging with the families of the learners, as well as regular visits to the community and ensuring an alignment between by involving local teachers ensuring that the academic program is well understood by the learners. This strategy is an integral part in learner retention as well as for the mobilisation process; it also assists in deciding the locations for the Centres that are yet to be set up.

- B. Opening up of future Pathways across age groups:** One of the strengths of the Kashvi Learning Program is its ability to cater to learners of all age groups, providing opportunities for individuals to pursue education regardless of their stage in life. By offering flexible learning pathways and accommodating diverse learning needs, Kashvi empowers learners to embark on educational journeys at any age, fostering a culture of lifelong learning and personal development within the community.

- C. Accessibility of the Centres:** The Kashvi model prioritises accessibility by establishing learning centres in easily accessible locations within the community, ensuring that education is within reach for all. The program strategically relocates centres to different blocks upon completion of each batch, foregrounding the needs of the learners from various locations and enhances accessibility for marginalised groups and those residing in remote areas.

- D. A Space for Community:** The centres serve as more than just educational institutions; they act as spaces where women come together to learn and support one another. Through the activities, women create friendships which further enhances retention as well as a creation of support systems for women in the community. Furthermore, learners who use a phone and WhatsApp are added into groups to maintain contact post-program completion. This initiative ensures ongoing engagement and support among participants, fostering a sense of community and enabling continued learning and collaboration beyond the formal program.
- E. Women empowerment:** Kashvi plays a pivotal role in empowering women within the community by providing them with opportunities for education and skill development. Through tailored programs that address the specific needs and challenges faced by women, Kashvi enables them to acquire knowledge, build confidence, and enhance their socio-economic status. By promoting gender equality and empowering women to pursue education and economic independence, Kashvi contributes to breaking down traditional barriers and fostering a more inclusive and equitable society. Through education, women gain the skills and knowledge necessary to make informed decisions, advocate for their rights, and actively participate in community development initiatives, thereby contributing to their own empowerment and the overall advancement of society.

Annexures

Recommendations

Challenge / Observation	Recommendation	Weight
Limited awareness on life skill modules	<p>Addressing the gap between the life skill modules, 21st century skills and the awareness and understanding of them among the learners.</p> <ul style="list-style-type: none"> • The program could integrate NIOS training alongside tailored basic life skills modules aligned with learners' aspirations at the outset. It could include a higher-level life skills module post the completion of the NIOS exam. • This could involve incorporating elements like career counselling, access to counselling and support for the needs of women across age groups. 	Medium
Absence of a MIS in data collected from the learners	<p>To address the absence of a Management Information System (MIS) in data collection from the learners:</p> <ul style="list-style-type: none"> • MIS will support in organised data collection, analysis, and reporting processes, thereby enhancing the overall monitoring and evaluation of the program. • It is recommended that the Kashvi team undergo capacity building training focused on implementing an MIS. 	High
Longitudinal tracking	<p>To enhance the effectiveness of the Kashvi program and gain insights into its long-term impact on learners, it is recommended to implement longitudinal tracking of participants</p> <ul style="list-style-type: none"> • Involves systematically following up with learners over an extended period, typically 6 months to a year. • This will support mobilisation efforts as well as enable a stronger alumni network. 	Medium

Methodology

Stakeholder Mapping

Direct beneficiaries	Immediate indirect stakeholders	Stakeholders for implementation
Onsite Program Alumni	Learning instructors, mentors, community members	Field team
Online Program Alumni		

Our View of Impact

The impact assessment of the Kashvi program was undertaken with a primary focus on ensuring students' continued education and meaningful learning outcomes, providing them with the adequate reading and learning resources and post-education mentoring, guidance.

	Assessment Parameter	Area of Impact
Relevance	To understand the alignment of the program with the community's needs, as well as its significance in empowering various women from the selected geographical blocks to address the challenges they face.	Profile of the beneficiaries (generation of learner, marriage status, etc.)
		Socio-economic background of the community
		Challenges faced by the learners and the community
		Access to educational and employment opportunities
Effectiveness	To understand the role of project structure, nature of delivery, the quality of the training modules and instructors etc. in the achievement of the program goals, outputs and outcomes and whether this has led to skilling, increase in awareness among learners.	Academic Program: Experience of the learners on the admission criteria, comfort in the medium of instruction, course material content and language, teaching and assessment methods, session duration, commute distance, transportation, class timings, availability of reading materials, classroom infrastructure, teacher quality and support, sanitary facilities, drinking water, food availability, access to textbooks, centre activities, and awareness of future options.
		Life Skills Program: Awareness of general health and sexual and reproductive health, rights and responsibilities and gender responsibility.
Impact	Evaluating the direct and indirect, short-term and long-term impact on the beneficiaries as a result of the program on all of the stakeholders involved.	Academic Program: Writing, reading, and speaking abilities in English/Hindi, confidence levels, change in perspective towards life, feelings about the future and support towards family.
		Life Skills Program: Ability to express thoughts, change

		in personal growth, changes in mobility, menstruation hygiene, utilisation of mobile phone for educational purposes, and shifts in family attitudes towards education.
Behaviour Change	Evaluating the extent to which the program has influenced a shift in behaviour among learners, families, and the community regarding their perception of women, as well as its impact on enhancing the role of women within the community.	Prioritisation of healthcare, education, finances and personal growth.
		Change in agency over choices/everyday activities
		Change in decision-making in the household
		Change of attitude in the community on women's education
Sustainability	Evaluating how the introduced sustainability measures in the programs enhance the likelihood of community adoption, ensuring long-term benefits for the learners.	Community transference
		Collaboration with the government
		Collaboration other non-profits/organisations
		Collaboration with state level institutions

Primary and Secondary approach

The study adopted a mixed approach involving the collection and analysis of qualitative and quantitative data. The analysis has been drawn from primary and secondary research. A careful examination of the program literature was undertaken to understand the program's objectives and methodologies used. This was used in the design of the assessment tools and indicators and to develop a basis for evaluating any gaps and challenges faced. A review of reports published by the government and independent studies was conducted to establish the project's relevance with respect to the needs of the underserved women across project locations in Jharkhand.

A multi-stakeholder approach was adopted to gain a comprehensive understanding of the program's impact. Through participatory research qualitative and quantitative data from learners, instructors, mentors and program team was collected and analysed. Contextualised tools were designed for each stakeholder in alignment with their engagement with the program. The primary research involved. The primary research involved:

- Online and on-field surveys and interviews with a sample of beneficiaries (learners, instructors, mentors, program team) directly involved in the intervention
- On-field surveys interviews with the program field level staff and management team and other stakeholders

Data Analysis

The data was cleaned and checked for outliers, abnormal data entries, or missing data using MS excel. Qualitative and quantitative data was separated. A descriptive analysis was conducted across primary and secondary information and correlations between identified variables was carried out as appropriate. An inductive approach was used to analyse qualitative data by looking for relationships between the variables across individuals characteristics.

Snapshot of Assessment Tools

A. Quantitative Tools

Reading abilities (In English/Hindi) | Single Choice Question:

1. Increased ability
2. No change in ability
3. Decreased ability

Speaking abilities (In English/Hindi) | Single Choice Question

1. Increased ability
2. No change in ability
3. Decreased ability

Confidence levels | Single Choice Question:

1. Increased confidence in self
2. No change in confidence
3. Decreased confidence in self

B. Qualitative Tools

1. What was your motivation to join the Kashvi Center? Has that changed over the course of your educational journey?
2. What did you think about the academic and life skills courses? Were you able to relate to the courses? Did you find them useful/insightful? In what way? Did you like attending classes? How was your experience with the classrooms and facilities?
3. How has your internal perspective evolved since participating in the Kashvi program? In what ways has it influenced your self-perception and altered others' perceptions of you?

About Social Lens

Social Lens was founded in 2016 out of Mumbai as a for-purpose organisation that brings professionals working in close collaboration with philanthropy and grant making institutions to drive transformation for SPOs in India. Social Lens services INR 500+ crores of philanthropy capital working with change makers and grant giving bodies with solutions that touch over a million end participants. With 10 years of experience, we have the expertise to strengthen the Impact Ecosystem, by making value driven changes. It addresses the critical challenges in organisation development or program building. We collaborate and design sustainable solutions to achieve better outcomes for end beneficiaries that encompass education, livelihood, women's empowerment, water, micro-finance, and healthcare initiatives.

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