Summary of various Impact studies of IBT program
A Multi-Stakeholder Study to Document Perceptions, Participation and Outcomes of Suzlon Foundation’s CSR Projects –
Helena Skagerlind & Moa Westman
November 2011

- The case of the ‘Introduction to Basic Technology (IBT) – Vocational Training in 17 High Schools’ Project Implemented by Vigyan Ashram

• IBT helped in developing interest in career preference of their choice (for e.g 50% of Students from village Shevali opted for vocational course after 10th.
• IBT helped in making school attractive and happening place.
• It helped in increasing understanding with other subjects.
• Reduction in absenteeism in school
• Schools are proving community services as part of their on the job training.

Ref : ‘Suzlon supported IBT schools evaluation.pdf
Comparative study of change in aptitude on IBT and non IBT students was taken by State institute of career counselling. They certified inclination for opting for professional courses is more in IBT students.

M - Medical, Eng - Engineering, com - commerce, Fine Arts
Ref: Detailed Excel report of career counselling done with 270 students in Nandurbar and Dhule Tribal schools from 7 schools in 2011-12.
Report shows IBT students performs well in form matching, three dimensional space concepts and arithmetic reasoning. (270 students study from tribal schools in 2011)
Cognitive performance of IBT students in Feb 2010 with 163 non IBT and 178 IBT IXth std students from 6 schools. Test was carried out as per Bloom’s Taxonomy.

<table>
<thead>
<tr>
<th>% increase in performance of IBT students over non IBT (overall)</th>
<th>Information</th>
<th>Understanding</th>
<th>Apply</th>
<th>Analyze</th>
<th>Evaluate</th>
<th>Creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11.71</td>
<td>22.7</td>
<td>36.28</td>
<td>20.95</td>
<td>55.30</td>
<td>63.39</td>
</tr>
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</table>

Finding were presented & published in a peer reviewed research paper at IEEE Global Humanitarian Conference 2012 held at Seattle, USA.
Expressed satisfaction over implementation of IBT program in 5 schools and ordered to introduce it in 15 additional schools.
IBT in Karnataka

It was supported by Bayer Crop Sciences and implemented by Prajayatna.

Vigyan Ashram provided technical support.
Teaching rural technology: 
Would the Vigyan Ashram model work in South Africa? 
22\textsuperscript{nd} May 2006

Study by Monash University, South Africa

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Summary:

The Vigyan Ashram offers a model of a self-sustaining student and community driven learning facility. Being self-sufficient, it is cheaper than the traditional model of ‘schools’ that current education policies pursue. The curriculum of the BRT course was developed ‘from the bottom up’ and addresses the particular needs of rural communities. The model is suited not only for young people, but can equally be applied to learners of any age, in keeping with the national vision for lifelong learning.
A study of IBT course in Pabal

Indian Institute of Technology, Dept of Humanities (2005 - 2007)

200 alumni of Pabal school were interviewed.

57% students joined IBT to get admission to ITI

25% took admission because IBT helps in doing day to day things.

8% took IBT course for doing agriculture.
→ 43% students feel they benefited in their day to day work.

→ 28% benefited for ITI admission.

→ 11% benefitted to become self employment.

→ 13% got benefited in their agriculture.
• **49%** IBT Student ‘s (2011-12) enrolled for technical courses. Which is higher than **16.81%** all India enrollment rate and **20%** enrollment in controlled group.

• **14%** of Girls enrolled for technical courses when national GER for girls in rural areas are **8.3%**. For Boys **38%** enrolled for technical courses when National GER for is **13.7%**

• **31%** students who are not pursuing higher studies after 10\textsuperscript{th} std. -- **15%** of them remain unemployed. Rest are employed+ self employed – engaged in agriculture.

• **Other Benefit** – 1. Enhanced learning in curricular areas. 2. Decrease in drop out rate (17%) 3. Wider exposure to student. 4. School becoming happening place.

Source – Third Party Impact assessment study 2013 done by Lend-a-hand-India