



Impact Assessment Report **Humara Gaon Programme**

Implementing Agency: Pratham Education Foundation

Assessment period: Financial Year 2022-2023

Submitted by

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This report sets forth our views based on the completeness and accuracy of the facts stated to CSRBOX (impact assessment agency) and any assumptions that were included. If any of the facts and assumptions are not complete or accurate, it is imperative that we be informed accordingly, as the inaccuracy or incompleteness thereof could have a material effect on our conclusions.

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Ethical Considerations

Informed consent: The interviews were done after the respondents gave their consent. Even after the interviews were completed, their permission was sought to proceed with their responses.

Confidentiality: The information provided by participants has been kept private. At no point were their data or identities disclosed. The research findings have been quoted in a way that does not expose the respondents' identities.

Comfort: The interviews were performed following the respondents' preferences. In addition, the interview time was chosen in consultation with them. At each level, respondents' convenience and comfort were considered.

Right to reject or withdraw: Respondents were guaranteed safety and allowed to refuse to answer questions or withdraw during the study.

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List of Abbreviations

Abbreviation	Details
FLN	Foundational Literacy and Numeracy
ASER	Annual Status of Education Report
NEP	National Education Policy
ESG Principles	Environment, Social and Governance Principles
CSR	Corporate Social Responsibility
NIPUN	National Initiative for Proficiency in Reading and Numeracy



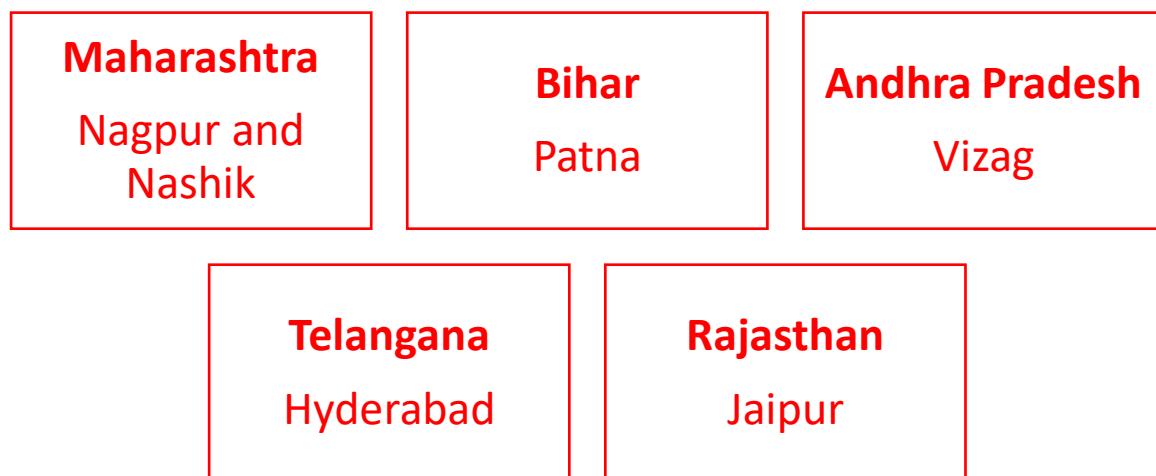
Executive Summary

Executive Summary

The Report presents a summary of the Humara Gaon Programme, an initiative to address the gaps in Early Childhood Education focusing on Foundational Literacy and Numeracy(FLN), by Kotak Securities in collaboration with Pratham Education Foundation. This Programme aimed towards the holistic development of the child while addressing their FLN needs. This programme was branched out into multiple smaller interventions to amplify its impact. Conducted between FY 2022-23, this programme focused on the child's learning and engagement needs by mobilising their immediate caregiver, their mothers; the environment they engage with, their communities; and the schools along with multiple stakeholders in each of these spheres.

The Programme was implemented in Tier 1 and Tier 2 cities of 5 states, reaching over 18,700 through "Humara Gaon". The core objective of the Programme was to impact the FLN levels of children who despite being located in these cities had little to no access to learning resources during the COVID-19 pandemic and were struggling to catch up to their corresponding Grade's learning levels and activities.

The demography is shown below:



This impact assessment is based on the **IRECS Framework**. The major findings are listed below under each pillar of the framework.

Inclusiveness

- The Humara gaon program successfully engaged participants from diverse demographics, with higher gender representation from females (61% females, 39% males) and a significant focus on economically disadvantaged groups.
- A large portion of respondents (25%) came from households earning ₹50,001–₹1,00,000 (52%) annually highlighting the program's reach within mid-income segments and its inclusivity across different financial backgrounds. A vast majority of the respondents belonged to OBC (47%) followed by SC/ ST (26%) signifying the Programme's reach for the disadvantaged groups.

Relevance

- The program aligned well with participants' needs, with over 84% mothers responding and saying an external intervention was needed.
- The children shared their struggles in learning in Foundational Literacy and Numeracy, with over 50% highlighting struggles beyond Level 2 and Level 3 in both areas.
- The community members shared and highlighted the needs of community mobilisation and involvement for collective and sustainable response on children's learning levels and achievements.

Expectation

- The programme successfully met participants' expectations in multiple areas. 30% of respondent mothers reported that the training positively impacted their child's learning levels.
- Over 34% stated that the programme helped them in more than their child's learning and also improved relationship with them.
- The Clubs rated for an average over 4.75 in all parameters on content and quality of instruction.
- The whole Programme is substantiated by the results on the Learning Outcome tests

Convergence

- The program aligned well with national priorities and global frameworks, reinforcing its relevance. It supported the core objectives behind the formation of the NIPUN (National Initiative for Proficiency in Reading with Understanding and Numeracy) Bharat mission aiming to tackle the issue of Foundational Literacy and Numeracy levels, as reported by ASER (Annual Status of Education Report).
- The programme was also set out with the objective to mobilise the major stakeholders in the child's life - the immediate environment (family), the community and the school. The insights reveal the stakeholders coming together and collectively creating an impact in the child's holistic Development.

Service Delivery

- The training quality was highly rated, with over 90% mothers responding that the activities they conducted with the students were engaging and well planned to be conducted. They also shared the network of support being essential for them to clear doubts was always available.
- Children rated the activities highly with an average of 4.8.
- The stakeholders, including teachers found the Math and Language learning Camps to be an essential part of the students catching up and addressing their learning gaps.



Chapter 1

Project Overview and Background

Chapter 1: Project Overview and Background

Kotak Mahindra Bank has been a trusted financial institution for nearly two decades, with its subsidiary Kotak Securities Limited (KSL), established in 1994, being one of India's largest and oldest brokerage houses. KSL offers comprehensive investment services across asset classes such as equities, debt, mutual funds, commodities, and currencies, all through a seamless single-login platform. Its pan-India presence, technology-driven approach, and simplified solutions have earned the trust of millions of investors nationwide¹.

1.1 CSR Initiatives of KSL

Vision

- To improve the quality of life in communities through a positive impact on economic, social, and environmental parameters, in alignment with India's social development objectives and the UN's SDGs.

Mission

- To create lasting value for communities in need by promoting and supporting initiatives in education, livelihood, healthcare, sports, environmental sustainability, and reducing inequalities faced by socially and economically disadvantaged groups. This includes relief and rehabilitation efforts, with a focus on fostering an educated, employed, healthier, and cleaner India. The aim is to serve communities at large and transform their lives through collaborative partnerships with internal and external stakeholders.

Kotak Securities Limited (KSL) is committed to conducting its business in a socially responsible manner and making a positive contribution to the communities in which it operates. The company's Corporate Social Responsibility (CSR) policy outlines its dedication to ensuring that its business operations align with the principles of sustainable development. KSL's CSR initiatives focus on areas such as education, healthcare, environmental sustainability, and community development, aiming to create meaningful and lasting social impact. Through strategic partnerships and active engagement, KSL works to uplift underserved communities and promote inclusive growth, ensuring that its CSR efforts are in line with both national priorities and global sustainability goals².

KSL engages in a range of CSR activities, listed below, focusing on education, healthcare, community development, financial literacy, and environmental sustainability to make a

¹ <https://www.kotaksecurities.com/about-us/>

² https://www.kotaksecurities.com/uploads/CSR_Policyof_KS_dec5d88dec.pdf

meaningful impact on society.

Education

- Kotak Education Foundation (KEF): Supports underprivileged children and youth with scholarships and skill-building programs.
- Project Excel: Financial aid for meritorious students.
- Kotak Shiksha Nidhi: Financial support for students affected by COVID-19.
- Vidya Shakti Project: Empowering underprivileged girls through education and life skills.
- Smart Classroom Initiative: Digital resources for government schools in rural areas.
- Humara Gaon Programme: Holistic Development of children in primary Education, focusing on FLN learning levels.

Healthcare

- Cancer Care Project: Supports cancer treatment for children from underserved backgrounds.
- Health for All Initiative: Provides basic healthcare services and awareness programs.
- COVID-19 Relief Fund: Direct support and medical supplies for COVID-19 affected communities.

Community Development

- Skill Development Program: Vocational training and job placement assistance.
- Rural Empowerment Program: Focus on women's empowerment and infrastructure development.
- Disaster Relief Fund: Immediate relief for communities affected by natural disasters.
- Rehabilitation Projects: Long-term recovery support post-disasters.

Financial Literacy

- Kona Kona Shiksha: Promoting financial literacy across communities
- Money Management Workshops: Workshops on budgeting, saving, and responsible borrowing.

Environment & Sustainability

- Green India Project: Environmental sustainability through afforestation and water conservation.
- Waste Management Program: Promoting eco-friendly waste management practices.

1.2 Humara Gaon Programme Overview

The Humara Gaon programme, an initiative by Kotak Securities in collaboration with Pratham Education Foundation (PEF), aimed to mobilise the stakeholders in the three immediate spheres of a child's environment, each with the same objective – address the learning gaps in the Foundational Literacy and Numeracy of all children. The Programme involved mothers, teachers and community members through three interventions:

1. **School Readiness Programme:** sharing interactive and engaging activities with mothers so that they can contribute to the improvements and address the challenges in the child's learning levels.
2. **Community Clubs:** empowering community members and enabling a learning space for kids in the community. This intervention promoted peer learning and assisted in building a network in the community among the students and community members.
3. **Math and Language Learning Camp:** a direct intervention that addressed the learning challenges and the specific learning needs and gaps for students at an individual level. These camps were conducted during school hours and involved teachers.

All three came together to collectively impact the core beneficiary: the child. Each activity aimed at improving the child's learning levels.



Figure 1: (Image) Learning Outcome tests in Hyderabad

1.2.1 Programme Objectives

Enhancing the level of Involvement of mothers in their children's lives and support their school 'readiness' and educational outcomes.

Creating spaces in the Community to form 'Clubs' and foster peer learning, collaboration and social skills among children.

Understanding and addressing the learning challenges of children through individual attention and remedial input.

Empowering the members of the community and spreading awareness about the importance of FLN.

Engaging the students in learning exercises through multiple stakeholders to impact their learning outcomes.



Figure 2: (Image) Children's Survey in Vizag

1.2.2 Stakeholders

Kotak Securities Limited(KSL)

- Funder for the CSR Programme called Humara Gaon, which aims to improve the FLN in Elementary Education. They do it through a multi-pronged approach that mobilises the community, school and the family to impact the child's learning outcomes and addresses their learning gaps and challenges. It was implemented in collaboration with Pratham Education Foundation.

Pratham Education Foundation (PEF)

- PEF estd. 1995 is a learning organization created to improve the quality of education in India.
- Responsible for development of the Humara Gaon Programme and implementing various interventions on ground to improve FLN in children.
- Responsible for mobilising, involving and retaining multiple stakeholders throughout the duration of the Program.
- Responsible for any troubleshooting during implementation of the programmes in schools and communities.
- Responsible for troubleshooting during exams and issuing certificates to students.

Mothers

- Participating in activities that engage their child and impact their learning outcomes and FLN levels
- Completing the tasks, interactions and engagement activities with other mothers and members of the community

Schools

- Facilitating the Math and Language Learning Camps in collaboration with the Pratham teacher
- Responsible for participating and facilitating the classroom along with the Pratham teacher
- Responsible for identifying and implementing innovative learning practices in the classroom.
- Responsible for ensuring appropriate delivery of instruction and completion of activities assigned during school hours.

Community members

- Responsible for enabling safe and hygienic spaces for the children to come together and form 'Clubs'
- Responsible for facilitating Community Clubs through volunteers

Children

- Attend and participate in all interventions that are being included in.
- Participate in the learning processes of their peers while engaging
- Complete all activities with their mothers and share the progress, activity outcomes.

1.2.3 Selection of the Stakeholders

Target Group	Criteria	Group size
<ul style="list-style-type: none">• Students in grades 1-3 through mothers - the School Readiness Program• Students in grades 3-5 through the Community Clubs• Students in grades 6-8 through the math and language learning camps.• (there were exceptions to these parameters, i.e. the Clubs would include older kids if they tested below their learning levels.)	<ul style="list-style-type: none">• Students who tested below their learning levels, based on the ASER tool.	<ul style="list-style-type: none">• Average 5 mothers in mothers' groups in School Readiness Programs• 5-7 students in each Clubs• 8-10 students in Learning Camps

1.2.4 Programme Implementation

The implementation and execution of the programme were done by Pratham Education Foundation for the chosen geographical areas. The interventions under the Programme of “Humara Gaon” were implemented by the Staff and resource Persons of Pratham Education Foundation with the support of Mothers, community members and teachers. Each stakeholder that was involved in the implementation process was oriented to their roles and responsibilities.

The training and sharing of responsibilities was an important step to mobilise and involve the stakeholders who will be contributing to the overall impact of the programme. The mothers, volunteers and teachers who got involved in the dissemination and sharing of information were essential to the impact of the Programme.

1.2.5 Content and Curriculum

The Course and Content were directed and developed for the students who were selected for the Programme after they had appeared for their ASER test. It was created in order to appeal to these children based on their grades and their corresponding learning levels and address their learning gaps.

School Readiness Program

- Idea cards shared with mothers to conduct simple and engaging activities with their children

Children's Clubs

-Activities, lesson plans and worksheets shared with the Volunteer who manages Clubs, they conduct the activities with the Children attending these clubs

Math and Language Learning Camps

- The children were given remedial classes with individual attention to their learning needs and address their learning gaps.

1.2.6 Geographic Distribution

KSL had Pratham come together to impact the FLN needs – the foundational learning concepts of children. They partnered together and worked in the highlighted areas of the country:



Figure 3: Map of Geography

The Programme had various locations all over India. The programme was directly active in five states, as shown in the map. There were six major cities, the overview of the Universe, i.e. the overall reach is shown below:

City	Number of Communities reached	Number of Children reached
Jaipur	27	1575
Hyderabad	75	6891
Visakhapatnam	71	3352
Nagpur	25	1926
Nashik	24	2071
Patna	45	2968
Total	267	18,784

1.2.7 Alignment with CSR, National and International Principles and Policies

It is essential for all social interventions to be aligned with the National and International Goals with regard to the domain the intervention is set out to impact. All entities involved in any Educational social intervention Programmes should be aligned with the National goals, e.g. the National Education Policy (2020) It must also align with International Goals regarding Education, e.g. United Nation's Sustainable Development Goals.

This Programme tackles the issues of Foundational Literacy and Numeracy in Primary Education. The Programme ensures its alignment with the following:

- National Education Policy, 2020:** The NEP, 2020 clearly sets out its goals for improving Literacy in the Country for citizens of all ages and in all different spheres of life. The Programme aligns to the goals listed in the Primary Education goals specifically targeting FLN skills in children.
- NIPUN Bharat Mission:** The NIPUN Bharat Mission was established to focus on the FLN levels of children, after ASER reported that the children in India who are in Grade 5 can barely read Level 2 text (over 50% can read Grade 2 text while in Grade 5 while approx. 50% still struggle to read at Level 2 while in Grade 5, reported in 2018). Positioning the issue at the core of all future learning, NIPUN Bharat aims to have all children learning at their corresponding Grade levels.
- Samagra Shiksha Abhiyaan:** The SSA (earlier Sarva Shiksha Abhiyaan) covers all age groups and the Goals decided for their respective levels of Education. The programme is well-aligned to the Primary Education goals.
- UN SDGs:** There are 17 SDGs declared by the UN that aim at improving the quality of life around the globe. The programme is well aligned to the UN SDGs Goal 4 (Quality Education), Goal 5 (Gender Equality) and Goal 10 (Reduced Inequalities)

5. CSR Principles: All private and profit-making entities should follow the guidance and Principles declared by The Corporate Social Responsibility (CSR) Act in India, governed by Section 135 of the Companies Act, 2013, along with Schedule VII of the Act and the Companies (CSR Policy) Rules, 2014. The Programme follows the Principles to ensure compliance with the CSR Act in India.

The details of alignments to these principles are listed in the report ahead for the reference of the readers.



Figure 4: (Image) FGD with Children in Patna



Chapter 2

Impact Assessment Design and Approach

Chapter 2: Impact Assessment Design and Approach

2.1 Impact Assessment Study Objectives

- Evaluate the overall reach and accessibility of the program among its intended beneficiaries, focusing on inclusivity across diverse participant groups.
- Measure the effectiveness of the program in enhancing participants' financial knowledge, skills, and confidence to make informed decisions.
- Investigate the tangible and intangible outcomes of the program for participants, including career readiness and economic empowerment.
- Identify the strengths and areas of improvement in program design, implementation, and stakeholder engagement to enhance its overall impact.
- Provide actionable recommendations to optimize the program's structure, content delivery, and stakeholder collaboration for sustainable impact.

2.1.1 Methodology

CSRBOX adopted a mixed-method approach encompassing both qualitative and quantitative data collection, incorporating primary and secondary data sources. This strategy facilitated the acquisition of valuable impact-related insights from a 360-degree perspective, involving all stakeholders.

For the assessment of the programme, CSRBOX employed a **two-pronged approach** to data collection and review that included secondary data sources and literature, as well as **primary data** obtained through **quantitative** and **qualitative** methods of data collection. The figure below illustrates the study approach that will be used in data collection and review.

The **secondary study** involved a review of annual reports, monitoring reports shared by Pratham Education Foundation, and other studies and research by renowned organisations such as **J-PAL South Asia** published in collaboration with PEF available in the public domain

to draw insights into the impact generated by one of the interventions under the Humara Gaon Programme.

The **primary study** comprised **qualitative** and **quantitative** approaches to data collection and analysis. The qualitative aspects would involve in-depth interviews (IDIs) with the Anchor mothers, Volunteers, Teachers, and other associated stakeholders.

To determine the inclusiveness, relevance, appropriateness, coherence, effectiveness, impact potential, and efficiency of the programme, the evaluation will use the **IRECS Framework**. Using the logic model and the criteria of the IRECS framework, the evaluation will assess the Kotak Securities team's contribution to the results while keeping in mind the multiplicity of factors that might have affected the overall outcome.

The social impact assessment will hinge on the following IRECS criterion,

Inclusiveness

- The extent to which communities equitably access the benefits of assets created and services delivered.

Relevance

- The extent to which project is geared to respond to the 'felt' needs of the communities

Expectation

- The extent of intended and unintended positive (benefits), socio-economic, and cultural changes have accrued for beneficiaries

Convergence

- Judging the degree of convergence with government/other partners; the degree of stakeholder buy-in achieved

Service Delivery

- The extent to which cost-efficient and time-efficient methods and processes were used to achieve results

2.1.1.1 Primary Sources of Data

The data collected from various stakeholders during the study, using data collection strategies and tools specifically designed for this assessment, are classified as primary data.

2.1.1.2 Secondary Sources of Data

KSL's internal data on targets, timelines, and activities, along with the corresponding actuals and data provided by the implementation partner, are regarded as secondary data.

2.1.2 Sampling Approach

To ensure the sample's representativeness, beneficiaries across ten states were included using a geographical sampling approach. These individuals had attended the training programme in the year 2022-23. The sampling process focused on the ten states where the majority of the programme sessions took place. Quantitative data collection reached a total of 385 samples.

2.1.3 Quantitative Sampling

A geographical random sampling approach was employed to ensure the representativeness of the sample. The sample, consisting of 385 candidates, spanned ten major states.

Intended Sample -

Programme	Stakeholder	Universe	Intended Sample Size	Rationale	Sample Size Covered
School Readiness Programme	Mothers of children in grades 1-3	3452	166	95% CL, 7.5% MoE	174
Math and Language Learning Camps	Children Survey	4986	158	95% CL, 7.5% MoE	170
	Children _ Learning Outcomes Test	4986	158		170

Figure 5: Table of Survey Sample data

The team has considered proportionate sampling with only students from 3 states which have beneficiary representation of more than 4% in the overall universe. In comparison to the geographic spread of the programme, these 3 states had experienced high level of engagement and mobilisation among the stakeholders. The detailed sampling is given in the table below,

State	Number of Stakeholders (Mothers)	Universe %	Survey Sample
Andhra Pradesh	1186	34.4%	57
Bihar	826	24%	40
Telangana	1440	41.7%	69
		Total	166

Figure 6: Table of proportionate Sampling (Mothers)

State	Number of Stakeholders (Children)	Universe %	Survey Sample
Andhra Pradesh	2250	45%	71
Bihar	515	10.33%	16
Telangana	2221	44.5%	70
		Total	158

Figure 7: Table of proportionate Sampling (Children)

After collecting the required data from the Stakeholders, here is an overview of all the responses collected.

Location-wise Respondents Data –

Programme	Stakeholder	Location	Area	Survey Sample
School Readiness Programme	Mothers of children of grade 1-3	Patna	Karimabad	13
			Begumpur	13
			Satichoda	14
		Hyderabad	Krishna Nagar	22
			Tirumala Hills	20
			Vinod Nagar	21
		Vizag	Malkapuram	17
			Dharamnagar	19
			Kapparoda	18
			Dhurganagar	17
		Total		174
Math and Language Learning Camps	Children Survey and	Patna	Karimabad	8
			Begumpur	7
			Satichoda	8
		Hyderabad	Krishna Nagar	24

	Children Learning Outcomes Test	Vizag	Tirumala Hills	26
			Vinod Nagar	25
			Malkapuram	19
			Dharamnagar	17
			Kapparoda	18
			Dhurganagar	18
		Total		170

Figure 8: Table of Respondent Details

2.1.4 Qualitative Sampling

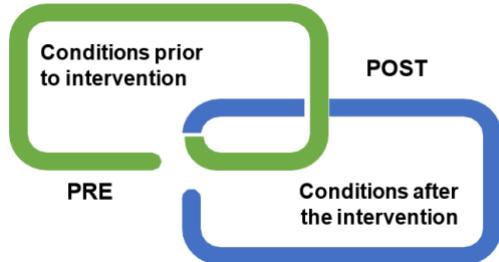
Apart from the quantitative data collection methods, qualitative data was also collected. The data collected highlighted the potential areas of improvement, provided both short and long-term recommendations and offered suggestions for a way forward to further enhance the impact of the programme.

Programme	Stakeholder	Qualitative Tool	Interactions Intended	Interactions Completed
School Readiness Programme	Anchor Mothers	IDI (In-depth Interview)	6	6
	Pratham Staff	KII (Key-Informant Interview)	3	3
	Teacher	IDI	6	6
Children's Clubs	Volunteer	IDI	6	6
	Children's Groups	FGD (Focused Group Discussion)	3	3
	Parents	FGD	3	3
	Pratham Staff	KII	3	3
Math and Language Learning Camps	Teacher	IDI	3	3
	Pratham Staff	KII	3	3

Figure 9: Table of Qualitative Interactions

2.1.5 Assessment Approach and Evaluation Framework

Given the objectives of the study and the key areas of inquiry, the design of the evaluation focused on learning as the prime objective. In this section, CSRBOX will present the approach towards developing and executing a robust, dynamic, and result-oriented evaluation framework and design.



To measure the impact, a pre-post programme evaluation approach is proposed for the study. This approach relies on the recall capacity of the respondents. Under this method, beneficiaries are queried about conditions before and after the programme intervention. Analysing the differences

aids in understanding the contribution of the programme in improving the intended conditions of the beneficiaries.

This approach, at best, can comment on the contribution of the programme in improving the knowledge level, though may not be able to attribute the entire changes to the programme. Other external factors may also play a role in bringing positive changes along with the programme. Hence, the contribution will be assessed, but attribution may not be entirely assigned to the programme.



Figure 10: (Image) Teacher's Interview in Vizag

2.1.6 Theory of Change

Humara Gaon



Figure 11: ToC - Humara Gaon

School Readiness Programme

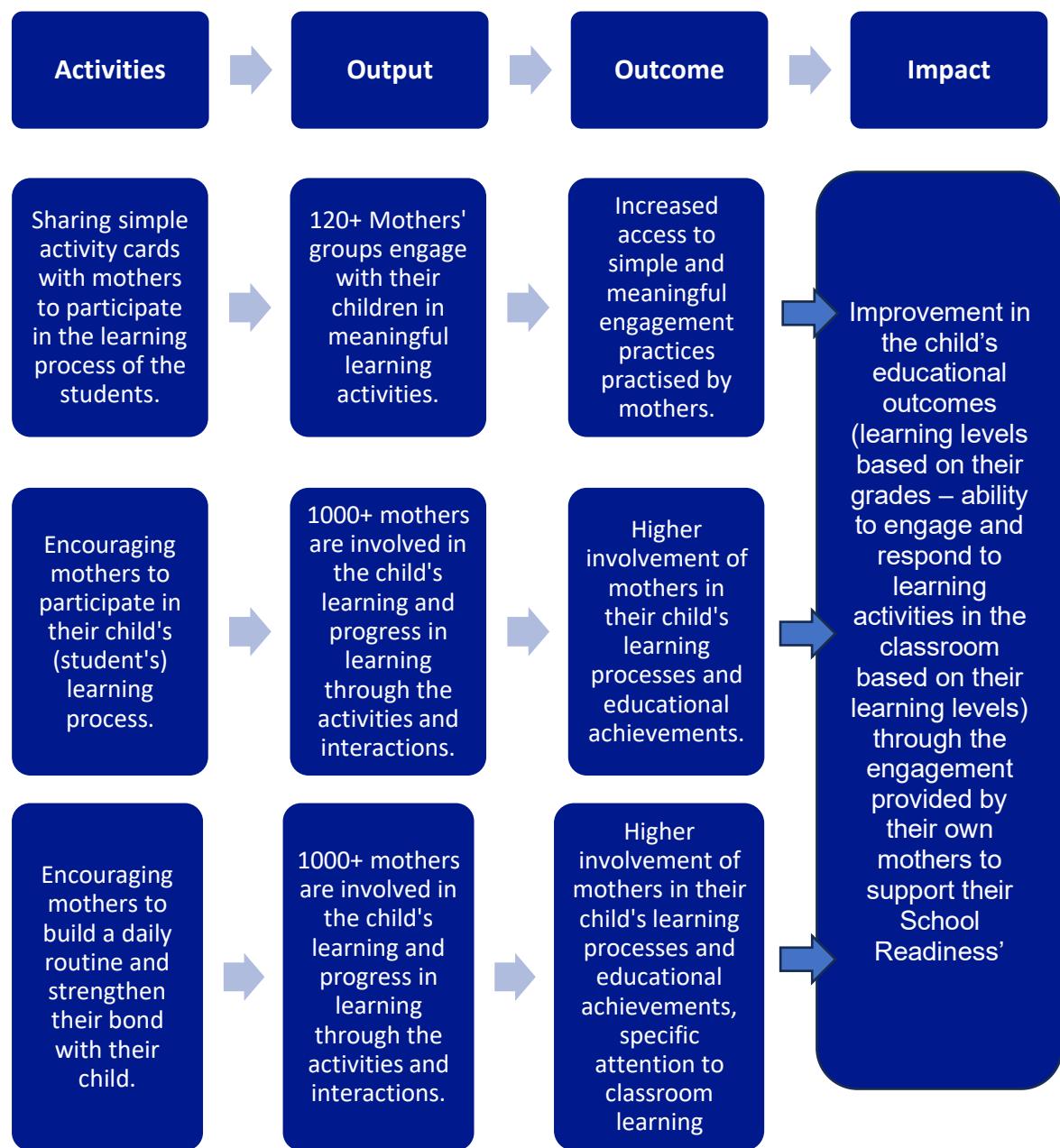


Figure 12: ToC - School Readiness Programme

Children's Clubs

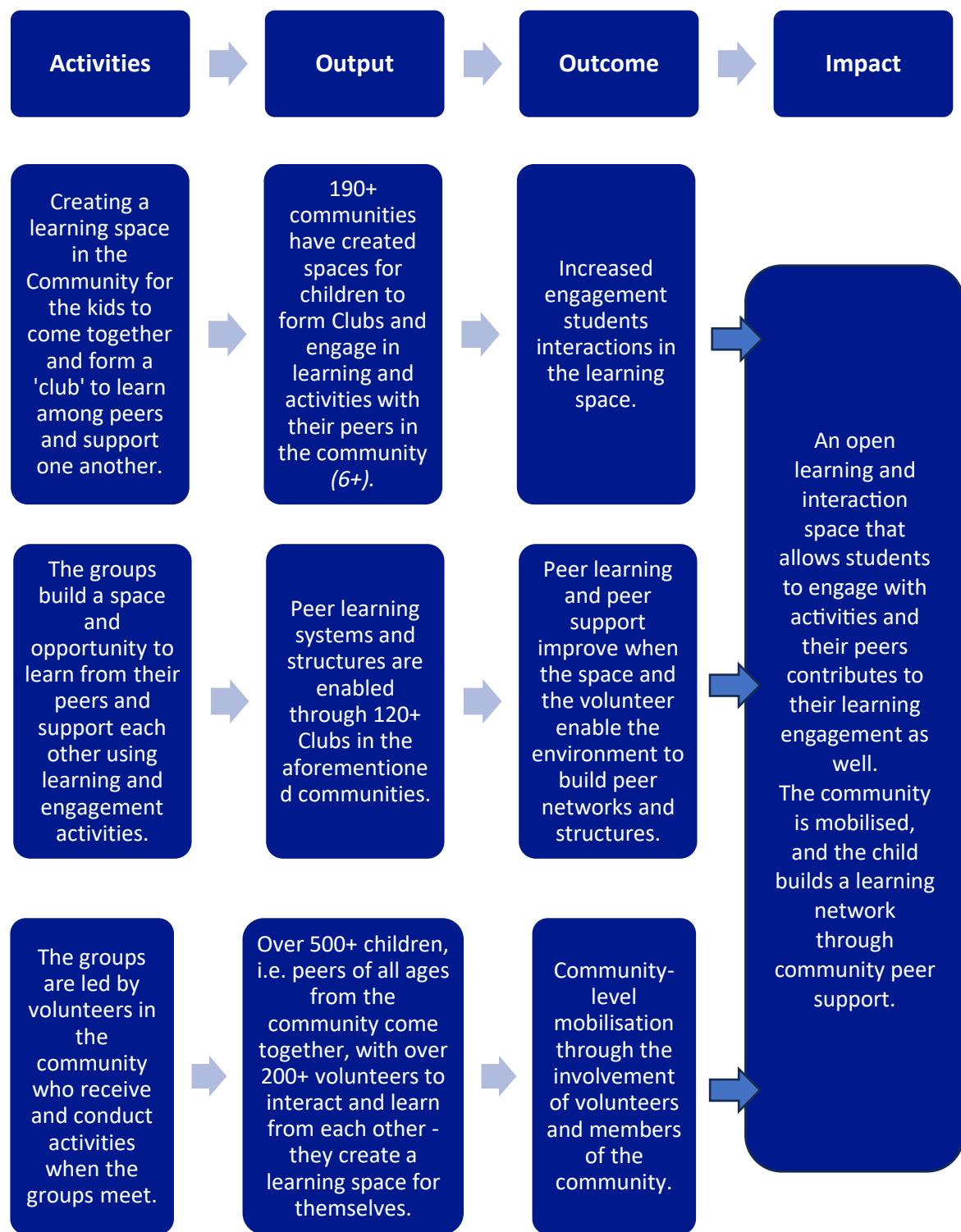


Figure 13: ToC- Children's Clubs

Math and Language Learning Camps



Figure 14: ToC - Math and Language learning Camps

2.1.7 Limitations of the Study

The duration of Implementation of Programme was the Financial Year 2022-23 and due to this we faced a few challenges while conducting the Impact Assessment of the Programme intervention. Some of the key challenges are highlighted below;

Challenges	Mitigation of challenges
Some key stakeholders and beneficiaries were unavailable as they had moved away and/or travelling.	Relevant stakeholders from the available batch of stakeholders were shortlisted.
The Programme had ended over 18 months ago, the stakeholders could not recall some relevant information pertaining to the Programme.	All key highlights and insights extracted from the information gathered.
The teachers had highlighted the work they had done post intervention to continue the learning level improvement; they shared how the intervention helped students catch up but it was the teachers who maintained the impact.	The questions were redirected towards Programme related impact to gather relevant data.



Chapter 3

Impact Findings

Chapter 3: Impact Findings

The findings listed below are analysed under the **IRECS Framework** and assess three interventions under the major Programme ‘Humara Gaon’. The insights gathered from the stakeholders spread across these programmes come together to paint a whole picture of the impact on the beneficiary: the child.

3.1 Inclusiveness

The inclusiveness criteria assess the extent to which the Humara Gaon programme ensures equitable access and participation for beneficiaries across diverse demographics, including gender, socio-economic background, and geographic locations. By evaluating inclusiveness, the analysis highlights the programme's commitment to creating an equitable and impactful learning environment.

The Inclusiveness of any intervention is created to understand whether the Programme could reach the intended audience. This particular Programme was intended to reach the most disadvantaged groups, to assist in the Foundational Literacy and Numeracy levels of the children belonging to the same communities.

The findings highlight that:

- the Programme reached the lower income strata, with over 50% respondents sharing their family income to be between 50,001 to 1,00,000 INR
- the groups represent OBC and SC / ST communities, with 47% and 26% representation respectively.
- the Programme also included over 60% female children and supported the cause of Educating the Girl Child as well.

3.1.1 Gender Profile of Respondents (Children) | Math and Language Learning Camps

The gender ratio for the students covered during the survey included a majority of **female students with 61% of the sample**.

The age group we covered often faces issues of dropout, especially for girls as they start menstruating around this age. The number of girls also helps us assume that the communities are aware of the importance of Education in each child's life, barring any biases on their Gender. We can also safely assume that the schools covered maintain health and hygiene which eliminates a key cause for the dropout rates of girls.

Gender Distribution (students)
(n: 170)

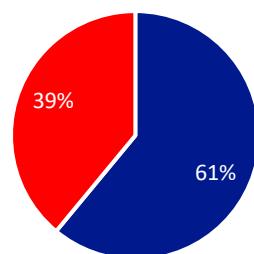


Figure 15: Gender Profile of Children



Figure 16: (Image) LO tests and FGD in Patna

3.1.2. Age range | Math and Language Learning Camps

The ages of the respondents varied between 8 years to 14 years. The demographic covered was students who were in Grades 1-8 (across different initiatives under the Programme) during the session of 2022-23, with some exceptions for students beyond these grades. The exceptions and all the selected participants had taken the ASER test to become a part of the Programme.

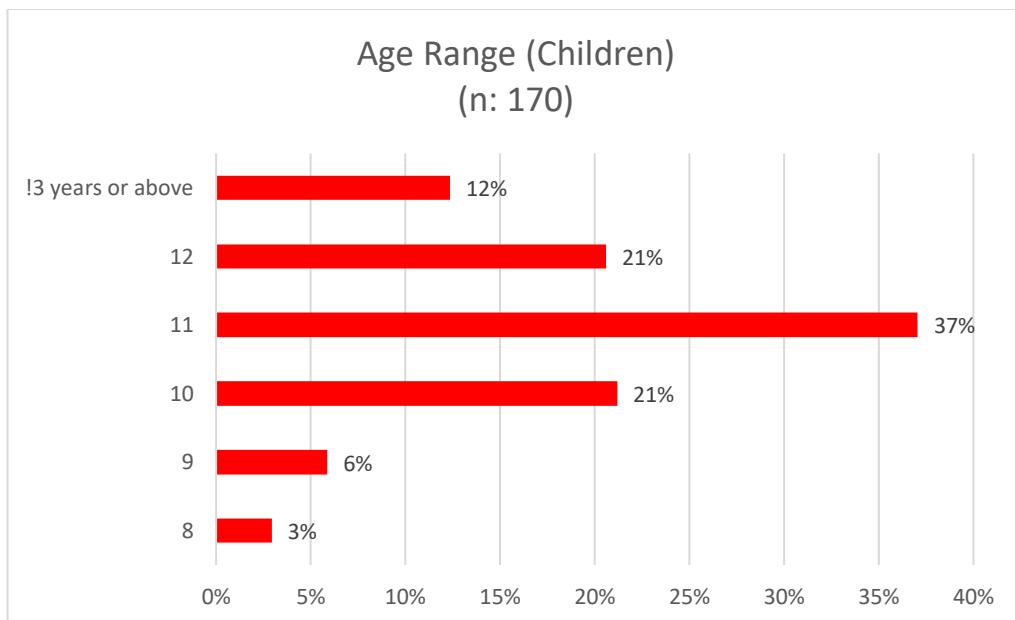


Figure 17: Age range of Children

3.1.3 Household Income (Mothers) | School Readiness Programme

The majority of respondents involved in the Programme (Mothers; through the School Readiness Programme) had their family income in the range of **INR 50,001 to 1,00,000 with 51% respondents followed by the second highest section, those with family income lesser than INR 50,000, at 28% of the whole sample**. The Programme was able to reach the mid-income strata of the region they were involved in. The Implementation Partners revealed on multiple occasions that the demographic was specifically targeted as they wanted to benefit the area where the students suffered as their access to learning resources was extremely limited during the COVID-19 Pandemic.

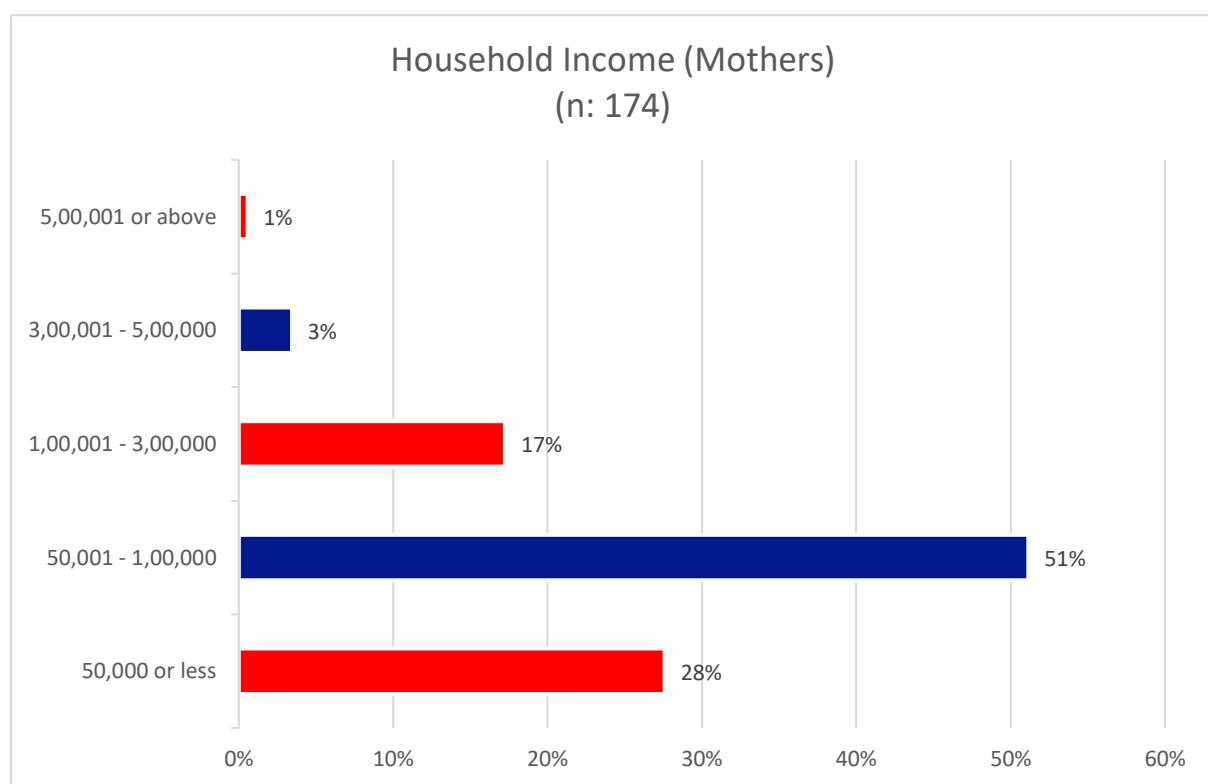


Figure 18: Family Income of the Respondents

3.1.3 Caste Distribution (Mothers) School Readiness Programme

A substantial majority of the respondents belonged to the **OBC category with approx. 47%, followed by 26% belonging to the SC/ST category**. This Programme was able to reach the caste groups that are more often a part of the disadvantaged or backward section of the

society. The initiatives and the Programme were able to impact these demographics during the interaction period.

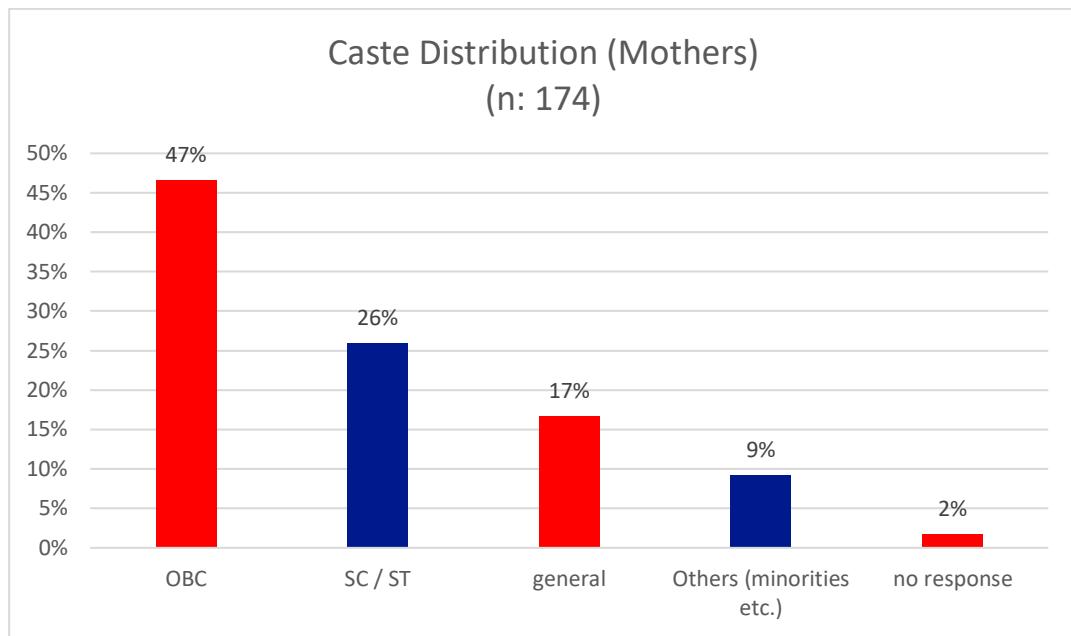


Figure 19: Caste Distribution of Respondents



Figure 20: (Image) FGD with Mothers in Patna

3.1.4 Occupation (Mothers) School Readiness Programme

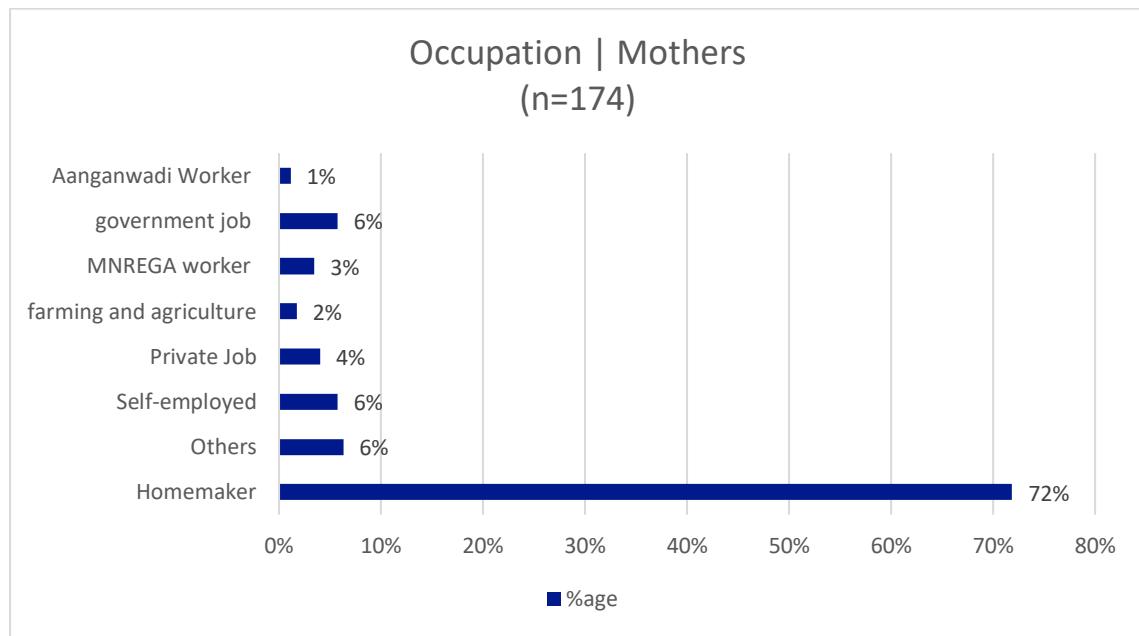


Figure 21: Occupation of Respondents (Mothers)

To understand the demography of the respondents better, data was also collected to understand the occupations of all the mothers getting involved in the Programme. Since a mother is a primary caregiver for a child, the children in these Programmes need attention and care to improve their learning levels – along with guidance to bridge their learning gaps and challenges. A large demography of the Mothers involved was that of homemakers who took charge and actionable steps to improve their child's learning levels.

The overall sample collection revealed that the demography was of 72% homemakers in the community.

3.1.5 Insights from the Children's Clubs

The children were asked if the Clubs were inclusive to all those who wanted to join, or if there were any parameters based on which children were not included or kept aside from these Clubs.

The children, along with other stakeholders (mothers, staff and teachers) shared that the primary criteria for the selection of beneficiaries was their learning levels based on the ASER test. The Clubs were created specifically for those who were struggling – barring any and all parameters from including them in the clubs and focusing only on their learning.

The same test also highlighted the need for an intervention, to be explored in the upcoming chapter to understand the whole programme more in-depth.

These collective insights help us conclude that Humara Gaon Programme was inclusive in its implementation. The qualitative interactions substantiate the findings and help us conclude that the programme was Inclusive; **reaching the lower income strata with over 79% participants having family income > 1 lac per annum. It was also inclusive to the SC / ST and OBC communities with over 73% of the total population.**

3.2 Relevance

To understand the Relevance and the need for such immersive interventions is to perceive the context of the Stakeholder, analyse their needs and create something that benefits them. The aimed beneficiary of the Programme was children in primary Education.³

The core objective was to improve the Foundational Literacy and Numeracy skills of this target group as this forms the basis of all future learning.

³ **Note:** The selected Grades were 1-5 with a few exceptions of students in higher grades in case they were testing below the learning levels of ASER test.

This section also explores the programme's impact on equipping these students with skills, knowledge, and opportunities to navigate their academic journeys successfully. **By assessing relevance, the analysis highlights the programme's ability to address critical needs and make a meaningful difference in the lives of its beneficiaries.**

This section reveals how significant and required the intervention was in the community that was selected. The respondents were asked a varied variety of questions to understand the Relevance from all the stakeholders involved;

- The Mother's revealed their perceptions of their child's struggles and how most children struggled in Numeracy in the communities visited.
- The children revealed their struggles substantiated by the insights highlighted below.
- The programme was required to help the children in the community to learn according to members from the community.
- The teachers revealed a need for the Programme and external intervention due to the learning losses faced during COVID-19 and to address their constraints with time and classroom size.

3.2.1 Literacy and Numeracy Levels (Mother's Survey) | School Readiness Programme

The Mothers were involved in the programme through the School Readiness Programme (Within Humara Gaon). The students of Grades 1-3 were a young batch and hence, involving Mothers to do simple and engaging learning activities was how this particular group was targeted.

They were asked about their child's learning levels and abilities to gauge awareness and involvement. Their responses revealed a major section of these stakeholders struggle with numeracy skills. Approximately 37% students were at recognising numbers and counting levels in numeracy while they did fairly well in Literacy according to the respondent mothers. For this particular group, an intervention was required to impact the numeracy levels of the children.

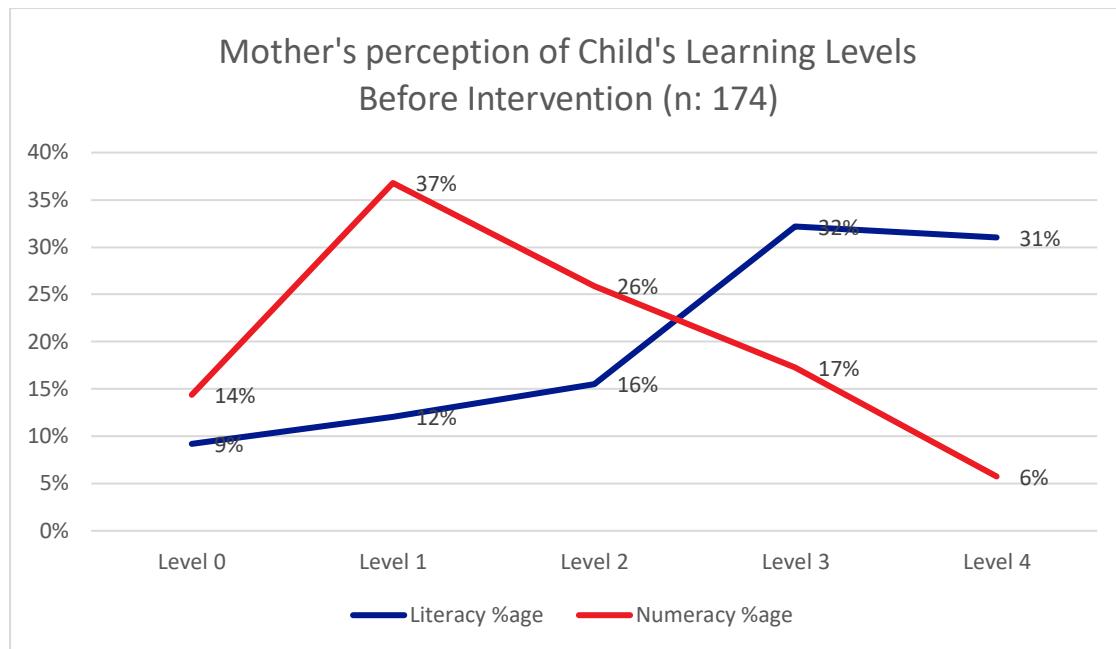


Figure 22: Children's learning levels according to Mothers

The Learning Outcomes test and the Levels were based on the ASER (Annual Status of Education Report), which analyses the Learning Levels of children all over the country. The Implementation Partners used the same to assess and select the beneficiaries for this particular programme. So, to ensure the Impact Assessment is coherent and aligned with the design of the Programme – the Learning Outcomes test was based on the ASER test as well.

3.2.2 Requirement of the Intervention (Mother's Survey) | School Readiness Programme

The Mothers were asked about their student's learning levels followed by whether they felt an intervention was required to address their child's learning needs. 84% of the total respondents expressed their agreement.

I used to teach my children but getting them to pay attention used to be a struggle for me, the activity cards shared very simple exercises that I could do with my children. The cards helped me build my child's interest in learning.

- **Ragini Sinha, Anchor Mother, Patna**

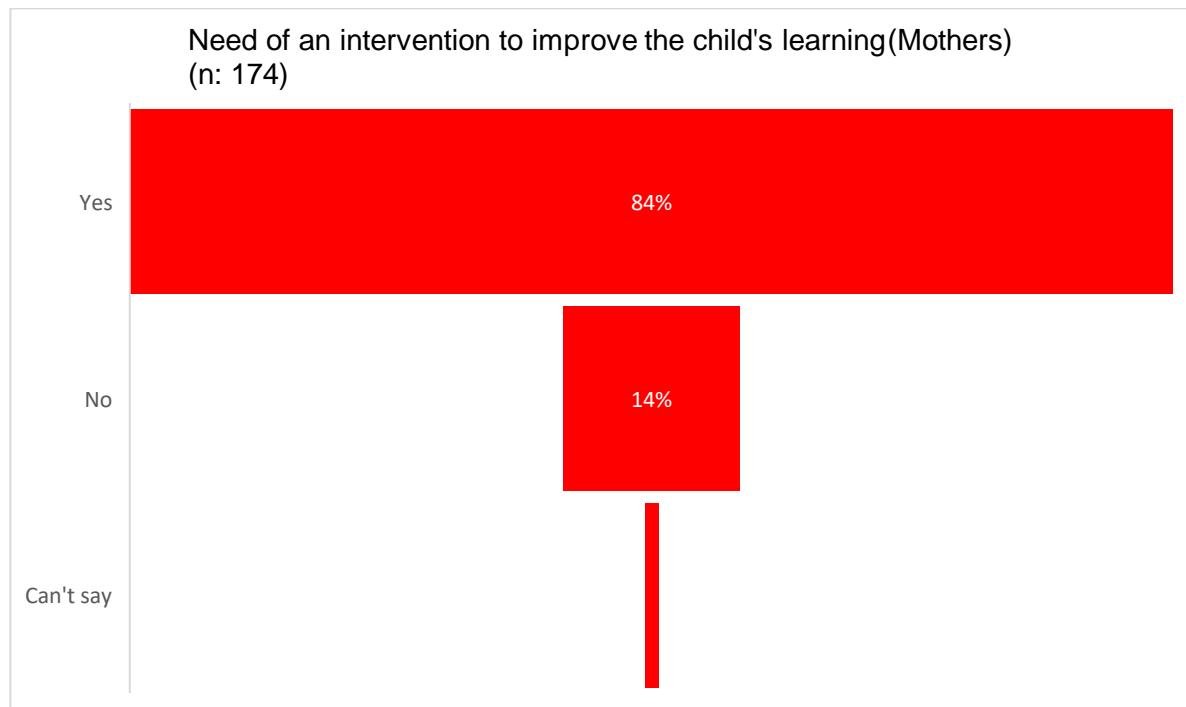


Figure 23: Need for Intervention - Mother's perspective

3.2.3. Literacy levels (Children's response) | Math and Language learning Camp

The core beneficiaries, the children were also asked about their struggles. The questions were designed to understand the children's struggles at different levels before they were a part of the intervention.

When asked about their numeracy levels before they were introduced to the intervention of Learning Camps, the students shared they struggled beyond Level 2.⁴

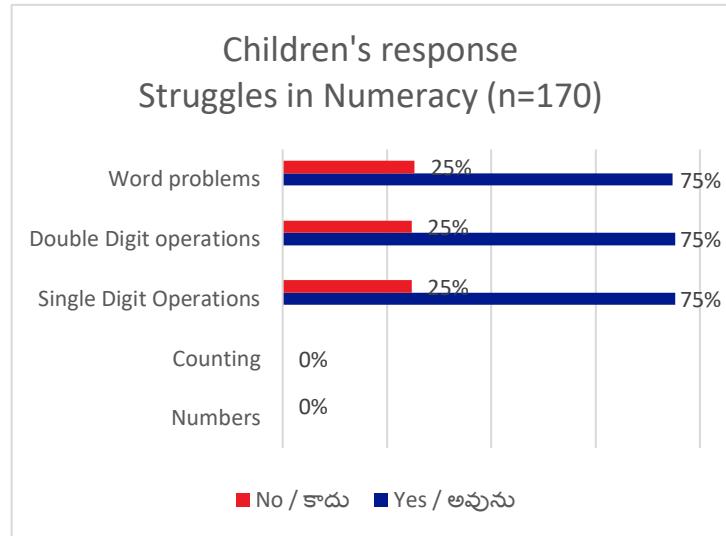


Figure 24: Children on their struggles in. Numeracy

⁴ For your reference, Level 1 refers to identification of numbers and Level 2 refers to counting. Beyond Level 2 is addition and subtraction operations.

Similarly, the respondents shared their struggles with the Literacy levels before they were introduced to the intervention of Learning Camps, most of them expressed that they had struggles beyond Level 1, which refers to identifying letters and sounds.

These responses are also consistent with the Mothers' insight on the learning levels of their children, observed earlier.

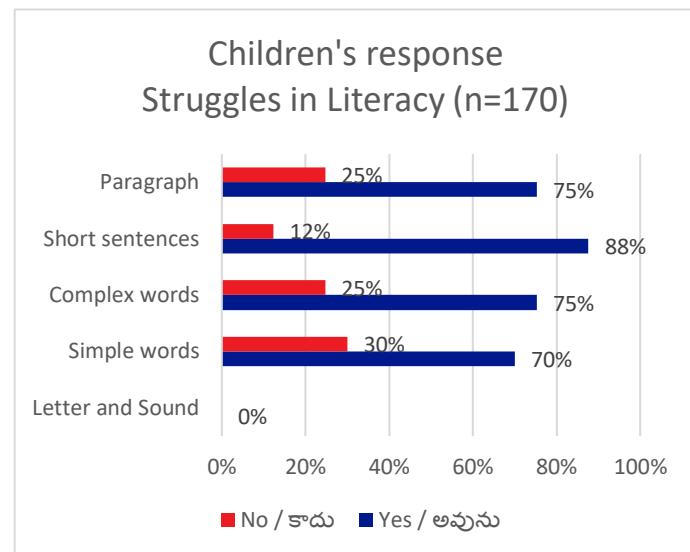


Figure 25: Children on their struggles in Literacy

3.2.4. Children's Perception of Community Clubs

The students expressed their opinions on the need of an intervention based on the following parameters, highlighted from qualitative interactions:

“I was not sure of any sums I solved in Math and I had difficulties reading text, I would read very slowly and would get stuck a lot. I could not focus well while studying on my own also.” – Shivam, Patna (aged 11)

“There was no one to help at home and mother was mostly busy in household work, we needed a space to learn” – Children's Clubs, Vizag.



Figure 26: (Image) FGD with Children in Patna (2)

Responses from Mothers and teachers:

There were struggles because the subject matter would be new and we would not know how to respond to it in class

We needed extra support to learn – being in school and in external tuition classes would help but the classroom interaction was tough

They felt shy and nervous to ask questions

3.3 Expectations

The expectations criterion assesses the extent to which the Humara Gaon programme has benefitted its participants. This section explores how effectively the programme has met the anticipated outcomes and aspirations of its respondents, documenting their experiences and the value derived. It also highlights the programme's success in fulfilling expectations and paving the way for a larger, more sustainable impact on the lives of its beneficiaries.

In this section, all the interventions are analysed together from the perspective of all the stakeholders engaged during the course of the Programme to understand whether their expectations could be fulfilled while the programme achieved the outcomes.

The insights from this section reveal exceptional results in all cases and the Programme fulfilled the needs of a substantial part of the sample population;

- the mothers were happy with the results of the activities they conducted with the children
- the children had also reported positive impacts in their experience.
- The teachers reported a high level impact in their students through the external interventions and mother's involvement.

3.3.1 Child's engagement with the content | School Readiness Programme

While assessing the Expectations and the achievement of objectives in this section, it is also important to understand the alignment of the Programme with external resources. In this section, we look at whether the content and activities were able to sufficiently keep the child engaged and interested. The National Family Health Survey (NFHS)-5 data states that most children who dropped out of school between 2019 and 2021 said the main reason for not attending class was that they were 'not interested in studies. According to the survey, 35.7% of the boys and 21.4% girls cited this as their reason.

To address the need of children's interest in their Foundational Literacy and Numeracy, the School Readiness Programme shared activities that would be simple to understand and engage the child in studying. This section highlights that over 90% of the respondents saw their children actively engaged with the learning material.

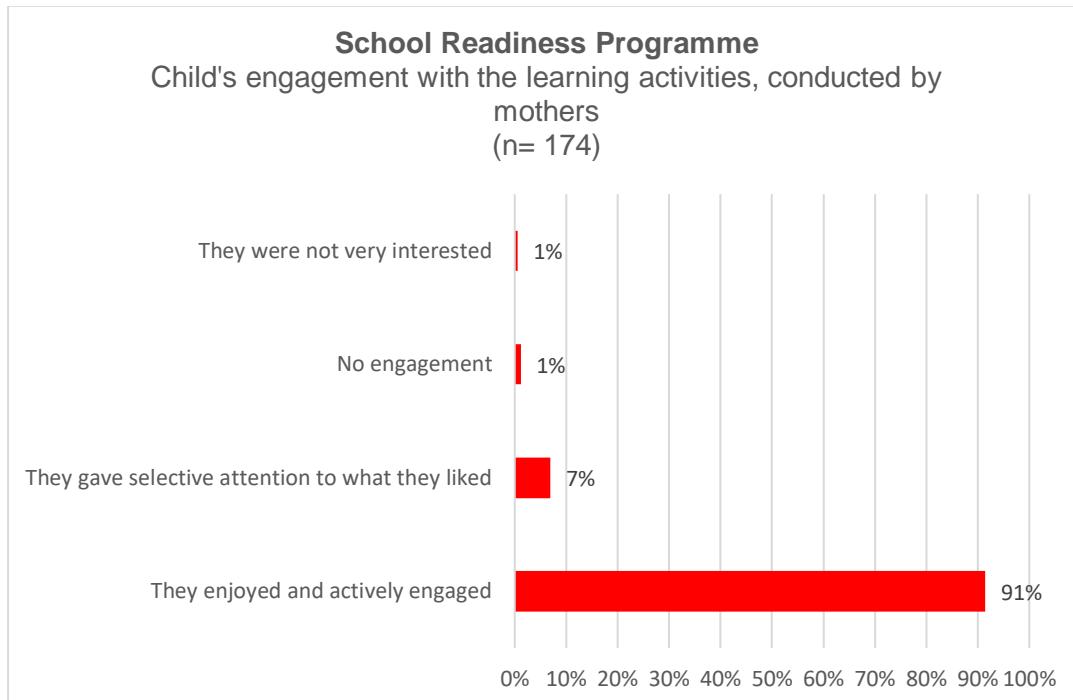


Figure 27: Mother's Response on the Activities shared

3.3.2 Impact on Child | School Readiness Programme

The figure shows the Mother's perspective and observation of their child after they interacted with the intervention. Over 37% of mothers responded that they have seen an improvement in their child's learning levels and engagement. There were over 36% of the Respondents who believe that there are multiple benefits of the intervention they were a part of. It includes building a relationship and a routine with their child. A combined 20% of the respondents believed that the Programme has helped them improve their relationship with the child and they feel they can contribute to the child's life more meaningfully.

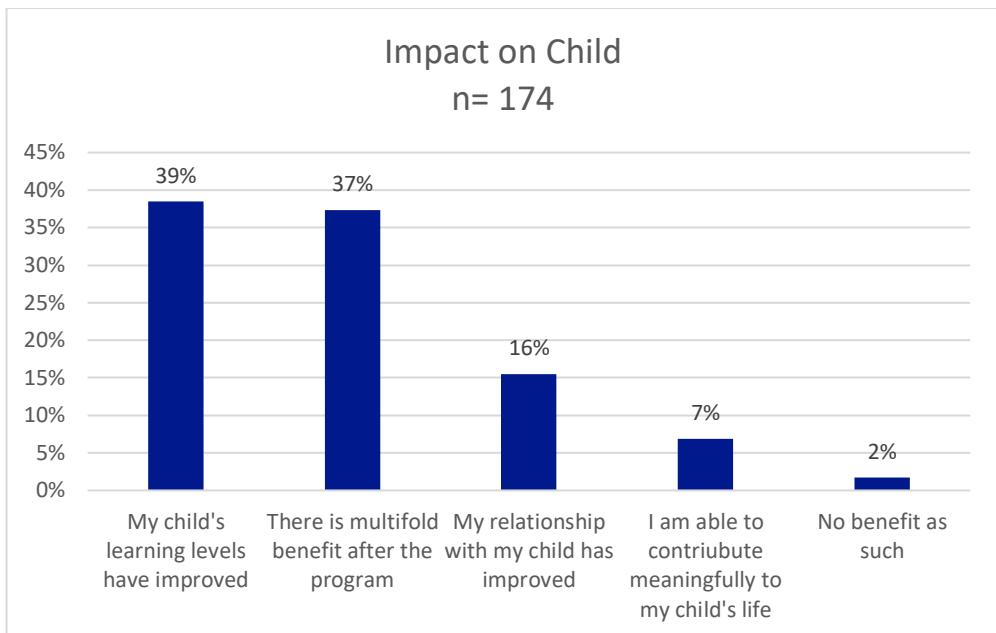


Figure 28: Mother's perspective on Programme Impact

While there were significant improvements in other areas, there was no significant change in the child's 'Readiness' to learn in school

This presents one major flaw in the delivery and implementation of the programme – the child still does not show active interest in their own academic learning and going to school.

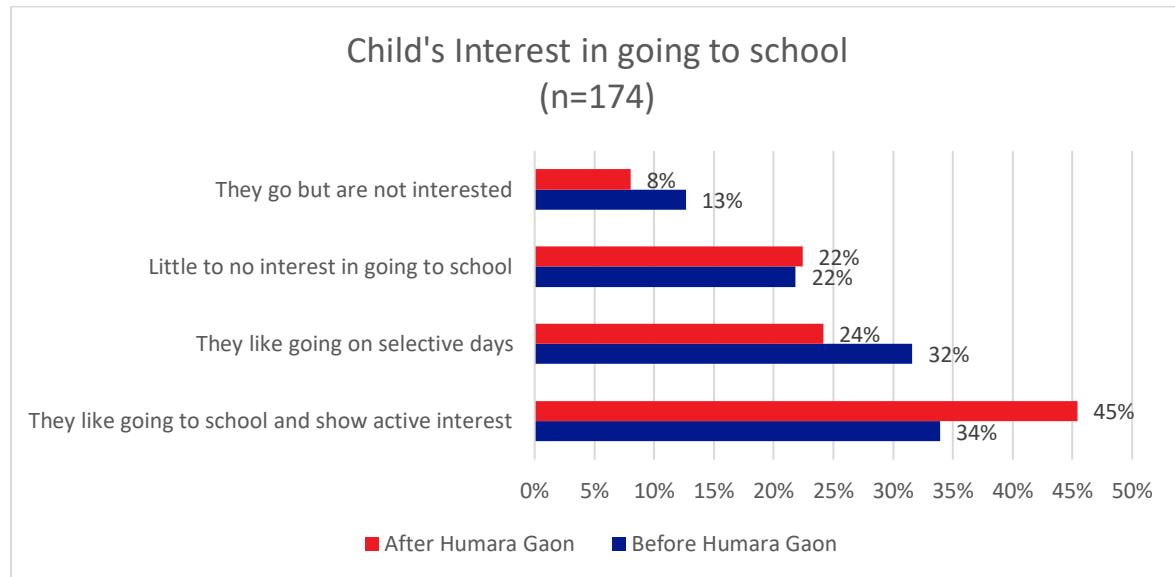


Figure 29: Mother's perspective on child's School Readiness Impact



Figure 30: (Image) FGD with Mothers in Vizag

3.3.3 Children's Survey – Average Scores | Math and Language Learning Camps

Asking the child, the key beneficiary of their entire experience of engaging with the learning material, and their activities and understanding their response shows us how the Implementation was catered to the ages and the needs of the stakeholder. The figures below indicate that the children enjoyed and felt that their needs were addressed in the Community Clubs (Peer learning, guidance from community members, activities and worksheets conducted with children). All scores were rated out of 5 –all the shared scores are above the average score of 4.65 out of 5. This indicates a high rate of satisfaction from the Respondents.

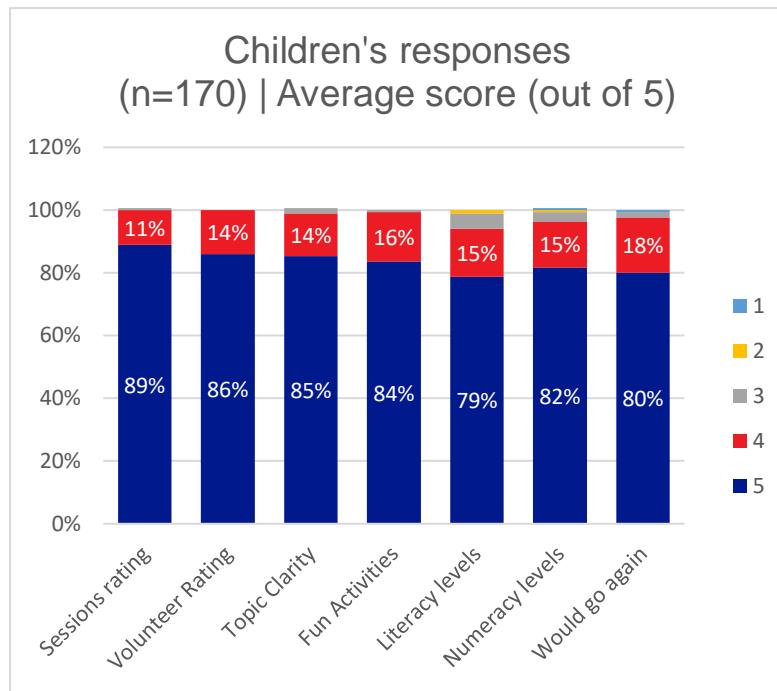


Figure 31: Children's Response and Ratings on the Intervention

Programme's response based on Children's feedback and Ratings.

3.3.4 Learning Outcomes test | Math and Language learning Camps

The charts below are indicators of the test scores of the Respondents we covered during the survey.

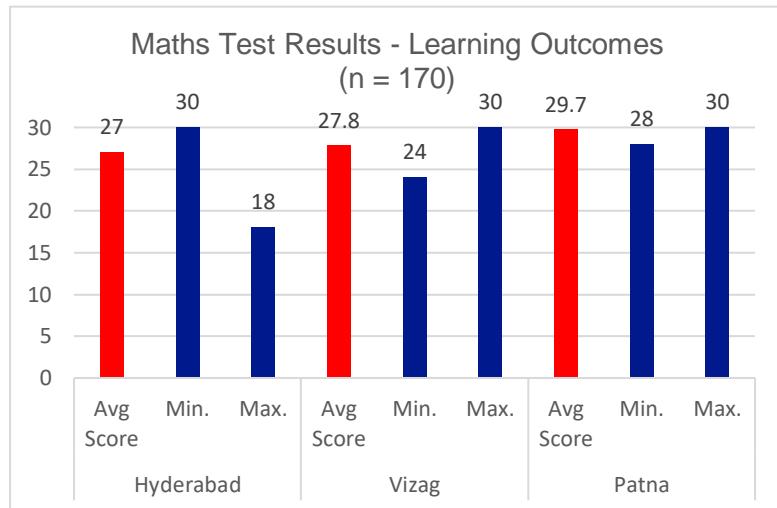


Figure 32: LO test Average Scores - Math

Respondents.

After this, assessing the responses from the Math and Language Learning Camps shows that they were able to learn and understand the concepts easily through the material that was being used for them, the learning and engagement were also fun for the respondents in the learning Camps. Over 78% Children's responses in these interactions rated a 5/5 for all questions, while a handful also rated 4 and 3. A few lower scores were also recorded. This highlights the

The Learning Outcome Test for Numeracy was **out of 30** and the Average score for all Respondents was 28 out of 30. All Respondents cleared Level 3 of the tests – while some struggled with two-digit calculations and Word Problems.

This indicates a clear improvement and impact in the Numeracy Levels of the

Similarly, The Learning Outcome tests for Literacy levels of the Respondents were **out of 40**, and the Average scores for all Respondents were approximately 35.

All students cleared Level 4, except a handful who struggled to read the text shared with them in these tests. The major struggles of the students who tested at a low score struggled with word problems in the test, Level 5.

The overall outcome of these test scores also highlights the impact on the Literacy levels of a substantial majority (over 90%) of the students.

When the same were examined based on Gender of the respondents, the average scores were extremely close to one another. While this highlights that the Programme was delivered and reached the beneficiaries, it also highlights the impact reaching all those involved in the Programme barring any Gender barriers.

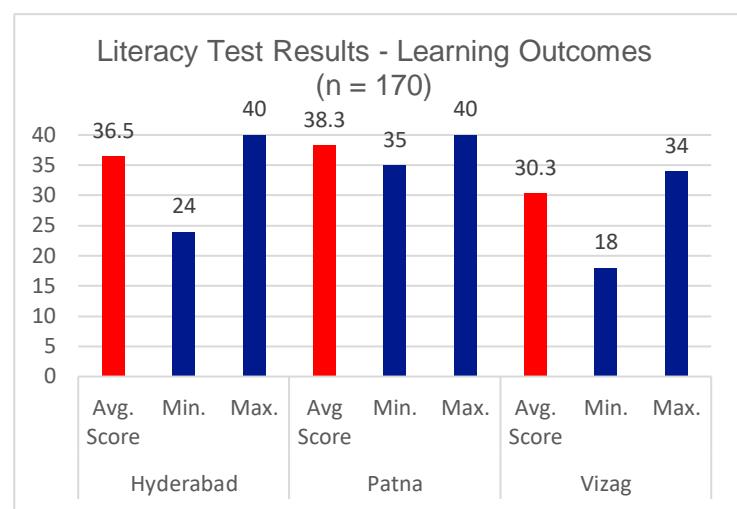


Figure 33: LO test Average Scores - Hindi/Telugu

Average of Marks (Gender based average)
Learning Outcomes test (n=170)

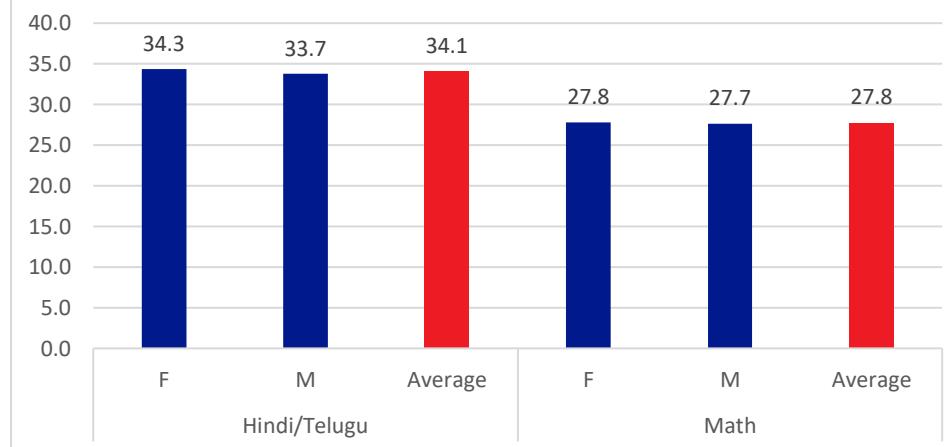


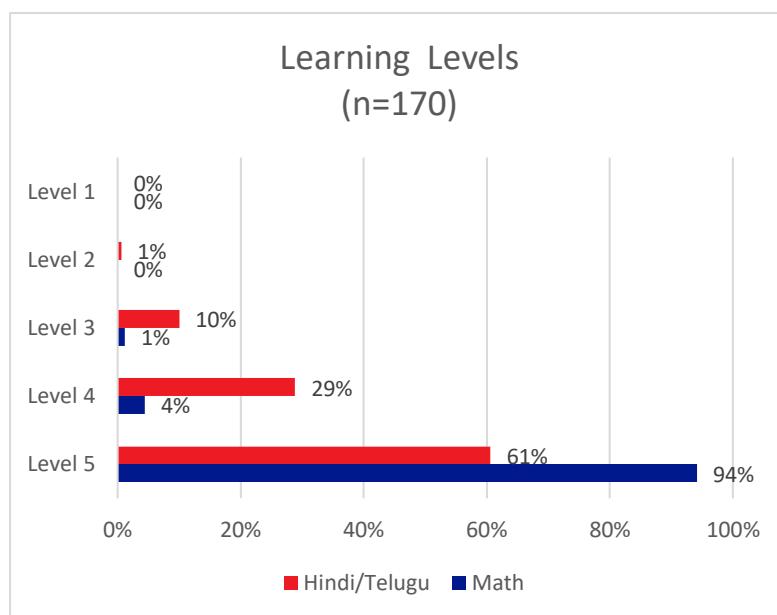
Figure 34: gender based Average Test scores

Literacy test -

- The children struggled while reading text in the LO test, they lost marks in that section, lowering the average of Telugu respondents (as they struggled more compared to Hindi respondents)
- Some students also struggled while responding to word problems.

Math test -

- The children lost marks on two-digit addition and subtraction operations
- Most mistakes were in word problems that impacted the lower and average Math scores in Hyderabad



This chart presents a glance at the children's current learning levels – the results are better than that reported by the Implementation Partner in their endline assessment Levels.

Figure 35: Children's learning levels - post Intervention

3.4 Convergence

Convergence refers to how the Humara Gaon programme aligns with and contributes to broader initiatives undertaken by various actors within the ecosystem, such as government policies, programmes, and schemes. This involves examining how the programme complements these efforts, ensuring that its objectives are not only achieved independently but also amplify and support the impact of existing frameworks and initiatives.

The convergence criterion evaluates the extent to which the Humara Gaon Shiksha programme has fostered collaboration and participation among diverse stakeholders, integrating resources, coordinating efforts, and building synergies across multiple entities. By leveraging partnerships and collective action, the programme enhances its overall effectiveness and aligns with larger systemic goals.

- The Programme is aligned with all relevant Policies and Principles.
- The three major spheres that come together for this Programme to successfully achieve the objectives that it was set out to, were the **Mothers (immediate environment), Community (secondary environment) and the Schools (secondary environment)**.
- The stakeholders came together, in mobilising the environment around the child to impact their learning levels.

This approach highlights the programme's role in contributing to a cohesive ecosystem where its interventions resonate and add value to the work of other stakeholders, including governmental and non-governmental actors.



Figure 36: (Image) Interview with Volunteer in Vizag

3.4.1 Alignment of the stakeholders' needs

Stakeholder Programme	Mothers (Home) School Readiness Programme	Communities	Schools
Activities	Developing a routine and conducting simple activities with children that are directed to improve their Foundational Literacy and Numeracy Levels	Mobilising the members in the community to enable a safe learning space and foster peer learning structures among children	Direct Interventions for Students: classes to address each individual's learning gaps Teacher Involvement: Involving the teacher in remedial classes to share innovative TLMs for students struggling with FLN.
Outcomes	Conducting activities with the child regularly to impact their FLN levels	Empowering community members as Volunteers and creating a space to learn with one another in the community	Direct remedial attention to tackle the learning gaps and improve learning capacities
	Building a routine with the child to develop interest and involvement in the child's learning and daily activities	Build practice of learning with each other and helping those around	Understanding the child's struggles in the classroom with their peers – involvement of the Teacher
	Involvement with the stakeholders in schools to understand	Capacity Building and incentive for Volunteers to engage with children;	Teachers introduced to innovative and play-based teaching methods, to be

	and address the classroom struggles	Children learn together through play-based activities and improve social skills (communication)	continued and incorporated in the classrooms
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Figure 37: Alignment with Stakeholder's needs

3.4.2 Alignment with United Nations Sustainable Development Goals

The Sustainable Development Goals (SDGs) have been formulated by the United Nations to transform our world. They serve as a "blueprint to achieve a better and more sustainable future for all" and are integral to the United Nations 2030 Agenda for Sustainable Development. These goals were unanimously agreed upon by 193 countries in September 2015. The table below shows how the programme's goals are aligned with the UN SDGs and their alignment with the respective goals they contribute to:

United Nation's Sustainable Development Goals	Specific Targets	Alignment
 4 QUALITY EDUCATION	4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	Provides quality education with a specific focus on achieving Learning Outcomes
	4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	Provides mechanisms for Early Childhood Development and care through the involvement of mothers and community members
 5 GENDER EQUALITY	5.1 End all forms of discrimination against all women and girls everywhere	Supports the education of girls, substantiated by the engagement ratio of the respondents in the study

	<p>10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>	<p>Supports the more disadvantaged and backward communities, based on caste and economic status</p>
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Figure 38: Alignment with UN SDGs

3.4.3 Alignment with National Policies and Acts

Policy	Specific items in Policy	Alignment
NEP, 2020 (National Education Policy)	<ul style="list-style-type: none"> The National Education Policy (NEP) 2020 prioritises Foundational Literacy and Numeracy (FLN) as a key component of the education system and aims to achieve FLN in primary schools by 2025 The NEP 2020 recommends focusing on FLN in the preparatory and middle school curriculum. This includes reading, writing, speaking, counting, arithmetic, and mathematical thinking. The NEP 2020 recommends a robust system of continuous formative assessment to track and individualise each student's learning. 	<ul style="list-style-type: none"> The goals set in NEP 2020 are created with the objective of achieving high-quality education in the country – this Programme specifically focuses on Primary Education. The programme builds a strong foundation of numeracy and literacy skills that are essential for all further learning.
NIPUN Bharat Mission (2021)	<ul style="list-style-type: none"> The Ministry of Education launched this mission in July 2021 to help children achieve FLN by the end of grade 3 in 2026-2027. The mission aims to create an environment that supports FLN for all children. It is the primary education act in India for Foundational Literacy and Numeracy (FLN) The mission tracks the progress of each child to ensure they achieve the learning outcomes; it builds capacity of teachers and equips them to deal with any classroom struggles; it also 	<ul style="list-style-type: none"> The programme is directly aligned with the objectives of the NIPUN Bharat Mission which aims to directly improve and impact the levels of FLN skills for all children in the country. ASER Report is the basis and foundation behind the setup of NIPUN Bharat to improve the learning levels of children.

	develops high-quality learning material for students and teachers.	
Samagra Shiksha Abhiyaan	<ul style="list-style-type: none"> The Samagra Shiksha scheme supports the National Mission on Foundational Literacy and Numeracy (FLN) in India through the assignment of funds and provisions for: Teaching Learning Materials, Teacher Training and Assessment of learning levels at the District level The scheme's goals include: Improving school effectiveness, Providing equal opportunities for schooling, Ensuring equitable learning outcomes, and harmonising implementation mechanisms and transaction costs. The scheme also supports the Right of Children to Free and Compulsory Education Act, 2009 and is aligned with the recommendations of the National Education Policy (NEP) 2020. 	<ul style="list-style-type: none"> Samagra Shiksha Abhiyaan focuses on all levels of education – this Programme is focused on the Primary Education objectives. Higher quality of education providing better results in the students and their performance to their corresponding grades.

Figure 39: Alignment with National policies

3.4.4 Alignment with CSR Policy

The Schedule VII (Section 135) of the Companies Act, 2013⁵ specifies the list of the activities that can be included by the company in its CSR Policy. The below-mentioned table shows the alignments of the intervention with approved activities by the Ministry of Corporate Affairs:

Sub Section	Activities per Schedule VII	Alignment
(ii)	Promoting education, including special education and employment enhancing vocation skills especially among children, women, elderly, and the differently-abled and livelihood enhancement projects.	Completely
(iii)	promoting gender equality, empowering women, setting up homes and hostels for women and orphans; setting	Completely

⁵ <https://ca2013.com/schedule/schedule7-3/>

	up old age homes, day-care centres and other facilities for senior citizens and measures for reducing inequalities faced by socially and economically backward groups	
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Humara Gaon successfully achieves the Convergence of the three spheres the Programme involves as stakeholders to impact the child. While the Convergence aligns with the National Education Policy and the Goals of subsequent Policies and Programmes, we also ensure its alignment with ESG and CSR Principles to share a complete overview.

3.5 Service Delivery

The service delivery criterion assesses the extent to which the Humara Gaon programme has successfully delivered on its objectives. This section evaluates the effectiveness, efficiency, and quality of the services provided, alongside the utilization of resources throughout the programme's implementation. By analysing service delivery, the assessment highlights how well the programme's operational mechanisms and resource allocation have contributed to achieving its intended outcomes.

- The mothers found the activities to be **easy to understand and then conduct the same with their children**. This created high satisfaction and **delivered the desired impact for the stakeholders and the children**.
- **The design of Clubs was around learning through play**, the needs of individual learners and **creating a safe space for peer learning network achieved**.
- The Volunteers and the children both learnt and shared the gathered information in the community, **the children rated the Clubs highly on all parameters**.
- The MMLC was successful in involving the teachers in addressing the learning levels of children, while directly **addressing each child's learning gaps**.



Figure 40: (Image) Learning Outcomes test in Vizag

3.5.1 Quality of the Learning Material | School Readiness Programme

It is essential for the Course and Curriculum to be interpreted and implemented effectively for the beneficiary to see an impact. The programme involved both mothers and children directly in order to impact their learning levels:

School Readiness Programme

According to the mothers involved in the programme, who conducted activities with their children to impact their learning levels, the activities were simple to understand and conduct – which translated to lesser struggles on their part and helped them build a routine and relationship with their child as well.

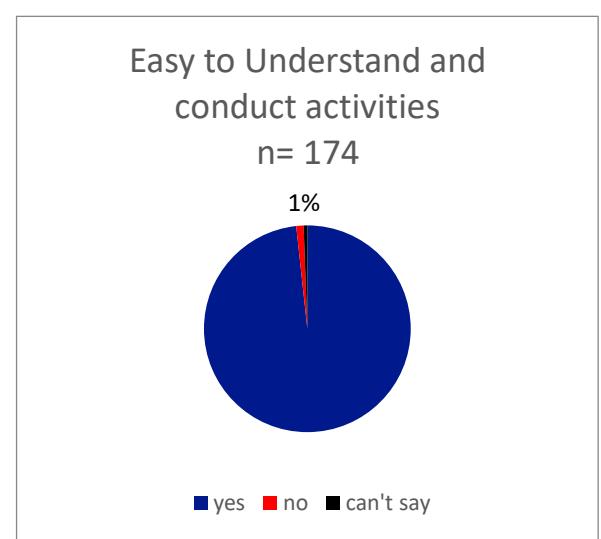


Figure 41: Mother's response on Quality of learning material



Figure 42: Mother's response - impact on child's learning

The mothers also found the activities to be helpful for the child in catching up to their learning gaps in literacy and numeracy. The mothers felt empowered and were grateful to have ideas that did not require them to plan. "They used to share simple activities that we could do with our children when we are in the kitchen or doing household work" as shared by Ragini Sinha, an anchor mother in the programme.

Children's Clubs:

The Children rated the clubs highly on the parameters mentioned aside. They would love to go again to similar Clubs, they enjoyed the activities as they would learn through play.

I am very glad to have found new friends through the Community Groups. They are all still in touch with me, we play and sometimes help each other in studies. The best part was the activities we used to do with our friends.
- Shivam, aged 11, Patna

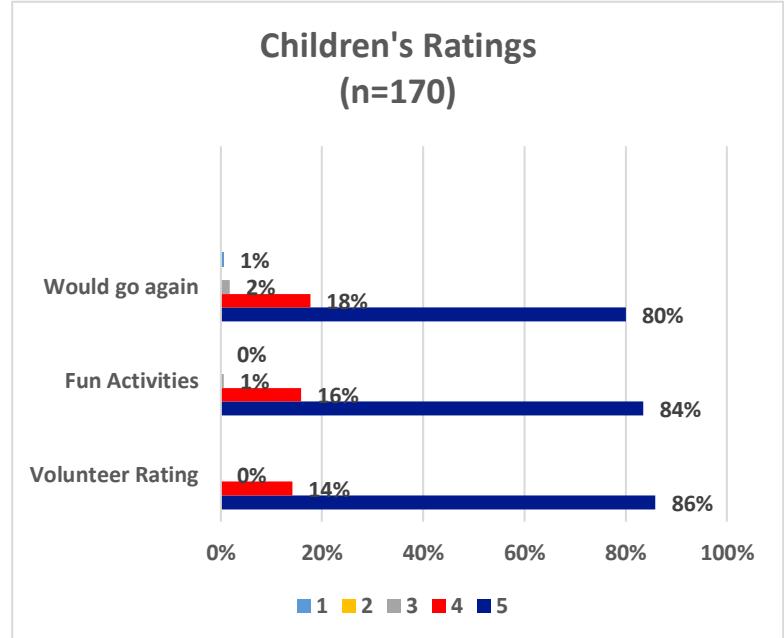


Figure 43: Children's ratings of Children's Clubs

3.5.2 Quality of Instruction and Support from Personnel | School Readiness Programme

The data and respondents suggest that the training personnel were well-equipped and present for their needs whenever required and would also actively provide assistance when they had any doubt about their tasks. The mothers were working with Activity cards that

would be shared with them to conduct with their children, to assist them they had anchor mothers and Pratham Staff members; The Children's Clubs had Volunteers to help them study and clear any doubts and Pratham Staff supported the volunteers to manage the children and teach them in these Clubs; the Math and Language Learning Camps were held together by an external teacher/staff member from the Pratham team who engaged the child in the classroom and addressed their gaps in learning.

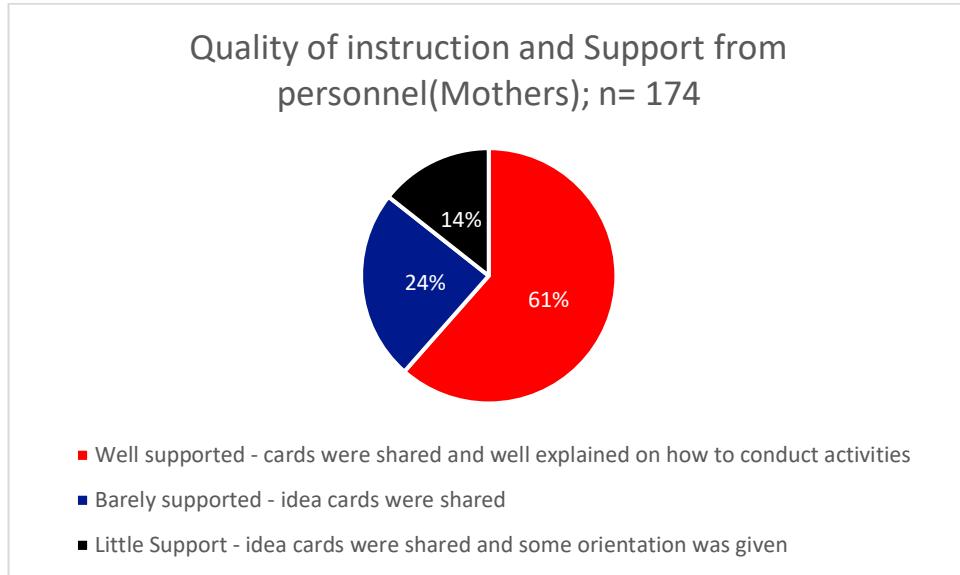


Figure 44: Mother's perception on guidance and support

A substantial majority found the personnel to be actively engaged with them and they felt well-supported.

The children also rated the Pratham teachers in the Math and Language Learning Camps to be at an average of 4.9 out of 5 in their collective response. (refer section 3.5.1)

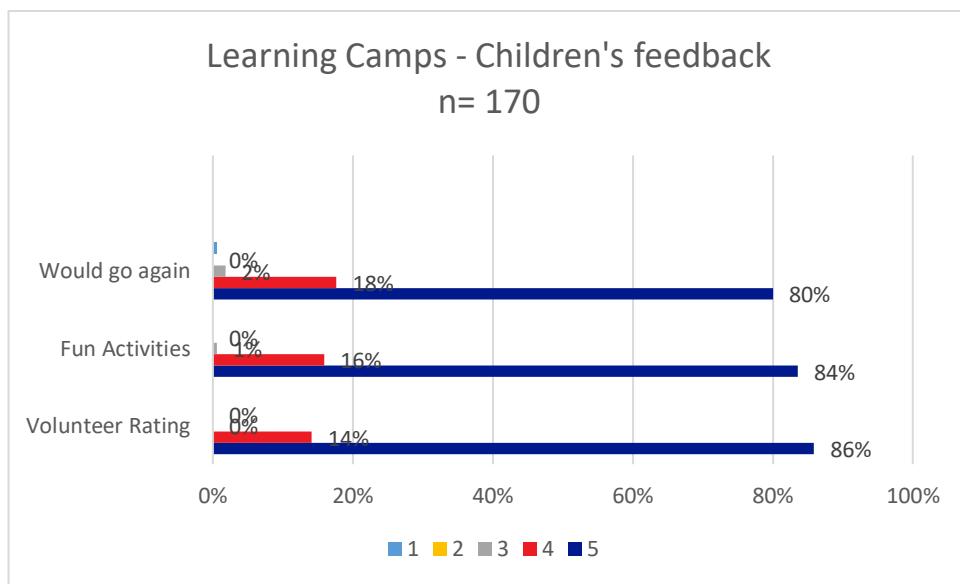


Figure 45: Children's feedback on Children's Clubs



Figure 46: (Image) Teacher's Interview in Vizag (2)

3.5.3 Engagement with Stakeholders

This section will highlight the engagement and interaction with the Stakeholders directly involved in the programme to impact the core beneficiary: the child.

School Readiness Programme	<ul style="list-style-type: none">• The mothers were oriented and trained for the interactions and how to use the shared activities with the children.• Anchor mothers were assigned to each group to disseminate information and assist for any difficulties that the mother or child may encounter• The staff members were readily available whenever required• <i>The relationship with the Staff members was friendly and they built a network amongst the mothers to support one another using these groups and meetings</i>• <i>The staff members would check and assess progress constantly by asking the anchor mothers on completion and response on the shared activities</i>
Children's Clubs	<ul style="list-style-type: none">• A space in the community was designated and assigned to a Volunteer to run Community Clubs - through TLMs shared by the staff• The students were oriented to the objective of the Clubs before they joined• The Club sessions were created to address FLN needs, educate students with GK and current affairs through immersive activities• <i>The Volunteers were designated to teach as the Lesson plans guided and encourage the students to interact and help each other</i>• <i>The staff members provided constant support and guidance to the Volunteers w.r.t. TLMs, managing students and making learning fun</i>
Math and Language Learning Camps	<ul style="list-style-type: none">• In school classes for a span of 60 days with the help of external teachers to provide remedial interventions to students.• Individual attention to students to address and impact their learning gaps using innovative TLMs.• <i>The external teachers (Pratham) provide interactive TLMs and give individual attention to students - directly impacting FLN levels.</i>• <i>The teachers association strengthens the relationship with external partner and implements the set objectives to mobilise the Schools.</i>

Figure 47: Overview of Engagement with Stakeholders

3.5.4 Impact and Insights: Stakeholders' Perspective

The survey involved interactions with various stakeholders of the community to extract insights and gather qualitative data. The analysis of these interactions gathered from the respondents helps in understanding the impact deeply. Listed below are some responses that highlight the change that has sustained post-intervention:

School Readiness Programme

- Yes, we have observed that when children ask doubts and mothers are able to clear it those children are generally performing well - **Devika P. (Teacher), Vizag**
- Mothers are open and they have started to talk about things other than just their learning - things such health and hygiene of the child, their routine etc. These discussions show involvement and that has definitely had an impact. - **Anamika (Teacher), Vizag**
- The activities were very useful, it also got other mothers around the group more interested in what was being done. Other women around them and their family also did some of the activities. Some of them came back and said they learnt new things too, and the activities have helped their child open up to them. - **Usha Devi (Anchor Mother), Patna**

Children's Clubs

- We used to look forward to going to the Group classes; We used to like going there because there would be GK based activities, and we used to play and learn, that was the best part; the volunteer helped us clear our doubts and we don't struggle with learning material now; we still help each other. - **FGD with children, Patna**
- The children would like it here and come regularly because of the activities that helped them learn, at times we also learnt something new through these Clubs. - **Tanu Kumari (Volunteer), Patna**
- These clubs were important as these children have minimal parental participation and these are the major hurdles for the children and their learning; the intervention provided a sense of social solidarity and created a sustainable development model. - **Ramesh (Volunteer), Hyderabad.**

Math and Language Learning Camps

- The Pratham teacher used to have innovative TLMs and used them in the class to help the children, we also saw and learnt new techniques and activities through association (observing and maintaining class discipline) - **Gautam Bihari (Teacher), Patna.**
- They were a lot more interested in the way of teaching; There was reasonable improvement in performance compared to before; yes they are better than where they started. - **Nagasri (Teacher), Vizag**

3.6 Case Studies

Here, we highlight two case studies from the observed stakeholders to share the overview of impact from their perspectives:

1. Vimla Devi, Teacher

Age – 50

Involved in – School Readiness programme

Vimla Ma'am highlighted her struggles while she had to interact with mothers in the school. She was made aware of the interventions being implemented in the community and she experienced a wonderful change in the mother's responses and their eagerness to interact with the teachers. "The mothers are open and so easily available now. Earlier, one major challenge was to get them to school to talk to them about their child as they are mostly working day jobs and weren't available."

There was a shift in the attitude of the Mothers, and she capitalised on that difference. "The mothers were now coming to see if I called, because I also started sharing insights on the child's learning more often" recounts Vimla Ji. She said, her experience with the current batch of mothers, talking to them and helping them understand their child has been wonderful. The mothers seem to take more responsibility and they also maintain the health and hygiene of the child while they get involved in their learning improvements. Having the mothers involved is a major bonus according to her, but having teachers like her is also an essential part of creating long-lasting impact.

2. Rajesh, Volunteer

Age – 28

Involved in – Children's Clubs

Rajesh is a young professional who is working as an engineer at present. When asked about his motivation to work as a volunteer, he said, "In the area I come from, the parents cannot pay attention to the child, so I would take tuition classes earlier. Once involved with the programme, I conducted lesson plans that they shared and the kids loved studying while playing in those clubs".

Rajesh himself had to cross many hurdles to reach where he is today. His life has changed in the last couple years as he completed his education and started earning. He still teaches the children around him in the evenings and he will continue to do so until he sees the community taking interest in educating the children.



Figure 48: (Image) Interview with Anchor Mother in Vizag



Chapter 4

Sustainability Analysis

Chapter 4 Sustainability Analysis

Kotak Securities Limited (KSL) strives towards the mission To create lasting value for communities in need by promoting and supporting initiatives in education, livelihood, healthcare, sports, environmental sustainability, and reducing inequalities faced by socially and economically disadvantaged groups. The programme and its objectives should be directed towards sustainable change.

To assess the sustainable outcomes achieved through the programme, we will put it through the model of Sustainable Analysis using a robust Theory of Change.

The process of Impact Assessment was designed with a pre-ideated Theory of Change (ToC) on the Implemented interventions. In order to assess the Sustainability, the framework of Mayne (2017)⁶ and applied through a Reverse Research Step paradigm⁷. The framework presents the sustainable overview of the Project.

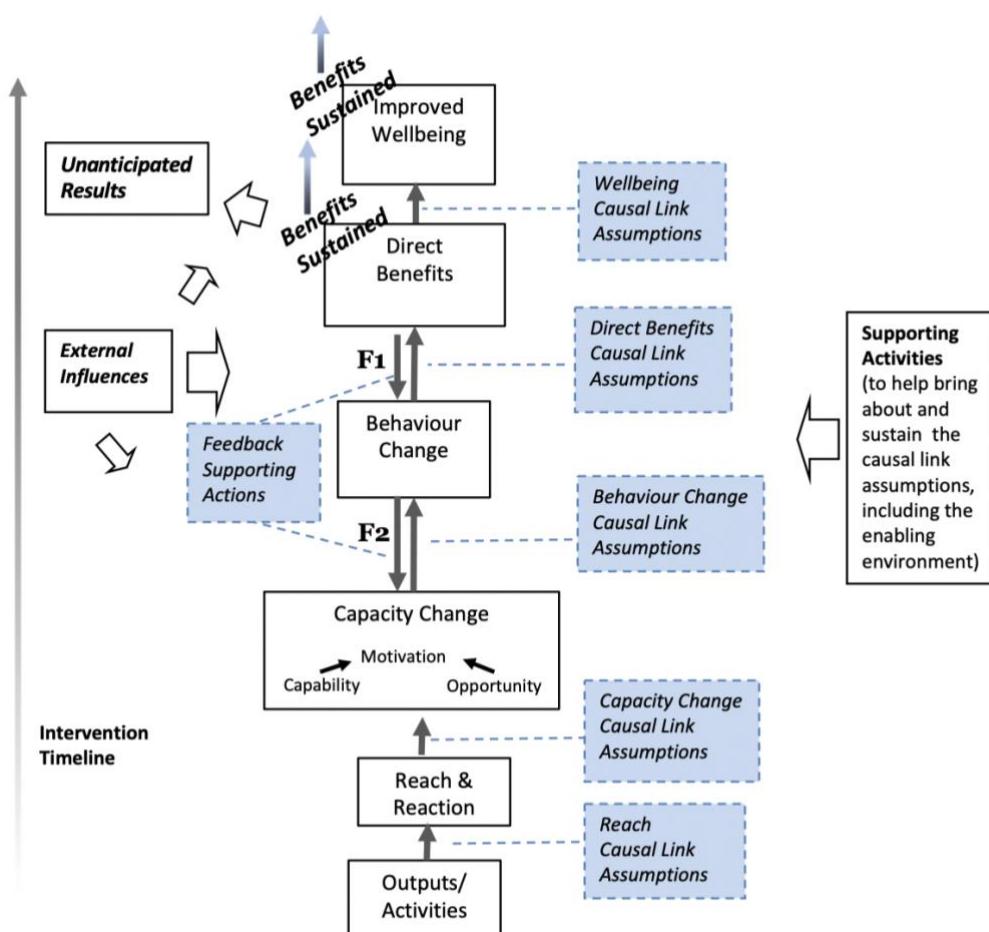


Figure 49: Sustainability Analysis Overview - Description

The figure shows how the framework is applied to build a Robust Theory of Change. The step being reversed and applied to the framework of Impact Assessment, reveals the following insights.

⁶ [Sustainability Analysis of Intervention Benefits: a Theory of Change Approach](#)

⁷ [Reverse step: building research and knowledge from data or observation study](#)

The tables below show the Sustainability Analysis parameters aside the Theory of Change, created based on the three major initiatives analysed under the Impact Assessment Process:

Combined Analysis Chart – Humara Gaon Programme

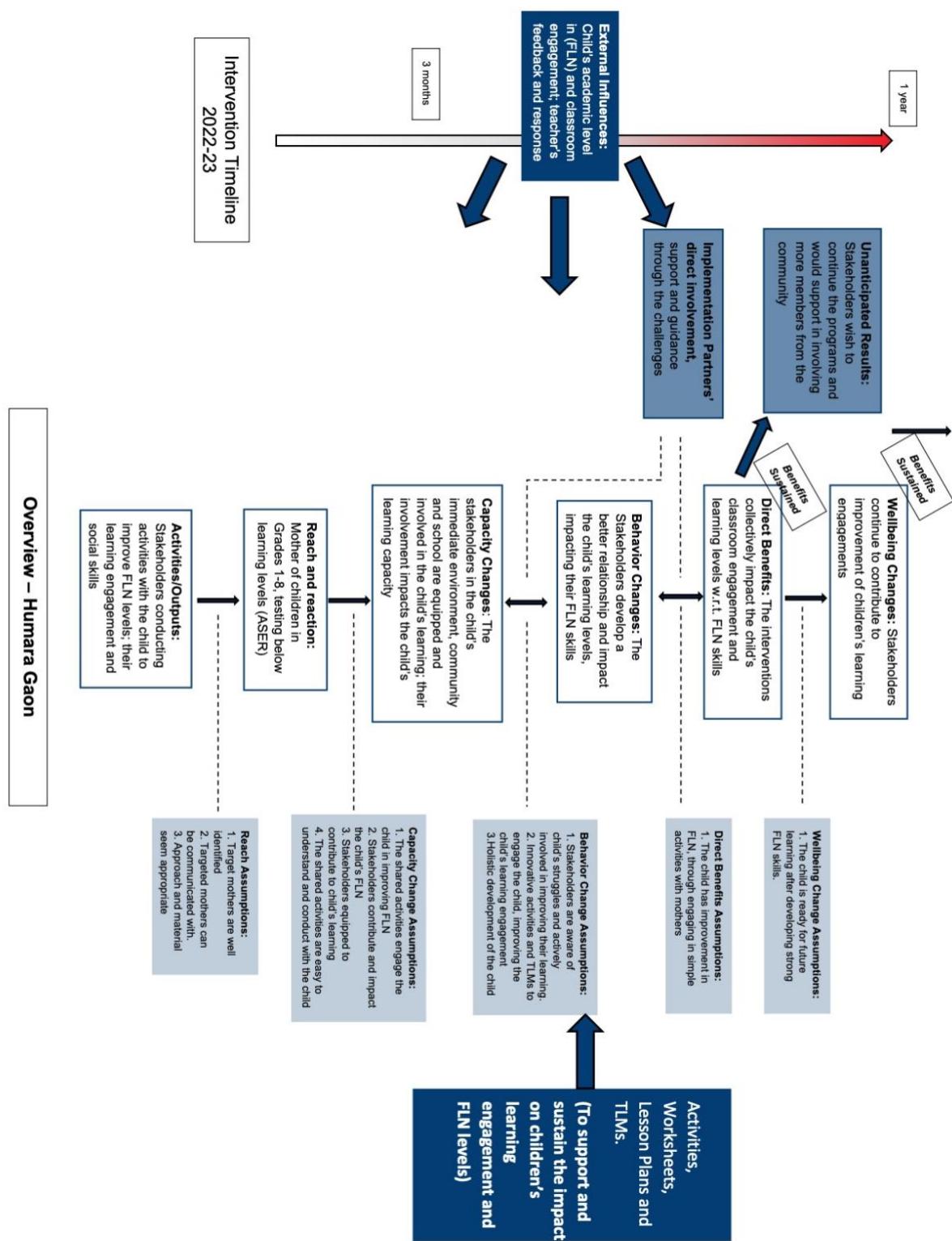


Figure 50: Overview of Sustainability Analysis - Humara Gaon

Table 1: School Readiness Programme: Involving mothers in early childhood education by providing simple activities to conduct with the child; directed towards improvement of FLN

levels.

Target: Children in Grades 1-3

Here is a diagram presenting an overview of the same:

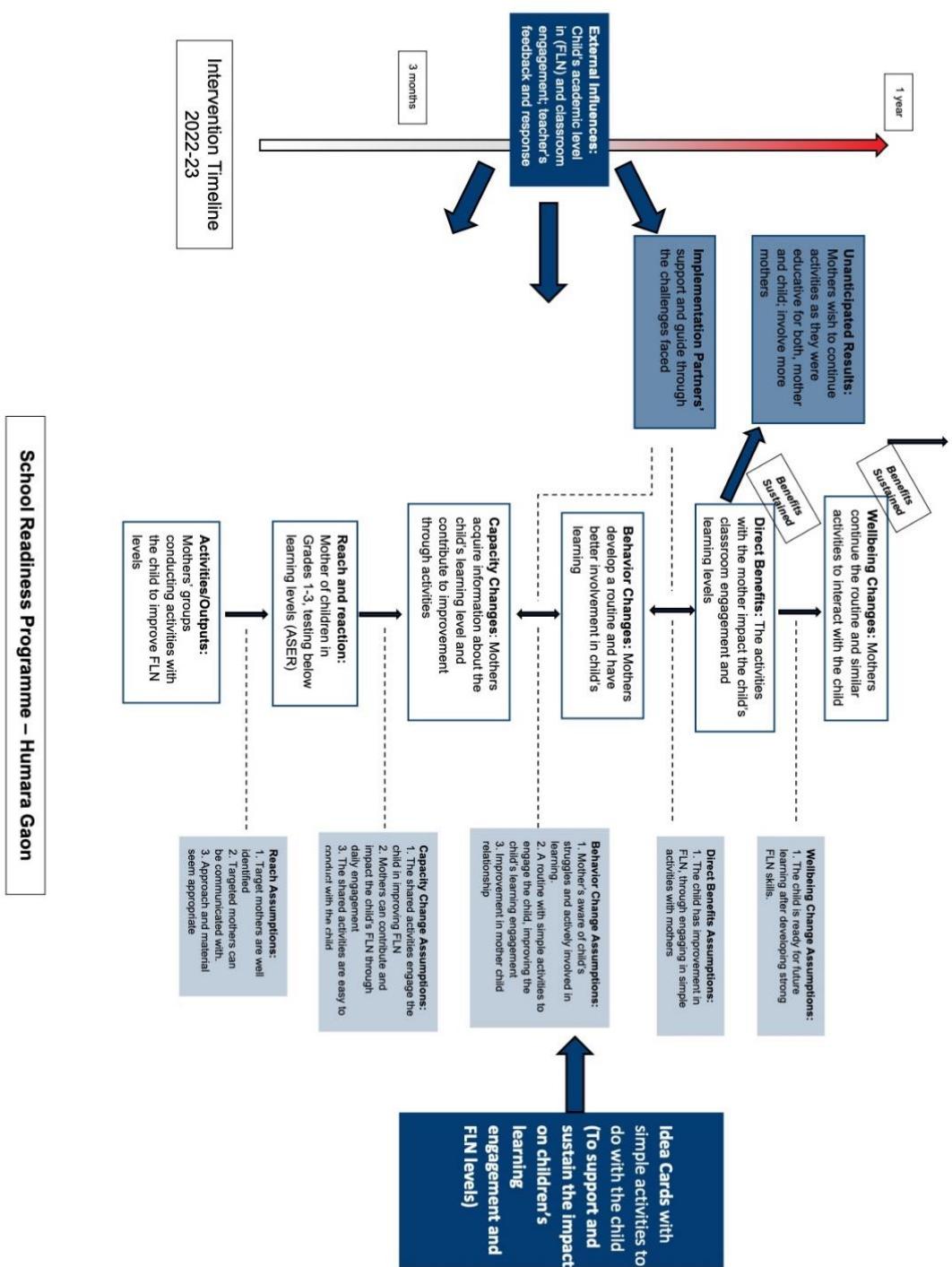


Figure 51: Overview of Sustainability Analysis - School Readiness Programme

Sustainability Analysis Table

Sustainability Factor (Theory of Change)	Sustainability Assessment (verified through qualitative interviews)
Output	
Mothers' groups conducting activities with the child to improve FLN levels Discussion: The objective has been achieved with the respondent mothers who conducted the shared activities with their children	Rating: Sustained Action plan for Sustainability: Mothers suggested the activities might still be needed for the students currently struggling with their studies.
Reach Assumptions	
1. Target mothers are well identified 2. Targeted mothers can be communicated with. 3. Approach and material seem appropriate Discussion: identified based on ASER test with children, to test their learning levels and learning gaps.	Rating: Well identified Description: The activities were shared over smartphones; it was the criteria for choosing anchor mothers to disseminate activities in the larger group. (the mothers were still involved in other initiatives)
Capacity Change Assumptions	
1. The shared activities engage the child in improving FLN 2. Mothers can contribute and impact the child's FLN through daily engagement 3. The shared activities are easy to conduct with the child Discussion: The activities were helpful in more than FLN improvement – also helped develop a better relationship	Rating: Sustained Action plan for Sustainability: Sharing of best practices among mothers in the community to sustain the change and encourage involvement to other members in the community.
Behaviour Change Assumptions	
1. Mother's aware of child's struggles and actively involved in learning. 2. A routine with simple activities to engage the child, improving the child's learning engagement 3. Improvement in mother-child relationship	Rating: Sustained Action plan for Sustainability: The mothers who went through the programme feel empowered and comfortable to be involved in their child's learning process. There is a need for the mothers of the new and upcoming batches to gain similar support and guidance.

<p>Discussion: An improvement in mothers' awareness and involvement with School stakeholders to impact children</p>	
<p>Direct Benefits Assumptions</p>	
<p>1. The child has improvement in FLN, through engaging in simple activities with mothers</p> <p>Discussion: A major part of the population of children who went through the programme saw significant improvement in their learning levels</p>	<p>Rating: Sustained</p> <p>Action plan for Sustainability: The children who received intervention have improved, the upcoming batches show similar gaps and may require interventions. To sustain a long-term change in the community, the programme may be supported again.</p>
<p>Wellbeing Change Assumptions</p>	
<p>The child is ready for future learning after developing strong FLN skills</p> <p>Discussion: The children show significant improvement and can able to catch up to the level of their corresponding Grades.</p>	<p>Rating: Sustained</p> <p>Action plan for Sustainability: Children who went through the intervention are performing well to average in their classrooms. Current and upcoming batches may need similar support.</p>

Table 2: Children's Clubs Involving members from the community as volunteers in early childhood education by providing simple activities to conduct with the child, learning through play to impact the children's FLN levels and address their individual learning challenges.

Target: Children in Grades 3-5

Visual representation of the impact through Children's Clubs:

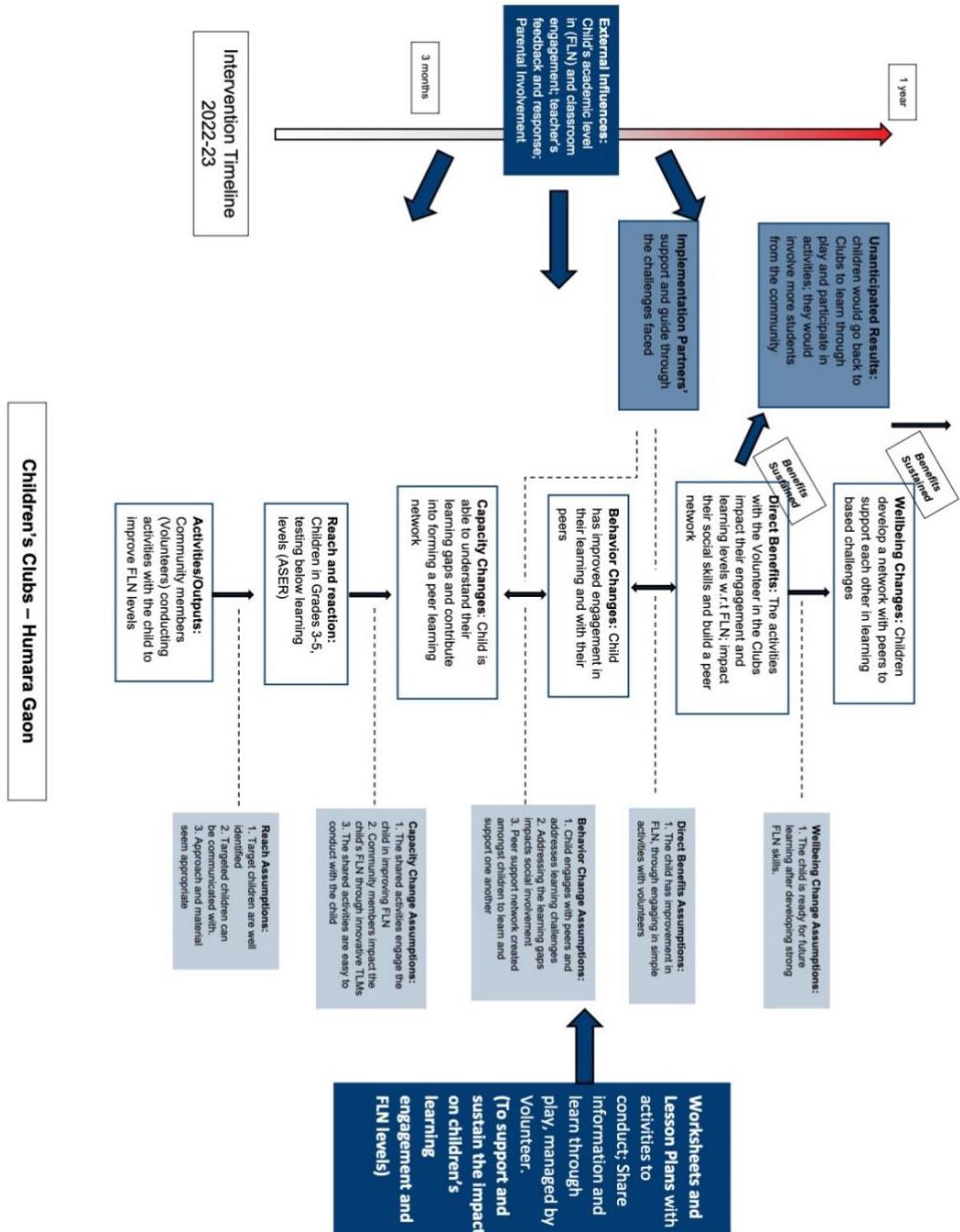


Figure 52: Overview of Sustainability Analysis - Children's Clubs

Sustainability Analysis Table

Sustainability Factor	Sustainability Assessment
Output Community members (Volunteers) conducting activities with the child to improve FLN levels	Rating: Sustained Action plan for Sustainability: the clubs were beneficial to both, the volunteers and

Discussion: The objective has been achieved with the volunteers who conducted the shared activities with the children	the children; the clubs may be continue to sustain long-term change.
Reach Assumptions	
<ol style="list-style-type: none"> 1. Target children are well identified 2. Targeted children can be communicated with. 3. Approach and material seem appropriate <p>Discussion: identified based on ASER test with children, to test their learning levels and learning gaps.</p>	Rating: Well identified Description: The volunteers were selected from the community based on interest; TLMs shared with the Volunteers to conduct activities that helped students' individual learning interests and FLN levels; may be continue to sustain long-term change.
Capacity Change Assumptions	
<ol style="list-style-type: none"> 1. The shared activities engage the child in improving FLN 2. Community members impact the child's FLN through innovative TLMs 3. The shared activities are easy to conduct with the child <p>Discussion: The activities were helpful in more than FLN improvement – also helped develop a peer support network through interactions in the Clubs</p>	Rating: Sustained Action plan for Sustainability: The children have understood and addressed their learning gaps with the help of the community members; mobilising more members in the community can prolong the sustainability of intervention.
Behaviour Change Assumptions	
<ol style="list-style-type: none"> 1. The child engages with the Volunteer through learning activities and addresses learning challenges 2. Addressing the learning gaps impacts social involvement 3. Peer support network created amongst children to learn and support one another <p>Discussion: An improvement in child's FLN learning outcomes impacts the child's future learning; children used to learn through play and enjoy these interactions</p>	Rating: Sustained Action plan for Sustainability: The children involved in the clubs still support one another; the intervention may be sustained to involve more recent batches; the community may benefit from receiving TLMs to continue similar learning sessions with children.
Direct Benefits Assumptions	
<ol style="list-style-type: none"> 1. The child has improved in FLN, through engaging in simple activities with mothers 	Rating: Sustained

<p>Discussion: A major part of the population of children who went through the programme saw significant improvement in their learning levels</p>	<p>Action plan for Sustainability: The children who received intervention have improved, the upcoming batches show similar gaps and may require interventions. To sustain a long-term change in the community, the programme may be supported again.</p>
<p>Wellbeing Change Assumptions</p>	
<p>The child is ready for future learning after developing strong FLN skills</p> <p>Discussion: The children show significant improvement and are able to catch up to the level of their corresponding Grades.</p>	<p>Rating: Sustained</p> <p>Action plan for Sustainability: Children who went through the intervention are performing well to average in their classrooms. Current and upcoming batches may need similar support.</p>

Table 3: Math and Language Learning Camps Involving external teachers and equipping them with innovative TLMs to conduct with the child, learning through play to impact the children's FLN levels and address their learning challenges. This is a direct remedial intervention provided to the child and the class teacher is also involved in the learning process.

Target: Children in Grades 3-5 (exceptions with students up to grade 8)

Visual representation of the impact through Math and Language Learning Camps:

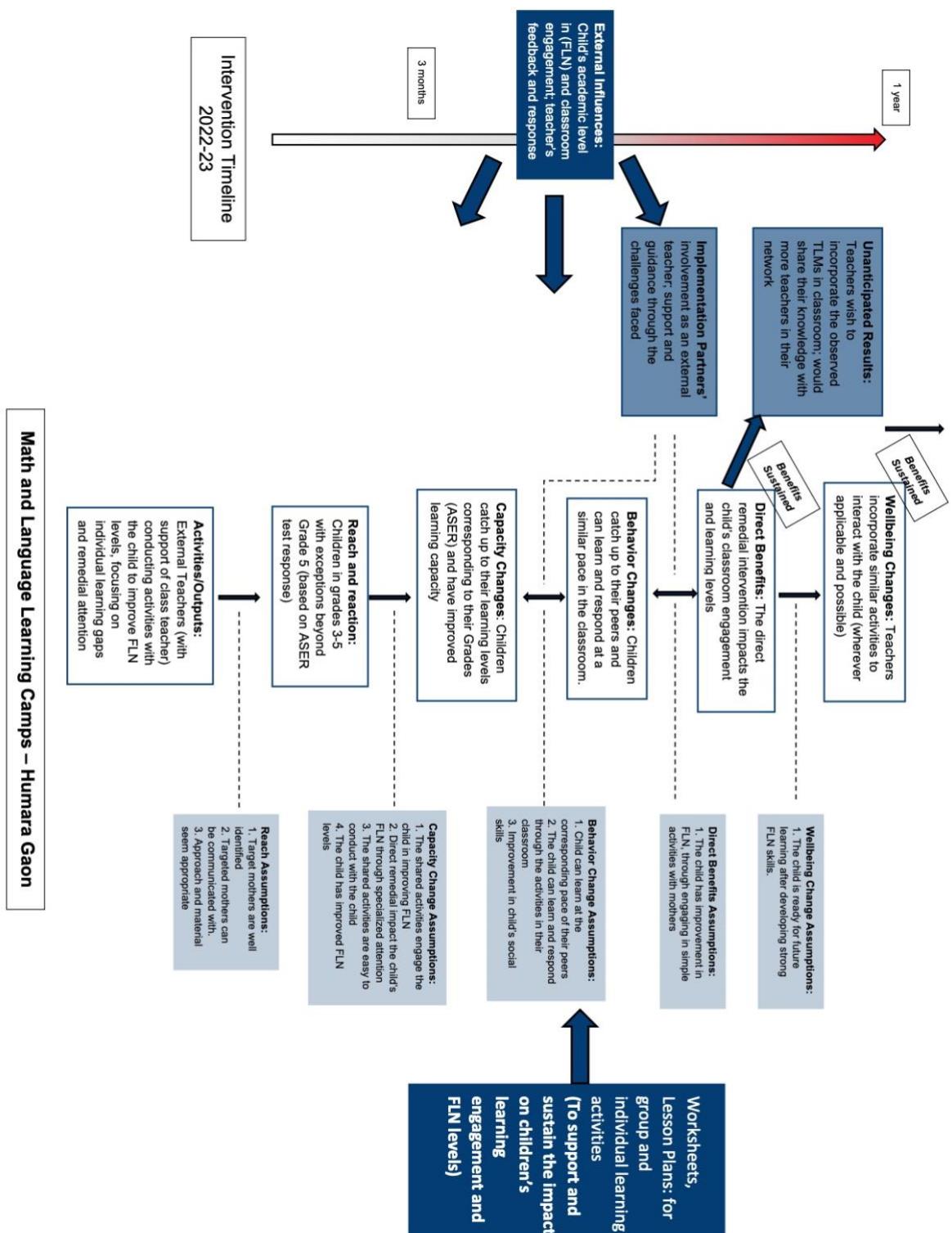


Figure 53: Overview of Sustainability Analysis - Math and Language Learning Camps

Sustainability Analysis Table

Sustainability Factor	Sustainability Assessment
Output	
External Teachers (with the support of the class teacher) conduct activities with the child to improve FLN levels, focusing on individual learning gaps and remedial attention Discussion: The children received remedial individualised attention to address the learning gaps and the teachers observed and applied innovative TLMs	Rating: Sustained Action plan for Sustainability: The camps can be sustained for upcoming batches – to contribute to IPUN Bharat Mission as the communities and stakeholders expressed a need for intervention to continue.
Reach Assumptions	
1. Target children are well identified 2. Targeted children can be communicated with. 3. Approach and material seem appropriate Discussion: identified based on ASER test with children, to test their learning levels and learning gaps.	Rating: Well identified Description: Teacher capacity building can be supported to sustain the long-term impact.
Capacity Change Assumptions	
1. The shared activities engage the child in improving FLN 2. Direct remedial impact on the child's FLN through specialised attention 3. The shared activities are easy to conduct with the child 4. The child has improved FLN levels Discussion: The activities were helpful in more than FLN improvement – also oriented the teacher to innovative TLMs that can attend to students' individual needs and assist in fulfilling learning gaps	Rating: Sustained Action plan for Sustainability: The children have understood and addressed their learning gaps with the help of individual attention and they are able to catch up; capacity building of teachers may be supported to prolong the sustained impact.
Behaviour Change Assumptions	
1. Child can learn at the corresponding pace of their peers 2. The child can learn and respond through	Rating: Sustained Action plan for Sustainability: The children involved in the camps received remedial

<p>the activities in their classroom</p> <p>3. Improvement in child's social skills</p> <p>Discussion: An improvement in child's FLN learning outcomes impacts the child's future learning; children can learn at the pace of their peers and that has also helped them open up in the classroom</p>	<p>support and have consistently progressed in their learning levels; the community may benefit from receiving TLMs to continue similar learning sessions with children.</p>
<p>Direct Benefits Assumptions</p> <p>1. The child has improved in FLN, through engaging in simple activities with mothers</p> <p>Discussion: A major part of the population of children who went through the programme saw significant improvement in their learning levels</p>	<p>Rating: Sustained</p> <p>Action plan for Sustainability: The children who received intervention have improved, the upcoming batches show similar gaps and may require interventions. To sustain a long-term change in the community, the programme may be supported again.</p>
<p>Wellbeing Change Assumptions</p> <p>The child is ready for future learning after developing strong FLN skills</p> <p>Discussion: The children show significant improvement and are able to catch up to the level of their corresponding Grades.</p>	<p>Rating: Sustained</p> <p>Action plan for Sustainability: Children who went through the intervention are performing well to average in their classrooms. Current and upcoming batches may need similar support.</p>

The analysis of the Project Outcomes based on the Mayne framework helps us substantiate the changes and impact in the beneficiary's life and the validity of the intervention in achieving the objectives.

The Analysis framework takes three parameters into consideration:

1. The objectives set during the duration of the Programme along with its objectives,
2. The Theory of Change that was developed to assess the impact of the intervention and
3. The observations were made through the varied interactions with the stakeholders. All of them combine together – show an overview that shows the level of sustainability of the Programme.

Validity of the Analysis Framework:

- The format required for the development of a robust theory of change is the basis of the framework, also the basis of impact assessment
- The reverse analysis fits the theory of change and is substantiated by the responses in the qualitative interactions observed with the participants

- The framework is a method to substantiate sustainable change through the Programme in the given period and allows the respondent's insights to be highlighted

Limitations of the Analysis Framework:

- The sample size for observation is smaller than the ideal sample for such an analysis



Chapter 5

Recommendations

Chapter 5 Recommendations and Way Forward

The Humara gaon programme was implemented by KSL with the implementation partner Pratham Education Foundation for the third time in the period of 2022-23. This section covers the recommendations and the way forward for the Humara Gaon Shiksha Training Programme.

Current Scenario	Recommendations
Involving mothers has helped with the children's learning levels, while the mothers of children in the newer batches struggle with engaging their children in day-to-day activities.	Mobilising more than one stakeholder around the beneficiary (the child) has had a multi-fold impact on the child and the stakeholders involved. The programme can continue on the same model to achieve impact. (SRP)
The mothers involved in the programme are empowered, the mothers whose children have just joined school do not feel comfortable and are nervous to interact with teachers.	The programme could help the Mothers build a better relationship with other stakeholders – as an indirect benefit of mother's involvement in the child's life as the mother can involve more stakeholders.
<ul style="list-style-type: none">- The Volunteers found the content to be engaging and the children enjoyed learning through play, the newer batch of kids shows similar struggles.- The teachers were intrigued but due to their duties and struggles with the number of children in each class is a challenge.	The techniques and activities used to engage with the students proved to be an important part of the programme and an essential element of achieving impact. These can be implemented on a larger scale to reach more communities with similar issues. (CC MLLC)
The programme was successful and had a substantial impact based on stakeholder responses, the programme closure however has brought the engagement to a halt while the networks and friendships still flourish	The Programme focused on Holistic development through multiple stakeholders to make the learner 'future ready' for their academics; an impactful practice that brings together multiple stakeholders around the child and can be replicated in other contexts and locations as well. (overall)
There is a requirement of the Programme to continue – in order to sustain the impact in the communities.	The Programme had transitioned out in two locations but had still continued in Hyderabad after a need was expressed. The extension of the Programme in the current areas would result in a long-lasting sustainable impact.

Mobilising and involving the nearest stakeholder – the family of the child. Involvement allows the child to have a learning space at home, with the family's support.	Engage all members that can impact the family and the larger community, in order to extend the sustained impact.
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Figure 54: Recommendations and Way Forward



Figure 55: (Image) Mother's Survey in Patna



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