

Impact Assessment of **Remedial Education** in Sapotra block of Karauli district 2023





The NSE Foundation, a Section 8 company, undertakes the CSR activities of the National Stock Exchange of India Limited. It initiated a program through its local partner, Plan India, a non-profit organization, to provide quality primary education to children from economically and socially disadvantaged communities. As a part of the program:

The program interventions comprised the following:

16 Siksha Mitras were recruited and trained to support weaker students in improving their linguistic and numeracy skills.

531 government school teachers were trained in Activity-based Learning (ABL) and the use of Teaching Learning Material (TLM).

92 Village Level Learning Centres (VLLC) were established to facilitate learning during the pandemic.

Children's Groups were formed in 170 schools to educate children on health, hygiene, and life skills.

NSE Foundation commissioned a study to understand the rationale, effectiveness, efficiency, impact, coherence, and sustainability of the programme. CSRBOX was onboarded to undertake the study. Research design was based on a pre-and-post-intervention comparative approach. Stratified random sampling was adopted for the study along with mixed-method approach which included both qualitative and quantitative methods for data collection.

For quantitative data, surveys were conducted among students and the households to which these students belong. For qualitative data collection, school staff (teaching as well as non-teaching), government officials, Panchayati Raj Institution members, Anganwadi workers, SMC members, Shiksha Mitras, NGO resource persons, and NSE Foundation resource persons were interviewed

Key Insights from Impact Assessment Study

Learning Outcome

- LO Assessment conducted reports that 70% of the sampled Grade 6 students have scored between 0% - 59%
- The assessment was conducted a year after the end of the intervention



Village Level Learning Centre

- 98% of the students enrolled attended classes through the VLLCs during the pandemic
- Levels of students were maintained and innovative teaching methods were used



Home Visits by SMs

- SMs conducted regular visits to the community
- 100% of the headmasters reported 0% drop-out as a result of the visits
- 750+ out of school children were re-enrolled



Bal Sansad and SMCs

- Bal Sansad were formed in all 18 sampled schools
- SMCs across all 18 sampled schools were re-formed and strengthened





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Impact Assessment of **WASH Interventions** in Sapotra block of Karauli district 2023



The NSE Foundation, which is a Section 8 company that undertakes the CSR activities of the National Stock Exchange of India Limited, partnered with PLAN India, to transform the Sapotra block of Karauli district into an ODF block by improving the availability of water, sanitation, and hygiene facilities in government schools. Further the programme worked on behaviour change and raising awareness among the community to ensure sustainability of the programme.

The programme interventions comprised the following:

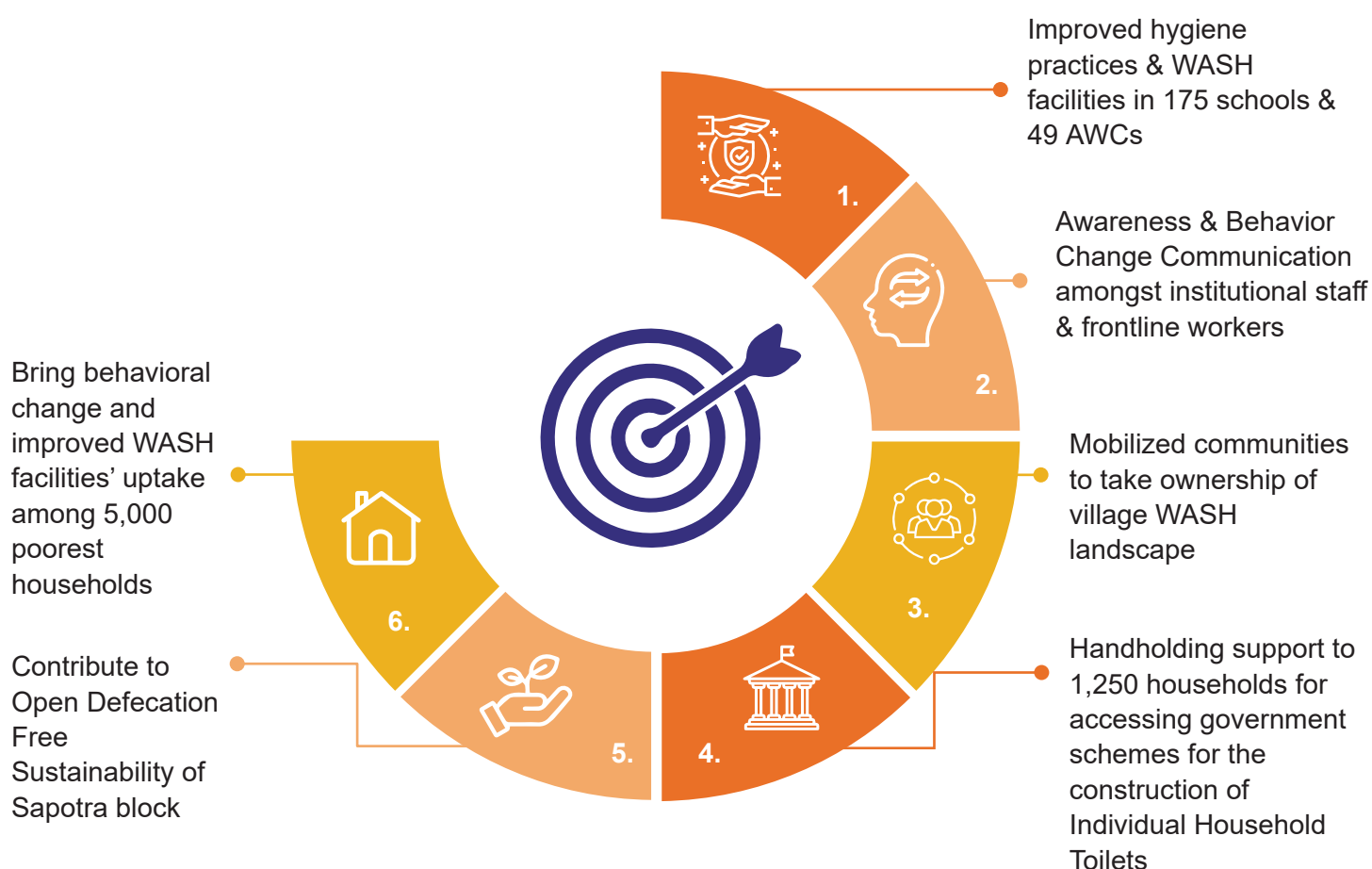


Figure 1: Activities undertaken for the WASH intervention

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For quantitative data, surveys were conducted among students and the households to which these students belong. For qualitative data collection, school staff (teaching as well as non-teaching), government officials, Panchayati Raj Institution members, Anganwadi workers, ASHA workers and PHC doctors, SMC members, NGO resource persons, and NSE Foundation resource persons were interviewed.

Key Insights from Impact Study



Water Availability

- Over 91% of the schools have availability of drinking water
- Around 90% of the households have piped water supply



Behavioural Change

- WASH committees monitor handwashing practices, toilet usage habits, & hand washing practices
- The nails, uniforms, and hair of students are kept clean, owing to WASH rules in school



Handwashing Intervention

- 95% of the schools have separate handwashing facilities
- 95% of the households are aware of proper methods on handwashing
- 80% of the households benefitted from safe handwashing practices



Functional Toilets

- 95% of the schools have functional toilets
- 69% of the students are able to regularly attend classes
- 87% of the households have functional toilets
- Households with piped water supply are more likely to use toilets at home



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EDUCATION QUALITY IMPROVEMENT PROGRAMME

EQUIP

IMPACT ASSESSMENT REPORT



NSE Foundation, a Section-8 Company, is the implementing arm of Corporate Social Responsibility (CSR) initiatives for the NSE Group. Through social interventions it endeavours to include the most marginalised communities in the country's development story. In doing so, it plants the seeds of transformation and empowerment.

The Foundation partners with the government, non-governmental organisations, multilateral bodies and academic institutions to inspire, nurture, empower and sustain the aspirations of the communities it serves.

NSE Foundation identified aspirational district of Ramanathapuram to undertake its CSR programme. It collaborated with Aid India to provide quality education to underprivileged students in Mandapam block of Ramanathapuram district. The Education Quality Improvement Project (EQUIP) aimed to transform the educational landscape by addressing systemic challenges and fostering a conducive learning environment for students.

This initiative targeted to ensure that 'no child is left behind!' through strategic implementation and stakeholder collaboration. It strived to create a replicable and sustainable model that focused on measuring children's learning levels by providing inputs based on children's learning needs and bringing out visible improvements in the learning levels of children.

The programme focused on providing engaging learning materials, including educational videos and inputs, to enable students from standards 3rd to 8th (7 to 13 years) achieve basic competencies in Math, English, and Tamil.



Photograph 1: Students engaged in classroom learning



Photograph 2: Students engaged in classroom learning

The initiative was implemented through school and after-school interventions. Government school teachers and local tutors received training on teaching-learning methodology as part of the programme. Sixty-six (66) government schools and sixty (60) after-school centres in 41 villages were covered, benefitting 12,384 students, 345 teachers and 200 Eureka tutors.

An impact assessment was carried out after the completion of the intervention. The impact assessment study evaluated outputs, outcomes, and impact of the programme. It also examined the role and involvement of the local community and stakeholders, recording their feedback and suggestions. The log frame approach was used to evaluate the impact and sustainability of the project.

The field investigators were jointly trained by SR Asia and on ground partner on the data collection, study tools and ethical considerations of the evaluation. A mixed-methods research design was implemented for the study to gather quantitative and qualitative data from key stakeholders.

Field data collection involved random selection of 22 schools with the sample of 382 students from the fifth to eighth grade. Subject wise learning level assessments were conducted with 120 students at 9 Eureka centres. Detailed analysis of field data and findings are provided in this report.

The key findings of the impact assessment are given below:

71% of students attended both classes in school and after-school centres whereas remaining students were either attending schools or Eureka centres.

99% of students indicated that they developed an interest in their studies, and 100% reported experiencing ease in understanding subjects when taught through play-way method. Additionally, school teachers noted increased student engagement and interaction during classes when implementing this method.

100% of students have shared that they participate in school activities.

93% of teachers, including school and Eureka teachers, had consistently adhered to the lesson plans. Adherence to lesson plans has also been evidenced through observation by field investigators during field visits.

96% of students reported their participation in the skill fest, while 87% of students disclosed that they received prizes and certificates during the skill fest.

87% of the school teachers reported regularly sharing student progress with parents.

97% of parents reported enhancement in their children's interest in education and learning skills such as improvement in speaking fluency and calculation skills.

58% of students reported receiving both work books and stationary material, whereas 12% and 5% students reported receiving only workbooks and only stationary materials respectively.

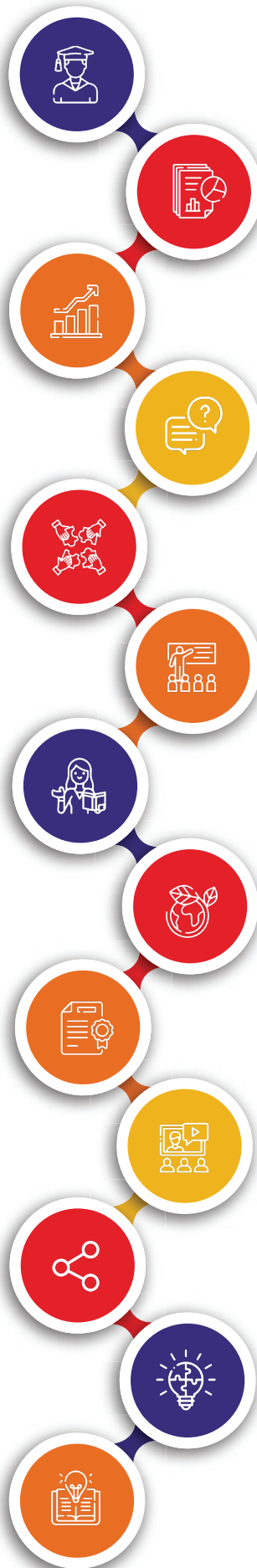
77% of students expressed that they were comfortable asking questions during classes.

99% of students had said they actively participate in classroom discussions after attending Eureka classes.

100% of students favoured the stress-free environment of the Eureka classes, creating an environment conducive to active student participation.

93% of students had confirmed joining online classes during COVID-19, while 7% of students who lacked access to personal mobile devices had utilised the tablets at the Eureka centre to participate in online classes.

86% of school teachers reported notable changes in their teaching skills and practices, such as adoption of TLMs after receiving Eureka training.



The programme's implementation was partly affected by Covid-19 owing to which technology solutions were leveraged by teachers to reach students. A software application was developed to facilitate the access of educational material. Additionally, students were engaged in learning through live virtual classes, WhatsApp-based tasks and online quizzes during this period.

The intervention emphasised a graded approach and interactive classroom sessions all of which proved effective in fostering students' interest and foundational skill enhancement. ExpertPage 6 of 57 teachers' dedication and community involvement through village tutors contributed to a sustainable model for improved learning outcomes of students. School teachers and parents have reported that students attend school more regularly and their attendance has improved. However, enrolment and attendance related data has not been shared by school administrations with impact assessment agency. Given these positive outcomes, especially considering the programme's app-based intervention and tablet-based teaching, this model has the potential to be replicated and scaled-up.



Photograph 3: Teacher facilitating group learning with flash cards



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Impact Assessment Report

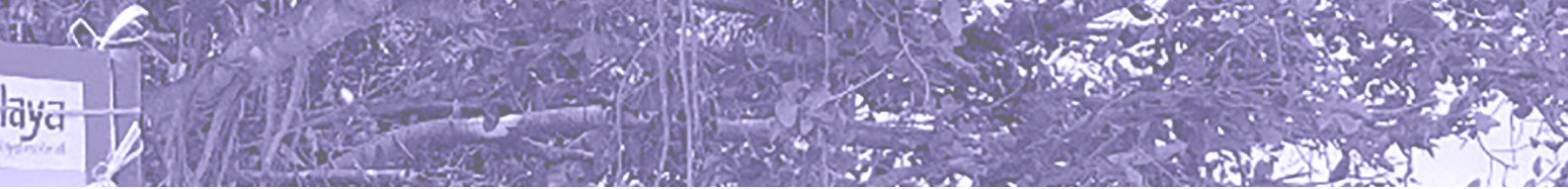
Sustainable Community ODF Programme

Mandapam Block, Ramanathapuram District, Tamil Nadu



2023





NSE Foundation, a Section-8 Company, is the implementing arm of its Corporate Social Responsibility (CSR) initiatives for the NSE Group. Through social interventions it endeavours to include the most marginalised communities in the country's development story. In doing so, it plants the seeds of transformation and empowerment. Its CSR programmes aim to empower economically and socially backward communities. One such programme was the Sustainable Community ODF Programme, implemented in Ramanathapuram District, Tamil Nadu.

The programme's primary objective was to achieve sustainable open defecation-free status within the Mandapam block of Ramanathapuram district. This was performed by retrofitting an individual household latrines (IHHLs), school toilet complexes, Anganwadi toilet complexes, and Integrated Water Sanitation Complexes (IWSCs) to create model villages and promote convergence among villagers.

The programme was focused to ensure hygiene practices in schools and villages through continued education on sanitation, nutrition, and personal hygiene. The WASHMAN committees formed in all panchayats provided uninterrupted monitoring, conducted awareness among villagers, and ensured the usage and maintenance of created assets.

NSE Foundation appointed SR Asia (Social Responsibility Asia) to conduct an impact assessment of Sustainable Community ODF Programme for Mandapam block. The study aimed and assessed the outcome and impact on key beneficiaries and stakeholders covered in the project, using the OECD-DAC assessment framework and Log frame for analysis.

The study found that the programme had positive impact, with key findings including:

- ▶ 89% women beneficiaries report improved health and time savings to have clean toilets in their home.
- ▶ All (100%) respondents confirmed regular usage of the retrofit toilets, with 97% no longer defecate in the open.

- ▶ Community members maintained the toilets regularly, with all reports on daily cleaning. They recognised the link between cleanliness and disease prevention.
- ▶ Waterborne and open defecation-related diseases significantly contained, according to 79% of community respondents.
- ▶ Improved sanitation facilities in schools benefited the girls and adolescents, reduced inconvenience and positive impact on their health and well-being.
- ▶ According to school teachers, clean and safe toilets in schools increased female students' attendance and enhanced their educational experience.
- ▶ 96% of students expressed satisfaction with the fully functional toilets equipped with piped water supply.
- ▶ 97% of students had access to both home and school toilet facility, indicated no open defecation practice among those children.
- ▶ Behaviour Change Communication (BCC) activities, wall paintings and posters, raised awareness of washing hands and hygiene practice among students.
- ▶ 99% of students were aware of the appropriate time for washing hands, both before and after having food.
- ▶ WASHMAN committee members actively engaged in monitoring and maintaining clean toilets, ensuring sustained usage of the facility.

The Sustainable Community ODF Programme demonstrated success in achieving its objectives, with improved sanitation facilities, increased awareness of hygiene practices, and positive behavioural changes were observed among the target population. The programme's comprehensive approach, encompassed infrastructure development, education, and community engagement, contributed to sustainable outcome and improved overall health and well-being within the community.





Impact Assessment Report



Samrakshana

Garnering Resilience through
Elders for Elders Network

Ramanathapuram, Tamil Nadu

2023

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The Foundation partners with the government, non-governmental organisations, multilateral bodies, academic institutions to inspire, nurture, empower and sustain the aspirations of the communities it serves.

NSE Foundation collaborated with Karuna Trust (on-ground partner) to implement a programme called "Samrakshana: Garnering

Resilience through Elders for Elders Network (GREEN)" in Rameswaram island of Ramanathapuram district.

The programme aimed to address healthcare issues and strengthen financial security for the rural elderly population. It had three main objectives: social, health, and financial inclusion of elderly.

To achieve these objectives, Elder Self-Help Groups (ESHGs) were formed, digital and financial literacy training were undertaken, and healthcare services were made more accessible by creating a network of Mobile Medical Unit (MMU), clinics and traditional healers.

The project led to the formation of



161 ESHGs,



which directly benefited **9,192** individuals.



Additionally, over **11,000** beneficiaries received MMU services,



465 elders received OPD services, and



6,994 individuals benefited from yoga centres.

An impact assessment study was conducted to evaluate the programme's impact on the quality of life of older people. The objective of the study was to understand the impact of ESHGs on the economic and social aspects of the elders' lives and to assess the effectiveness of MMUs in improving their healthcare.



The assessment involved survey of 400 elderly, 24 community volunteers, 20 village/panchayat leaders, five trainers, three doctors. A mixed-methods research design was implemented for the study to gather quantitative and qualitative data from key stakeholders. The key findings of the impact assessment are given below:



94% of members of Elder Self-Help Groups (ESHGs) shared that they had received the seed capital and utilised it to start small business activities to cover their living expenses.



According to the baseline survey undertaken by on-ground partner, 19% of the elderly reported that they were financial independent. However, following the formation of ESHGs and the utilisation of seed capital, 55% of the elderly reported to have attained economic self-reliance.



81% of elders reported gaining respect in the family as they started their own businesses and earned income.



95% of the elderly surveyed have availed loans as part of the ESHG initiative. 84% of them reported that the loans supported their livelihood.



90% of the respondents indicated they had availed free medical services, including medical check-ups, vision screening, spectacles, and corrective surgeries.



60% of the elderly expressed that the Mobile Medical Unit (MMU) was available whenever needed. Additionally, 87% of the respondents shared that the MMU offered a time-saving advantage compared to other healthcare facilities.



59% of the elderly reported that their health problems had been partially cured after receiving treatment through the MMU.



71% of ESHG members reported accessing health insurance schemes post-facilitation by on-ground partner.



94% of the community/panchayat leaders conveyed their satisfaction with the MMU services and desired its continuation.

These findings highlight an improvement in income security of the elderly, their increased self-reliance and improved access to medical services. The programme positively impacted the physical, emotional, and financial well-being of the elderly, which contributed towards a better quality of life. The programme facilitated access to various government schemes for elderly. Moreover, the programme was aligned with government initiatives such as the National Health Mission and DAY-NRLM.

At the time of field survey, all the 20 sampled ESHGs were operational, and qualified individuals were entrusted with the permanent management of yoga centres and clinics, ensuring that the key components of the programme are sustainable. Overall, the initiative proved relevant in improving the lives of the elderly population.





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Swachh and Swasth Thirupullani Block

Ramanathapuram (Tamil Nadu)

Impact Assessment Report

2023



NSE
Foundation

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In collaboration with the on-ground partner (WASH Institute), NSE Foundation has undertaken the project "Promotion of Thiruppullani as Swachh and Swasth Block" to address water scarcity and improve Water, Sanitation, and Hygiene (WASH) facilities for communities and public institutions in the Thiruppullani block of Ramanathapuram district, Tamil Nadu. As part of the project, extensive renovation and retrofitting activities were carried out in 65 government schools, 51 Anganwadi, and six Primary Health Centres (PHCs) within the Thiruppullani block. Through community intervention, various infrastructure elements were added, such as 18 new wells, four infiltration gallery wells, and nine mini-water stations. Additionally, 30 drinking water wells were renovated, and seven existing mini water stations were refurbished, enhancing access to safe drinking water across the targeted areas.

The project spanned over three years, during which all assigned tasks were accomplished and positively impacted 34,500 individuals, including 6,215 students. This culminated in successfully handing completed facilities to village communities, ensuring sustainable access to improved WASH facilities in the block.

An impact assessment study of the project was conducted through a comprehensive approach that included desk study, field visits, qualitative and quantitative surveys, observations, and stakeholder consultations. The study's objective was



to understand and analyse the social and economic benefits experienced by primary beneficiaries. During the field visits, the survey team engaged with relevant government officials at district and block levels and public representatives to gather feedback and insights regarding the programme. These interactions provided crucial perspectives from administrative and policy-making levels.

Furthermore, the assessment process involved extensive engagement with stakeholders directly or indirectly involved in the project. This included surveys and interactions with 200 government school students, 101 community members, 20 teachers, 18 principals, 13 members of WATSAN committees, etc. These consultations allowed for understanding of the project's impact on different target groups and facilitated collecting first-hand experiences and feedback. The combination of desk research, on-site visits, surveys, observations, and stakeholder consultations formed a robust foundation for a thorough impact assessment, ensuring an evaluation of social and economic benefits. The log frame approach was used to derive sustainability aspects. The impact findings of the hardware and software intervention of the project are as follows:

Community water facilities and supply:



81%

of the community members reported the availability of fully functional water facilities.

73%

of the respondents expressed a consistent water supply throughout the year from the water sources (retrofitted/newly constructed).



Community water usage and safety:

Before the intervention, only 50% of the respondents consumed boiled drinking water; post-intervention, 72% adopted this practice, while 14% employed cloth filtration for water purification.

The practice of consistently washing hands before and after eating was maintained by 92% of community members.

Community water facility-proximity and cost:

70%

of the respondents cited that they have sufficient water for household utilities from the water sources.





84%

of community members now have water facilities within 500 meters of their homes.

82%

of the respondents further reported a reduction in water purchasing costs.



Community engagement and WATSAN committees:

75%

of the community members shared they have observed active participation from the WATSAN committee.

Operation and management checklists were followed by 92% of WATSAN members.

83%

of the respondents reported active community involvement in WASH infrastructure upkeep.

School water, sanitation and hygiene:

98%

of the students confirmed the availability of water in school toilets.

98%

of students reported regular drinking water supply in schools.

92%

of students reported no illness from drinking water from school.



Menstrual Hygiene Management (MHM) in schools:

Female students demonstrated an increased understanding of Menstrual Hygiene Management (MHM) in 55% of cases.



67% of female students reported attending school during menstruation.

44% of the students acquired information about taking iron supplements.



Most (78%) female students reported not having urinary tract infections.

The interventions undertaken within the project have yielded encouraging outcomes. One noteworthy accomplishment was the significant increase in water availability, which has greatly benefited the community. The enhanced water quality has played a pivotal role in curbing waterborne diseases. Furthermore, the renovation of school toilet facilities, access to clean water, and handwashing facilities had a positive impact, particularly on student health and school attendance. The water management and distribution models were accepted by the community, further opening up the scope for their adoption into various government-sponsored initiatives. The success achieved in the Thiruppulani block can serve as a model for other regions to replicate, providing valuable insights into achieving drinking water sustainability.





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SHIKSHADEEP PRAKALPA

CSR project at **Khoyrasole Block**, Birbhum, West Bengal

Impact Assessment Report

2023-24



Name of the project

**ShikshaDeep
Prakalpa**

Project duration

**March 2019 to
June 2022**

On-ground partner

**Vikramshila
Education Resource
Society**

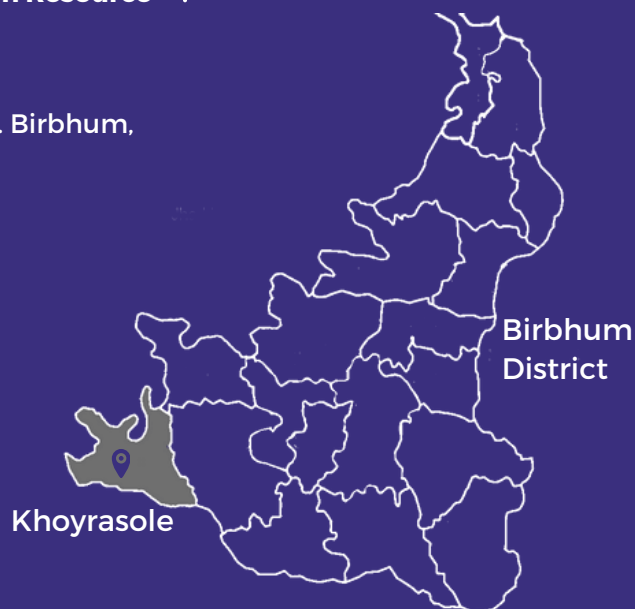
Independent Impact Assessment by



Ten gram panchayats under the Khoyrasole Block. Birbhum,
West Bengal

GPs of Khoyrasole

- Babuijore
- Barhra
- Hazratpur
- Kendgore
- Khoyrasole
- Lokepur
- Nakrakonda
- Panchra
- Parsundi
- Rupaspur



Beneficiaries

130

Villages

8865

Students

16000

Parents

480

School
teachers

10

Supervisors

75

Shikshan
Mitras

10

Government
officials

Sampling size **370**

170

Students:
CLCs

120

Students:
Learning
Camps

30

Students:
Shiksha Mela
participants

10

Parents

20

School
teachers

15

Supervisors/
Shikshan
Mitras

5

Government
officials/Gram
Panchayat

Project objectives:

To improve literacy and numeracy skills in children aged 6 to 12 years by 80-90% compared to the baseline level and by 30-35% based on their grade-level learning.

To promote higher enrollment rates, student retention, and consistent school attendance.

To empower educated young people in the local community with effective pedagogical techniques and subject-specific interventions, particularly in Mathematics and Languages (Bangla and English), to enhance the learning centres and promote the adoption of best practices in nearby schools and communities.

To establish models of educational excellence in every GP, to effectively raise awareness and empower the local community, Panchayati Raj Institutions (PRIs), and the formal education system on the best practices for providing a child-friendly and efficient primary education, and to emphasise the significance of school attendance and completion.



Key interventions

75

75 CLCs and 65 LCs were set up in 130 villages of 10 gram panchayats.

75

75 centre teachers and 10 supervisors were recruited and trained.

2300

Around 2,300 students were reached annually through these CLCs and LCs.

56

56 Bal Melas were organised each in the programme's first and third years.

1209

1,209 interactions between parents and the centre teachers were organised.








55

55 briefing meetings with the Panchayati Raj Institution (PRI) members were organised.






Study methodology

The methodology adopted for the study was based on both the qualitative and quantitative indicators spread over three stages.




Stage I: Planning

-  Inception meeting to understand project context, objectives and approach
-  Desk research of secondary sources and project documents shared by NSE Foundation and Vikramshila
-  Identification of stakeholders, beneficiaries and areas of enquiry
-  Preparation of sampling plan with target sample size and types of survey tools to be used
-  Preparation and submission of the draft inception report
-  Preparation and submission of the draft survey tools
-  Finalisation of the survey tools with inputs from NSE Foundation and Vikramshila

Stage II: Data collection

-  Training of enumerators
-  Field survey
-  Rapid assessment of students at the time of the survey
-  Photo/video documentation of the project
-  Virtual discussion session with the head teachers and the teachers in charge of the schools

Stage III: Reporting

-  Collation of collected information and analysis
-  Preparation and submission of draft report
-  Preparation and submission of the final report after incorporating suggestions

Key findings

Improving literacy and numeracy skills

- All the interviewed parents believed that the programme helped their children in foundational learning.
 - The students' performances were found to be better during the endline survey and the rapid assessment conducted during the field visit, compared to the baseline survey.
- The percentage of students securing more than 75% increased significantly in the endline and rapid assessment compared to the baseline. The improvement is captured in the following table:

Subjects / Test Period	Baseline	Endline	Rapid Assessment
Bengali	1.00%	81.06%	68.27%
Mathematics	0.50%	83.68%	77.31%
English	NIL	71.37%	77.66%

- 70% of interviewed teachers attributed the improvement in students to the programme.
- No significant difference was found between the performance of CLC and LC students in the rapid assessments conducted during the field visit. With the onset of the COVID-19 pandemic, efforts were intensified to provide out-of-school children with an opportunity to continue their learning. This eventually brought down the difference in learning outcomes between the students of LCs in comparison to their CLC counterparts.

Enrolment, retention, attendance and dropouts

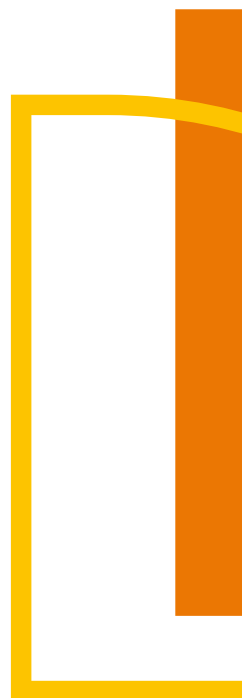
- 90% of teachers affirmed that the programme had a positive effect on student enrollment in their respective schools.
- All of the teachers interviewed in FGDs (15) confirmed that the enrolment rate had increased in 2022-23 over the previous academic year.
- During FGDs, 81.82% teachers reported significant improvements in school attendance. They attributed this to increased interest in education from both parents and students.
- 63.64% teachers who participated in FGDs representing three schools - one in each of the Panchra, Kendgaria, and Hazratpur GPs - reported a significant reduction in dropout rates after the implementation of the ShikshaDeep Prakalpa.

Empowering educated young people

- The earnings of the local youth who participated in the programme increased substantially.
- Private tutors usually earned from ₹ 3,000 to ₹ 5,000 a month in Khoyrasole. The community volunteers under the programme were earning from ₹ 3,000 to ₹ 12,000 every month, of whom the supervisors were earning between ₹ 9,000 to ₹ 12,000.

Awareness generation and empowerment

- The programme catered to the marginalised and underprivileged section of the society.
- Out of the interviewed respondents, the majority (55.6%) were daily wage labourers.
- All of these respondents had educational qualifications below Class 10.
- 89% respondents reported a monthly income of less than Rs. 5,000.
- The Shikshan Melas aimed at reaching a wider audience not covered by CLCs and LCs. Students from classes 1 to 5 in surrounding villages participated in the Melas.





Photograph 1: The survey team engaging in a discussion over the programme benefits with the community members.



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Longitude: 87.318069
29-04-2023, 08:01 am GMT+5.30



Impact

Making the communities aware of the importance of education

66.7% parents confirmed that they assisted their children with studying at home. Despite having educational limitations, they encouraged their children to set aside a specific time of day for studying and completing homework.

44.4% of the interviewed parents reported that their children studied at home every day of the week.

80% of the interviewed school teachers agreed that the parents were taking an increased interest in their children's education. 20% of them were absolutely certain of this impact, while 60% somewhat agreed with the proposition.

Inspiring the teachers to adopt TLMs

The school teachers complimented the programme and said they were inspired to adopt new child-friendly techniques, such as using teaching/learning materials, to engage their students.

Sustainability

Steps were taken to lead the sustainability of ShikshaDeep Prakalpa towards sustainability without external assistance. Meetings and awareness programmes were organised involving community members, parents, children, PRI and GP representatives, SHGs, and teachers. A contribution of Rs 10/- per student per month was decided to run the CLCs after the programme ends.

Although stakeholders and beneficiaries were sensitised about foundational learning, only 43% of fundraising target was fulfilled, indicating that most parents did not contribute Rs 10 per month. As a result, only 11 CLCs were found to be operational during the field survey. Focused community intervention would be required to change the mindset and understand the importance of education.

Best practices and innovation

Handing over the project to the communities in a self-sustaining mode

Implementing a foundational learning programme with financial contributions from the community is an example of collaborative education. The element of receiving monetary contributions from the communities was introduced into the programme in September 2021. This was done with the intent of transferring the project to the communities in a self-sustaining mode. Although it experienced limited success, there is good reason to believe that the communities will wholeheartedly participate in this endeavour with continued advocacy over a period of time.

Convergence to the existing government schemes

The Government of India has launched several schemes aimed at enhancing foundational learning and improving educational outcomes across the country. These schemes collectively strive to strengthen the foundation of learning, enhance educational facilities, and equip students with essential skills, ensuring a brighter future for India's youth and contributing to the nation's overall development.

Designing a social project to complement existing government schemes is important in fostering holistic and sustainable societal development. While government initiatives provide a foundational framework, targeted social projects can address specific gaps and tailor interventions to the unique needs of communities.

The results of the interviews with members of the 9 gram panchayats showed that 88.9% of respondents, or 8 out of 9, agreed that the project complimented the efforts of the state and national governments. They believed that the local schools could benefit greatly from adopting the best practices of the programme, which would also benefit the children.



Adapting to the challenges due to the Covid-19 pandemic

The COVID-19 pandemic resulted in a significant loss of learning opportunities. Learning support was provided during this period over the phone and home-based support was provided to the children who were in the close vicinity of the Shikshan Mitras. 1968 students were reached through phone and home visits.

15 audiovisual pieces based on stories and poems in Bengali were created and shared with the children through various modes, especially through Vikramshila's YouTube channel. 100 worksheets on three subjects were distributed to the children whose families could not access digital devices. The children with digital device access were sent the worksheets through messaging applications. Movie shows were organised in 12 centres across 10 GPs, which received positive feedback from children and the community.

Around 66.7% (6 out of 9) of parents interviewed individually confirmed that their children could successfully continue their studies during the pandemic-induced lockdown due to the effective interventions implemented by Vikramshila. 88.2% students (from CLCs as well as LCs) confirmed that they continued their education during the lockdown. Further, 70.6% students confirmed that the supervisors and Shikshan Mitras helped them study during this challenging period. Of the 123 students interviewed in Focus Groups, 81.3% students, confirmed that they could continue their studies during the lockdown with the help of the supervisors and Shikshan Mitras. 64.29% interviewed CLC students mentioned the 'community blackboard' initiative undertaken under the programme during this period.





Photograph 2: Students participating in the Rapid Assessment during the field survey

Latitude: 23.945458
Longitude: 87.318069
29-04-2023, 08:01 am GMT+5.30



Lessons learned and the way forward

Between the CLCs and LCs, the former were more resource and effort-intensive. LCs were rolled out later to widen the coverage of the programme. The number of sessions attended by students enrolled in the CLCs was much more than those enrolled in the LCs. Yet, the results of the rapid assessments did not indicate any significant difference between the performances of the students. Therefore, there may be a scope to further review the pedagogy and curriculum of the CLCs so that they can be made more effective for foundational learning.

Despite undertaking several advocacy programmes, it is evident that the communities adopted the model only partially. There could be a number of factors like lack of awareness and economic hardships contributing to the lukewarm acceptance by the communities. Addressing these barriers requires comprehensive outreach, awareness campaigns, and engagement efforts to emphasise the value of foundational learning and encourage community involvement for the holistic development of their children.

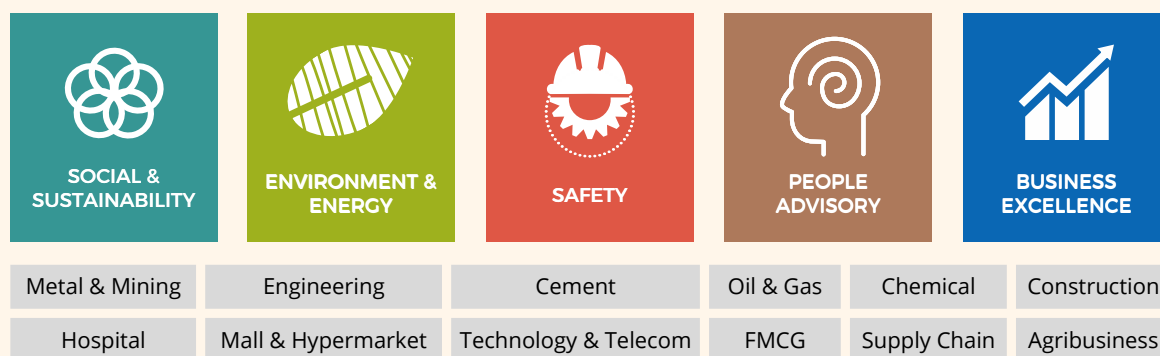
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