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IMPACT ASSESSMENT REPORT

HEALTH

IMPLEMENTED BY
Polycab Social Welfare Foundation

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BBREVIATIONS

ANP	ANP Care Foundation
BAVP	Bharatiya Adarsha Vidya Prasarak Mandal
CSR	Corporate Social Responsibility
DHR	Dr. Hedgewar Rugnalaya
FGD	Focus Group Discussion
FY	Financial Year
HIV	Human Immunodeficiency Virus
KII	Key Informant Interview
MBBS	Bachelor of Medicine and Bachelor of Surgery
MMU	Mobile Medical Unit
NHM	National Health Mission
NTEP	National Tuberculosis Elimination Programme
OPD	Outpatient Department
PM-JAY	Pradhan Mantri Jan Arogya Yojana
PSWF	Polycab Social Welfare Foundation
RBSK	Rashtriya Bal Swasthya Karyakram
SDG	Sustainable Development Goal
TB	Tuberculosis

EXECUTIVE SUMMARY

PROJECT BACKGROUND

Polycab Social Welfare Foundation (PSWF) commissioned SoulAce Consulting Pvt. Ltd. to conduct an independent Impact Assessment of its Health CSR portfolio. The portfolio was implemented during FY 2023-25 across Halol (Gujarat), Daman, and Pune (Maharashtra) to improve access to primary healthcare, preventive screening, chronic disease management, and specialised treatment services for economically vulnerable communities. It comprised six interventions: Mobile Medical Unit services providing village-level healthcare in Halol; the 4C Health Programme supporting patients with tuberculosis, anaemia and malnutrition through nutritional supplementation in Daman; free dialysis support through ANP Care Foundation in Pune; community-based breast cancer screening and follow-up treatment in Halol; ophthalmic surgical care through Tajpura Eye Hospital; and tertiary healthcare infrastructure strengthening at Dr. Hedgewar Multispeciality Hospital Ch. Sambhaji Nagar. Collectively reaching 5,331 beneficiaries, the interventions improved healthcare access, strengthened treatment continuity for chronic patients, promoted preventive screening, reduced financial barriers to specialised treatment, and enhanced institutional healthcare capacity across the intervention regions.

PROJECT DETAILS



Implementing Partner

Polycab Social welfare Foundation



Implementation Year

FY 2023 - 24



Assessment Year

FY 2025 - 26



Locations Covered

Halol & Goghamba (Gujarat); Daman; Pune (Maharashtra)



Budget

Rs. 154.3 M



Beneficiaries

Direct -3,89,897 & Indirect - 2,77,591 = 6,67,488

PROJECT ACTIVITIES

Mobile Medical Unit (Halol Gujarat):



Village-to-village OPD services conducted across 21 villages in Halol by a qualified doctor, nurse, and driver through the Mobile Medical Unit.



Basic diagnostics such as blood pressure, blood sugar, and general health screening provided by the medical team.



Free medicines distributed to patients based on diagnosis.



Referral support facilitated by the medical team for advanced treatment when required.

4C Health Programme (Daman):



Nutritional supplementation kits distributed to TB, anaemia, and malnutrition patients by the programme health team in coordination with government health facilities



Patient identification and enrolment supported by healthcare workers and programme staff



Health awareness and counselling sessions conducted to improve treatment adherence and nutrition practices



Regular monitoring of beneficiary health status facilitated by programme staff and healthcare providers

ANP Care Foundation – Free Dialysis & Physiotherapy (Pune, Maharashtra):



Free dialysis sessions provided to renal patients by medical specialists and dialysis technicians at ANP Care Foundation



Medical consultation and monitoring conducted by nephrologists and healthcare staff



Dialysis consumables and treatment costs supported through the programme



Treatment continuity ensured for economically vulnerable patients requiring long-term dialysis care

Breast Screening & Follow-up Treatment (Halol, Gujarat):



Community-based breast cancer screening camps conducted by trained female doctors and healthcare staff



Clinical examinations and early detection screening services provided to women beneficiaries



Awareness sessions conducted on breast health and the importance of early diagnosis



Referral and follow-up support facilitated for suspected cases requiring further medical investigation or treatment

Tajpura Eye Hospital Support (Halol, Gujarat):



Cataract and other ophthalmic surgeries performed by qualified ophthalmologists at Tajpura Eye Hospital



Pre-surgical screening and diagnosis conducted for patients experiencing vision impairment



Free surgical treatment, medicines, and post-operative care provided to beneficiaries



Follow-up consultations conducted to monitor recovery and improvement in vision

Multispeciality Hospital Support – Dr. Hedgewar (Maharashtra):



Medical infrastructure and equipment strengthened to support specialised healthcare services



Clinical exposure and training opportunities provided to medical students through hospital departments



Patient care services delivered by hospital doctors, nurses, and medical staff



Institutional capacity strengthened to provide affordable healthcare services to economically vulnerable patients

Alignment with SDGs



Alignment with Government Initiatives

- Ayushman Bharat – Pradhan Mantri Jan Arogya Yojana (PM-JAY)
- National Health Mission (NHM)
- National Tuberculosis Elimination Programme (NTEP)
- POSHAN Abhiyaan
- Rashtriya Bal Swasthya Karyakram (RBSK)

Source: Ministry of Health and Family Welfare (MoHFW), Government of India – National Health Mission Portal; PM-JAY Portal; POSHAN Abhiyaan Portal.

KEY FINDINGS AND KEY IMPACT

COMPONENT A: MOBILE MEDICAL UNIT (HALOL | N= 300)

Pre-Intervention Scenario	Key Findings	Impact
100.0% of respondents depended on private clinics, PHCs, or district hospitals and were required to travel outside the village for routine medical consultations, with 40.7% travelling 5 km or more.	100.0% of respondents reported accessing Polycab MMU services and identified the MMU as their preferred healthcare facility for available treatments.	Establishment of village-level healthcare services reduced dependence on distant facilities and improved local access to primary healthcare.
Respondents incurred ₹500-₹700 per visit for treatment of minor ailments prior to the intervention (FGD inputs).	100.0% of respondents reported receiving medicines during MMU consultations.	Availability of free consultation and medicines reduced out-of-pocket expenditure on basic healthcare among beneficiary households.
Follow-up consultations were irregular due to travel distance and recurring treatment expenses.	80.0% follow-up compliance was observed among patients requiring continued treatment.	Improved adherence to follow-up consultations strengthened continuity of care for patients requiring ongoing treatment.
Diagnosis of chronic conditions such as hypertension and diabetes depended on visits to external healthcare facilities.	90.0% of beneficiaries reported being referred to higher healthcare facilities when specialised treatment was required.	Referral support facilitated timely access to specialised healthcare services beyond primary-level treatment.
Absence of structured primary healthcare outreach services across villages prior to intervention.	Approximately 2,000 patients are served monthly across 20 villages, with an average daily footfall of 80-100 beneficiaries.	Regular MMU outreach expanded primary healthcare coverage across multiple villages in the intervention area.

COMPONENT B: 4C HEALTH PROGRAMME (DAMAN | N = 220)

Pre-Intervention Scenario	Key Findings	Impact
93.2% of respondents reported difficulty accessing healthcare facilities prior to the intervention.	97.3% of beneficiaries reported improvement in their health condition after receiving programme support.	Improved treatment outcomes among beneficiaries indicate better disease management during programme participation.
42.3% of households reported monthly income between ₹5,000-₹10,000, indicating economic vulnerability to treatment-related expenses.	98.6% reported reduction in financial burden due to programme support.	Programme assistance reduced treatment-related financial stress among economically vulnerable households.
Limited health literacy was observed, with 15.5% of respondents reported as illiterate.	99.5% expressed satisfaction with the programme support received.	High satisfaction levels reflect strong beneficiary acceptance of programme services.
Key Informant Interviews with the treating doctor indicate that inadequate nutritional intake affected recovery among TB, anaemia, leprosy, and malnutrition patients.	100% reported measurable improvement in body weight during programme participation.	Improved body weight among beneficiaries indicates strengthened nutritional recovery during treatment support.

COMPONENT C: ANP CARE - FREE DIALYSIS & PHYSIOTHERAPY (PUNE | N = 80)

Pre-Intervention Scenario	Key Findings	Impact
63.75% of respondents reported dialysis expenses as "Very High", indicating substantial financial burden associated with treatment.	100.0% of respondents confirmed that dialysis sessions are provided completely free of cost under ANP Care.	Removal of dialysis treatment costs reduced the financial burden on patients requiring frequent dialysis.
12.4% of respondents were not taking dialysis regularly prior to programme support due to affordability constraints.	93.75% of patients reported undergoing dialysis three times per week as medically required.	Access to programme-supported dialysis enabled continuity of life-sustaining treatment among beneficiaries.
68.75% of respondents previously received dialysis treatment from private hospitals prior to ANP support.	100.0% reported that dialysis services are always available under ANP Care.	Reliable availability of dialysis services improved access to regular treatment for patients requiring ongoing care.
Majority of respondents belonged to lower and middle-income households.	98.75% reported very short waiting time for dialysis services and 100% expressed satisfaction with the services provided.	Efficient service delivery improved the overall patient experience in accessing dialysis treatment.

COMPONENT D: BREAST SCREENING CAMPS (HALOL | N = 300)

Pre-Intervention Scenario	Key Findings	Impact
65.0% of respondents reported having no awareness about breast cancer prior to the camp.	88.3% rated breast cancer awareness after the camp as "Very Good".	Awareness sessions improved understanding of breast cancer and the importance of early detection among participants.
49.0% of respondents had never undergone breast screening prior to the intervention.	77.0% reported that this was their first breast screening experience.	Screening camps expanded access to preventive breast health services among first-time participants.
34.7% reported fear and discomfort as a reason for not undergoing screening earlier.	99.7% reported reduced fear of breast cancer screening after the camp.	Increased confidence among women encouraged acceptance of breast health screening.
46.7% of respondents belonged to households earning below ₹10,000 per month.	95.5% reported that treatment costs were covered through PSWF support.	Financial coverage facilitated access to follow-up treatment for economically vulnerable beneficiaries.
Limited awareness and apprehension towards breast health screening were observed among women prior to the intervention.	99.3% stated they would motivate others to undergo screening.	Willingness to encourage peers indicates potential community-level diffusion of screening awareness.

COMPONENT E: TAJPURA EYE HOSPITAL (HALOL | N = 30)

Pre-Intervention Scenario	Key Findings	Impact
100.0% of beneficiaries reported difficulty performing day-to-day activities due to poor vision	100.0% of respondents reported improvement in vision following treatment.	Restoration of vision improved beneficiaries' ability to perform daily activities independently.
90.0% had stopped or reduced work due to vision impairment prior to the intervention.	90.0% reported resuming or improving their work capacity after treatment.	Improved vision enabled beneficiaries to regain livelihood activities and productivity.
90.0% of households belonged to lower-income categories with limited financial capacity to access specialised eye care.	100.0% reported that surgical treatment, hospital stay, and related services were provided free of cost.	Free treatment removed financial barriers to accessing specialised eye care services.
70.0% had never visited any eye hospital prior to the intervention.	55.0% underwent surgery on the same day of check-up and 45.0% within two days.	Timely surgical intervention improved access to specialised ophthalmic care for beneficiaries
Limited access to specialised eye care services was observed prior to the intervention.	100.0% reported clarity in explanation of treatment and proper guidance from hospital staff.	Improved patient guidance enhanced awareness and confidence in undergoing eye surgery.

COMPONENT F: DR. HEDGEWAR MULTI-SPECIALTY HOSPITAL (N = 20)

Pre-Intervention Scenario	Key Findings	Impact
75.0% of respondents stated that improved hospital infrastructure was critically needed in the region prior to the intervention.	100.0% of respondents reported improvement in hospital infrastructure following CSR support.	Strengthened hospital infrastructure enhanced the institution's capacity to deliver tertiary healthcare services.
Limited availability of modern medical equipment constrained advanced treatment services prior to the intervention.	95.0% reported that availability of modern equipment improved service quality.	Upgraded medical equipment enabled improved diagnostic and treatment capabilities within the hospital.
55.0% of respondents were uncertain about access to adequate hospital infrastructure for training prior to the intervention.	90.0% reported improvement in medical service delivery after infrastructure strengthening.	Improved institutional facilities strengthened the hospital's ability to provide healthcare services.
Absence of upgraded tertiary healthcare infrastructure affected overall patient care quality prior to the intervention.	90.0% perceived enhanced patient care following the intervention.	Infrastructure strengthening contributed to improved patient care delivery within the hospital.
	100.0% expressed satisfaction with the upgraded facilities.	High satisfaction among stakeholders reflects the perceived value of the infrastructure strengthening initiative.

01. INTRODUCTION

BACKGROUND AND NEED OF THE PROGRAMME

Access to quality healthcare remains a challenge for many rural and economically vulnerable communities across Gujarat, Daman, and Maharashtra. Evidence from the National Family Health Survey (NFHS-5, 2019-21) indicates that access to healthcare in rural areas continues to be constrained by factors such as distance to facilities, treatment costs, and limited service availability, often requiring residents to travel outside their villages for basic medical consultations and follow-up care. Patients undergoing long-term treatment for tuberculosis, anaemia, malnutrition, HIV, and renal ailments frequently face additional nutritional and financial burdens that can disrupt treatment adherence and recovery outcomes. India continues to carry the highest tuberculosis burden globally, accounting for about 27% of the world's TB cases (India TB Report, MoHPW), underscoring the importance of sustained treatment and nutritional support. Preventive health awareness among women also remains limited; ICMR identifies breast cancer as the most common cancer among women in India, while screening uptake remains low due to limited awareness and social hesitation. In addition, cataract remains one of the leading causes of avoidable blindness in India (NPCBVI), reflecting the continued demand for accessible ophthalmic and specialised healthcare services.

In response to these challenges, Polycab Social Welfare Foundation (PSWF) implemented a comprehensive Health portfolio in FY 2023-24 across intervention areas in Gujarat, Daman, and Maharashtra. The portfolio aimed to strengthen healthcare delivery across primary, preventive, and tertiary levels through Mobile Medical Units, structured nutritional support, free dialysis assistance, preventive breast screening camps, ophthalmic surgical support, and tertiary infrastructure strengthening. Such interventions are particularly relevant given the growing burden of chronic kidney disease in India, estimated to affect around 17% of the adult population (ICMR), which has increased the demand for dialysis services. Preventive screening remains equally critical, as breast cancer accounts for nearly 28% of all cancers among women in India (ICMR), while cataract continues to be the leading cause of avoidable blindness in the country (NPCBVI). These health challenges highlight the need for integrated healthcare interventions that improve access to primary care, strengthen preventive screening, support treatment continuity, and expand access to specialised and tertiary healthcare services. Accordingly, the PSWF Health portfolio was designed as a multi-component intervention to improve healthcare access, reduce financial burden, promote preventive health-seeking behaviour, and strengthen institutional healthcare capacity in the intervention areas.

SoulAce Consulting Pvt. Ltd. was commissioned to conduct an independent Impact Assessment in FY 2025-26 for interventions implemented during FY 2023-24. The assessment covers an estimated beneficiary base of approximately 5331 beneficiaries supported by a cumulative CSR investment of ₹ 153,678,693, and evaluates programme effectiveness and measurable impact.



OBJECTIVES OF THE PROGRAMME



To improve access to primary healthcare services in rural and tribal areas and create awareness on diseases and preventive healthcare practices.



To organise primary diagnostic camps for detection of breast tumours for early treatment and refer suspected females to Goraj Muni Seva Ashram Hospital.



To provide free dialysis sessions to underprivileged patients as prescribed by medical professionals.



To supply all required consumables for dialysis (such as filters, tubing, fluids, etc.) at no cost to the patient.



To upgrade operation theatres to meet modern medical standards and improve surgical capacity and efficiency for eye care.



To strengthen tertiary healthcare infrastructure and provide quality medical education, thereby contributing to the availability of trained healthcare professionals and improved service delivery capacity.

ABOUT THE CSR FIRM

Polycab India Limited established Polycab Social Welfare Foundation (PSWF) in 2020 as a not-for-profit organisation to provide a dedicated and structured approach to community development, while fulfilling the CSR commitments of the Polycab Group. PSWF works across key social themes including healthcare, education, environment, women empowerment, skill development, rural development, and disaster management.

The Foundation collaborates with non-government organisations (NGOs) and implementation partners to deliver meaningful and sustainable impact among local communities. PSWF implements its social responsibility mandate across thematic areas with a focus on creating scalable, community-led interventions in the geographies where the company operates.

The Health Portfolio assessed in this report reflects PSWF's commitment to strengthening healthcare access, improving preventive and chronic care outcomes, and enhancing healthcare infrastructure across underserved regions through evidence-based and system-oriented programme models.

ABOUT THE IMPLEMENTING PARTNER

The Mobile Medical Unit (MMU) intervention was implemented by Polycab Social Welfare Foundation (PSWF) through a structured field-level healthcare delivery mechanism across tribal villages in Halol, Choghamba, and Jambughoda talukas of Gujarat. The programme deployed a qualified medical team comprising a doctor, nurse, and support staff to deliver decentralised primary healthcare services. Operating on a fixed bi-weekly village schedule, the MMU provided doorstep consultation, diagnosis, medicine distribution, referral linkage, and patient record maintenance. This service delivery model enabled PSWF to extend primary healthcare services to underserved rural and tribal communities.



4C Health Programme (Daman)

The 4C Health Programme (Collaborative Community Care through Corporate Social Responsibility) was implemented by PSWF in coordination with local healthcare practitioners and community health networks in Daman. The programme focused on providing medically prescribed nutrition kits to patients diagnosed with tuberculosis, anaemia, leprosy, malnutrition, and HIV. The implementation mechanism included beneficiary identification, medical prescription validation, monthly distribution of nutrition kits, and monitoring of treatment adherence. The intervention aimed to complement ongoing medical treatment through nutritional support and improve recovery outcomes among vulnerable patients.



ANP Care Foundation (Dialysis Support)

The dialysis support intervention was implemented by Polycab Social Welfare Foundation (PSWF) in collaboration with ANP Care Foundation, a registered organisation based in Pune, Maharashtra, operating a dedicated dialysis centre equipped with haemodialysis machines and trained medical professionals. The centre provides dialysis services to economically disadvantaged patients suffering from renal ailments. Under the CSR initiative, PSWF supported the provision of essential dialysis consumables required for dialysis treatment, ensuring uninterrupted and cost-free services for beneficiaries. The intervention aimed to reduce the financial burden associated with recurring dialysis care and improve access to life-sustaining treatment among vulnerable patients.



Breast Screening Initiative (Halol)

The preventive breast screening initiative was implemented by PSWF in collaboration with Shree Halol Stree Samaj, a community-based women's organisation operating in Halol Taluka. The organisation supported mobilisation of women beneficiaries and coordination of tumour detection camps aimed at early diagnosis. Suspected cases were referred to a specialised cancer treatment facility for further evaluation and care through an established referral mechanism. The intervention focused on early detection, awareness generation, and strengthening referral pathways for timely treatment.



Tajpura Eye Hospital (Ophthalmic Care Intervention)

Tajpura Eye Hospital is a specialised ophthalmic healthcare institution serving tribal and economically disadvantaged populations from Gujarat and neighbouring states, including Rajasthan and Madhya Pradesh. The hospital conducts high-volume cataract surgeries and provides free treatment to underprivileged patients. Under the CSR partnership, PSWF supported the upgradation of operation theatre infrastructure to enhance surgical capacity and efficiency. This intervention aimed to reduce waiting periods for cataract procedures and expand access to quality ophthalmic care for low-income beneficiaries.



Dr. Hedgewar Rugnalaya (Tertiary Healthcare Strengthening)

Dr. Hedgewar Rugnalaya (DHR), established in 1989 in Chh. Sambhajinagar (formerly Aurangabad), is managed by Bharatiya Adarsha Vidya Prasarak Mandal (BAVP). Founded with the mission of serving economically vulnerable populations, the institution has evolved into a leading tertiary healthcare facility in the region. The hospital serves patients from over 15 districts and integrates healthcare delivery with medical education. Under the CSR initiative, PSWF supported infrastructure strengthening to enhance tertiary healthcare capacity and institutional service standards.

02 RESEARCH METHODOLOGY

RESEARCH DESIGN

The assessment adopted a mixed-methods, cross-sectional research design to evaluate the Health Portfolio implemented in FY 2023-24. Structured quantitative surveys were complemented with qualitative inquiry to capture both measurable outcomes and stakeholder perspectives across programme components.

A post-intervention approach was employed to assess changes in healthcare access, treatment adherence, financial burden, awareness levels, and institutional capacity. Pre-intervention conditions were captured retrospectively through recall-based questions embedded within the survey instruments.

STUDY OBJECTIVES

- To assess the reach, relevance, and effectiveness of primary, preventive, chronic, and tertiary healthcare interventions.
- To measure changes in healthcare access, awareness levels, treatment adherence, and financial protection outcomes.
- To evaluate improvements in service delivery systems, referral mechanisms, and institutional capacity.
- To identify programme strengths, operational gaps, and areas for strategic improvement.
- To assess the sustainability of supported healthcare systems and outcomes.

DATA SOURCES

The assessment drew upon multiple data sources to ensure triangulated evidence generation. Primary quantitative data was collected through structured beneficiary surveys administered across 605 beneficiaries from all the components, including Mobile Medical Units, the 4C Health Programme, dialysis support, preventive screening camps, ophthalmic care intervention, and tertiary healthcare strengthening. Qualitative primary data was gathered through focused group discussions (FGDs) with community members, key informant interviews (KIIs) with medical professionals and programme staff, and stakeholder interactions with implementing partners and institutional representatives. Secondary data sources included project documents, beneficiary databases, implementation reports, monitoring records, and programme design materials provided by PSWF. Relevant healthcare policy frameworks and government health schemes were referenced to contextualise the intervention within broader public health priorities.

PROJECT SNAPSHOT



Thematic Area

Health



Implementation Year

FY 2023-24



Assessment Year

FY 2025-26



Research Design

Mixed-methods, cross-sectional, post-intervention



Sampling Technique

Random and purposive sampling



Sample Size (Project - wise)

MMU: 300

4C Health Programme: 220

ANP Care (Dialysis): 80

iBreast Screening: 300

Tajpura Eye Hospital: 30

Dr. Hedgewar Hospital: 20



Qualitative Methods

Case study, testimonials, Key Informant Interviews & Stakeholder Interactions

KEY STAKEHOLDERS



Beneficiary patients across 21 tribal villages



Women household



Farmers and daily wage earners dependent on rural healthcare services



MMU medical team (Doctor, Nurse, Support Staff)



Referral healthcare facilities linked to MMU



Polycab Social Welfare Foundation (PSWF) programme team



Local village representatives (AW, ANM, ASHA, Sarpanch)

STUDY TOOLS

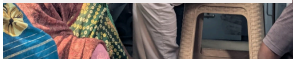
Component-specific structured questionnaires were administered through face-to-face interviews. Semi-structured interview guides were used for stakeholder consultations and institutional representatives. Observation checklists were utilised to document service delivery processes and infrastructure utilisation where applicable.

ETHICAL CONSIDERATIONS

Informed consent was obtained from all respondents prior to participation. Participation was voluntary, and confidentiality of responses was maintained. No personally identifiable information has been disclosed in the analysis or reporting.



TREATMENT PROVIDED TO THE BENEFICIARIES BY MMU STAFF



03. KEY FINDINGS AND IMPACT



COMPONENT A: MOBILE MEDICAL UNIT (MMU)

This section presents the key findings and impact of the Mobile Medical Unit intervention implemented across 21 villages in Halol taluka. The assessment was conducted with a sample of 300 beneficiaries.

DEMOGRAPHIC PROFILE (N=300)

Sociodemographic Characteristics	Percentage
Age distribution	
Less than 20 years	21.7%
20-30 years	17.7%
31-40 years	14.0%
41-50 years	11.3%
51-60 years	16.7%
Above 60 years	18.7%

Sociodemographic Characteristics	Percentage
Gender	
Female	59.3%
Male	40.7%

Sociodemographic Characteristics	Percentage
Occupation	
Farming	78.7%
Daily wage labour	11.0%
Private Job	10.3%

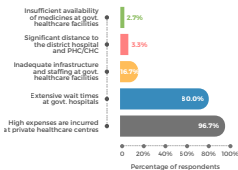
Sociodemographic Characteristics	Percentage
Monthly Income	
Less than ₹5,000	8.6%
₹5,000-₹10,000	10.0%
₹10,001-₹15,000	47.7%
₹15,001-₹20,000	33.7%

The demographic profile indicates that the majority of beneficiaries belong to agrarian households (78.7%) with moderate to low-income levels, with nearly 66% earning below ₹15,000 per month. The higher representation of women beneficiaries (59.3%) reflects accessibility of the MMU services to household-level healthcare decision-makers. The age distribution indicates coverage across working age and elderly populations, strengthening primary healthcare outreach in vulnerable rural communities.

PRE-INTERVENTION SCENARIO

The pre-intervention scenario captured the healthcare conditions in the Halol taluka villages prior to the implementation of the Mobile Medical Unit (MMU) programme.

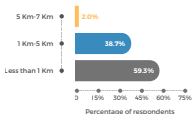
CHART 1: CHALLENGES FACED IN ACCESSING HEALTHCARE FACILITIES EARLIER (N=300)



Financial burden emerged as the most significant barrier to healthcare access, with 96.7% of respondents reporting high treatment expenses at private healthcare facilities. Additionally, 80% of respondents highlighted long waiting times at government hospitals, which discouraged timely care-seeking and often pushed patients toward private providers despite the higher costs. A smaller proportion of respondents reported challenges related to inadequate infrastructure and staffing at government facilities (16.7%), while distance to district hospitals or PHC/CHC (3.3%) and non-availability of medicines (2.7%) were comparatively less frequently reported barriers. Overall, the findings suggest that healthcare access prior to the intervention was constrained primarily by financial and operational challenges rather than geographic distance.

Participants reported that families often spent more than ₹700 per visit at private hospitals before the MMU services were introduced, creating a considerable financial burden for households.

FGD - Community Participants, Rayan na Muvada Village

DISTANCE TRAVELLED EARLIER TO ACCESS HEALTHCARE SERVICES (N=300)**CHART 2: : DISTANCE TRAVELLED EARLIER TO ACCESS HEALTHCARE SERVICES**

Prior to the introduction of the MMU, 59.3% of respondents travelled less than 1 km, while 38.7% travelled between 1-5 km to access healthcare services. Only 2.0% reported travelling 5-7 km for treatment. However, all respondents reported travelling outside their village for medical consultation, indicating the absence of local healthcare services before the intervention.

Dr. Rawal noted that earlier villagers depended on external health facilities for routine consultations due to the lack of regular healthcare services within the community. As a result, many patients delayed seeking treatment or visited facilities only when their health conditions worsened.

KII - Dr. Hetal Rawal, Medical Officer (Halol MMU)

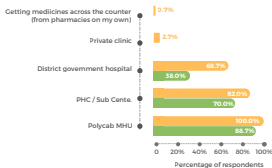
**INTERVIEW WITH THE DOCTOR - MMU**

KEY FINDINGS

This section presents the principal findings of the impact assessment for the Mobile Medical Unit (MMU) intervention implemented across 21 villages in Halol taluka. The findings are based on a structured survey of 300 beneficiary respondents and supported by qualitative stakeholder inputs.

FINDING 1: ACCESSIBILITY OF HEALTHCARE FACILITIES BEFORE AND AFTER INTRODUCTION OF MMU (N=300)

CHART 3: ACCESSIBILITY OF HEALTHCARE FACILITIES BEFORE AND AFTER MMU

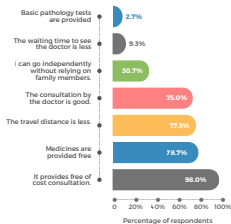


■ After Introduction of MMU
■ Before Introduction of MMU

The findings indicate a noticeable shift in healthcare access patterns following the introduction of the Mobile Medical Unit (MMU). Prior to the intervention, respondents primarily accessed PHC/Sub Centres (70.0%) and District Government Hospitals (38.0%) for healthcare services. After the introduction of the MMU, 100.0% of respondents reported accessing Polycab MMU services, demonstrating strong community uptake. During the same period, utilization of PHC/Sub Centres increased to 82.0%, while access to District Government Hospitals rose to 68.7%, indicating improved referral linkages with institutional healthcare facilities. In contrast, reliance on private clinics (2.7%) and over-the-counter medicines from pharmacies (0.7%) remained minimal, suggesting a shift toward more structured and accessible healthcare services following the intervention.

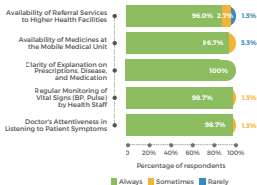
Dr. Rawal noted that earlier many villagers had health issues but lacked awareness and regular check-ups. With the MMU services, patients now visit more regularly for consultation and follow-up treatment

KII – Dr. Hetal Rawal, Medical Officer (Halol MMU)

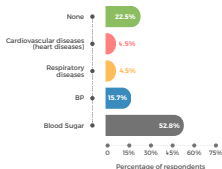
FINDING 2: REASONS FOR CHOOSING MMU SERVICES (N=300)**CHART 4: REASONS FOR CHOOSING MMU SERVICES**

The primary reason for choosing MMU services was free consultation (98.0%), followed by free medicines (78.7%) and shorter travel distance (77.3%). Additionally, 75.0% cited quality of consultation as a key factor. These findings indicate that cost reduction and accessibility were the dominant drivers of service preference.

Contextual Insight: The fixed weekly schedule and doorstep delivery model of the MMU reduced travel dependency and financial burden, particularly for agrarian and elderly populations. The structured presence of a doctor-led team within the village ecosystem contributed to improved trust, regular follow-up, and strengthened linkage with public health facilities.

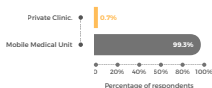
FINDING 3: REGULARITY AND QUALITY OF HEALTHCARE SERVICES (N=300)**CHART 5: REGULARITY OF KEY HEALTHCARE SERVICES**

Service delivery indicators show high consistency, with 100.0% reporting clarity in explanation, 98.7% confirming regular monitoring of vital signs, and 98.7% acknowledging doctor attentiveness. Referral services were available "always" for 96.0% of respondents. This reflects strong operational reliability and service quality.

FINDING 4: EARLY DIAGNOSIS OF LIFESTYLE DISEASES (N=300)**CHART 6: EARLY DIAGNOSIS OF LIFESTYLE DISEASE**

The MMU facilitated first-time diagnosis of lifestyle conditions, with 52.8% diagnosed with blood sugar issues and 15.7% identified with blood pressure conditions. Only 22.5% reported no diagnosis.

Contextual Note: The identification of blood sugar and blood pressure cases suggests increased community engagement in preventive health monitoring, supported by regular screening and awareness sessions conducted through the MMU.

FINDING 5: PREFERRED FACILITY FOR LIFESTYLE DISEASE MANAGEMENT (N=300)**CHART 7: PREFERRED HEALTH FACILITY FOR MANAGING LIFESTYLE DISEASES (POST-INTERVENTION)**

Post-intervention, 99.3% preferred the MMU for managing lifestyle diseases, while only 0.7% preferred private clinics. This demonstrates strong trust and reliance on decentralised primary healthcare services.



Improved Access to Hypertension Care through Mobile Medical Unit

Name: Vimuben Pravinbhai Parmar

Age: 58 years

Village: Kansarvav, Halol Taluka

Vimuben Parmar had been experiencing frequent headaches, dizziness, and chest discomfort for a long time. During a hospital visit, she was diagnosed with high blood pressure (180/85) and was advised regular medication and follow-up consultations. However, accessing treatment required frequent travel to hospitals, often two to three visits per month, resulting in monthly expenses of nearly ₹1,500 on travel and medical consultations.

After the Mobile Medical Unit (MMU) began visiting her village regularly, Vimuben consulted the MMU doctor and shared her previous medical records. The medical team reviewed her condition and continued her treatment through the MMU service.

With the availability of regular consultations and free medicines within the village, Vimuben no longer needs to travel frequently to hospitals. Her blood pressure is now under control, and she attends follow-up check-ups during the weekly MMU visits. The service has helped reduce both the financial burden of treatment and the difficulty of accessing healthcare facilities.



KEY IMPACT

This section presents the broader structural, economic, and behavioural impact of the Mobile Medical Unit (MMU) intervention across 21 villages in Halol taluka. While the Key Findings section established measurable changes in access and utilisation, the following section interprets the systemic implications of those changes.

IMPACT 1: ACCESSIBILITY OF HEALTHCARE FACILITIES BEFORE AND AFTER INTRODUCTION OF MMU (N=300)

The MMU intervention transformed healthcare delivery from external, facility-dependent access to structured village-level service provision. The fixed weekly schedule, doctor-led consultation model, and predictable service availability institutionalised primary healthcare within the village ecosystem.

Unlike earlier episodic and travel-dependent treatment patterns, beneficiaries now access routine consultation, basic diagnostics, and medicines within their own village. This structural shift reduced uncertainty in healthcare-seeking behaviour and normalised regular health check-ups.

Qualitative Insight - FGD Participants, Rayan na Muvada Village:

Community members reported that the introduction of the Mobile Medical Unit has significantly improved access to healthcare services within the village. Earlier, villagers had to travel outside the village for routine consultations and often incurred transportation and treatment expenses. With the regular MMU visits, beneficiaries are now able to access medical consultation and medicines locally, reducing travel dependency and improving timely healthcare utilisation.

IMPACT 2: REASONS FOR CHOOSING MOBILE MEDICAL UNIT SERVICES OVER OTHER FACILITIES (N=300)

The introduction of the Mobile Medical Unit (MMU) significantly improved healthcare accessibility by shifting service delivery from external, facility-dependent care to regular village-level healthcare provision. Through its fixed weekly schedule and doctor-led consultations, the MMU enabled beneficiaries to access routine medical consultations, basic diagnostics, and medicines within their own villages.

This change reduced the need for frequent travel to external health facilities and encouraged more regular health check-ups among community members, thereby improving continuity of primary healthcare services in the intervention villages.



Earlier, I did not go for regular check-ups because visiting the hospital meant spending money and losing a day's work. When the MMU team checked my blood sugar, they told me it was high and started treatment immediately. Now I visit the MMU every week for follow-up, and my condition is under control. I do not need to travel outside unless it is serious.

- Shivabhai Jesingbhai Baria, Beneficiary, Halol Taluka



IMPACT 3: LIFESTYLE DISEASES DIAGNOSED FOR THE FIRST TIME AT THE MOBILE MEDICAL UNIT (N=300)

The high proportion of first-time identification of blood sugar and blood pressure conditions indicates a transition toward preventive healthcare practices. Regular monitoring of vital signs and systematic follow-up visits have increased awareness of lifestyle diseases at the community level.

Previously undiagnosed chronic conditions are now being identified and managed early, reducing the risk of complications and long-term health deterioration. The MMU has thus contributed to strengthening preventive health culture within rural communities.

The MMU doctor noted that during routine consultations many villagers were found to have previously undiagnosed conditions such as high blood pressure and elevated blood sugar levels, as community members rarely underwent regular health check-ups earlier. The availability of village-level screening through the MMU has enable early identification and monitoring of such lifestyle-related conditions.

KII, Medical Officer (MMU, Halol)

IMPACT 4: IMPROVED CONTINUITY OF CARE AND CHRONIC DISEASE MANAGEMENT

Regular weekly visits and medicine availability have enabled consistent follow-up for chronic patients. High levels of reported disease control reflect improved treatment adherence and continuity of care.

The decentralised delivery model has reduced treatment drop-offs that typically occur due to travel barriers and financial constraints. The MMU has therefore improved long-term disease management outcomes rather than providing only episodic relief.

IMPACT 5: STRENGTHENED REFERRAL AND HEALTH SYSTEM INTEGRATION

The MMU operates as a primary entry point while maintaining referral linkages with higher healthcare institutions. The reported referral cases demonstrate functional integration between village-level outreach and secondary care facilities.

This integration ensures that patients requiring advanced diagnostics or specialised care are guided through formal pathways rather than relying on informal or delayed treatment



Managing Chronic Illness through Regular Village-Level Healthcare

Name: Shivabhai Jesingbhai Baria

Village: Jotwad, Ghoghamba Taluka

Health Condition: Hypertension and Chronic Obstructive Pulmonary Disease (COPD)

Shivabhai Jesingbhai Baria had been experiencing persistent dizziness, headaches, and breathing difficulties that affected his ability to carry out daily activities. Due to financial constraints, he was unable to seek regular treatment at private hospitals and continued to live with worsening symptoms.

With the introduction of the Mobile Medical Unit (MMU) in his village, Shivabhai visited the medical team for consultation. During examination, the doctor diagnosed him with hypertension and chronic obstructive pulmonary disease (COPD) and prescribed appropriate medication

Through regular follow-up consultations and medicines provided during MMU visits, Shivabhai's symptoms gradually improved. His breathing difficulties reduced and he regained the strength needed for daily work. The availability of medical care within the village has enabled him to manage his health condition effectively without the financial and logistical challenges of travelling to distant healthcare facilities.



COMPONENT B: 4C HEALTH PROGRAMME

This section presents the key findings and impact of the 4C Health Programme implemented across the selected villages in Halol Taluka. The assessment was conducted with a total sample of 220 beneficiary respondents.

DEMOGRAPHIC PROFILE (N=220)

Sociodemographic Characteristics	Percentage
Education	
Cannot read/write	15.5%
Primary	42.3%
Secondary	35.5%
Above secondary	6.8%

Sociodemographic Characteristics	Percentage
Age	
Less than 20 years	26.4%
20-30 years	31.4%
31-40 years	15.9%
41-50 years	13.2%
51-60 years	6.4%
Above 60 years	6.8%

Sociodemographic Characteristics	Percentage
Gender	
Female	58.6%
Male	41.4%

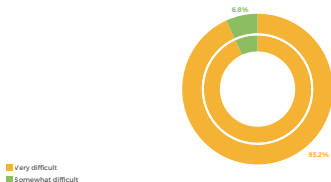
Sociodemographic Characteristics	Percentage
Occupation	
Housewife	40.0%
Student	25.0%
Labourer	15.0%
Child	9.5%
Busines	3.2%
Retired	2.7%
Service -Govt/ pvt	2.3%
Self employed	1.8%

Sociodemographic Characteristics	Percentage
Income	
Rs. 5000 - Rs.10000	42.3%
Rs.10001 - Rs.15,000	20.0%
Rs.15,001 - Rs.20,000	37.7%

PRE-INTERVENTION SCENARIO

FINDING 1: ACCESS TO HEALTHCARE BEFORE ENROLMENT IN THE PROGRAMME (N=220)

CHART 8: ACCESS TO HEALTHCARE BEFORE ENROLMENT IN THE PROGRAMME



Prior to enrolment in the programme, 93.2% of respondents reported that accessing healthcare was "very difficult," while 6.8% described it as "somewhat difficult."

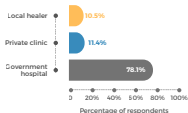
This reflects significant structural barriers, including travel dependency, financial constraints, and limited follow-up mechanisms

Family members reported that before joining the programme, managing illnesses such as anaemia was difficult due to financial burden and limited awareness about disease management and nutrition. These challenges often delayed timely healthcare seeking and made it difficult for families to support the patient with appropriate care.

– Sunil Yadhav, Son of Patient (Family KII)

FINDING 2: USUAL SOURCE OF TREATMENT PRIOR TO THE PROGRAMME (N=220)

CHART 9: USUAL SOURCE OF TREATMENT PRIOR TO THE PROGRAMME

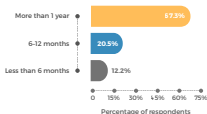


Before joining the programme, 78.1% of respondents relied on government hospitals for treatment, while 11.4% accessed private clinics and 10.5% depended on local healers.

The presence of informal treatment pathways indicates gaps in structured disease management and awareness. Although government hospitals were the primary source, limited nutritional and follow-up support may have contributed to prolonged recovery periods.

Family members reported that before joining the programme, patients depended mainly on government hospitals and external health facilities for treatment, which often required travel and additional expenses. Due to financial constraints and limited awareness about disease management, families sometimes delayed seeking treatment or follow-up care.

– Subha Devi Namdev, Husband of Patient (Family KII)

FINDING 3: DURATION SINCE DIAGNOSIS OF ILLNESS (N=220)**CHART 10: DURATION SINCE DIAGNOSIS OF ILLNESS**

A substantial 67.3% of respondents reported living with the illness for more than one year prior to the intervention. Additionally, 20.5% had been diagnosed 6-12 months earlier, and 12.2% within the last six months.

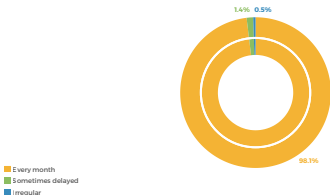
The high proportion of long-term illness indicates delayed recovery and weak treatment reinforcement mechanisms before the introduction of structured nutritional support under the programme.

The respondent indicated that the patient had been suffering from anaemia for several months prior to enrolment in the programme. During this period, the family faced challenges in accessing appropriate treatment and maintaining adequate nutrition to support recovery.

– Monali Viral Patel, Mother of Patient (Family K11)

KEY FINDINGS

This section presents the principal findings of the impact assessment for the 4C Health Programme implemented in partnership with the Government Health Department, Daman, based on a structured survey of beneficiary households enrolled under the programme.

FINDING 4: REGULARITY OF RECEIVING THE NUTRITION KIT(N=220)**CHART 11: REGULARITY OF RECEIVING THE NUTRITION KIT**

As per the survey findings, 98.1% of beneficiaries reported receiving the Nutrition Kit every month, while 1.36% reported occasional delay and only 0.45% experienced irregular distribution

The near-universal regularity of distribution reflects strong programme management and monitoring mechanisms. Consistent monthly supplementation ensured continuity in nutritional intake, which is critical for disease recovery and treatment adherence.

Programme staff indicated that nutrition kits are distributed through a structured process involving beneficiary identification through screening and coordinated distribution across health centres. Regular monitoring and coordination between field workers and the programme team help ensure that beneficiaries receive the kits on time.

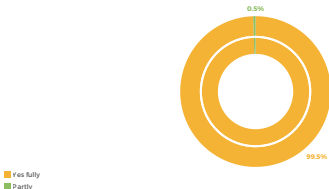
– Kumud Jha, Sr. Manager HR, CSR Project Team (Programme KII)

The respondent shared that the patient receives the nutrition kit regularly through the programme, which has helped the family ensure that the patient consumes nutritious food during treatment. The regular availability of the kit has also reduced the difficulty of arranging appropriate dietary support at home.

Monali Viral Patel, Mother of Patient (Family KII)

FINDING 5: CONTRIBUTION OF NUTRITION KIT IN FOLLOWING DOCTOR-PREScribed DIET (N=220)

CHART 12: CONTRIBUTION OF NUTRITION KIT IN FOLLOWING DOCTOR-PREScribed DIET



An overwhelming 99.5% of respondents reported that the Nutrition Kit fully supported adherence to the doctor-prescribed diet, with only 0.45% indicating partial contribution. This finding indicates that the nutritional components were medically appropriate and effectively integrated with treatment protocols, thereby strengthening the therapeutic impact of the intervention.



Earlier, we struggled to manage both treatment and food expenses. I used to feel weak and could not recover properly. After receiving the Nutrition Kit regularly, my strength improved and our medical expenses reduced. Now I feel healthier and can continue my treatment without worry.

- Sunil Yadhav, 4C Health Programme Beneficiary

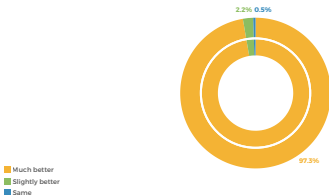


The respondent mentioned that guidance from health workers along with the nutrition kit helped the family understand the importance of proper diet during illness. As a result, they started including healthier food items in the patient's meals as advised by the doctor.

– Rupesh Dharmesh Bhandari, Sister of Patient (Family KII)

FINDING 6: CHANGE IN ENERGY LEVELS AFTER RECEIVING THE NUTRITION KIT (N=220)

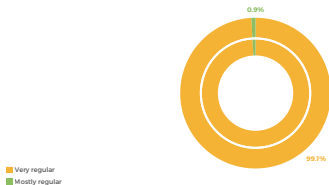
CHART 12: CHANGE IN ENERGY LEVELS AFTER RECEIVING THE NUTRITION KIT



Post-intervention, 97.3% of beneficiaries reported that their energy are much better significantly, while 2.2% experienced slight improvement and 0.45% reported no change. The substantial improvement in perceived energy levels suggests positive physiological impact of sustained nutritional supplementation during treatment cycles.

The respondent shared that after receiving regular nutrition support through the programme, the patient's strength and energy levels improved noticeably. Earlier the patient frequently experienced weakness and fatigue, but with better diet and continued treatment, the patient is now able to carry out daily activities with greater ease.

– Monali Viral Patel, Mother of Patient (Family KII)

FINDING 7: REGULARITY IN MEDICINE INTAKE AFTER PROGRAMME SUPPORT (N=220)**CHART 13: REGULARITY IN MEDICINE INTAKE AFTER PROGRAMME SUPPORT**

A significant 99.1% of respondents reported being very regular in taking medicines, while 0.9% reported being mostly regular. This indicates strong treatment adherence facilitated by the structured support system under the programme, reducing the likelihood of treatment discontinuity.

Health workers noted that after enrolment in the programme, patients became more consistent in taking their prescribed medicines. Regular counselling during nutrition kit distribution and follow-up interactions helped reinforce the importance of adhering to the treatment schedule.

– Sampradaben Chabil Mitna, Community Health Officer (Worker KII)

The programme doctor observed that patients receiving nutritional support alongside medical treatment were more likely to follow prescribed medication schedules. The combined focus on treatment and nutrition helped improve adherence to the treatment regimen.

– Dr. Gaurang Dikshit, Public Health Specialist (Doctor KII)



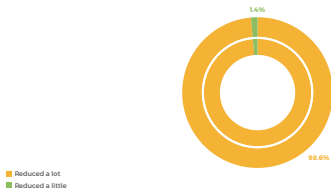
KEY IMPACT

This section interprets the broader structural and economic implications of the 4C Health Programme beyond the measured findings.

IMPACT 1: FINANCIAL RISK MITIGATION FOR VULNERABLE HOUSEHOLDS (N=220)

A substantial 98.6% of respondents reported a significant reduction in medical expenses, while 1.36% reported slight reduction. The findings indicate that the programme generated measurable economic relief for households managing prolonged illnesses. By reducing out-of-pocket expenditure on nutrition and treatment-related needs, the intervention mitigated financial stress and strengthened household stability.

CHART 14: REDUCTION IN MEDICAL EXPENSES DUE TO THE PROGRAMME



Earlier it was difficult for our family to arrange nutritious food during treatment because our income is limited. After receiving the nutrition kit through the programme, it became easier for us to provide proper food for the patient without worrying about extra expenses. This support reduced some of the financial burden on our family.

- Monali Viral Patel, Mother of Patient (Family KII)

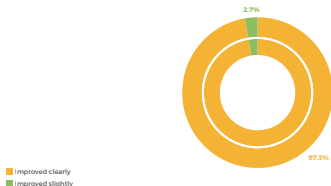


IMPACT 2: PERCEIVED IMPROVEMENT IN IMMUNITY AND OVERALL HEALTH (N=220)

As reflected in the findings, 97.3% of beneficiaries reported clear improvement in immunity and overall health, while 2.7% reported slight improvement.

The near-universal reporting of improved immunity indicates that the integration of nutritional supplementation with medical treatment significantly strengthened recovery trajectories. Sustained dietary support enhanced physiological resilience, reduced vulnerability to secondary infections, and supported long-term health stabilisation among beneficiaries.

CHART 15: PERCEIVED IMPROVEMENT IN IMMUNITY AND OVERALL HEALTH



Health workers reported noticeable improvements in beneficiaries' health after they began receiving nutrition kits along with medical treatment. According to field staff, many patients showed weight gain, improved haemoglobin levels, and better energy levels, indicating positive changes in overall health and immunity.

– Prakruti Patel, Community Health Officer (Worker KII)



After starting the protein-rich diet, my weakness reduced significantly, and I felt much better. Along with the medication provided for nine months through the Government Hospital, I was finally able to overcome TB. This support was essential, as I come from a low-income family and couldn't afford these supplements on my own.

– Anand Singh, 22 years, Devka Village, Daman





Case study 1

Name: Monali Viral Patel

Village: Daman

Family Income: ₹14,000 per month

Monali Viral Patel's family struggled to manage the dietary needs of a patient undergoing treatment for anaemia due to their limited household income. Arranging nutritious food recommended during treatment was often difficult. After enrolling in the 4C Health Programme, the family began receiving monthly nutrition kits along with dietary guidance from health workers.

According to Monali, the kits helped the family provide proper nutrition without additional financial strain. The support reduced food-related expenses during treatment and contributed to improved strength and overall health of the patient.



**INTERVIEW WITH THE 4C
HEALTH BENEFICIARY**



Case Study 2: Nutritional Support Strengthening Recovery among TB Patients

Project: 4C Health Programme – Daman

Name: Anand Singh

Age: 22 years

Village: Devka, Daman

Date: 12-09-2024

Pre-Intervention

Anand Singh, a 22-year-old resident of Devka village, began experiencing persistent weakness and discomfort. After visiting the Government Hospital in Moti Daman and undergoing diagnostic tests, he was diagnosed with tuberculosis (TB) along with a gland infection. Although medical treatment started, Anand's recovery was slow due to limited nutritional intake and financial constraints within the household.

Intervention

Through the PSWF's 4C Health Programme implemented in partnership with the Government Health Department, Anand was enrolled to receive a protein-rich nutrition kit along with continued medical treatment through the public health system. The nutritional support was designed to complement TB medication and improve overall health during the treatment period.

Post-intervention

With regular medication and nutritional supplementation, Anand's health gradually improved. He reported increased strength and reduced weakness, which helped accelerate his recovery. Anand successfully completed his TB treatment and resumed his daily work at a local motor garage. His experience highlights the importance of integrating nutritional support with medical care to strengthen recovery outcomes among TB patients from economically vulnerable households.



PAITENT INTERVIEW

COMPONENT C: ANP CARE FOUNDATION - FREE DIALYSIS & PHYSIOTHERAPY (PUNE, MAHARASHTRA):

DEMOGRAPHIC PROFILE (N=80)

The demographic profile of the respondent beneficiaries surveyed under the ANP Care Foundation Dialysis Programme is summarised below. The profile provides the contextual basis for understanding the socio-economic characteristics and occupational vulnerability of patients dependent on long-term dialysis support.

Sociodemographic Characteristics	Percentage
Age	
20-30yrs	5.0%
31-40 years	37.5%
41-50 years	12.5%
51-60 years	31.3%
Above 60 years	13.8%

Sociodemographic Characteristics	Percentage
Gender	
Male	83.8%
Female	16.3%

Sociodemographic Characteristics	Percentage
Social Category	
General	55.0%
OBS	28.8%
SC	8.8%
ST	7.5%

Sociodemographic Characteristics	Percentage
Family Occupation	
Labour	46.2%
Small business /enterprise	28.8%
Farming / livestock	10.0%
Auto driver	8.8%
Government /Pvt job	6.2%

Sociodemographic Characteristics	Percentage
Beneficiaries Occupation	
Labour	40.7%
Business	17.5%
Self Employed	15.0%
Housewife	13.8%
Service - govt/ pvt	7.5%
Retired	3.8%
Student	2.5%

The demographic profile indicates that a majority of beneficiaries (68.8%) fall within the economically active age group of 31-60 years, highlighting significant livelihood implications of chronic kidney disease. A substantial proportion of patients are male (83.8%), with 40.7% engaged as labourers and 46.2% of families dependent on daily wage labour, reflecting income instability during prolonged treatment cycles.

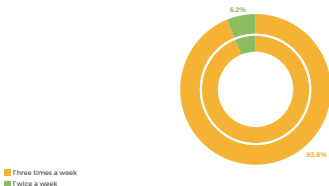
Additionally, 45.1% of beneficiaries belong to socially vulnerable categories (OBC, SC, ST), indicating inclusive programme reach among disadvantaged groups. The occupational and income patterns collectively demonstrate that most patients belong to economically sensitive households, where recurring dialysis costs would pose severe financial strain without institutional support.

PRE-INTERVENTION SCENARIO

The pre-intervention scenario captured the financial, medical, and treatment accessibility challenges faced by chronic kidney disease patients prior to receiving free dialysis support under the ANP Care Foundation programme.

FINDING 1: FREQUENCY OF DIALYSIS REQUIRED BY PATIENTS

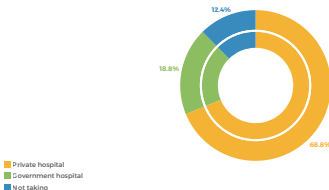
CHART 16: FREQUENCY OF DIALYSIS REQUIRED BY PATIENTS



The findings indicate that 93.75% of patients require dialysis three times per week, reflecting the high medical dependency associated with chronic kidney disease. An additional 6.25% undergo dialysis twice per week. This frequency of treatment highlights the continuous and resource-intensive nature of dialysis care prior to programme support.

FINDING 2: SOURCE OF DIALYSIS TREATMENT BEFORE ANP CARE (N=80)

CHART 17: SOURCE OF DIALYSIS TREATMENT BEFORE ANP CARE



Prior to enrolling under ANP Care Foundation, 68.8% of beneficiaries were receiving dialysis at private hospitals, while 18.8% accessed government hospitals. Notably, 12.4% reported not taking dialysis regularly, primarily due to financial constraints.

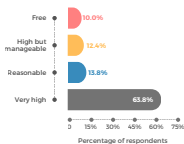
The high dependence on private facilities indicates exposure to substantial out-of-pocket expenditure before programme support. Furthermore, the 12.4% who were not taking dialysis highlight treatment discontinuity risks arising from affordability barriers. The findings underscore the critical need for accessible and free dialysis services to ensure uninterrupted, life-sustaining treatment.

The respondent shared that the patient had been undergoing dialysis even before coming to ANP Care and had to depend on external treatment facilities for the procedure. After learning about the free dialysis service through relatives, the family shifted to ANP Care, which helped reduce treatment expenses and ensured regular dialysis support.

– Nanda Amol Kharat, Wife of Patient (Family K11)

FINDING 3: COST OF DIALYSIS EARLIER (N=80)

CHART 18: COST OF DIALYSIS EARLIER



Before accessing free dialysis services, 63.75% of respondents reported that dialysis costs were “very high,” while 12.4% described them as high but manageable and 13.75% as reasonable. Only 10% reported accessing free services earlier.

This indicates that the majority of beneficiaries faced severe financial stress prior to programme support.

The doctor explained that before accessing services at ANP Care, many patients had to depend on private hospitals for dialysis, where each session could cost around ₹3,000. Since dialysis is required several times a week, these repeated expenses often became difficult for economically vulnerable families to manage, affecting their ability to continue treatment regularly.

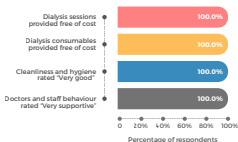
– Dr. Nisha Bodke, Treating Doctor (Doctor K11)

KEY FINDINGS

This section presents the principal findings of the impact assessment for the ANP Care Foundation Dialysis Programme based on 80 structured beneficiary responses

FINDING 4: SERVICE QUALITY AND COST COVERAGE AT ANP CARE DIALYSIS CENTRE (N=80)

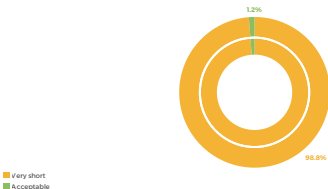
CHART 19: SERVICE QUALITY AND COST COVERAGE AT ANP CARE DIALYSIS CENTRE



The findings indicate a uniformly positive service experience among beneficiaries at the ANP Care dialysis centre. All respondents (100%) reported that dialysis sessions are provided completely free of cost, and 100% confirmed that all dialysis consumables are also supplied without charge, ensuring comprehensive financial coverage for patients requiring regular treatment. In addition, 100% of respondents rated the cleanliness and hygiene standards at the centre as "very good," while 100% described the behaviour of doctors and staff as "very supportive." These responses reflect strong service delivery standards and high levels of patient satisfaction with both the quality of care and the supportive environment provided at the facility.

FINDING 5: WAITING TIME FOR DIALYSIS SERVICE (N=80)

CHART 20: WAITING TIME FOR DIALYSIS SERVICE



The findings indicate efficient service delivery at the dialysis centre. A large majority of respondents (98.75%) reported that waiting time for dialysis sessions was "very short," suggesting that appointments and patient flow are managed effectively. Timely scheduling ensures that patients receive dialysis without prolonged delays, which is essential for individuals requiring treatment multiple times each week.

A dialysis technician shared that patient appointments are managed through fixed schedules, which helps maintain smooth patient flow and minimizes waiting time at the centre. This structured system ensures that patients receive dialysis at their allotted time and helps avoid delays during busy treatment days.

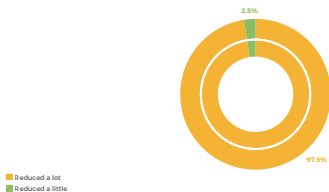
– Megha Sathe, Dialysis Technician (Worker KII)

FINDING 6: IMPROVEMENT IN HEALTH CONDITION (N=80)

All respondents (100%) reported improvement in health condition after initiating dialysis at the center. The consistent reporting of health improvement indicates stabilised treatment cycles and enhanced physical resilience.

FINDING 7: SIGNIFICANT REDUCTION IN FINANCIAL BURDEN (N=80)

CHART 21: SIGNIFICANT REDUCTION IN FINANCIAL BURDEN



A substantial 97.5% reported that their financial burden reduced "a lot," while 2.5% reported slight reduction. Given the high frequency of required dialysis sessions, this reduction represents considerable monthly savings and protection against debt accumulation.



Free dialysis support is critical for patients from economically vulnerable backgrounds. Without financial assistance, many patients would not be able to continue regular treatment, which directly affects survival.

– Dr. Nisha Bodke, Treating Doctor (Doctor KII), ANP Care Foundation



KEY IMPACT

This section presents the measurable impact of the ANP Care Foundation Dialysis Programme on financial risk reduction, treatment continuity, health stability, and quality of life among chronic kidney disease patients.

IMPACT 1: IMPROVED FINANCIAL PROTECTION FOR DIALYSIS PATIENTS

The shift from 63.75% reporting very high dialysis costs prior to the intervention to 97.5% reporting significant reduction in financial burden reflects substantial economic stabilisation among beneficiary households.

Given that 68.8% previously depended on private hospitals, where dialysis costs are considerably high, the introduction of 100% free services has effectively eliminated recurring hospital expenditure. Source : Primary Survey Data (Beneficiary Survey, n=80). (pre intervention finding 2)

The intervention has therefore functioned as a financial protection mechanism, reducing debt risk and preventing treatment discontinuation due to affordability constraints.

The doctor explained that before accessing free dialysis services, many patients had to rely on private hospitals where dialysis costs were very high and often unaffordable for economically vulnerable households. According to the doctor, the availability of completely free dialysis at the centre has helped patients continue treatment regularly without the financial stress that previously affected their ability to sustain care.

– Dr. Nisha Bodke, Treating Doctor (Doctor KII)

A family respondent shared that the availability of free dialysis services has been very supportive for the household. The respondent noted that the support has reduced treatment-related financial stress and helped the family manage regular dialysis more comfortably.

Nanda Amol Kharat, Wife of Patient (Family KII)

IMPACT 2: FREQUENCY OF DIALYSIS REQUIRED BY PATIENTS (N=80)

With 93.8% of patients requiring dialysis three times per week, uninterrupted and cost-free access to treatment has institutionalised continuity of care. Dialysis is life-sustaining, and even short-term disruption can lead to severe health deterioration.

By ensuring regular scheduling, minimal waiting time (98.75% reporting very short waiting), and free consumables, the programme has strengthened survival security and reduced treatment irregularity risks among chronic kidney disease patients.

IMPACT 3: STRENGTHENED SERVICE QUALITY AND PATIENT TRUST (N=80)

The uniformly high service ratings 100% reporting very good hygiene, 100% supportive staff behaviour, and 100% satisfaction – reflect strong institutional reliability and patient-centred service delivery.

High satisfaction levels indicate that the programme has not only addressed financial barriers but has also built sustained trust in institutional healthcare systems. This trust is critical for long-term treatment adherence in chronic disease management.



Earlier, I was receiving dialysis at a private hospital where each session was very expensive, and the yearly cost was nearly ₹10 lakh. Managing these expenses was extremely difficult for my family. After joining the ANP Care programme, my dialysis treatment and consumables are provided completely free of cost. This support has greatly reduced our financial burden and helped me continue treatment regularly.

- Chetan, 45-year-old Dialysis Patient, ANP Care Beneficiary



COMPONENT D: BREAST SCREENING & FOLLOW-UP TREATMENT (HALOL, GUJARAT):

DEMOGRAPHIC PROFILE (N=300)

The demographic profile of the women beneficiaries screened under the iBreast Camp provides important contextual understanding of the population targeted through the intervention. The programme primarily focused on rural and semi-urban women with limited prior exposure to preventive cancer screening services.

Sociodemographic Characteristics	Percentage
Age	
20-30yrs	15.3%
31-40 years	40.3%
41-50 years	18.3%
51-60 years	20.3%
Above 60 years	5.8%

Sociodemographic Characteristics	Percentage
Marital Status	
Married	97.7%
Widowed	2.3%

Sociodemographic Characteristics	Percentage
Occupation	
Housewife	57.0%
Farming/ livestock	25.6%
Business	8.7%
Labourer	8.7%

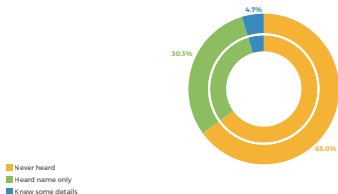
Sociodemographic Characteristics	Percentage
Income	
Less than Rs. 5000	16.0%
Rs. 5000 - Rs.10000	46.0%
Rs.10001 - Rs.15,000	21.7%
Rs.15,001 - Rs.20,000	15.0%
Rs.20,001 - Rs.50,000	1.3%

PRE-INTERVENTION SCENARIO

The pre-intervention scenario captured the awareness levels, screening access, and preventive breast health practices among women in the target communities prior to the implementation of the iBrest Screening Camp intervention.

FINDING 1: AWARENESS OF BREAST CANCER PRIOR TO THE CAMP (N=300)

CHART 22: AWARENESS OF BREAST CANCER PRIOR TO THE CAMP

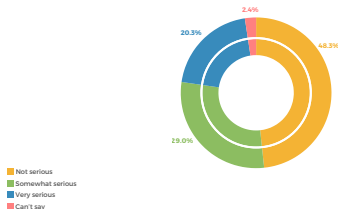


The baseline findings indicate extremely low awareness levels regarding breast cancer among respondents. A majority of 65.0% had never heard of breast cancer, while 30.3% had only heard the name without detailed understanding. Only 4.7% reported knowing some details about the condition.

The data reflects a significant awareness gap in the target communities, particularly concerning early detection and preventive screening practices. The predominance of limited or no knowledge underscores the critical need for structured awareness and community-based screening interventions.

FINDING 2: SERIOUSNESS OF BREAST PROBLEMS BEFORE THE CAMP (N=300)

CHART 23: SERIOUSNESS OF BREAST PROBLEMS BEFORE THE CAMP



The baseline findings indicate that nearly half of the respondents (48.3%) perceived breast-related problems as "not serious," while 29.0% considered them somewhat serious. Only 20.3% recognised them as very serious and 2.4% were unsure.

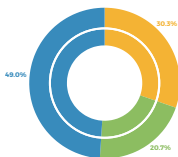
The predominance of low perceived seriousness reflects limited understanding of breast health risks and the importance of early detection. The findings suggest that misperception and underestimation of symptoms may contribute to delayed screening and late-stage diagnosis, reinforcing the need for awareness-driven interventions.

The doctor shared that many women in the region do not initially perceive breast-related symptoms as serious health concerns. Due to limited awareness and hesitation in discussing breast health issues, women often delay seeking medical consultation until symptoms become more noticeable. Diagnostic camps therefore play an important role in helping women recognise the importance of early screening and timely medical attention.

– Dr. Janvi Parikh, Camp Doctor (Doctor KII)

FINDING 3: BELIEF IN POSSIBILITY OF BREAST CANCER TREATMENT BEFORE THE CAMP (N=300)

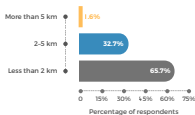
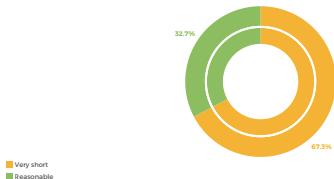
CHART 24: BELIEF IN POSSIBILITY OF BREAST CANCER TREATMENT BEFORE THE CAMP



Yes
Maybe
No

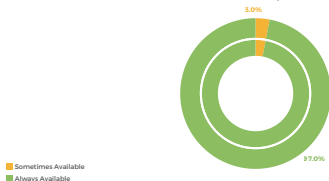
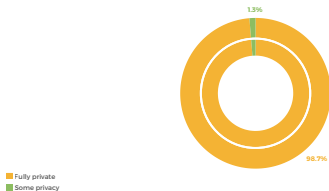
The baseline findings reveal significant misconceptions regarding breast cancer treatment. Nearly half of the respondents (49.0%) believed that breast cancer is not treatable, while 20.7% were uncertain. Only 30.3% expressed confidence that treatment is possible

KEY FINDINGS

FINDING 4: ACCESSIBILITY OF THE SCREENING CAMP AND WAITING TIME FOR SERVICES (N=300)**CHART 25: DISTANCE OF CAMP FROM PARTICIPANT'S HOME****CHART 26: WAITING TIME AT THE CAMP**

The findings indicate high physical accessibility, with 65.7% of participants residing within 2 km and 32.7% within 2-5 km of the camp. Additionally, 67.3% reported very short waiting times, while 32.7% described them as reasonable.

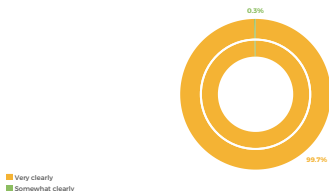
The proximity of the camp and efficient service delivery significantly reduced logistical barriers, facilitating higher participation and minimising time-related opportunity costs for women, particularly homemakers and informal workers.

FINDING 5: GENDER-SENSITIVE AND PRIVACY-ASSURED SERVICE DELIVERY (N=300)**CHART 27: AVAILABILITY OF FEMALE DOCTORS/HEALTH STAFF AT THE CAMP****CHART 28: PRIVACY MAINTAINED DURING CHECK-UP**

The camp ensured gender-sensitive service delivery, with 97.0% reporting consistent availability of female health staff and 98.7% confirming full privacy during examinations. These measures reflect adherence to culturally appropriate screening protocols and likely enhanced service acceptability, participant comfort, and trust in the screening process.

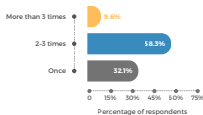
The doctor shared that ensuring privacy during the screening process is essential for encouraging women to participate in breast health examinations. According to the doctor, many women initially feel shy or hesitant during the examination; however, maintaining a respectful environment and providing proper counselling helps them feel more comfortable and confident during the screening process.

— Dr. Janvi Parikh, Camp Doctor (Doctor KII)

FINDING 6: CLARITY OF EXPLANATION OF TEST RESULTS (N=300)**CHART 28: CLARITY OF EXPLANATION OF TEST RESULTS**

An overwhelming 99.7% reported that test results were explained very clearly, while 0.3% indicated partial clarity.

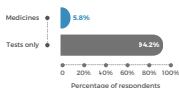
The findings demonstrate strong patient communication and counselling practices.

FINDING 7: NUMBER OF HOSPITAL VISITS AFTER REFERRAL (N=300)**CHART 29: NUMBER OF HOSPITAL VISITS AFTER REFERRAL**

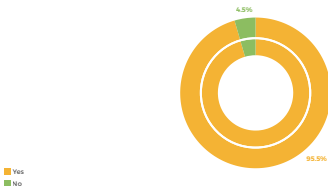
The findings indicate active follow-up among referred beneficiaries after the screening camp. A majority of respondents (58.3%) reported visiting the hospital two to three times, while 32.1% visited once and 9.6% reported more than three visits. This pattern suggests strong follow-up compliance and continued engagement with referral services. Multiple visits reflect ongoing diagnostic evaluation, treatment, or monitoring, indicating effective linkage between camp-based screening and Coraj Muniseva Ashram Hospital. The distribution also points to improved health-seeking behaviour and growing trust in institutional healthcare services among the beneficiaries.

Community-based breast screening camps are essential in rural and low-income areas where women rarely seek preventive care. Early screening and proper counselling improve awareness and reduce delays in diagnosis.

– Medical Officer, iBreast Screening Camp

FINDING 8: TYPE OF TREATMENT RECEIVED(N=300)**CHART 30: TYPE OF TREATMENT RECEIVED**

The findings indicate that the majority of beneficiaries (94.2%) underwent diagnostic tests only as part of the breast screening process, while a smaller proportion (5.8%) received medicines following the examination. This distribution suggests that most cases involved screening and diagnostic evaluation rather than immediate medical treatment, highlighting the preventive and early detection focus of the camp. The small proportion receiving medicines indicates that minor symptoms or conditions identified during screening were addressed with basic medical support when required.

FINDING 9: TREATMENT COST SUPPORT BY PSWF (N=300)**CHART 31: TREATMENT COST SUPPORT BY PSWF**

The findings indicate that a large majority of beneficiaries (95.5%) received treatment cost support through the programme, while only 4.5% reported not receiving such support. This suggests that the intervention effectively reduced financial barriers associated with diagnostic and treatment services for most participants. The high proportion of beneficiaries receiving financial assistance highlights the programme's role in enabling access to necessary medical care and ensuring that economic constraints do not hinder follow-up treatment after screening.

KEY IMPACT

This section presents the measurable impact of the iBreast Screening Camp on awareness, accessibility, and early detection support among women beneficiaries.

IMPACT 1: MOST HELPFUL COMPONENT OF THE PROJECT (N=300)

A substantial 79.0% of beneficiaries identified the free check-up as the most helpful component of the project, while 19.3% highlighted awareness activities and 1.7% reported treatment support as most beneficial. The predominance of free screening as the primary perceived benefit underscores the financial and access barriers previously limiting preventive care. The findings indicate that cost-free diagnostic access served as the central driver of participation and programme acceptance.

IMPACT 2: WILLINGNESS TO MOTIVATE OTHER WOMEN TO ATTEND CAMPS (N=300)

An overwhelming 99.3% of beneficiaries expressed definite willingness to motivate other women to attend future screening camps, while 0.7% indicated possible willingness. The findings suggest the development of positive peer influence mechanisms, which are critical for sustaining community-level participation in preventive health initiatives.

IMPACT 3: INCREASED SERVICE ACCEPTABILITY AND TRUST (N=300)

High ratings for female staff availability (97.0%), privacy maintenance (98.7%), clarity of explanation (99.7%), and willingness to recommend camps (99.3%) collectively indicate strong service acceptability. The convergence of these indicators reflects institutional trust and increased confidence in preventive healthcare services.

IMPACT 4: STRENGTHENED AWARENESS AND RISK PERCEPTION (N=300)

The baseline data indicated that 65.0% had never heard of breast cancer and 49.0% believed it was not treatable. The screening intervention addressed these awareness gaps through counselling and structured communication, contributing to improved understanding of breast health and treatment possibilities. The findings reflect enhanced awareness and reduced fatalistic perceptions among participants.

IMPACT 5: FINANCIAL PROTECTION IN POST-SCREENING CARE (N=300)

A substantial 95.5% of referred beneficiaries received treatment cost support from PSWF. The high coverage of financial assistance ensured continuity of diagnostic and treatment processes without imposing additional economic burden on low-income households.



Enabling First-Time Breast Screening Through Community

Awareness

Name: Alpaben Narvatbhai Chauhan

Age: 38 years

Village: Kherap, Halol Taluka

Pre-Intervention

Prior to the iBreast screening camp, Alpaben Chauhan had never undergone breast screening due to limited awareness about breast cancer and the importance of early detection. Like many women in the community, discussions around breast health were uncommon, and preventive screening was not considered a priority.

Intervention

Alpaben attended the iBreast screening camp organised in her village, where she received a breast examination along with counselling on breast health and early detection practices. The camp also provided information on recognising symptoms and encouraged women to seek timely medical consultation if any concerns were identified.

Post-Intervention

Following the screening and counselling session, Alpaben reported improved understanding of breast health and the need for regular check-ups. The experience helped reduce hesitation around screening and encouraged her to take a more proactive approach toward preventive healthcare. Her case illustrates how community-based screening initiatives can enable first-time engagement with preventive health services and promote early health-seeking behaviour among women.



**INTERVIEW WITH THE I - BREAST
CAMP BENEFICIARIES**

COMPONENT E: TAJPURA EYE HOSPITAL SUPPORT (HALOL, GUJARAT):

DEMOGRAPHIC PROFILE (N=30)

The demographic profile of beneficiaries receiving services at Tajpura Eye Hospital provides important contextual understanding of the population targeted through the intervention.

Sociodemographic Characteristics	Percentage
Age	
40-50 years	30.0%
60 years & above	70.0%

Sociodemographic Characteristics	Percentage
Social Category	
General	70.0%
SC	20.0%
OBC	10.0%

Sociodemographic Characteristics	Percentage
Occupation	
Farming/Livestock	60.0%
Labour	30.0%
Govt/Private Job	10.0%

Sociodemographic Characteristics	Percentage
Family Income	
5000-10000	5.0%
10000-15,000	90.0%
15,001-20,000	5.0%

PRE-INTERVENTION SCENARIO

The pre-intervention scenario captured the access to eye care services and treatment conditions among rural and economically vulnerable patients prior to the intervention at Tajpura Eye Hospital.

FINDING 1: IMPACT OF VISION PROBLEMS ON DAILY WORK (PRE-INTERVENTION) (N=30)

All respondents (100%) reported that vision problems were affecting their daily work activities prior to receiving treatment. The finding indicates complete functional disruption, particularly among beneficiaries engaged in farming and labour-based occupations, highlighting the urgent need for timely eye care intervention.



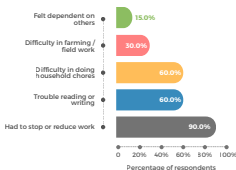
Most patients who come to us report difficulty in carrying out routine work due to blurred vision. Many of them delay treatment until the problem begins to affect their daily livelihood.

- Dr. Meshra Suthar (Ophthalmologist), Tajpura Eye Hospital



FINDING 2: WAYS IN WHICH VISION PROBLEMS AFFECTED DAILY WORK (PRE-INTERVENTION) (N=30) (MULTIPLE RESPONSES)

CHART 32: WAYS IN WHICH VISION PROBLEMS AFFECTED DAILY WORK (PRE-INTERVENTION)



Most of the respondents (90%) reported that they had to stop or reduce work due to vision problems. Additionally, 60% had trouble in reading or writing and performing household chores, while 30% faced challenges in farming or field work. Around 15% reported feeling dependent on others. The findings indicate that impaired vision significantly affected both livelihood activities and daily functioning, leading to reduced productivity and partial dependence prior to treatment.

Disclaimer: Multiple answers have been selected under the graph

FINDING 3: PRIOR ACCESS TO EYE CARE SERVICES (PRE-INTERVENTION)**CHART 33: PRIOR ACCESS TO EYE CARE SERVICES (PRE-INTERVENTION)**

A majority of respondents (70%) had not visited any eye hospital prior to receiving services at Tajpura Eye Hospital, while only 30% had previously sought eye care. The findings indicate limited prior access to specialised ophthalmic services, suggesting delayed treatment and possible financial or accessibility barriers before the intervention.

Contextual Note

Many patients reported that they had not previously visited specialised eye hospitals due to distance, cost, and limited awareness, often delaying treatment until vision problems worsened.



Patients from rural areas usually seek treatment only when vision problems begin affecting their daily work.

- Dr. Meshra Suthar, Tajpura Eye Hospital

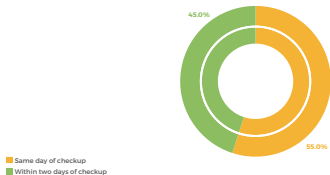
**INTERVIEW WITH THE MEDICAL STAFF - TAJPURA HOSPITAL**

KEY FINDINGS

The findings indicate comprehensive patient support, financial protection, and welfare-oriented service delivery throughout the treatment process.

FINDING 4: TIMELY SURGICAL INTERVENTION

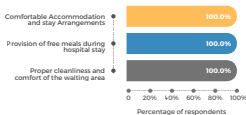
CHART 34: WAITING TIME FOR SURGERY



More than half of the respondents (55%) underwent surgery on the same day of check-up, while 45% received surgery within two days. The findings indicate minimal waiting time and prompt surgical intervention, reducing delays in treatment and associated inconvenience for rural beneficiaries.

FINDING 5: FACILITY COMFORT, CLEANLINESS AND BASIC AMENITIES

CHART 35: FACILITY COMFORT, CLEANLINESS AND BASIC AMENITIES



All respondents (100%) reported positive experiences regarding facility comfort and basic amenities. Beneficiaries confirmed the availability of comfortable accommodation, free meals during their hospital stay, and proper cleanliness and comfort in waiting areas, indicating a supportive and patient-friendly hospital environment.

FINDING 6: IMPROVEMENT IN VISION AFTER TREATMENT (N=30)**CHART 36: IMPROVEMENT IN VISION AFTER TREATMENT**

■ Yes, a lot

All respondents (100%) reported improvement in vision following eye surgery. This indicates that the surgical intervention was highly effective in restoring visual function among beneficiaries. Patients noted that improved vision enabled them to resume routine activities such as walking independently, performing household tasks, and engaging in livelihood-related work. The universal reporting of improved vision reflects the quality of surgical care provided and highlights the programme's contribution to enhancing daily functioning and overall quality of life for patients suffering from visual impairment.



Jayesh Kupaliya Anare, a six-year-old child from Dhar district, Madhya Pradesh, required vitrectomy surgery for retinal detachment in his right eye. Due to financial constraints, his family could not afford treatment in private hospitals.

He underwent free surgery at Narayan Eye Hospital, Tajpura, where treatment, accommodation, and meals were provided without cost. Post-surgery, his vision improved, and he continues regular follow-up care.

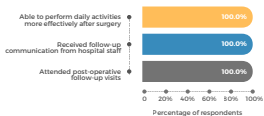
"We could not afford such treatment elsewhere. The hospital's support made my son's recovery possible"

- Jayesh Kupaliya Anare's Father



FINDING 7: IMPROVEMENT IN DAILY FUNCTIONING AND POST-TREATMENT ADHERENCE (N=30)

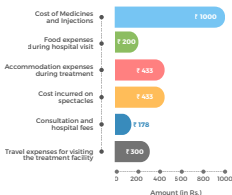
CHART 37: IMPROVEMENT IN DAILY FUNCTIONING AND POST-TREATMENT ADHERENCE



All respondents reported positive functional outcomes following eye surgery. Specifically, 100% of beneficiaries stated that they were able to perform daily activities more effectively after treatment. In addition, all patients confirmed receiving follow-up communication from hospital staff and attending scheduled post-operative visits. These findings indicate improved functional independence among beneficiaries and reflect strong adherence to post-operative care protocols, ensuring sustained recovery and monitoring after surgery.

FINDING 8: OUT-OF-POCKET EXPENSES RELATED TO EYE TREATMENT AND HOSPITAL VISIT

CHART 38: OUT-OF-POCKET EXPENSES RELATED TO EYE TREATMENT AND HOSPITAL VISIT



Although surgery was conducted free of cost, beneficiaries incurred minimal out-of-pocket expenses mainly on medicines (₹1,000), spectacles (₹433), accommodation (₹433), travel (₹300), food (₹200), and consultation/hospital fees (₹178). The relatively low ancillary expenditure indicates that the intervention substantially reduced the overall cost of eye treatment for beneficiaries. In private ophthalmic facilities, surgical procedures and associated costs are typically much higher; therefore, the availability of free surgery along with subsidised support services significantly lowered the financial burden on patients, particularly those from economically vulnerable households.

KEY IMPACT

IMPACT 1: RESTORATION OF FUNCTIONAL VISION AND LIVELIHOOD (N=30)

Prior to treatment, 10% of beneficiaries reported that vision problems having blurred vision, and 95% had difficulty seeing far. After treatment, 45% reported significant improvement in vision. The intervention directly contributed to restoration of work capacity and daily functioning.

IMPACT 2: REDUCED DEPENDENCY AND IMPROVED QUALITY OF LIFE (N=30)

Before receiving treatment, a considerable proportion of beneficiaries reported difficulties in performing routine activities due to impaired vision. Around 60% experienced challenges in household tasks and reading or writing, while 30% faced limitations in farming-related work. Additionally, 15% reported dependence on others for daily activities. Following surgical intervention, all respondents (100%) confirmed improved ability to perform their daily tasks independently. These findings indicate a substantial improvement in functional independence and quality of life, highlighting the role of the intervention in restoring vision and enabling beneficiaries to resume normal daily and livelihood activities.

IMPACT 3: IMPROVED ACCESS TO SPECIALISED EYE CARE (N=30)

The prompt delivery of surgical services reflects the efficiency of the facility, with 55% of patients receiving surgery on the same day and the remaining 45% within two days. This timely service delivery helped reduce waiting periods and enabled beneficiaries to receive necessary treatment without prolonged delays, strengthening access to quality eye care among economically vulnerable communities.

IMPACT 4: FINANCIAL PROTECTION AND REDUCED TREATMENT BURDEN

All respondents confirmed that cataract surgery was conducted free of cost, along with provision of free meals during hospital stay. While minor out-of-pocket expenses were incurred (primarily for medicines and travel), the overall financial burden remained substantially lower than private care alternatives. The intervention significantly reduced expenditure risk among low-income households.

IMPACT 5: STRENGTHENED POST-TREATMENT CARE AND FOLLOW-UP

All beneficiaries reported receiving follow-up communication and attending follow-up visits after surgery. The findings demonstrate strong post-operative monitoring and adherence to care protocols, ensuring sustained recovery outcomes.

Contextual Note

The Tajpura Eye Hospital intervention restored vision, revived livelihood capacity, reduced financial barriers, and strengthened post-operative care among elderly and economically vulnerable beneficiaries. The programme effectively addressed both functional disability and access limitations in rural eye care services.



The upgrade of six operation theatres with new microscope machines has significantly strengthened our surgical capacity. We are now able to perform a higher number of surgeries daily with improved efficiency, reduced delays, and better patient safety standards

- Bhargav Mehta, Assistant Manager, Tajpura Eye Hospital



COMPONENT F: MULTISPECIALITY HOSPITAL SUPPORT - DR. HEDGEWAR (MAHARASHTRA):

DEMOGRAPHIC PROFILE (N=20)

Sociodemographic Characteristics	Percentage
Gender	
Male	65.0%
Female	35.0%

Sociodemographic Characteristics	Percentage
Age	
17-20 years	95.0%
21-30 years	5.0%

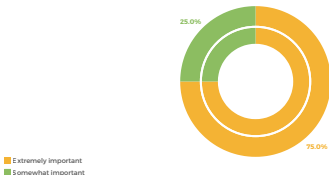
Sociodemographic Characteristics	Percentage
Place of resident	
Urban	80.0%
Rural	10.0%
Semi Urban	10.0%

PRE-INTERVENTION SCENARIO

The pre-intervention scenario captured the conditions related to tertiary healthcare access and institutional capacity in the Ch.Sambhaji Nagar (Maharashtra) prior to the strengthening support extended to Dr. Hedgewar Rughalaya.

FINDING 1: IMPORTANCE OF THE HOSPITAL CONSTRUCTION IN THE REGION (N=20)

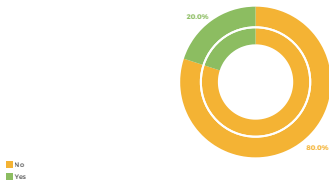
CHART 39: IMPORTANCE OF THE HOSPITAL CONSTRUCTION IN THE REGION



A majority of respondents (75.0%) reported that the construction of the hospital was extremely important for the region, while the remaining 25.0% perceived it as somewhat important (n = 20). This perception reflects the limited availability of accessible multi-specialty and tertiary healthcare services in the region prior to the intervention, indicating a strong demand for strengthened healthcare infrastructure.

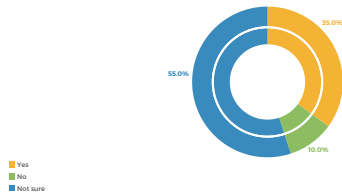
FINDING 2: AWARENESS OF PSWF SUPPORT (N=20)

CHART 40: AWARENESS OF PSWF SUPPORT (PRE-INTERVENTION)



A majority of respondents (80.0%) were not aware of PSWF's support for the construction of the medical college and hospital, while only 20.0% were aware.

The findings indicate limited beneficiary awareness regarding the source of institutional support prior to assessment.

FINDING 3: ACCESS TO HOSPITAL INFRASTRUCTURE FOR TRAINING (PRE-INTERVENTION)**CHART 41: ACCESS TO HOSPITAL INFRASTRUCTURE FOR TRAINING (PRE-INTERVENTION)**

Only 35.0% of respondents reported having access to hospital infrastructure for training prior to the project, while 10.0% reported no access and 55.0% were unsure (n = 20). The responses indicate limited access and awareness regarding the availability of hospital-based training infrastructure prior to the project's implementation.

Stakeholder interactions indicated that opportunities for structured clinical exposure and training infrastructure were limited prior to the project. Dr. Suvarna Gulankar, Associate Professor (Anatomy), and Dr. Sopan Kadam, Administrative Officer, noted that institutional training facilities and structured academic systems have evolved gradually with the expansion of the medical college. Earlier, access to organized training infrastructure and academic support mechanisms was comparatively limited, highlighting the need for strengthened institutional capacity for medical education and clinical training.

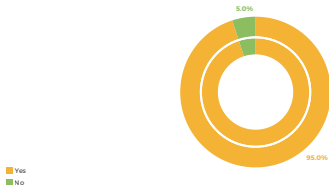


KEY FINDINGS

This section presents the principal findings derived from students, qualitative stakeholder consultations and institutional review.

FINDING 4: IMPROVED HOSTEL AND RESIDENTIAL INFRASTRUCTURE (N=20)

CHART 42: IMPROVED HOSTEL AND RESIDENTIAL INFRASTRUCTURE

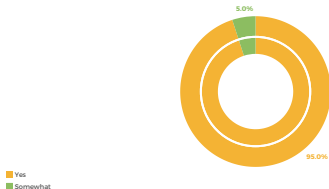


A majority of respondents (95.0%) reported that hostel facilities are adequate, while only 5.0% indicated otherwise.

The findings reflect strong residential infrastructure support for students, contributing to a stable academic environment.

FINDING 5: EFFECTIVENESS OF TEACHING METHODS

CHART 43: EFFECTIVENESS OF TEACHING METHODS



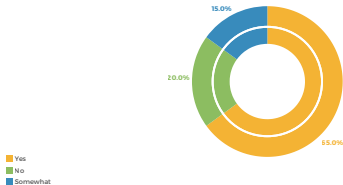
95.0% of respondents confirmed that teaching methods are clear and effective, while 5.0% felt them as somewhat effective.

This indicates high academic delivery standards and structured teaching mechanisms.

Key informant interview with Dr. Suvarna Gulankar, Associate Professor, Anatomy Department, indicated that the institution uses structured teaching approaches such as smart boards and regular faculty development programmes (FDPs) to support academic delivery and improve teaching practices.

FINDING 6: AVAILABILITY OF HANDS-ON CLINICAL EXPOSURE

CHART 44: AVAILABILITY OF HANDS-ON CLINICAL EXPOSURE



65.0% of respondents reported adequate hands-on clinical exposure, while 20.0% reported lack of exposure and 15.0% rated it as somewhat adequate.

Although the majority acknowledged clinical exposure, the findings suggest scope for further strengthening practical training opportunities.



We want to produce sensitised doctors who understand society's needs and are willing to serve where healthcare is required most.

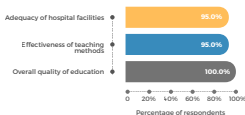
- Abhijit Sabnis, Manager (PR), Dr. Hedgewar Medical College



KEY IMPACT

IMPACT 1: STRENGTHENING MEDICAL EDUCATION INFRASTRUCTURE (N=20)

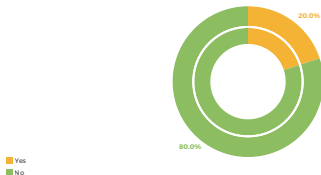
CHART 45: EFFECTIVENESS OF TEACHING METHODS



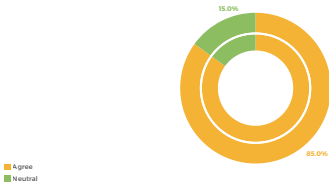
The project has contributed to strengthening the institutional environment supporting medical education. A large majority of respondents (95.0%) reported that hostel facilities are adequate, indicating the availability of supportive residential infrastructure for students. Similarly, 95.0% confirmed that teaching methods are clear and effective, reflecting structured academic delivery within the institution. In addition, all respondents (100.0%) expressed satisfaction with the overall quality of education.

IMPACT 2: EXPOSURE TO POOR AND NEEDY PATIENTS (N=20)

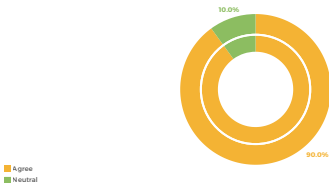
CHART 46: EXPOSURE TO POOR AND NEEDY PATIENTS



A smaller proportion of respondents (20.0%) reported having direct interaction with poor and needy patients during their training, while 80.0% reported no such exposure ($n = 20$). The responses suggest that interaction with economically vulnerable patient groups during training was reported by a relatively limited proportion of respondents, indicating scope for broader exposure to diverse patient groups.

IMPACT 3: CONTRIBUTION TO AFFORDABLE HEALTHCARE (N=20)**CHART 47: CONTRIBUTION TO AFFORDABLE HEALTHCARE**

A large majority of respondents (85.0%) agreed that the hospital contributes to providing affordable healthcare for poor and underserved populations, while a smaller proportion (15.0%) did not express a specific view (n = 20). The responses indicate a strong perception of the institution as a charitable and socially oriented healthcare provider.

IMPACT 4: ROLE IN ADDRESSING HEALTHCARE WORKFORCE SHORTAGE (N=20)**CHART 48: ROLE IN ADDRESSING HEALTHCARE WORKFORCE**

90.0% agreed that the medical college plays a role in reducing healthcare workforce shortages, with 10.0% neutral responses.

The findings indicate strong perception of long-term systemic impact.

According to Abhijit Sabnis, Manager (PR), the medical college aims to develop socially responsible doctors and encourage them to serve in areas where healthcare professionals are needed the most. The institution also promotes community exposure through initiatives such as the village adoption programme, where students interact with rural communities to understand local health needs.

The Dr. Hedgewar Multi-Specialty Hospital and Medical College project has strengthened medical education infrastructure, enhanced academic quality, contributed to affordable healthcare delivery, and expanded regional healthcare workforce capacity. While systemic impact is strongly perceived, further initiatives focused on rural exposure and social accountability could deepen long-term community-oriented outcomes.

The project was developed on a 35-acre campus, including a Medical College Building (Ground + 5 floors, 325,000 sq. ft.), hostels for 900 students, and a Nursing College and Hostel facility. The infrastructure expansion significantly enhanced institutional capacity for both medical education and healthcare delivery.



**STUDENTS AT DR. HEDGEWAR
MEDICAL INSTITUTE**

MULTI-LEVEL IMPACT OF THE PROGRAMME



INDIVIDUAL LEVEL

The programme has improved access to essential healthcare services for individuals who previously faced financial and geographic barriers to treatment. Through Mobile Medical Units, free dialysis support, nutrition supplementation, screening camps, and specialised treatment services, beneficiaries were able to receive timely consultations, diagnostic support, and follow-up care. Regular access to medicines, nutrition support, and treatment services helped beneficiaries manage chronic conditions more effectively, improve health stability, and reduce interruptions in treatment due to financial constraints.



HOUSEHOLD / COMMUNITY LEVEL

At the household and community level, the interventions reduced the economic and logistical burden associated with accessing healthcare services. Village-level medical consultations through the Mobile Medical Unit reduced travel dependency, while free treatment support for dialysis, cataract surgery, and screening follow-up care lowered out-of-pocket healthcare expenditure for economically vulnerable families. Increased awareness through screening and outreach activities also encouraged more proactive health-seeking behaviour within communities, strengthening early detection and preventive care practices.



HEALTH SYSTEM / INSTITUTIONAL LEVEL

The programme contributed to strengthening local healthcare delivery systems by supporting institutional infrastructure and service capacity. Investments in medical equipment and hospital infrastructure enhanced the ability of healthcare institutions to provide specialised services and clinical training opportunities for medical students. Improved referral linkages between community-level services and higher healthcare facilities also helped streamline patient pathways, enabling beneficiaries to access advanced treatment when required.



SYSTEM / LONG-TERM LEVEL

By expanding access to primary, preventive, and specialised healthcare services, the programme contributes to broader efforts to improve healthcare accessibility and service capacity in underserved regions. Interventions such as nutritional support for disease recovery, community screening initiatives, and strengthening tertiary healthcare institutions support long-term improvements in public health outcomes and healthcare system responsiveness for vulnerable populations.

KEY CHALLENGES



Coordinating referrals between community-level interventions and higher healthcare facilities requires continuous follow-up to ensure patients complete further diagnosis and treatment.



Managing high patient volumes in certain interventions places operational pressure on healthcare providers and facility resources.



Sustaining preventive health awareness remains challenging, particularly in rural communities where treatment is often sought only after symptoms become severe.



Ensuring regular follow-up and monitoring for patients requiring long-term treatment depends on patient mobility and accessibility of healthcare facilities

KEY LEARNING



Field interactions indicated that doorstep healthcare delivery significantly improved consultation frequency, as beneficiaries preferred accessible village-level services over distant facilities.



Discussions with beneficiaries and families revealed that nutritional support alongside medical treatment helped improve patient strength and treatment adherence, particularly among TB and anaemia patients.



Interviews with healthcare providers highlighted that early screening camps increased awareness and encouraged women to seek medical consultation for breast-related symptoms.



Feedback from dialysis beneficiaries showed that removal of treatment costs significantly reduced financial stress and enabled continuity of life-saving care.



Observations at the eye hospital indicated that timely surgical intervention restored functional independence, allowing beneficiaries to resume routine activities and livelihood work.

04. EVALUATION BASED ON OECD FRAMEWORK



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability

The OECD-DAC framework provides a structured lens to evaluate the Health Portfolio across six criteria: Relevance, Coherence, Effectiveness, Efficiency, Impact, and Sustainability. The assessment synthesizes findings across MMU, 4C Health Programme, ANP Dialysis Support, iBreast Screening Camp, Tajpura Eye Hospital, and Dr. Hedgewar Multi-Specialty Hospital.



RELEVANCE

The programme directly addresses healthcare access gaps faced by economically vulnerable communities across Gujarat, Daman, and Maharashtra. Interventions such as Mobile Medical Units, nutrition support for TB and anaemia patients, free dialysis services, screening camps, and tertiary hospital strengthening respond to identified needs related to treatment affordability, preventive health awareness, and access to specialised healthcare services. The programme aligns with national priorities including NHM, NTEP, and PM-JAY as well as SDG 3 (Good Health and Well-being).



COHERENCE

The portfolio demonstrates alignment with national health priorities including Ayushman Bharat, National TB Elimination Programme, Anaemia Mukht Bharat, and universal health coverage objectives. Preventive screening (iBreast, 4C), mobile outreach (MMU), tertiary infrastructure strengthening (Dr. Hedgewar), and charitable surgical services (Tajpura, ANP) collectively create vertical and horizontal integration across primary, secondary, and tertiary levels of care. The interventions reinforce SDGs 3 and 10 by combining financial protection with expanded service access, reflecting strong internal and external policy coherence.



EFFECTIVENESS

The programme achieved most of its intended outcomes. Village-level healthcare services improved access to consultation and early diagnosis of chronic conditions. Nutritional support strengthened treatment adherence and recovery among patients undergoing treatment for TB and anaemia. Free dialysis services enabled continuity of life-sustaining treatment, while screening interventions improved awareness and early detection of breast health concerns among women.

**EFFICIENCY**

The programme utilised an integrated delivery model combining community outreach and institutional partnerships to optimise resource utilisation. Decentralised service delivery through Mobile Medical Units reduced travel costs and improved accessibility, while collaboration with specialised healthcare institutions allowed CSR resources to support treatment services and infrastructure strengthening efficiently. However, long-term programme expansion may require additional operational resources.

**IMPACT**

The programme generated measurable improvements in healthcare accessibility, treatment continuity, and financial protection for beneficiaries. Village-level consultations reduced dependence on distant healthcare facilities, while free dialysis, cataract surgery, and screening support lowered out-of-pocket healthcare expenditure. Infrastructure strengthening at Dr. Hedgewar Rughalaya enhanced institutional capacity to provide specialised healthcare services and clinical training.

**SUSTAINABILITY**

Sustainability is supported through partnerships with established healthcare institutions and integration with existing healthcare systems. Increased awareness of preventive healthcare and strengthened institutional capacity contribute to longer-term benefits. However, continued financial and CSR support will be important to sustain programme scale and service coverage in underserved areas.



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability

CHAPTER 5

RECOMMENDATIONS



STRENGTHEN REFERRAL LINKAGES FOR MMU SERVICES

The programme may formalise referral partnerships with nearby secondary hospitals and diagnostic centres to ensure continuity of care for patients requiring specialised treatment beyond MMU consultations.



INSTITUTIONALISE FOLLOW-UP MONITORING UNDER THE 4C HEALTH PROGRAMME

Introducing a structured follow-up mechanism, including periodic monitoring of beneficiary health status, could help reinforce treatment adherence and strengthen recovery outcomes among patients receiving nutritional support.



ASSESS EXPANSION OF DIALYSIS SERVICE CAPACITY

Considering the high frequency of dialysis treatment required by beneficiaries, the programme may explore phased expansion of dialysis capacity and patient transport facilitation to improve treatment accessibility and continuity.



INTRODUCE PERIODIC COMMUNITY BREAST SCREENING CYCLES

Transitioning from one-time screening camps to scheduled periodic screening cycles could help sustain awareness and strengthen early detection of breast health conditions among women in intervention areas.



SUPPORT OPERATIONAL STRENGTHENING OF TARPURA EYE HOSPITAL SERVICES

Continued operational support to enhance surgical throughput and outreach services may help sustain access to free ophthalmic care for economically vulnerable patients.



**CLASSROOM- DR. HEDGEWAR
MEDICAL INSTITUTE**

06. CONCLUSION

The assessment indicates that the Health Portfolio has improved healthcare accessibility, treatment continuity, and financial protection for vulnerable populations across the intervention regions. Village-level consultations through the Mobile Medical Unit reduced dependence on distant facilities and enabled earlier diagnosis and follow-up care. Nutritional support under the 4C Health Programme strengthened treatment adherence among patients with TB, anaemia, and related conditions, while free dialysis support enabled economically vulnerable patients to continue life-sustaining treatment without major financial strain. Preventive breast screening increased awareness and participation in early detection services, and ophthalmic surgical support restored vision and improved functional independence among beneficiaries. Infrastructure strengthening at Dr. Hedgewar Rugnalaya has further enhanced the institution's capacity to deliver specialised healthcare services. Together, these outcomes demonstrate the value of integrating community outreach, treatment support, and institutional strengthening to improve healthcare access in underserved regions.

POLYCAB

IDEAS. CONNECTED.



IMPACT ASSESSMENT REPORT

ENVIRONMENT

IMPLEMENTED BY

Polycab Social Welfare Foundation



SoulAce
Path to Sustainability

SOULACE CONSULTING PVT. LTD.

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POLYCAB INDIA LIMITED

BBREVIATIONS

3Rs	Reduce, Reuse, and Recycle
CSR	Corporate Social Responsibility
DAC	Development Assistance Committee
DRDA	District Rural Development Agency
FGD	Focused Group Discussion
FY	Financial Year
KII	Key Informant Interview
MGNREGA	Mahatma Gandhi National Rural Employment Guarantee Act
MoU	Memorandum of Understanding
OECD	Organisation for Economic Co-operation and Development
ODF+	Open Defecation Free Plus
PMMSY	Pradhan Mantri Matsya Sampada Yojana
PSWF	Polycab Social Welfare Foundation
SDG	Sustainable Development Goal
SWM	Solid Waste Management
WMC	Water Management Committee

EXECUTIVE SUMMARY

INTRODUCTION

Polycab Social Welfare Foundation (PSWF) commissioned SoulAce Consulting Pvt. Ltd. to conduct an independent Impact Assessment of its Environment CSR Portfolio, comprising the Solid Waste Management Project and the Water Conservation (Pond Deepening) Project. The assessment was conducted in FY 2025-26 for interventions implemented in FY 2023-24, covering three villages in the Halol and Waghodia talukas of Gujarat. The portfolio reached 1,140 beneficiaries. This report presents the findings, impact, and recommendations emerging from the assessment.

PROJECT BACKGROUND

The Environment projects were implemented to address critical gaps in rural sanitation and water security in the Halol and Waghodia clusters of Gujarat. PSWF implemented the Solid Waste Management initiative by collaborating with the implementing agency, Concept Biotech, and the third-party Group Panchayat. Concept Biotech in Baska Village (Halol Taluka) introduced a "waste-to-wealth" circular economy model that encompasses 100% door-to-door waste collection, scientific waste segregation, and recycling into utility items such as benches, bricks, and tiles. The Water Conservation component, implemented directly by PSWF in Pratapura and Hansapura Villages (Waghodia Taluka), focused on deepening village ponds to enhance rainwater retention, support groundwater recharge, and enable two-cycle irrigated agriculture.



Implementing Partner

Waste Management: Concept Biotech
Water Conservation: PSWF Direct Implementation



Implementation Year

FY 2023-24



Assessment Year

FY 2025-26



Locations Covered

Baska Village (Halol Taluka); Pratapura and Hansapura Villages (Waghodia Taluka)



Budget

Rs. 8.09 M



Beneficiaries

Direct - 1,140 & Indirect - 345 = 1,485

PROJECT ACTIVITIES

Solid Waste Management (Baska Village, Halol Taluka):



Established a 100.0% door-to-door waste collection mechanism



Segregated collected waste scientifically at a pre-designated site



Conducted community awareness sessions on source segregation and hygiene



Landscaping with trees, flowering plants, and greenery.

Water Conservation (Pratapura & Hansapura Villages, Waghodia Taluka):



Deepened village ponds to enhance volumetric capacity



Excavated accumulated silt to facilitate greater rainwater retention



Strengthened water body boundaries to prevent erosion and support groundwater recharge



Enabled local farmers to harvest water for two crop cycles (Kharif and Rabi)

Alignment with SDGs









Alignment with Government Initiatives

- Swachh Bharat Abhiyan (Gramin)
- Sujalam Sufalam Yojana (Government of Gujarat)
- Jal Bachao, Jeevan Bachao Yojana
- Mission LIFE









KEY FINDINGS

COMPONENT A: SOLID WASTE MANAGEMENT (BASKA VILLAGE, HALOL | N = 250)

Pre-Intervention Scenario

- 
60.0%
 of respondents reported filth and dirt on the surrounding streets
- 
99.2%
 confirmed open dumping or burying of waste was prevalent
- 
98.8%
 experienced unpleasant odour in streets
- 
95.6%
 felt ashamed or uncomfortable inviting guests to their village
- 
74.4%
 disposed of plastic waste through open dumping before the project
- 
Only 42.0%
 were aware of the importance of waste segregation before the intervention.

Key Findings

- 
100.0% of respondents reported awareness of the importance of waste segregation post-intervention, up from 42.0% at baseline
- 
96.8% of households adopted waste segregation practices; the 3.2% non-adoption was driven by attitudinal barriers (50.0% cited waste as dirty, 37.5% lack of time)
- 
98.0% of households received daily door-to-door waste collection
- 
75.6% of respondents participated in formal awareness sessions; among those who did not participate in the formal awareness sessions, they were reached through door-to-door engagement (68.4%) and waste collection personnel (26.0%)
- 
74.4% of households transitioned to home collection as their primary dry waste disposal method, replacing open street dumping (59.6%)
- 
96.4% reported disposing of plastic waste through the Safai Karamchari post-intervention
- 
94.0% of respondents reported a substantial to complete reduction in single-use plastic usage
- 
79.6% always separated broken glass items; 10.4% relied on waste collectors, and 9.2% had never considered the practice
- 
86.0% rated segregation as extremely important; 13.2% as very important

COMPONENT B: WATER CONSERVATION / POND DEEPENING (PRATAPURA & HANSAPURA, WAGHODIA | N = 25)

Pre-Intervention Scenario



88.0%
of respondents reported the village pond was silted



88.0%
had zero irrigated land before the intervention

Key Findings



96.0% of respondents pumped water directly from the deepened pond for agriculture; 4.0% used water from wells near the pond



60.0% of respondents irrigated 5 to 10 acres post-intervention, compared to 88.0% with no irrigated land before



100.0% of respondents used desilted pond soil on their agricultural land



96.0% strongly agreed that soil fertility improved through the application of desilted soil



100.0% confirmed water availability in wells for a longer duration and increased water levels in nearby wells



92.0% reported improved water quality in wells



88.0% strongly agreed that overall water quality improved post-intervention



100.0% rated the Water Management Committee as highly effective



52.0% learned about the programme through Panchayat members; 48.0% through village meetings

KEY IMPACTS

COMPONENT A: SOLID WASTE MANAGEMENT



100%

of respondents confirmed the elimination of open dumping spots and cleaner roads



99.6%

reported absence of foul smell in the village



100%

reported reduced health issues attributable to improved sanitation



99.6%

observed reduced plastic consumption by domestic animals



74.4%

disposed of plastic waste through open dumping before the project



100%

reported feeling comfortable inviting guests, compared to only 4.4% before the intervention



90.8%

expressed high satisfaction with waste management services; no respondent reported dissatisfaction



98.0%

received daily door-to-door collection, confirming operational sustainability



100.0%

Awareness shifted from 42.0% to 100.0%, reflecting institutionalised behavioural change



100.0%

Open disposal of plastic dropped from 74.4% to near-zero; 96.4% now channel waste through the Safai Karamchari

Key Findings



100.0% of respondents confirmed improved water security for irrigation



100.0% reported increased groundwater table and water available in wells for a longer duration



100.0% confirmed ecological revitalisation due to groundwater recharge



100.0% reported strengthened community resilience and commitment to water conservation



Average irrigated area expanded from 1.04 acres to 6.84 acres, enabling two-cycle farming (Kharif and Rabi)



96.0% of respondents now have access to irrigation, up from just 12.0% before the intervention.



100.0% utilised desilted soil on farmland; 96.0% strongly confirmed improved soil fertility



100.0% rated the Water Management Committee as highly effective in regulating equitable water access

01. INTRODUCTION

BACKGROUND AND NEED OF THE PROGRAMME

Rural communities across Gujarat continue to face persistent environmental challenges in sanitation and water security. In the Halol and Waghodia talukas of the Panchmahal and Vadodara districts, respectively, the absence of decentralised solid waste management infrastructure and the degradation of surface water bodies have compounded pressures on public health, agricultural livelihoods, and community well-being. Villages in these clusters lacked organised waste collection systems, resulting in open dumping, burning of waste, and disposal in ponds and drains. Simultaneously, siltation of village ponds had reduced their water retention capacity, leaving wells dry by early winter and restricting farmers to a single monsoon-dependent crop cycle.

In FY 2023-24, the Polycab Social Welfare Foundation (PSWF) identified these critical gaps. It established the Environment Portfolio with a dual focus: implementing a "Waste-to-Wealth" circular economy model to tackle rural waste in Baska Village (Halol Taluka), and a Water Stewardship programme to combat seasonal water scarcity in Pratapura and Hansapura Villages (Waghodia Taluka). The portfolio was designed to create sustainable, community-led infrastructure that improved hygiene standards, secured agricultural livelihoods against climate variability, and promoted environmentally conscious behaviour among rural households. SoulAce Consulting Pvt. Ltd. was commissioned to conduct an independent Impact Assessment of both interventions in FY 2025-26, covering a total beneficiary base of 1,140 individuals across the three villages, with a combined project investment of INR 80,85,402.

OBJECTIVES OF THE PROGRAMME



To establish a 100.0% door-to-door waste collection mechanism in Baska Village and promote source-level segregation of wet and dry waste among all households.



To scientifically process and recycle collected waste into utility items such as benches, bricks, tiles, and chairs, operationalising a circular economy model at the village level.



To conduct community awareness sessions on waste segregation, single-use plastic reduction, composting, and the 3Rs (Reduce, Reuse, and Recycle) framework.



To deepen village ponds in Pratapura and Hansapura to enhance volumetric capacity and facilitate greater rainwater retention for agricultural and domestic use.



To excavate accumulated silt from the ponds and strengthen water body boundaries to prevent erosion and support groundwater recharge.



To enable local farmers to harvest water for two crop cycles (Kharif and Rabi), thereby stabilising household incomes and reducing seasonal migration pressures.



To improve the availability of drinking water and water for livestock through enhanced surface water storage and aquifer recharge.



To promote community-led water governance through the establishment and strengthening of Water Management Committees.

ABOUT THE CSR FIRM

Polycab India Limited established the Polycab Social Welfare Foundation (PSWF) in 2020 as a not-for-profit organisation dedicated to community development and fulfilling the CSR commitments of the Polycab Group. PSWF works on various social causes, including addressing malnutrition, improving healthcare and healthcare infrastructure, supporting education, women's empowerment, the environment, skill development, and disaster management. PSWF also partners with non-government organisations (NGOs) to make a difference in local communities. PSWF implements its social responsibility mandate across thematic areas, including environment, education, healthcare, and rural development, with a focus on creating sustainable community-led interventions in the geographies where the company operates. The Environment Portfolio assessed in this report represents PSWF's commitment to addressing sanitation and water security gaps in rural Gujarat through evidence-based, scalable programme models.

ABOUT THE IMPLEMENTING PARTNER



Waste Management

Concept Biotech served as the implementing partner for the Solid Waste Management Project in Baska Village. Founded in 2001, Concept Biotech is a waste management consultancy dedicated to realising a cleaner world through decentralised organic treatment and industrial sludge composting. On August 15, 2016, the firm launched the "Kachare Se Azadi" campaign to shift public perception from "waste" to "resource management." In collaboration with the Plast India Foundation and SOCLEEN, they have introduced affordable, house-level composting solutions for just INR 300, emphasising innovative, community-driven CSR projects that empower citizens to reclaim their environmental independence. The organisation brought domain-specific technical expertise in waste processing, recycling infrastructure, and community-level behavioural change programming for rural sanitation. Concept Biotech was responsible for establishing the door-to-door waste collection mechanism, the segregation protocol, and the processing unit that converted waste into utility items.



Water Conservation

The Water Conservation Project in Pratapura and Hansapura Villages was implemented directly by PSWF, utilising internal capacity for pond deepening, desilting, and boundary strengthening. The direct implementation model allowed PSWF to maintain close oversight of the intervention and ensure alignment with its programmatic standards.

02 RESEARCH METHODOLOGY

RESEARCH DESIGN

The study adopted a mixed-methods, cross-sectional research design to assess the impact of the Environment Portfolio across both components. The design combined structured quantitative surveys with qualitative data collection tools to capture the breadth and depth of programme outcomes. A post-intervention assessment approach was employed, in which beneficiary households were surveyed after the intervention period to measure changes in awareness, behaviour, practices, and perceived impact. Pre-intervention conditions were captured retrospectively through recall-based questions embedded within the study tools.

STUDY OBJECTIVES



To assess the reach, relevance, and effectiveness of the Solid Waste Management and Water Conservation interventions in the target villages.



To measure changes in awareness, behavioural practices, and service delivery outcomes attributable to the programme.



To evaluate the impact of the interventions on environmental conditions, public health, agricultural livelihoods, and community well-being.



To identify programme strengths, gaps, and areas for improvement to inform future programme design and scaling decisions.



To assess the sustainability of programme outcomes and the effectiveness of community-based governance mechanisms established under the project.

DATA SOURCES

The assessment drew on multiple data sources to ensure comprehensive evidence. Primary data was collected through structured beneficiary surveys administered to 250 households in Baska Village (Solid Waste Management component) and 25 households in Pratapura and Hansapura Villages (Water Conservation component). Qualitative primary data were gathered through focused group discussions (FGDs) with community members, key informant interviews (KIs) with Panchayat representatives and project staff, and individual testimonials from diverse stakeholder groups, including farmers, homemakers, sanitation workers, and village leaders. Secondary data sources included project documents, implementation reports, and programme design materials provided by the PSWF. Government programme documents and policy frameworks, including the Swachh Bharat Abhiyan (Gramin), Sujalam Sulalam Yojana, and related state-level mandates, were referenced for context.

PROJECT SNAPSHOT



Project Name

Environment Portfolio: Solid Waste Management and Water Conservation



Implementing Partner

Concept Biotech (Waste Management); PSWF Direct Implementation (Water Conservation)



Research Design Used

Mixed-methods, cross-sectional, post-intervention assessment



Sampling Technique

Random and Purposive Sampling



Location

Baska Village (Halol Taluka); Pratapura and Hansapura Villages (Waghodia Taluka)



Sample Size

N = 275 (Waste Management: 250; Water Conservation: 25)



Qualitative Methods Used

Testimonials and Key Informant Interviews

STUDY TOOLS

The assessment employed a combination of quantitative and qualitative data collection instruments. The primary quantitative tool was a structured beneficiary survey questionnaire, designed separately for each component and administered through face-to-face interviews with respondent households. Qualitative tools included semi-structured interview guides for focused group discussions (FGDs) with community members and key informant interviews (KIs) with Panchayat leaders, project staff, and representatives of implementing partners. Field observation checklists were used to document the physical state of waste management infrastructure and water bodies.

KEY STAKEHOLDERS



Beneficiary households (waste management and water conservation)



Panchayat representatives and Sarpanch



Waste collection staff and sanitation workers



Farmers and animal husbandry practitioners



Women and homemakers



Water Management Committee members



PSWF programme team



Concept Biotech implementation team

ETHICAL CONSIDERATIONS

The assessment was conducted in accordance with established ethical standards for social research. Informed consent was obtained from all respondents before data collection. Participation was voluntary, and respondents were assured of the confidentiality of their individual responses. No personally identifiable information was disclosed in the analysis or reporting. Testimonials and case studies were included with the individuals' informed consent. The assessment team ensured cultural sensitivity in all interactions with the community, particularly with women respondents and marginalised groups.

03. KEY FINDINGS AND IMPACT



COMPONENT A: SOLID WASTE MANAGEMENT PROJECT

This section presents the key findings and impact of the Solid Waste Management Project implemented in Baska Village, Halol Taluka. The assessment was conducted with a total sample of 250 beneficiary households.

DEMOGRAPHIC PROFILE (N=250)

Sociodemographic Characteristics	Frequency	Percentage
Age		
Less than 20 years	16	6.4
20-30 years	78	31.2
31-40 years	77	30.8
41-50 years	44	17.6
51-60 years	23	9.2
Above 60 years	12	4.8

Sociodemographic Characteristics	Frequency	Percentage
Gender		
Female	155	62
Male	95	38

Sociodemographic Characteristics	Frequency	Percentage
Education		
Illiterate	37	14.8
Literate (read and write)	2	0.8
Primary (1st - 5th)	33	13.2
Middle (6th to 8th)	85	34
High School 10th	59	23.6
Intermediate 12th	20	8
Undergraduate	10	4
Postgraduate	4	1.6

Sociodemographic Characteristics	Frequency	Percentage
Type of family		
Nuclear Family	143	57.2
Joint Family	107	42.8

Sociodemographic Characteristics	Frequency	Percentage
Number of Household Members		
1 member	1	0.4
1-2 members	132	52.8
3-4 members	93	37.2
5 members & above	24	9.6

Sociodemographic Characteristics	Frequency	Percentage
Social Category		
General	169	67.6
OBC	38	15.2
ST	23	9.2
SC	20	8

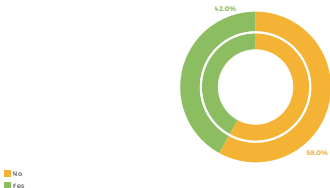
Sociodemographic Characteristics	Frequency	Percentage
Primary Occupation		
Daily wage labour	90	36
Govt job/ Private job	65	26
Small business	62	24.8
Self employed	17	6.8
Farming	7	2.8
Artisan	3	1.2
Driver	3	1.2
Skilled labour	2	0.8
Stitching	1	0.4

PRE-INTERVENTION SCENARIO

The pre-intervention scenario captured the conditions in Baska Village before the implementation of the Solid Waste Management Programme.

AWARENESS ON WASTE SEGREGATION BEFORE INTERVENTION

CHART 1: PRE-PROJECT AWARENESS ON IMPORTANCE OF WASTE SEGREGATION (DRY VS. WET)



Before the programme, 58.0% of respondents reported no awareness of the importance of segregating dry and wet waste, while 42.0% reported prior awareness. This pointed towards a significant knowledge gap that the intervention sought to address.



Before the program came to our village, I had no idea we were supposed to keep the vegetable peels separate from the plastic bags. Everything went into one bag. Wet waste, dry waste, we never knew there was even a difference. The project opened our eyes to something we had been ignoring for years.

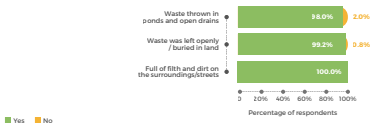
— Aminabibi, Daily Wage Labourer, Baska (Female, 50 years)



BENEFICIARIES - KITCHEN GARDEN

AMBIENCE OF THE VILLAGE/LOCALITY BEFORE THE WASTE MANAGEMENT PROGRAM

CHART 2: PRIMARY OCCUPATION OF THE RESPONDENT'S FAMILY



All respondents (100.0%) confirmed the presence of filth and dirt in the surroundings and streets before the programme. Nearly all households (99.2%) reported that waste was left openly or buried in land, and 98.0% stated that waste was thrown in ponds and open drains.

UNPLEASANT ODOUR AND PUBLIC DISCOMFORT

CHART 3: UNPLEASANT ODOUR & PUBLIC DISCOMFORT BEFORE THE PROGRAM



98.8% of respondents reported experiencing unpleasant street odours before the intervention, and 99.2% had to actively avoid areas due to the strong smell while passing through the locality.

LACK OF ORGANISED WASTE MANAGEMENT SYSTEMS

CHART 4: LACK OF ORGANIZED WASTE MANAGEMENT SYSTEMS BEFORE THE PROGRAM



99.2% confirmed that waste collection was not organised before the programme. Additionally, 98.0% reported using plastic bags for waste disposal in the absence of any segregation or collection mechanism.



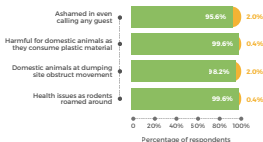
There was no system at all before. We would collect everything in plastic carry bags and throw them wherever there was a space. Nobody came to collect regularly, so the pile kept growing until someone set it on fire. That was our waste management, burning it and hoping for the best.

– Merun Nisha, Daily Wage Labourer, Baska (Female, 35 years)



PUBLIC HEALTH, SAFETY & SOCIAL WELL-BEING CONCERNS

CHART 5: PUBLIC HEALTH, SAFETY & SOCIAL WELL-BEING CONCERNS BEFORE THE PROGRAM



■ Yes ■ No

Health and safety concerns were prevalent. 99.6% reported health issues due to rodents roaming around waste sites, 98.0% faced obstruction from domestic animals at dumping sites, and 99.6% observed harm to domestic animals from plastic consumption. Furthermore, 95.6% of respondents reported feeling ashamed to invite guests to their homes because of the condition of their surroundings.



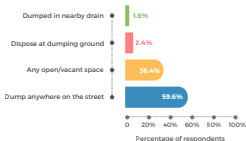
The dogs and cats used to rummage through the garbage heap near our house every morning. Once I saw a dog chewing on a plastic packet. I felt terrible but did not know what to do. We also had rats.

– Yusufbhai Pathan, Daily Wage Labourer, Baska (Male, 59 years)



WASTE DISPOSAL PRACTICES IN THE LOCALITY BEFORE PROJECT INTERVENTION

CHART 6: WASTE DISPOSAL PRACTICES IN THE LOCALITY BEFORE PROJECT INTERVENTION



Before the project, the most prevalent waste disposal practice was dumping waste anywhere on the street (59.6%), followed by disposal in any open or vacant space (36.4%). Only a negligible proportion used a designated dumping ground (2.4%) or disposed of waste in nearby drains (1.6%). This reflected a near-complete absence of formal waste management infrastructure in the village.



When I think about what used to happen before, everyone throwing garbage wherever they felt like, the streets turning into dump yards, it is hard to believe we lived like that. Nobody thought it was a problem because everyone was doing the same thing. There was no one to collect, so people just threw it and moved on.

– Atik, Government Employee, Baska (Male, 25 years)



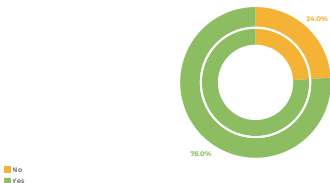
WASTE COLLECTION -
SITE VISIT

KEY FINDINGS

This section presents the principal findings of the impact assessment for the Solid Waste Management Project in Baska Village, based on a structured survey of 250 beneficiary households.

FINDING 1: PARTICIPATION IN AWARENESS SESSIONS

CHART 7: PARTICIPATION IN WASTE MANAGEMENT AWARENESS SESSIONS

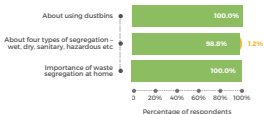


As per the survey findings, 75.6% of respondents reported participating in waste management awareness sessions conducted under the programme. The remaining 24.4% had not attended formal sessions but reported receiving information through alternative channels. Responses further indicated that among those who did not attend sessions, the primary modes of awareness were door-to-door explanations by project staff (68.4%) and information shared by waste collection personnel (26.0%). This reflected the programme's multi-channel approach to awareness dissemination, ensuring that even non-participants in formal sessions were reached through interpersonal and service-based communication.

The programme's door-to-door engagement model proved particularly effective in reaching homemakers and elderly residents who were less likely to attend village-level meetings. This personalised approach, delivered at the household doorstep, helped bridge the awareness gap across age groups and literacy levels, as reflected in the near-universal levels of awareness reported in subsequent findings.

FINDING 2: AWARENESS OF HOUSEHOLD WASTE SEGREGATION AND USE OF DUSTBINS

CHART 8: AWARENESS ON HOUSEHOLD WASTE SEGREGATION AND USE OF DUSTBINS



■ Yes ■ No

Post-intervention, 100.0% of respondents reported awareness of the importance of waste segregation at home, and an identical proportion confirmed proper use of dustbins.

Additionally, 98.8% demonstrated awareness of the four types of waste segregation: wet, dry, sanitary, and hazardous. This represented a substantial shift from the pre-project scenario, in which 58.0% of respondents had no awareness of waste segregation.

FINDING 3: AWARENESS OF WASTE REDUCTION AND SUSTAINABLE CONSUMPTION PRACTICES

CHART 9: AWARENESS ON WASTE REDUCTION & SUSTAINABLE CONSUMPTION PRACTICES



All respondents (100.0%) reported awareness of avoiding single-use plastic, while 99.2% each indicated awareness of minimising waste generation and using cloth bags while shopping. This suggests that the awareness sessions integrated waste-reduction messaging alongside segregation training.



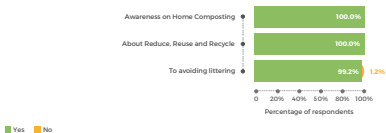
I used to pick up a new plastic bag every time I went to the market. After the programme, I started keeping a cloth bag in my purse. It felt odd for the first week, but now I feel guilty if I forget to carry it.

– Tabshu Taheer, Small Business Owner, Baska (Female, 35 years)



FINDING 4: AWARENESS OF RESPONSIBLE DISPOSAL AND CLEAN PUBLIC BEHAVIOUR

CHART 10: AWARENESS ON RESPONSIBLE DISPOSAL & CLEAN PUBLIC BEHAVIOUR



Awareness of avoiding littering was reported by 99.2% of respondents, while 100.0% each confirmed awareness of the Reduce, Reuse, and Recycle (3Rs) concept and home composting practices. This shows that the programme had successfully introduced and reinforced the complete waste management knowledge chain, from source segregation through to composting, among the target community.



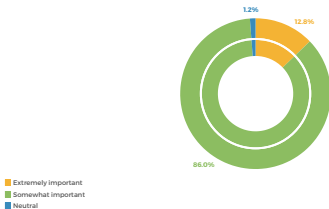
Managing the wet and dry waste separately was difficult for us at first. But the collection team explained that the dry waste is used to make benches. When I saw the bench at the Panchayat office made from our waste. I understood the value. Now, my children make sure we separate the plastic bottles at home.

— Geetaben Solanki, Homemaker, Halol (Female, 35 years)



FINDING 5: PERCEIVED IMPORTANCE OF DRY AND WET WASTE SEGREGATION

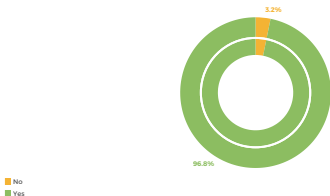
CHART 11: PERCEIVED IMPORTANCE OF DRY AND WET WASTE SEGREGATION AFTER AWARENESS CAMPAIGN



A significant majority (86.0%) of respondents perceived the segregation of dry and wet waste as "extremely important" following the awareness campaign, while 12.8% rated it as "somewhat important". This indicated that the programme had not only created awareness but also instilled a sense of personal responsibility and a value for waste segregation within the community.

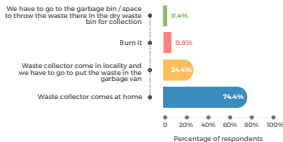


INTERACTION WITH THE WASTE MGMT PERSONNEL

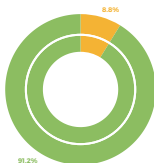
FINDING 6: ADOPTION OF WASTE SEGREGATION AT THE HOUSEHOLD LEVEL**CHART 12: ADOPTION OF WASTE SEGREGATION PRACTICES AT HOUSEHOLD LEVEL**

According to the survey findings, 96.8% of respondents reported actively practising household-level waste segregation, while 3.2% (8 households) had not adopted the practice. Among the non-adopters, 50.0% cited that handling waste was dirty, 37.5% reported a lack of time for segregation, and 12.5% stated that segregation was not mandatory. This reflected a high conversion rate from awareness to practice, with only a marginal proportion remaining outside the adoption framework.

The 96.8% adoption rate is noteworthy given the 58.0% pre-project level of unawareness regarding waste segregation. The shift from a majority-unaware to a near-universally practising community within a single project cycle indicated that the combination of awareness, infrastructure provision (dustbins and collection services), and visible recycling outcomes had created a mutually reinforcing system of behavioural change.

FINDING 7: CURRENT METHODS OF DRY WASTE DISPOSAL**CHART 13: ADOPTION OF WASTE SEGREGATION PRACTICES AT HOUSEHOLD LEVEL**

The survey revealed that 74.4% of respondents reported that the waste collector comes directly to their home for dry waste collection. In comparison, 24.4% stated that they take their waste to the garbage van when it arrives in the locality. This represented a fundamental shift from the pre-intervention scenario, in which 59.6% dumped waste on the streets and 36.4% used any open or vacant space.

FINDING 8: IMPROVEMENT IN FREQUENCY OF WASTE COLLECTION**CHART 14: IMPROVEMENT IN FREQUENCY OF DRY AND WET WASTE COLLECTION AFTER PROJECT**

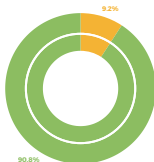
- Slightly
- Yes, significantly

A substantial 91.2% of respondents reported that the frequency of both dry and wet waste collection had improved "significantly" after the project, while 8.8% reported a "slight" improvement. No respondent reported a lack of improvement. This pointed to the programme's collection mechanisms' reliability and regularity.



Earlier, we had to walk a long way to dump our waste. Now the person comes right to our door every morning. We need to keep the dry waste ready separately, and he takes it away. It has made things very convenient, especially for older women in the house who cannot walk far.

– **Tanija Bibu, Daily Wage Labourer, Baska (Female, 59 years)**

**FINDING 9: OVERALL SATISFACTION WITH WASTE MANAGEMENT SERVICES****CHART 15: OVERALL SATISFACTION WITH PRESENT WASTE MANAGEMENT SERVICES**

- Somewhat Satisfied
- Highly satisfied

A substantial 90.8% of respondents expressed being "highly satisfied" with the present waste management services, while 9.2% reported being "somewhat satisfied." Notably, no respondent expressed dissatisfaction. This high level of satisfaction reflected the programme's success in meeting community expectations across service delivery, the regularity of waste collection, and visible environmental improvements.

KEY IMPACT

This section presents the measurable impact of the Solid Waste Management Project on environmental cleanliness, public health, animal safety, and social well-being in Baska Village. The impact findings are derived directly from survey data collected from 250 beneficiary households and are supported by qualitative field evidence.

IMPACT 1: POST-INTERVENTION ENVIRONMENTAL IMPROVEMENTS

CHART 16: POST-INTERVENTION ENVIRONMENTAL IMPROVEMENTS DUE TO GARBAGE COLLECTION AND DISPOSAL SERVICES



■ Yes ■ No

The survey findings indicated near-universal recognition of environmental improvements following the programme. Specifically, 99.6% of respondents confirmed cleaner roads and surroundings, 100.0% reported the elimination of open dumping spots (dark spots), 99.2% observed improved hygienic conditions on streets, 99.6% confirmed the absence of foul smell in the vicinity, and 99.6% agreed that garbage was being disposed of in an environmentally friendly manner. This represented a comprehensive reversal of the pre-intervention conditions, in which 100.0% reported filth, 99.2% reported open dumping, and 98.8% reported unpleasant odours.



As the village head, my biggest worry was the spread of illness during the monsoon because of the garbage piles. Since the project started, the streets have been clean, and the nuisance spots have been gone. The best part is seeing the villagers themselves stop others from throwing trash in the open. The discipline has changed our village.

– Vikrambhai Patel, Sarpanch, Baska Village (Male, 52 years)



IMPACT 2: IMPROVEMENT IN PUBLIC HEALTH AND ANIMAL SAFETY

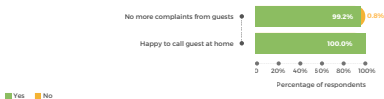
CHART 17: POST-INTERVENTION HEALTH AND ANIMAL SAFETY BENEFITS FROM GARBAGE COLLECTION SERVICES



All respondents (100.0%) reported a reduction in health issues following the implementation of improved waste management services. Additionally, 99.6% confirmed a reduction in domestic animals consuming plastic waste. These findings represented a direct reversal of the pre-intervention scenario, in which 99.6% reported health issues due to rodents and 99.6% observed harm to domestic animals from plastic consumption.

IMPACT 3: ENHANCED SOCIAL COMFORT AND COMMUNITY DIGNITY

CHART 18: POST-INTERVENTION IMPROVEMENT IN SOCIAL COMFORT AND COMMUNITY DIGNITY



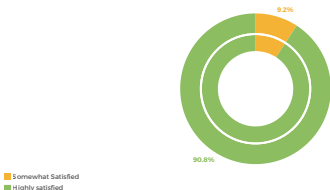
All respondents (100.0%) reported feeling comfortable inviting guests to their homes after the programme, and 99.2% confirmed a reduction in complaints from visitors and guests. This contrasted sharply with the pre-intervention finding that 95.6% of respondents felt ashamed to invite guests due to the state of the village. The restoration of community dignity and social comfort had an impact that extended beyond measurable environmental outcomes.



The improvement in our lane is visible to anyone who visits now. There are no garbage piles, no dark spots where waste used to rot. The streets are clean, and there is no smell in the morning. People take pride in keeping it this way. If someone drops something, others will immediately remind them.

— Arif Javan, Small Business Owner, Baska (Male, 28 years)



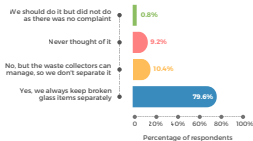
IMPACT 4: ESTABLISHMENT OF DAILY DOOR-TO-DOOR WASTE COLLECTION**CHART 19: OVERALL SATISFACTION WITH PRESENT WASTE MANAGEMENT SERVICES**

The survey confirmed that 98.0% of respondents received daily door-to-door waste collection, while 2.0% reported collection on alternate days. The establishment of a near-daily collection routine represented a structural transformation from the pre-project scenario, in which 99.2% reported no organised waste collection system.



Collecting waste used to be dirty and dangerous work. Now we have a system, gloves, and a proper place to dispose of the garbage. People respect the work we do because they see the village getting cleaner.

– Manojbhai Harijan, Dry waste collector & Waste segregator (Male, 30 years)

**IMPACT 5: ADOPTION OF SEPARATE DISPOSAL FOR GLASS, HAZARDOUS, AND SANITARY WASTE****CHART 20: SEPARATE DISPOSAL OF GLASS, HAZARDOUS, AND SANITARY WASTE**

79.6% of respondents reported always keeping broken glass items separately for disposal, while 10.4% relied on waste collectors to dispose of them. A further 9.2% had not considered the practice, and 0.8% acknowledged it as necessary but had not implemented it.

IMPACT 6: SHIFT IN PLASTIC WASTE DISPOSAL PRACTICES

CHART 21: PLASTIC WASTE DISPOSAL PRACTICES BEFORE THE PROJECT

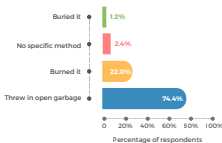
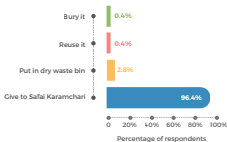


CHART 22: CURRENT PLASTIC WASTE DISPOSAL PRACTICES AFTER THE PROJECT



The assessment revealed a marked shift in plastic waste disposal practices. Before the project, 74.4% of respondents threw plastic waste in open garbage, and 22.0% burned it. Post-intervention, 96.4% reported handing over plastic waste to the Safai Karamchari (waste collector), while 2.8% placed it in the dry waste bin. The transition from open dumping and burning to formalised handover to waste collectors demonstrated the combined effect of awareness, infrastructure, and regular service delivery. The near-elimination of burning as a disposal practice was particularly significant from an environmental health perspective.



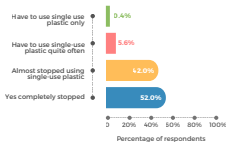
The village used to look dirty with piles of garbage at every corner. Now, the vehicle comes to our door every day to pick it up. The smell is gone, and there are fewer mosquitoes. It feels good to see benches made from the waste we threw away.

– Resident, Baska Village (Female, 38 years)



IMPACT 7: REDUCTION IN USE OF SINGLE-USE PLASTIC

CHART 23: ADOPTION OF WASTE SEGREGATION PRACTICES AT HOUSEHOLD LEVEL



According to the survey findings, 52.0% of respondents reported completely stopping use of single-use plastic following the awareness activities, while 42.0% had almost stopped using it. A smaller proportion (5.6%) acknowledged continued but reduced use, and only 0.4% reported continued reliance on single-use plastic. Cumulatively, 94.0% of respondents reported a substantial-to-complete reduction in their use of single-use plastic.

The shift away from single-use plastic was reinforced by the programme's promotion of cloth bags and the visible recycling of plastic waste into utility items such as benches and bricks. Responses suggested that visual proof of waste conversion was a stronger motivator for behavioural change than abstract environmental messaging, aligning with the programme's "waste-to-wealth" philosophy.

“

Earlier, the village used to be full of garbage at every corner. My children frequently fell sick during the monsoon. Now, the streets are clean, the garbage van comes daily, and we have not had any complaints from guests. The programme has changed how we live.

– Vikrambhai Patel, Sarpanch, Baska Village (Male, 52 years)

”

COMPONENT B: WATER CONSERVATION (POND DEEPENING) PROJECT

This section presents the key findings and impact of the Water Conservation Project implemented through pond deepening in Pratapura and Hansapura Villages, Waghodia Taluka. The assessment was conducted with a total sample of 25 beneficiary households.

DEMOGRAPHIC PROFILE

The demographic profile of the 25 respondent households surveyed under the Water Conservation component is summarised below. The profile provided the context for understanding the agricultural community that the intervention sought to benefit.

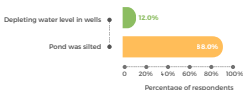
AGE DISTRIBUTION	EDUCATION	HOUSEHOLD SIZE	MALE MEMBERS
36.0% 31-50 years	32.0% Primary (1st-5th)	76.0% 4-5 members	52.0% 3 members
28.0% 31-40 years	28.0% High School (10th)	16.0% 6-7 members	28.0% 2 members
20.0% 51-60 years	24.0% Middle School (6th-8th)	8.0% More than 7	12.0% 4 members
16.0% Above 60 years	12.0% Intermediate (12th)		4.0% 1 member
	4.0% Illiterate (read and write)		4.0% 5 members

FEMALE MEMBERS	PRIMARY OCCUPATION	MONTHLY INCOME (₹)	LAND OWNERSHIP
48.0% 2 members	96.0% Farming	56.0% INR 15,001- INR 20,000	52.0% 5-10 ha
32.0% 3 members	4.0% Govt job/Private job	24.0% INR 20,001- INR 30,000	32.0% more than 10 ha
18.0% 1 member		20.0% INR 10,001- INR 15,000	16.0% less than 5 ha
4.0% 5 members			
	4.0% Illiterate (read and write)		4.0% 5 members

PRE-INTERVENTION SCENARIO

The pre-intervention scenario captured the water availability and irrigation conditions in Pratapura and Hansapura villages prior to the pond deepening intervention.

CHART 24: PRE-PROJECT WATER AVAILABILITY AND IRRIGATION SCENARIO IN THE VILLAGE



A substantial 88.0% of respondents reported that the village pond was silted before the intervention, while 12.0% specifically identified declining well-water levels as the primary concern. This compounded water scarcity, in which the degradation of the surface water body had a cascading effect on groundwater availability, restricting irrigation and livestock watering during the post-monsoon months.

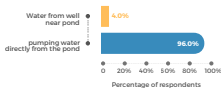
Responses from the farming community indicated that the silted pond failed to retain monsoon runoff effectively, leaving wells dry by early winter. Farmers were restricted to a single crop cycle (Kharif), capping their economic potential despite having cultivable land. The inability to irrigate post-monsoon also increased dependence on rain-fed agriculture and heightened vulnerability to seasonal fluctuations in income.

KEY FINDINGS

This section presents the principal findings of the impact assessment for the Water Conservation Project.

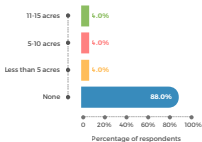
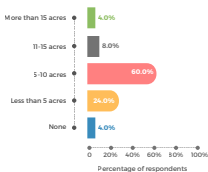
FINDING 1: AGRICULTURAL BENEFITS FROM POND DEEPENING

CHART 25: AGRICULTURAL BENEFITS FROM POND DEEPENING



52.0% of respondents learned about the water resource development programme through Panchayat members, while 48.0% received information through village meetings.

96% of respondents reported pumping water directly from the deepened pond for agricultural purposes, while 4.0% utilised water from wells located near the pond. The near-universal reliance on direct pond pumping confirmed that the volumetric enhancement from deepening had created a reliable and accessible water source for the farming community.

FINDING 2: SHIFT IN IRRIGATED AREA BEFORE AND AFTER POND DEEPENING**CHART 26: IRRIGATED AREA BEFORE POND DEEPENING (ACRES)****CHART 27: IRRIGATED AREA AFTER POND DEEPENING (ACRES)**

The average irrigated area increased from 1.04 acres before pond deepening to 6.84 acres after the intervention, representing a 558.0% increase. This was the single most significant quantitative indicator of the programme's agricultural impact, confirming that the enhanced water availability had translated directly into expanded cultivation.

The assessment revealed a significant transformation in the irrigated area. Before the intervention, 88.0% of respondents had no irrigated land, with only 4.0% each irrigating less than 5 acres, 5 to 10 acres, and 11 to 15 acres, respectively. Post-intervention, the proportion with no irrigated land dropped to 4.0%, while 60.0% reported irrigating 5 to 10 acres, 24.0% irrigated less than 5 acres, 8.0% irrigated 11 to 15 acres, and 4.0% irrigated more than 15 acres.

Ability to Grow Additional Crops After Improved Water Availability

All respondents reported that they can grow additional crops due to improved water availability. This indicates a positive impact of enhanced water resources on agricultural practices.

Types of Additional Crops Grown

The additional crops grown mainly include vegetables, along with cotton and other local crops, reflecting diversification towards both food and cash crops after improved water access.

Impact of Water Availability on Livestock Rearing

Improved water availability has enabled water-harvesting structures to retain water longer, allowing livestock to bathe regularly and supporting better livestock health and management.

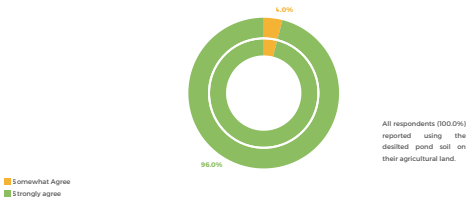


Earlier, after the rains, my well would dry up by January. Farming was impossible in the winter. After the foundation deepened the pond, the water stood there for months. This year, my well has water even now, and I have grown fodder for my cattle. I don't have to buy expensive fodder from the market anymore.

• **Kanubhai Rathod, Marginal Farmer, Hansapura Village (Male, 48 years)**

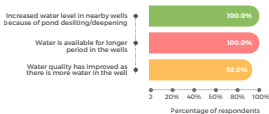


INTERACTION WITH THE BENEFICIARIES

FINDING 3: PERCEIVED IMPROVEMENT IN SOIL FERTILITY**CHART 28: PERCEIVED IMPROVEMENT IN SOIL FERTILITY DUE TO USE OF DESILTED SOIL**

A near-unanimous 96.0% of respondents strongly agreed that soil fertility had improved due to the application of desilted soil, while 4.0% somewhat agreed. No respondent disagreed. This pointed towards a tangible agronomic benefit perceived by the farming community, reinforcing the value of the desilting process beyond its primary hydrological objective.

The universal adoption of desilted soil by farmers and the near-unanimous perception of improved fertility reflected an important secondary outcome of the pond deepening intervention. The silt, accumulated over years of sedimentation, was rich in organic matter and nutrients. Its application on farmland addressed soil degradation concerns while simultaneously reducing the need for external fertiliser inputs, thereby lowering cultivation costs for the farming households.

FINDING 4: IMPROVEMENT IN DRINKING WATER AVAILABILITY**CHART 29: PERCEIVED IMPROVEMENT IN DRINKING WATER AVAILABILITY DUE TO USE OF DESILTED SOIL**

All respondents (100.0%) confirmed that water was available for a longer period in wells and that water levels in nearby wells had increased due to pond deepening. Additionally, 92.0% reported that the quality of water in wells had improved as a consequence of increased water volume. These findings, reported as multiple-choice responses, confirmed a direct correlation between surface water augmentation and groundwater recharge, with the intervention improving access to irrigation and domestic drinking water.



Previously, we depended entirely on the rains. If the rain stopped, our farming stopped. After the pond was deepened, the water stayed for months. Now, the water level in my well has risen, and I have planted wheat for the winter. My cattle also have water to drink nearby.

- Chauhan Kamlesh, Farmer, Hansapura Village (Male, 39 years)



Our village pond used to collect all kinds of waste – plastic bags, food scraps, whatever people did not want. The water had a smell and a strange colour during the rains. We never let our children near it. Since the waste collection started and people stopped dumping openly, the pond looks cleaner. The water doesn't smell the same anymore. I cannot say it is fully clean, but the difference is clearly visible to anyone who has lived here long enough.

- Chauhan Khuman Singh, Farmer, Hansapura (Male 49)



FINDING 10: EFFECTIVENESS OF WATER MANAGEMENT COMMITTEE

CHART 30: PERCEIVED IMPROVEMENT IN SOIL FERTILITY DUE TO USE OF DESILTED SOIL



■ Not effective
■ Highly effective

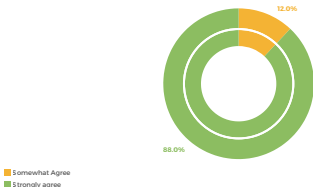
All respondents (100.0%) rated the Water Management Committee as "highly effective" in regulating water use. This universal endorsement indicated that the governance mechanism established for the water body use was functioning as intended. This ensured equitable access and prevented overexploitation. The committee's effectiveness also suggested that the community had internalised the concept of collective water management, which was critical to the intervention's long-term sustainability. All respondents also confirmed that tap water was available at their homes, indicating that water was generally not fetched from external sources.

KEY IMPACT

This section presents the measurable impact of the Water Conservation Project on water security, groundwater recharge, agricultural expansion, livelihoods, and ecological conditions in Pratapura and Hansapura villages.

IMPACT 1: PERCEIVED IMPROVEMENT IN WATER QUALITY

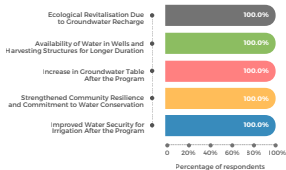
CHART 31: AGRICULTURAL BENEFITS FROM POND DEEPENING



Among the surveyed households, 88.0% strongly agreed that water quality had improved after the project intervention, while 12.0% somewhat agreed. No respondent expressed disagreement. This reflected a widespread perception that the deepening and desilting process had not only increased water volume but also enhanced the overall quality of water in the community's wells and the pond.

IMPACT 2: IMPROVEMENTS IN WATER SECURITY, GROUNDWATER RECHARGE, AND ECOLOGY

CHART 32: AGRICULTURAL BENEFITS FROM POND DEEPENING



All respondents (100.0%) confirmed improvements across all five impact indicators: improved water security for irrigation; strengthened community resilience and commitment to water conservation; an increase in the groundwater table; increased availability of water in wells and harvesting structures for a longer duration; and ecological revitalisation due to groundwater recharge. The universal confirmation across all indicators reflected the comprehensive nature of the intervention's impact, extending from the immediate hydrological benefit of increased water storage to broader ecological and community-level outcomes of groundwater recharge and a commitment to conservation.

The income increase reported by respondents was attributable to the cultivation of a second crop cycle (Rabi), enabled by the extended availability of water. Responses further suggested that improved water availability had also ensured that water-harvesting structures retained water for longer, enabling livestock to be maintained more economically. The reduced need to purchase fodder and the elimination of time spent transporting livestock to distant water sources constituted additional indirect economic benefits not fully captured in the reported income figures.

IMPACT 3: WATER SECURITY FOR LIVESTOCK AND ANIMAL HUSBANDRY

The intervention secured a critical resource for animal husbandry in the target villages. According to the survey findings, improved water availability ensured that water-harvesting structures retained water for longer, enabling livestock to bathe regularly and access drinking water locally. Responses from the farming community indicated that, before the drought, water scarcity during the summer months forced herders to travel long distances or purchase water for their cattle. The rejuvenated water body now provides a year-round drinking source for livestock, improving animal health and milk yields and serving as a secondary income stream for farming households.



Before this deepening work, I had to take my buffaloes to a far-off canal for drinking water in the summer. It took two hours every day. The village pond now has enough water. That saved time I now use to work on the farm. It has made life much easier for us women who look after the cattle.

• Savitaben Vasava, Animal Husbandry Beneficiary, Pratapura (Female, 42 years)



04. EVALUATION BASED ON OECD-DAC FRAMEWORK



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability

The Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) framework provides a standardised lens for evaluating development interventions across six criteria: Relevance, Coherence, Effectiveness, Efficiency, Impact, and Sustainability.



RELEVANCE

The intervention directly addressed critical, localised failures in sanitation and water security. In Baska, where residents reported open dumping and street filth, the project closed a severe hygiene gap. Simultaneously, in Pratapura and Hansapura, it responded to an agrarian crisis in which 88.0% of farming households had no irrigated land due to silted ponds. These targeted actions were not merely beneficial but essential for basic livelihood stability.



COHERENCE

The portfolio showed alignment with national and global development frameworks. By operationalising the mandates of Swachh Bharat Abhiyan (Gramin) and the Sujalam Sufalam Yojna, the project ensured institutional legitimacy. Furthermore, the dual focus on waste-to-resource models and aquifer recharge created strong synergies with SDGs 6, 11, 12, and 15, validating the intervention as a model for integrated rural development.



EFFECTIVENESS

The project achieved near-universal outcomes against its objectives. Waste segregation awareness increased from 42.0% to 100.0%, with actual household adoption rising to 96.8%. In water conservation, the average irrigated area expanded from 1.04 to 6.84 acres, fundamentally altering the region's agricultural capacity. The core sanitation and water availability metrics were met with high proficiency.



EFFICIENCY

With a budget of INR 80.85 Lakhs covering 1,140 beneficiaries, the project maximised return on investment by leveraging existing assets rather than creating parallel systems. By upgrading community ponds and utilising the established Panchayat governance structure for waste management, the intervention avoided redundancy. This lean operational model ensured funds were directed toward tangible infrastructure, such as waste-processing units and earthworks, rather than administrative overhead.



IMPACT

The intervention generated a profound structural shift in quality of life. In Baska, the elimination of foul odours and filth restored social dignity, moving 100.0% of residents to feel comfortable inviting guests, a stark contrast to the 95.6% who previously felt ashamed. Economically, the water conservation measures enabled farmers to transition from precarious, monsoon-dependent agriculture to resilient, two-cycle irrigated farming.



SUSTAINABILITY

The project successfully created lasting behavioural change. The emergence of "self-policing" among residents regarding waste dumping and the 100.0% adoption of desilted soil for farming indicate that internalised norms now drive sustainability. While the physical infrastructure, from waste-to-brick units to deepened aquifers, is durable, long-term success will rely on maintaining the financial viability of operations and maintenance through continued government convergence.



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability

CHAPTER 5

RECOMMENDATIONS

SOLID WASTE MANAGEMENT (BASKA VILLAGE)



The programme can procure a conveyor belt and hydraulic baling machine to replace manual segregation, reducing turnaround time and increasing daily throughput, directly addressing the ask raised by both waste collectors and the project coordinator.



The programme can expand home composting adoption by exploring low-footprint solutions, such as bucket composting kits suited to space-constrained households, since space constraints were cited as the primary barrier.

WATER CONSERVATION (PRATAPURA & HANSAPURA)



The programme can explore the feasibility of fishery rights allocation in deepened ponds, engaging the Panchayat and beneficiaries under PMMSY (Pradhan Mantri Matsya Sampada Yojana), given that no fishery activity currently exists despite available water infrastructure.



The programme can conduct a structural review to deepen the pond further, as recommended by the project team, before the next monsoon cycle to maximise volumetric gain.



**WASTE COLLECTION
VEHICLE**

06. CONCLUSION

The Polycab Social Welfare Foundation's Environment Portfolio, implemented across villages in the Halol and Waghodia talukas of Gujarat, focused on improving rural sanitation and strengthening local water resources through community-oriented interventions. The portfolio included initiatives in solid waste management and pond deepening to improve environmental health, water availability, and local livelihoods. The interventions have contributed to changes in waste management practices, improved village-level environmental conditions, enhanced access to water for agricultural and domestic use, and increased local committees' involvement in managing shared resources. These efforts align broadly with global development priorities reflected in United Nations SDGs, particularly SDG 6: Clean Water and Sanitation, SDG 11: Sustainable Cities and Communities, SDG 12: Responsible Consumption and Production, and SDG 15: Life on Land, by addressing sanitation behaviour, resource conservation, and local environmental stewardship within rural communities.



POLYCAB

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IMPACT ASSESSMENT REPORT

EDUCATION

IMPLEMENTED BY

Polycab Social Welfare Foundation



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Path to Sustainability

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A

POLYCAB INDIA LIMITED

BBREVIATIONS

CSR	Corporate Social Responsibility
IA	Impact Assessment
KII	Key Informant Interview
SHG	Self-Help Group
SMC	School Management Committee
STEM	Science, Technology, Engineering, and Mathematics
ICT	Information and Communication Technology
NEP	National Education Policy
ICDS	Integrated Child Development Services
AWCs	Anganwadi Centres
GoI	Government of India
SDG	Sustainable Development Goal
UDISE+	Unified District Information System for Education Plus
PSWF	Polycab Social Welfare Foundation

EXECUTIVE SUMMARY

Polycab Social Welfare Foundation (PSWF) implemented a comprehensive set of education interventions FY 2023-25 across Halol (Gujarat), Silvassa, and Mumbai (Maharashtra) to strengthen access to quality education and support the holistic development of children and youth from underserved communities.

The programme was designed as a multi-component initiative, covering twelve interventions such as smart classrooms, STEM and computer laboratories, digital training, skill development programmes, co-curricular activities for girls, academic support, strengthening of Anganwadi centres, institutional support to Vidya Bharti Sainik School in Silvassa, and distribution of educational accessories in Mumbai.

Through these efforts, the programme reached 5,927 beneficiaries with a total investment of INR 34,643,081, leading to improved learning environments, enhanced digital and experiential learning, and increased access to educational resources across the intervention areas.



Implementation Year

FY 2023-25



Assessment Year

FY 2025-26



Total Beneficiaries

5,927

- Sewing Class: 59
- Computer Classes, Halol: 66
- Martial Arts for Girls: 41
- Bharat Natyam Dance Class: 34
- Village Skill Development Program: 143
- Science Lab (STEM): 716
- Smart Class: 519
- Computer Lab: 102
- Anganwadi Support: 105
- School (Classes): 944
- Education Accessories: 3,004
- Vidya Bharti Sainik School: 194



Project Locations

Halol (Gujarat), Silvassa (Dadra & Nagar Haveli), Mumbai (Maharashtra)



Implementing Partner

Polycab Social Welfare Foundation (PSWF)



Total Budget

INR 3,46,43,081

- Sewing Class: INR 3,28,871
- Computer Classes, Halol: INR 3,41,640
- Martial Arts for Girls: INR 7,17,316
- Bharat Natyam Dance Class: INR 6,10,719
- Village Skill Development Program: INR 5,26,715
- Science Lab (STEM): INR 9,10,099
- Smart Class: INR 7,32,024
- Computer Lab: INR 7,13,991
- Anganwadi Support: INR 64,43,324
- School (Classes): INR 1,08,15,500
- Education Accessories: INR 24,99,632
- Vidya Bharti Sainik School: INR 1,00,03,250



Alignment with SDGs



Alignment with Government Initiatives

- **Samagra Shiksha Abhiyan (Ministry of Education, Government of India. Samagra Shiksha Abhiyan. Available at: <https://samagra.education.gov.in>)**
- **National Education Policy (NEP) 2020 (Ministry of Education, Government of India. National Education Policy (NEP) 2020. Available at: <https://www.education.gov.in/en/national-education-policy>)**
- **Digital India Initiative (Ministry of Electronics and Information Technology, Government of India. Digital India Programme. Available at: <https://www.digitalindia.gov.in>)**

PROJECT ACTIVITIES

Theme	Intervention Covered	Details of the Intervention	Location & Beneficiaries
Livelihood & Skill Development	<ul style="list-style-type: none"> • Sewing Training for Girls • Computer Classes • Village Skill Development 	<ul style="list-style-type: none"> • Conducted basic and advanced sewing training to develop vocational and livelihood skills • Organised computer training programmes to enhance digital literacy and technical skills • Implemented village-level skill development initiatives to promote self-reliance among women and youth 	Halol - 268

Theme	Intervention Covered	Details of the Intervention	Location & Beneficiaries
Digital & Educational Infrastructure	<ul style="list-style-type: none"> Smart Classrooms Computer Lab Science Lab (STEM) School Infrastructure Support 	<ul style="list-style-type: none"> Established smart classrooms to enable interactive and technology-based learning Set up computer laboratories to support hands-on digital education Supported STEM laboratories to strengthen experiential learning Provided school infrastructure, including classrooms, to improve the learning environment 	Halol - 2,281
Co-curricular & Holistic Development	<ul style="list-style-type: none"> Martial Arts Training Bharatanatyam Training 	<ul style="list-style-type: none"> Conducted martial arts training to promote self-defence, confidence, and physical fitness among girls Organised Bharatanatyam training to encourage cultural learning and creative expression 	Halol - 75
Early Childhood & Institutional Support	<ul style="list-style-type: none"> Anganwadi Support Vidya Bharti Sainik School Support 	<ul style="list-style-type: none"> Strengthened Anganwadi centres through infrastructure and learning support Provided institutional support to enhance school infrastructure and student development 	Halol & Silvassa - 299
Educational Access Support	<ul style="list-style-type: none"> Educational Accessories Distribution 	<ul style="list-style-type: none"> Distributed educational accessories to support schooling needs and reduce financial burden on families 	Mumbai - 3,004



SCHOOL CHILDREN

KEY FINDINGS AND KEY IMPACT

COMPONENT A: SEWING CLASS FOR GIRLS, HALOL

Key Findings	Impact
49.3% of participants enrolled in the sewing training to support their families financially, while 28.0% enrolled due to personal interest in tailoring.	The programme addressed livelihood aspirations, with 97.4% of trainees reporting plans to continue using their sewing skills.
The programme maintained strong participation, with 40.0% attending classes six days a week and 84.0% attending training for more than six months.	Sustained participation led to 85.3% of trainees engaging in sewing work after completing the training to generate income.
The training successfully developed practical tailoring skills, with 78.7% learning to operate a sewing machine and others acquiring stitching and fabric-measuring skills.	These skills enabled income generation, with 37.5% of participants earning INR 2,001- INR 3,000 per month through stitching work.
A large majority (97.1%) completed the course, and 90.7% of completers received certification.	Certification strengthened confidence and supported participants in pursuing stitching activities to earn income and meet household needs, with 97.1% receiving certification.
Parents reported strong support and positive perceptions of the programme, with 100.0% awareness, 96.0% interest, and 100.0% satisfaction with their daughters' progress.	Income from stitching contributed to household expenses (50.0% to a great extent) and improved social recognition, with 64.1% reporting significant improvement in social or family status.

COMPONENT B: COMPUTER CLASS (HALOL)

Pre-Intervention Situation	Key Findings (During Programme)	Key Impact (Post-Programme)
76.7% of participants had no prior computer training before joining the programme.	Participants were equally distributed across courses: 50.0% enrolled in the Basic Computer Course and 50.0% in the Diploma in Computer Application (DCA).	100.0% of respondents reported improvement in computer knowledge after completing the course.
—	100.0% of respondents reported regular attendance, access to individual computer systems, instructor support, and regular practical sessions during training.	100.0% reported increased confidence in using computers after completing the training.
—	98.3% of respondents reported that the lessons taught were very easy to understand, indicating effective training delivery.	96.7% reported that the certificate will definitely support future academic or employment opportunities.
—	Participants acquired practical digital skills, including MS Excel (48.4%), MS Word (30.0%), typing skills (15.0%), and internet/email usage (3.3%).	100.0% reported increased interest in learning to use computers and a willingness to pursue further computer education.

Pre-Intervention Situation	Key Findings (During Programme)	Key Impact (Post-Programme)
–	100.0% of respondents reported being very satisfied with the programme.	100.0% reported improvement in personal independence after acquiring computer skills.

COMPONENT C: MARTIAL ARTS FOR GIRLS, HALOL

Pre-Intervention Situation	Key Findings (During Programme)	Key Impact (Post-Programme)
Before the programme, girls had limited exposure to structured self-defence and martial arts training in the community, as reported based on primary survey findings and stakeholder interactions.	Participants were distributed across three batches: Batch 3 (52.5%), Batch 2 (32.5%), and Batch 1 (15.0%).	100.0% of participants reported improvement in personal safety in daily life after receiving martial arts training.
–	Most participants attended the programme for 6 months to 1 year (45.0%) and 1 to 2 years (40.0%), indicating sustained engagement.	100.0% of participants reported increased self-confidence after attending the martial arts training programme.
–	Participants received training in multiple martial arts techniques, including Kata (100.0%), Kick Practice (97.5%), Advanced Self-Defence Techniques (87.5%), Maigiri Kick (85.0%) and basic defence moves (67.5%).	100.0% of participants reported improvement in physical strength and discipline through regular martial arts practice.
–	The training centre provided essential facilities, including proper training mats (100.0%), first-aid support (90.0%), a separate practice space for girls (80.0%), and adequate practice space (75.0%).	100.0% of participants reported confidence in performing karate skills and self-defence techniques, including kata, kick practice, and emergency response actions.
–	Participants expressed 100.0% satisfaction with the quality of training, class frequency, instructor behaviour, safety, and learning outcomes.	The programme strengthened girls' self-defence capabilities, confidence, and discipline in the intervention area.

COMPONENT D: BHARATANATYAM DANCE CLASS FOR GIRLS, HALOL

Pre-Intervention Situation	Key Findings (During Programme)	Key Impact (Post-Programme)
Parents reported that 94.4% of girls had prior permission to attend dance classes, while 5.6% did not.	Participants were distributed across training batches with Batch 3 (25.0%), Batch 2 (33.3%), and Batch 1 (41.7%) representation.	100.0% of parents reported an improvement in students' confidence after dance training.
—	83.4% of students attended every class, while 8.3% attended most classes and 8.3% attended sometimes, indicating regular participation in the programme.	100.0% of parents reported improvements in students' discipline and responsibility after participating in the dance programme.
—	Students received training in multiple Bharatanatyam techniques, including basic steps (100.0%), rhythm practice (100.0%), mudras (91.7%), adavus (91.7%), footwork (91.7%), and expressions (83.3%).	100.0% of parents reported improvements in students' physical activity and health as a result of participation in dance training.
—	75.0% of students reported that practice time during training sessions was sufficient, 16.7% reported it was sometimes sufficient, and 8.3% reported it was not sufficient.	Students reported improvements in dance performance with 100.0% very good improvement in footwork, 91.7% in rhythm and stage confidence, 75.0% in expressions and 58.3% in mudras.
—	Training facilities included a music system and a clean practice floor (100.0%); a mirror practice space and a safe practice area (91.7%); drinking water (75.0%); and toilet facilities (50.0%).	Programme satisfaction was high, with 100.0% highly satisfied with learning progress, 91.7% highly satisfied with training quality, 83.3% highly satisfied with class frequency, and 66.7% highly satisfied with instructor behaviour.

COMPONENT E: SKILL DEVELOPMENT IN VILLAGES, HALOL

Key Findings (Post-Intervention)	Impact (Measured Outcomes)
100.0% beneficiaries are part of SHGs and received sanitary napkin-making training	100.0% reported generating income after training
90.9% joined training through project staff (9.1% through SHG members)	100.0% reported financial independence after training
100.0% reported ease of understanding, clarity of concepts, and adequate practical training	100.0% reported high confidence in producing napkins independently
72.7% reported training duration as too short (27.3% adequate)	72.7% earning below INR 3,000 and 27.3% earning INR 3,001- INR 5,000 per month
100.0% reported mastery of the napkin/agarbatti making process	100.0% reported continuation of activity for income generation
81.8% reported easy access to raw materials (18.2% somewhat easy)	90.9% engaged ~4 hours/day and 100% working ~26 days/month
72.7% reported learning marketing and selling skills (27.3% somewhat)	81.8% reported high satisfaction with training and support (18.2% somewhat satisfied)

COMPONENT F: SMART CLASSES, HALOL

Pre-Intervention	Key Findings	Impact
A majority of students experienced difficulty understanding Math and Science before attending the science lab, with 56.8% reporting that the subjects were extremely difficult, 41.6% reporting that they were somewhat difficult, and 1.4 reporting that they were not so difficult.	Nearly half of the students (49.2%) attended the science lab three times a week, while 32.0% attended twice a week and 17.6% once a week, indicating regular engagement with the programme.	Students reported improved clarity in subjects after attending the science lab, with 91.6% confident in Physics, 83.2% in Chemistry, 82.4% in Biology, 88.0% in Environmental Science, and 78.4% in Mathematics.
Students faced conceptual difficulties across multiple subjects before the intervention, particularly in Chemistry (87.6%) and Physics (71.2%).	A large proportion of students (92.4%) reported learning Chemistry concepts in the science lab, followed by 52.4% in Mathematics, 50.8% in Physics, and 39.6% in Biology.	Students' academic performance improved significantly, with the proportions scoring A+ in Physics increasing from 9.2% to 48.4% and in Chemistry from 0.0% to 53.6% after the programme.
—	The programme provided strong instructional support, with 100.0% of students reporting regular teacher demonstrations, 98.8% receiving teacher guidance, and 97.6% having opportunities to perform experiments independently.	Similar improvements were observed in other subjects, with A+ scores increasing to 60.0% in Biology, 48.8% in Environmental Science, and 46.8% in Mathematics after attending the science lab.

Pre-Intervention	Key Findings	Impact
—	Most students (75.6%) conducted 10–20 experiments, while 8.4% conducted more than 20, indicating strong practical experience.	All students (100.0%) reported improved confidence in attempting new problems in Math and Science after attending the science lab sessions.
—	Students appreciated key aspects of the programme, including understanding real-world applications (87.6%), group activities (86.4%), and application-based learning methods (84.0%).	A large majority of students (96.8%) reported improved understanding of the subject through hands-on experiments, while 98.4% reported improved academic scores.

COMPONENT G: COMPUTER LAB, HALOL

Pre-Intervention Situation	Key Findings (Data Driven)	Impact (Measurable from Data)
Before joining the programme, 65.6% of students reported understanding most topics, while 34.4% reported a clear understanding of the subjects, indicating moderate conceptual understanding.	97.8% of students attend computer classes three to four days a week, while 2.2% attend five days a week.	100.0% of students reported increased confidence in using digital devices through computer lab practice.
	96.7% of students learned basic computer operations, while 22.2% learned typing skills, 6.7% safe online practices, and 4.4% internet use.	100.0% of students reported that computer lab practice is extremely helpful in understanding core subjects.
	97.8% of students identified Paint as the most interesting topic in computer classes.	Improvement was reported in English (70.0%), Science (25.6%), Mathematics (18.9%), and regional language (1.1%).
	93.3% of students reported always having individual access to computers, while 6.7% reported access sometimes.	100.0% of students reported a positive change in school attendance after learning in the computer lab.
	Computers are used in teaching English (70.0%), Science (23.3%), and Mathematics (6.7%).	100.0% student reported Confidence in Using Digital Devices Through Computer Lab Practice
	98.9% of students reported always asking questions during computer classes, and 97.8% reported teachers always encouraging questions.	
	100.0% of students reported receiving teacher support in completing computer assignments.	

COMPONENT H: ANGANWADI CENTRES, HALOL

Key Findings (Post-Intervention)	Impact (Measured Outcomes)
98.0% reported construction of toilets, 94.0% of kitchens, 91.0% of drinking water facilities, 93.0% of wall painting, 91.0% of drinking water facilities, 82.0% of new floor tiles laid, 53.0% of electric work, and 46.0% of bala painting.	100.0% reported improvement in children's activeness and confidence
62.0% reported availability of learning materials (books, charts, stationery), along with play materials and furniture	99.0% reported improvement in children's speaking and social skills
100.0% reported satisfaction with facilities such as drinking water, toilets, and the kitchen	100.0% reported a very great improvement in nutrition, health services, and supplementary food
100.0% reported children's satisfaction with meals provided at Anganwadi	99.0% reported very great improvement in elementary education services (1.0% somewhat)
100.0% reported availability of basic services and infrastructure at Anganwadi centres	100.0% reported overall improvement in children's learning, health, and hygiene

COMPONENT I: EDUCATIONAL ACCESSORIES (HARI AUM CHARITABLE TRUST), MUMBAI

Key Findings (Post-Intervention)	Impact (Measured Outcomes)
100.0% reported items provided were very useful for daily school activities	83.3% reported increased motivation to attend school regularly (16.7% somewhat)
86.7% reported a strong need for the school kit (11.7% partial need)	66.7% reported improved classroom focus (33.3% somewhat)
75.0% reported daily use of provided items (25.0% occasional use)	66.7% reported increased interest in studies (33.3% somewhat)
85.0% reported improved comfort in school (15.0% somewhat)	81.7% reported improvement in personal hygiene (18.3% somewhat)
90.0% reported positive family reaction (58.3% very happy, 31.7% happy)	98.4% reported improved well-being due to clean drinking water (71.7% strongly agree, 26.7% agree)
60.0% reported facing issues in usage (40.0% no issues)	70.0% reported a cleaner and safer school environment (30.0% somewhat)
85.0% expressed willingness to continue the project (15.0% maybe)	100.0% reported improved perception of school environment and student well-being

COMPONENT J: VIDYA BHARTI SAINIK SCHOOL, SILVASSA

Key Findings (Post-Intervention)	Impact (Measured Outcomes)
100.0% reported access to computers under the project	100.0% reported improvement in leadership qualities
72.0% reported availability of hostel furniture; 28.0% books provided	100.0% reported improved attendance
100.0% reported daily use of learning materials	100.0% reported increased motivation to attend school
100.0% reported use of materials for structured and disciplined learning	100.0% reported improvement in academic performance
100.0% reported improvement in the school environment due to facilities	100.0% reported increased confidence in studies and activities
100.0% reported improvement in school facilities and study spaces	100.0% reported improved learning, safety, and comfort
100.0% reported no difficulty in using the provided materials	—

COMPONENT K: SCIENCE LAB (STEM), HALOL

Key Findings (Post-Intervention)	Impact (Measured Outcomes)
100.0% reported use of activity-based teaching and STEM kits in classrooms	100.0% reported increased interest, confidence, and classroom participation
100.0% reported increased interest in Mathematics and Science through activities and experiments	100.0% reported increased interest in Science and Mathematics at home
98.3% reported satisfaction with teaching methods (98.3% very happy, 1.7% happy)	80.0% reported children teaching Science/Math to others (20.0% sometimes)
100.0% reported improved school teaching practices through interactive methods	80.0% reported improvement in academic scores and subject understanding (40.0% self-study habits)
100.0% reported improved classroom learning through activity-based methods	100.0% reported improvement in academic interest, challenge-handling ability, and communication skills

COMPONENT L: SCHOOLS (CLASSES), HALOL

Key Findings (Post-Intervention)	Impact (Measured Outcomes)
100.0% students reported regular attendance	100.0% consistency in school participation
100.0% adoption of activity-based, digital, and STEM-enabled teaching	100.0% integration of interactive and experiential learning methods
100.0% reported improved understanding through digital and activity-based learning	100.0% enhancement in conceptual clarity
100.0% reported increased interest in studies and subject engagement (Math & Science)	100.0% improvement in student engagement levels
100.0% reported confidence in answering and active classroom participation	100.0% improvement in confidence and classroom interaction
100.0% reported a better understanding of difficult topics and learning through group activities	100.0% improvement in comprehension and collaborative learning
100.0% reported improvement in exam performance and faster learning through digital methods	100.0% improvement in academic outcomes and learning pace

**RURAL BENEFICIARY**

01. INTRODUCTION

BACKGROUND AND NEED OF THE PROGRAMME

Access to quality education remains a significant challenge for many students in rural and economically vulnerable communities across India. While enrolment rates have improved over the past decade, disparities in access to digital learning infrastructure, experiential education opportunities, and skill development programmes continue to affect educational outcomes. According to the Unified District Information System for Education Plus (UDISE+) 2023-24, India's school education system serves approximately 24.8 crore students across more than 14.7 lakh schools (UDISE+, 2024). However, gaps in digital infrastructure remain substantial: only about 57.0% of schools have functional computers, and around 54.0% have internet connectivity, limiting students' exposure to technology-enabled learning and digital education resources (UDISE+, 2024).

Learning outcomes also remain a concern in many rural areas. The Annual Status of Education Report (ASER) 2023 highlights persistent gaps in foundational learning among students, particularly in basic mathematics and language competencies (ASER Centre, 2023). In addition, access to co-curricular and skills-based learning opportunities, such as vocational training, digital literacy, and cultural education, remains uneven across communities, limiting students' exposure to practical and holistic learning experiences. Strengthening early childhood learning environments is equally important, as Anganwadi centres under the Integrated Child Development Services (ICDS) programme play a crucial role in supporting foundational learning and development among young children (Ministry of Women and Child Development, 2023).

In response to these challenges, Polycab Social Welfare Foundation (PSWF) implemented an Education portfolio during FY 2023-25 across Halol (Gujarat), Silvassa, and Mumbai (Maharashtra). The portfolio aimed to strengthen quality education and support holistic student development through interventions such as vocational training programmes, digital learning infrastructure, including smart classrooms, computer laboratories and STEM labs, academic support classes, co-curricular activities for girls, Anganwadi support, and institutional assistance to schools. These initiatives were designed to enhance learning environments, promote digital literacy and experiential learning, and expand skill development opportunities for students and youth in the intervention areas.

An independent impact assessment study was conducted in FY 2025-26 to evaluate the outcomes of the interventions implemented during FY 2023-25. The assessment covers 5,927 beneficiaries supported through a cumulative CSR investment of INR 34,643,081, and examines the programme's effectiveness and measurable impact across the intervention locations.

Sources

UDISE+. (2024). *Unified District Information System for Education Plus (UDISE+) 2023-24 Report*. <https://udiseplus.gov.in>

ASER Centre. (2023). *Annual Status of Education Report (ASER) 2023*. <https://asercentre.org>

Ministry of Women and Child Development. (2023). *Integrated Child Development Services (ICDS)*. <https://wcd.nic.in>

OBJECTIVES OF THE PROGRAMME

The education portfolio implemented by Polycab Social Welfare Foundation aimed to strengthen access to quality education, digital learning resources, skill development opportunities, and supportive learning environments for students and youth in the intervention areas. The key objectives of the programme included:

Programme Component	Objectives
Sewing Training for Girls (Halol)	<ul style="list-style-type: none"> To develop vocational sewing and tailoring skills among girls To promote self-reliance and income generation opportunities
Computer Classes (Halol)	<ul style="list-style-type: none"> To enhance digital literacy and computer application skills among students and youth To improve employability and academic performance through digital skills
Martial Arts Training for Girls (Halol)	<ul style="list-style-type: none"> To equip girls with self-defence skills for personal safety To build confidence, discipline, and physical fitness
Bharatanatyam Dance Training (Halol)	<ul style="list-style-type: none"> To promote cultural learning and creative expression among girls To enhance confidence, discipline, and physical well-being
Village Skill Development Programme (Halol)	<ul style="list-style-type: none"> To develop livelihood-oriented skills among women and youth To promote financial independence and self-employment
Smart Classrooms (Halol)	<ul style="list-style-type: none"> To enhance classroom engagement through digital and audio-visual learning tools To improve conceptual understanding and learning outcomes
Computer Laboratory (Halol)	<ul style="list-style-type: none"> To provide access to digital infrastructure for hands-on computer learning To strengthen digital education within schools
Science Laboratory (STEM) (Halol)	<ul style="list-style-type: none"> To promote experiential and activity-based learning in science To improve conceptual clarity and interest in STEM subjects
Anganwadi Support (Halol)	<ul style="list-style-type: none"> To strengthen early childhood education infrastructure and services To improve learning, nutrition, and overall development of children
School Infrastructure Support (Halol)	<ul style="list-style-type: none"> To improve school infrastructure and learning environments To support better student participation and academic outcomes
Educational Accessories Distribution (Mumbai)	<ul style="list-style-type: none"> To reduce financial barriers to education for students To support regular school attendance and student well-being
Vidya Bharti Sainik School Support (Silvassa)	<ul style="list-style-type: none"> To strengthen institutional infrastructure and facilities To promote discipline, leadership, and holistic student development

ABOUT THE CSR FIRM

Polycab India Limited established the Polycab Social Welfare Foundation (PSWF) in 2020 as a not-for-profit organisation to provide a structured and dedicated approach to community development while fulfilling the corporate social responsibility commitments of the Polycab Group. The foundation undertakes initiatives across key areas of social development, including healthcare, education, the environment, women's empowerment, skills development, rural development, and disaster management.

PSWF collaborates with non-governmental organisations (NGOs) and implementation partners to design and implement community-based interventions that address local development needs. Through these partnerships, the foundation aims to deliver sustainable and scalable programmes that improve access to essential services and strengthen community resilience in the regions where the company operates.

The Education portfolio assessed in this report reflects PSWF's commitment to strengthening access to quality education and learning opportunities for children and youth in underserved communities. Through initiatives focused on digital learning infrastructure, skill development, co-curricular engagement, and educational infrastructure support, the programme aims to enhance learning environments, promote holistic student development, and improve educational outcomes across the intervention areas.

IMPLEMENTING PARTNERS AND PROGRAMME OVERVIEW

The education interventions were implemented by Polycab Social Welfare Foundation (PSWF) in collaboration with local institutions and community organisations across the intervention areas. PSWF implemented multiple components across locations in Maharashtra, Gujarat, and Silvassa in collaboration with schools, ICDS, SMCs, and local partners. The interventions covered education infrastructure, digital learning, Anganwadi support, STEM labs, and skill development. Each component was executed through stakeholder coordination based on identified needs. The approach ensured effective delivery and improved education and livelihood outcomes.



MARTIAL ARTS

Component	Programme Overview	Key Achievement	Beneficiaries
Component A: Sewing Training for Girls (Halol)	Implemented in Halol in collaboration with Shri Halol Stree Samaj	Developed garment stitching skills, including shirts, pants, dresses, and chaniyacholis	59
	Covered 59 girls through basic and advanced sewing training	Enabled utilisation of skills for household use and small-scale income generation	
	Designed as a 6-month programme with two batches currently operational	Contributed towards improved self-reliance among participants	
Component B: Computer Classes (Halol)	Conducted at Shri Halol Stree Samaj premises	Developed practical skills in MS Word, Excel, and related tools	66
	Covered 66 girls	Improved digital literacy and employability	
	Offered Basic Computer and Diploma in Computer Applications courses	Enabled some participants to secure employment opportunities	
Component C: Martial Arts for Girls (Halol)	Covered 41 girls across 3 batches	Improved confidence, discipline, and self-defence capabilities	41
	Provided structured self-defence training	Enabled participation in national-level competitions	
	Designed as a 3-year course leading to Black Belt certification	Achieved recognition through Gold, Silver, and Bronze medals	
Achieved recognition through Gold, Silver, and Bronze medals	Covered 34 girls across multiple batches	Strengthened cultural awareness and creative expression	34
	Provided long-term classical dance training	Enabled participation in district-level performances	
	Led to 'Visharad' certification	Achieved recognition in competitions such as Kala Mahakumbh	

Component	Programme Overview	Key Achievement	Beneficiaries
Component E: Skill Development in Villages (Halol)	Covered 143 women	Developed income-generating and entrepreneurial skills	143
	Formed SHGs	Enabled participation in production activities	
	Provided training in sanitary napkin production and other livelihood skills	Improved financial independence among women	
Component F: Smart Classes (Halol)	Covered 519 students	Improved student engagement and classroom participation	519
	Introduced audio-visual learning tools	Enhanced learning retention and academic understanding	
	Implemented in selected schools	Increased attendance and teacher involvement	
Component G: Computer Lab (Halol)	Covered 102 students	Improved hands-on computer skills and digital literacy	102
	Provided infrastructure for computer labs	Supported subject learning through digital tools	
	Enabled access to digital learning facilities	Increased student confidence in using technology	
Component H: Anganwadi Support (Halol)	Covered 105 beneficiaries	Strengthened nutrition and health support	105
	Focused on infrastructure development	Strengthened nutrition and health support	
	Provided learning and nutritional support at Anganwadi centres	Enhanced overall development of children	
Component I: Educational Accessories (Mumbai)	Covered 3,004 students	Reduced financial burden on families	3,004
	Distributed footwear, hygiene materials, and school-related items	Improved school attendance and participation	
	Implemented through Hari Aum Charitable Trust	Enhanced hygiene and learning conditions	

Component	Programme Overview	Key Achievement	Beneficiaries
Component J: Vidya Bharti Sainik School (Silvassa)	Covered 194 students	Strengthened discipline and leadership skills	194
	Focused on infrastructure development	Improved academic engagement and participation	
	Aligned with the Sainik School model	Improved academic engagement and participation	
Component K: Science Lab (STEM) (Halol & Ghoghamba/Jambughoda)	Covered 716 students	Promoted hands-on and experiential learning	716
	Established science labs	Improved understanding of scientific concepts	
	Strengthened infrastructure in schools lacking practical learning facilities	Increased student interest in science subjects	
Component L: Schools (Classes) Support (Halol)	Covered 944 students	Improved overall learning environment	944
	Addressed gaps in classrooms and sanitation	Enhanced student performance and participation	
	Improved school facilities	Strengthened school functioning	



**SEWING CLASSES
BENEFICIARY**

02 RESEARCH METHODOLOGY

RESEARCH DESIGN

The assessment adopted a mixed-methods, cross-sectional research design to evaluate the Education Portfolio implemented by Polycab Social Welfare Foundation during FY 2023-25 across Halol (Gujarat), Silvassa, and Mumbai (Maharashtra). Quantitative surveys were complemented with qualitative inquiry to capture measurable outcomes and stakeholder perspectives across the programme components.

A post-intervention assessment approach was used to evaluate programme outcomes related to digital literacy, skill development, student engagement, learning environments, and educational infrastructure improvements.

STUDY OBJECTIVES

- To assess the reach, relevance, and effectiveness of education interventions implemented across the programme locations.
- To examine improvements in digital literacy, vocational skills, and co-curricular engagement among students and youth.
- To evaluate the effectiveness of educational infrastructure support, including smart classrooms, computer labs, STEM labs, Anganwadi facilities, and school infrastructure improvements.
- To understand stakeholder perspectives on programme implementation, participation, and outcomes.
- To identify programme strengths, operational gaps, and opportunities for improving the effectiveness and sustainability of education interventions.

APPLICATION OF QUANTITATIVE TECHNIQUES

Quantitative techniques were employed to evaluate the programme and its outcomes through objective data analysis. Structured surveys and questionnaires were administered to beneficiaries across all programme components to collect numerical data on key indicators, including participation, skill development, learning outcomes, and service utilisation. These methods provided a measurable approach to assessing the effectiveness of the interventions and enabled the evaluation of programme outcomes using statistical evidence.

APPLICATION OF QUALITATIVE TECHNIQUES

Qualitative methods were used to capture the experiences, perspectives, and feedback of beneficiaries and key stakeholders involved in programme implementation. In-depth interviews, focus group discussions (FGDs), and stakeholder consultations were conducted with students, parents, trainers, teachers, and Anganwadi workers. These methods enabled a deeper understanding of behavioural changes, skill enhancement, and improvements in learning environments. By capturing real-life experiences and narratives, qualitative approaches provided a comprehensive and contextual understanding of the programme's impact.

DATA SOURCES

The assessment used multiple data sources to ensure triangulation of findings. Primary quantitative data were collected through structured surveys administered to programme beneficiaries, including students and parents associated with different programme components. Qualitative insights were gathered through Focus Group Discussions (FGDs), Key Informant Interviews (KIIs), testimonials, and case studies conducted with key stakeholders. Secondary data sources included project documents, beneficiary databases, implementation reports, and programme records provided by Polycab Social Welfare Foundation. Relevant national education policies and programme guidelines were also referenced to contextualise the interventions.



**SKILL DEVELOPMENT
BENEFICIARIES**

PROJECT SNAPSHOT



Project Name

Polycab (Education)



Implementing Period

FY 2023-25



Assessment Year

FY 2025-26



Research Design

Mixed-methods, Cross-sectional, Post-intervention



Location

Maharashtra, Gujarat, and Silvassa



Sample Size

1,336



Sampling Technique

Random and Purposive Sampling



Qualitative Methods

Case Studies, Testimonials, FGDs, and Key Informant Interviews

STUDY TOOLS

Structured questionnaires were used for beneficiary surveys conducted through face-to-face interviews. Semi-structured interview guides were used for Key Informant Interviews and stakeholder consultations. Focus Group Discussion guides were used for group-level discussions with beneficiaries and community members. Observation checklists were used during field visits to document programme infrastructure, training sessions, and facility utilisation.

KEY STAKEHOLDERS



Students (smart classes, computer labs, STEM labs, school infrastructure, educational accessories, Sainik School)



Youth (computer training programmes)



Women and adolescent girls (sewing training and village skill development)



Adolescent girls (martial arts and Bharatanatyam training)



Children (Anganwadi beneficiaries)



Parents and family members (of all beneficiary groups)



Teachers and school principals (supported schools)



Trainers and instructors (sewing, computer, martial arts, dance, skill development)



Anganwadi workers (early childhood interventions)



PSWF programme team



Community representatives

ETHICAL CONSIDERATIONS

Participation in the assessment was voluntary, and informed consent was obtained from all respondents before interviews were conducted. Respondents were informed of the study's purpose and the use of the collected information. Confidentiality of responses was maintained, and no personally identifiable information has been disclosed in the analysis or reporting.



**DANCE CLASS
BENEFICIARIES**

03

KEY FINDINGS AND IMPACT



This chapter presents the key findings and impact of the 12 programme components implemented under the education portfolio across the selected intervention locations. The analysis is based on primary data collected from students, parents, and other relevant stakeholders. The findings are supported by the triangulation of quantitative survey results and qualitative insights gathered during field interactions.

3.1. COMPONENT A: SEWING CLASS FOR GIRLS, HALOL

This section presents findings from responses to a survey of 75 student beneficiaries in Halol taluka who participated in the sewing training programme. The analysis is further strengthened through triangulation with 25 parents' responses and qualitative insights gathered during field interactions.

3.1.A) FINDINGS FROM STUDENTS (N=75)

The student survey collected responses from 75 beneficiaries who participated in the sewing training programme in Halol taluka. The findings highlight students' experiences related to training participation, skills development, and the utilisation of sewing skills for income generation or household purposes.

3.1.1. DEMOGRAPHIC PROFILE

Age	Educational Qualification	Category	Number of Family Members	Marital Status	Present Monthly Family Income	Primary Income Source
Less than 20 years 26.7%	Primary 1.3%	General 16.0%	2-4 members 36.0%	Married 52.0%	Less than INR 5,000 8.0%	Farming / Livestock 17.3%
20-25 years 42.7%	Middle 4.0%	OBC 42.7%	5-7 members 45.3%	Unmarried 48.0%	INR 5,000 to INR 10,000 37.3%	Daily Wage Labour 13.3%
26-30 years 20.0%	Secondary 32.%	SC 5.3%	8-10 members 14.7%		INR 10,001 to INR 15,000 29.3%	Small Business 13.3%
31-35 years 6.7%	High School 48.7%	ST 36.0%	Above 10 members 4.0%		INR 15,001 to INR 20,000 9.4%	Skilled Labour 8.0%
36-40 years 4.0%	Graduation 14.7%				INR 20,000 & above 16.0%	Self Employed 5.3%
						Govt. Job / Private Job 42.7%

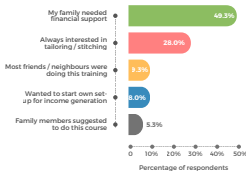
KEY FINDINGS

The key findings from the student survey are presented below, structured across the following thematic domains: training participation, learning environment, skills acquired during the programme, and post-training utilisation of sewing and stitching skills among participants.

3.1.3. INTERVENTION:

FINDING 1: MOTIVATION FOR ATTENDING THE TRAINING (N=75)

CHART 1: MOTIVATION FOR ATTENDING THE TRAINING



Nearly half of the respondents (49.3%) reported that the primary motivation for attending the training was the need to support their families financially. Additionally, 28.0% participants joined the course due to their personal interest in tailoring or stitching. A smaller proportion enrolled because their friends or neighbours were also participating in the training (9.3%). Some respondents (8.0%) aimed to start their own income-generating tailoring business after completing the course, while 5.3% joined the training at their family members' suggestion.



My daughter joined the sewing class because she wanted to learn stitching. Earlier, she knew little about sewing, but after attending the classes, she has learned to use a sewing machine and stitch clothes. I have noticed that she now practices sewing at home and shows interest in improving her skills. I feel that learning sewing is useful for girls because it can help them manage household needs and may also help them earn something in the future.

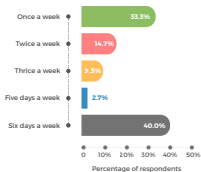
- Gopal Singh, Beneficiaries Parent, Halol



FINDING 2: RECEIPT OF BOOKS OR TRAINING MATERIALS (N=75)**CHART 2: RECEIPT OF BOOKS OR TRAINING MATERIALS**

The findings show that a majority of respondents (65.0%) reported not receiving any books or training materials during the course. However, 35.0% respondents stated that they received books or learning materials as part of the training support.

This indicates that while some trainees were provided with learning materials, a considerable proportion relied primarily on practical instruction.

FINDING 3: CLASS ATTENDANCE FREQUENCY (N=75)**CHART 3: CLASS ATTENDANCE FREQUENCY**

FINDING 3: DURATION OF TRAINING ATTENDED (N=75)**CHART 4: DURATION OF TRAINING ATTENDED**

The findings indicate strong and sustained engagement among programme participants. A large majority (84.0%) attended the training for more than six months, reflecting long-term participation. In terms of frequency, 40.0% of respondents attended sessions six days a week, indicating regular involvement in the training. Together, these findings suggest that participants were consistently engaged with the programme over an extended period.

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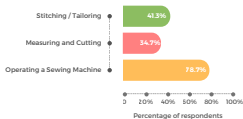
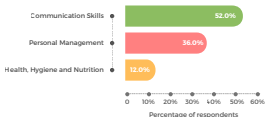
I attended the sewing classes for about six months, and the training was conducted six days a week. I regularly attended classes, which helped me practice using the sewing machine and learn different stitching techniques. With regular practice during this period, my skills improved, and I became more confident in stitching.

- Mittal Parmar, Student, Halol-Cujarat

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**SEWING CLASSES
BENEFICIARIES**

FINDING 5: SKILLS LEARNED DURING THE TRAINING (N=75) (MULTIPLE RESPONSES)**CHART 5: SKILLS LEARNED DURING THE TRAINING****FINDING 6: LIFE SKILLS TRAINING RECEIVED APART FROM MAIN COURSE (N=75)****CHART 6: LIFE SKILLS TRAINING RECEIVED APART FROM THE MAIN COURSE**

The findings indicate that participants gained both technical and life skills through the training programme. A majority of respondents (78.7%) reported learning to operate a sewing machine, highlighting strong acquisition of core vocational skills. In addition, over half of the respondents (52.0%) reported receiving communication skills training, reflecting exposure to complementary life skills alongside the main course.



After attending the sewing training, my daughter learned how to use the sewing machine and stitch clothes properly. I have seen improvement in her skills, and she is now able to do simple stitching work independently. She has also started earning a small amount from this, which has been very helpful. The training has really helped her learn something useful.

- Mahendra Jadhav, Parent, Halol, Gujarat

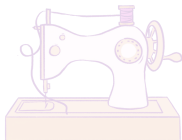
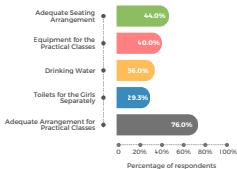


CHART 7: FACILITIES OFFERED DURING THE TRAINING



The findings indicate that 76.0% of respondents reported that adequate arrangements were made for conducting practical classes during the training. Additionally, 44.0% of participants mentioned adequate seating arrangements, while 40.0% reported access to the equipment required for practical sessions. 36.0% respondents reported basic facilities such as drinking water, and 29.3% indicated the availability of separate toilets for girls at the training venue. Since respondents could select multiple options, the responses reflect different facilities experienced during the training.

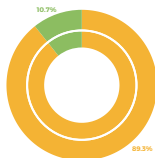


During the sewing training, we were given ample time for practical work, and the machines were available for use. The classroom was comfortable, and the basic facilities were in place, which made it easy to attend regularly and focus on learning. Because of this, I was able to learn stitching properly and feel more confident while doing it.

- **Ridhhi Rana, Sewing Trainee, Halol -Gujarat**

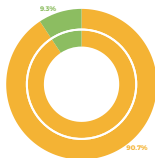


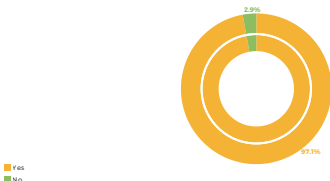
SEWING CLASSES TRAINING

FINDING 8: RATIO OF THEORY AND PRACTICAL CLASSES (N=75)**CHART 8: RATIO OF THEORY AND PRACTICAL CLASSES**

■ Equally Practical and Theory Classes
■ Mostly Practical Classes

The findings indicate that a large majority of respondents (89.3%) reported that the training included an equal balance of theory and practical classes. Additionally, 10.7% of respondents stated that the course consisted mostly of practical sessions. This suggests that the training emphasised hands-on learning alongside theoretical instruction.

FINDING 9: COURSE COMPLETION STATUS (N=75)**CHART 9: COURSE COMPLETION STATUS****TEACHING TAILORING**

CERTIFICATION RECEIVED AFTER COURSE COMPLETION (N=68)**CHART 10: CERTIFICATION RECEIVED AFTER COURSE**

The findings indicate that a large majority of respondents (90.7%) completed the sewing training programme. Among those who completed the course (n=68), almost all participants (97.1%) reported receiving a certificate upon completion, while only a small proportion (2.9%) did not receive one. This indicates that most trainees completed the programme and obtained formal recognition for the skills they acquired.



My daughter wanted to learn sewing, but due to our financial situation, we were not able to provide her with such training earlier. When she had the opportunity to join this programme, she showed great interest and attended regularly. She has now completed the sewing training course and also received the certificate. We were very happy and proud to see her complete it. The training has helped her learn useful stitching skills and has also increased her confidence.

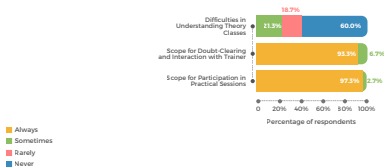
- Kanubhai Parmar, Parent, Halol- Gujarat



**SEWING CLASS
BENEFICIARIES**

FINDING 10: ENSURING EFFECTIVE LEARNING (N=75)

CHART 11: ENSURING EFFECTIVE LEARNING



The findings indicate that the training environment supported effective learning among participants. A large majority of respondents reported that there was always scope for participation in practical sessions (97.3%), while a small proportion indicated that such opportunities were available sometimes (2.7%).

Similarly, 93.3% respondents stated that there was always scope for doubt-clearing and interaction with the trainer, whereas 6.7% reported that such opportunities were available sometimes.

A majority (60.0%) of respondents reported never having difficulty understanding theory classes. However, 21.3% reported sometimes experiencing difficulty (possibly due to varying educational levels and the technical nature of certain concepts), and 18.7% reported rarely facing such challenges. These findings suggest that the training emphasised practical engagement and interactive learning.



I always had the opportunity to participate in practical sessions, which helped me understand stitching techniques more clearly. Whenever I had any doubts, the trainer explained them patiently and made the concepts easy to understand. Because of the regular practice and supportive guidance, I did not face much difficulty in understanding the training.

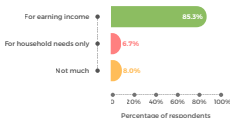
- Mittal Parmar, Student



POST- INTERVENTION

FINDING 11: ENGAGEMENT IN SEWING/STITCHING WORK (INCOME OR PERSONAL USE) (N=75)

CHART 12: ENGAGEMENT IN SEWING/STITCHING WORK (INCOME OR PERSONAL USE)



The findings indicate that a large majority of respondents (85.3%) reported engaging in sewing or stitching activities for earning income after completing the training. A smaller proportion (6.7%) stated that they use their stitching skills only for household needs, while 8.0% reported engaging little in sewing activities. These findings suggest that the training enabled most participants to utilise the skills they acquired for income-generating activities.



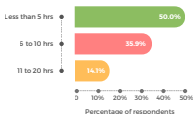
Many girls who completed the sewing training have started doing stitching work on their own. Some of them are running small stitching businesses, while others are even planning to open their own training centres. The training has helped them feel confident that they can earn independently using these skills.

- Jaswathshingh Jadav, Trainer



FINDING 12: WEEKLY HOURS SPENT ON SEWING/STITCHING FOR INCOME GENERATION (N=64)

CHART 13: WEEKLY HOURS SPENT ON SEWING/STITCHING FOR INCOME GENERATION



Among the respondents who reported earning income from sewing or stitching activities (n=64), half of them (50.0%) reported spending less than five hours per week on stitching work, followed by 35.9% spending 6-10 hours and 14.1% spending 11-20 hours. This indicates that stitching is primarily undertaken as a supplementary activity, with limited time allocated, likely due to household responsibilities and inconsistent work availability.



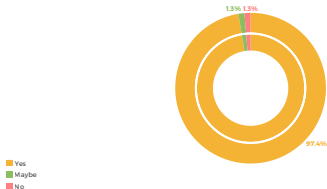
My daughter spends a few hours a week doing sewing and stitching work to earn some income. She manages this alongside her daily responsibilities and continues to use the skills she learned during the training. This has helped her stay engaged in stitching and gradually improve her skills with regular practice.

- Gopal Singh, Parent, Halol, Gujarat



FINDING 13: PLAN TO USE ACQUIRED SKILLS IN FUTURE (N=75)

CHART 14: PLAN TO USE ACQUIRED SKILLS IN FUTURE



The findings indicate that an overwhelming majority of respondents (97.4%) plan to use the sewing and stitching skills acquired during the training in the future. A very small proportion (1.3%) expressed uncertainty about using the skills, while another 1.3% indicated that they do not plan to use them. These findings suggest a strong interest among participants to utilise the acquired skills for future livelihood or household purposes.



I plan to use the stitching skills learned during the training in the future by continuing sewing work and taking small stitching orders from people in my area. I have already started doing minor stitching work for neighbours and relatives, which is helping me gain confidence. These skills will help me become more self-reliant and may also help me earn income over time. With more practice, I hope to take more regular orders and improve my work.

- Parmar Raksha Ben, Student, Halol, Gujarat

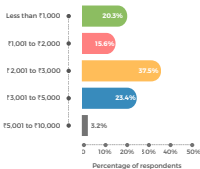


3.1.4. KEY IMPACT

This section examines the impact of the sewing training programme on student beneficiaries, focusing on post-training engagement in stitching activities, income generated through sewing, contributions to household expenses, and improvements in confidence and self-reliance.

IMPACT 1: AVERAGE MONTHLY INCOME FROM SEWING (INR) (N=64)

CHART 15: AVERAGE MONTHLY INCOME FROM SEWING



Among respondents who reported earning income from sewing or stitching activities (n=64), the largest proportion (37.5%) earned up to INR 5,000 per month, indicating that the training has primarily enabled supplementary income rather than full-time earnings through stitching.



Before joining the sewing training, I had no source of income. After completing the training, I started doing stitching work at home and now earn around INR 3,000- INR 5,000 per month.

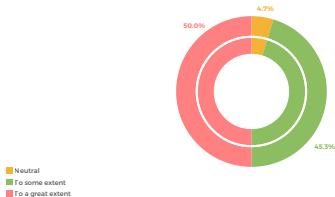
This income helps me contribute to my family's expenses and has increased my confidence. I feel proud that I can use my skills to earn and support my family.

- Januben Thakor, Student, Halol



IMPACT 2: CONTRIBUTION OF SEWING INCOME TO HOUSEHOLD EXPENSES (N=64)

CHART 16: CONTRIBUTION OF SEWING INCOME TO HOUSEHOLD EXPENSES



Among the respondents who reported earning income from sewing or stitching activities (n=64), half of them (50.0%) stated that their income contributes to household expenses to a great extent. Additionally, 45.3% of respondents reported that income contributes to household expenses to some extent. In comparison, a small proportion (4.7%) reported a neutral response due to irregular earnings and limited contributions that do not consistently support household expenses.

These findings indicate that income generated through stitching activities plays a supportive role in meeting household financial needs.



My daughter attended the sewing training, and after learning stitching skills, she started earning a modest income by doing sewing work. This additional income has helped our family manage some household expenses.

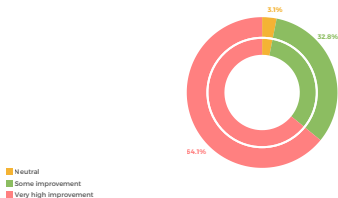
It has also increased her confidence, and we feel proud that she can use her skills productively. Because of this, our family feels more respected in the community, and there has been a positive change in our social and family status.

- Parent Note - Chanshyam Patel



IMPACT 3: IMPROVEMENT IN SOCIAL/FAMILY STATUS AFTER ADDITIONAL INCOME (N=64)

CHART 17: IMPROVEMENT IN SOCIAL/FAMILY STATUS AFTER ADDITIONAL INCOME



Among the respondents who reported earning income from sewing or stitching activities (n=64), a majority (64.1%) reported a very great improvement in their social or family status after earning additional income. Additionally, 35.9% of respondents reported some improvement.

These findings suggest that earning income through sewing activities has enhanced participants' social recognition and position within their families.



Student Testimonial – Parmar Raksha Ben, Sewing Trainee, Halol-Gujarat

My name is Parmar Raksha Ben. I joined the sewing class to learn stitching skills and improve my knowledge. During the training, I learned how to operate a sewing machine, take proper measurements, cut cloth, and stitch different types of garments.

The trainer explained every topic in a simple, patient manner, making learning easy for all of us. There was always good support from the trainer whenever we had doubts, and we also got many opportunities to practice during the sessions. Because of this, I was able to understand both the practical and theoretical parts of the training.

The class environment was friendly and comfortable, and I enjoyed learning new designs while improving my stitching skills. This training was a very good experience for me, and the skills I learned will be useful for my personal needs as well as future work. I am thankful to the trainer for the guidance and support.



3.1.B) FINDINGS FROM PARENTS (N=25)

The parent survey collected responses from 20 parents of children enrolled in schools implementing the School Meals Programme. The findings highlight parental perceptions of the programme's contribution to improving children's nutrition, encouraging regular school attendance, and supporting their overall health and well-being.

3.1.5. DEMOGRAPHIC PROFILE (N=25)

Occupation	Family Income (INR)	Educational Status	Social Category
Job holder (Pvt) 44.0%	INR 7,001- INR 10,000 20.0%	Can't read & write 4.0%	General 44.0%
Daily wage labour 24.0%	INR 10,001 - INR 12,000 44.0%	Primary level 8.0%	SC 4.0%
Skill-based work at shops/agencies 16.0%	INR 12,001 - INR 15,000 28.0%	Upper primary level 16.0%	ST 24.0%
Driver 12.0%	Above INR 15,000 8.0%	Passed 8th std 36.0%	OBC 28.0%
Small entrepreneur/hawker 4.0%		Passed 10th std 12.0%	
		Passed 12th std 16.0%	
		Graduate 8.0%	



**SCHOOL STUDENTS -
BENEFITTED UNDER PSWF**

3.1.6. KEY FINDING:

The key findings from the 25 parent surveys are presented below, highlighting parents' perceptions of the sewing training programme's usefulness and its role in enhancing participants' skill development and livelihood opportunities.

3.1.7. INTERVENTION:

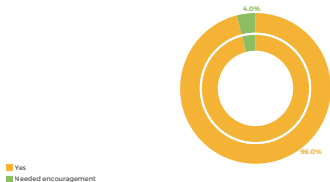


FINDING 1: AWARENESS AND PARTICIPATION (N=25)

All respondents (100.0%) reported being fully aware of their daughter or female family member's participation in the sewing training programme. This indicates strong family awareness and acceptance of the training initiative, which may support participants' continued engagement and application of the skills learned.

FINDING 2: INTEREST OF DAUGHTER/FEMALE MEMBER IN JOINING SEWING CLASSES (N=25)

CHART 18: INTEREST OF DAUGHTER/FEMALE MEMBER IN JOINING SEWING CLASSES



The findings indicate that almost all respondents (98.0%) reported that their daughter or female family member showed interest in joining the sewing training programme. A small proportion (4.0%) indicated that their daughter required encouragement to enrol in the course. These findings suggest a high level of interest among participants in acquiring sewing and tailoring skills through the programme.



My daughter showed interest in learning stitching and was willing to join the sewing training to develop useful skills. We supported her decision as we believed that learning sewing would help her become more confident and independent.

- Ajaybhai Rathiya, Parent, Halol, Gujarat





FINDING 3: REGULARITY OF CLASS ATTENDANCE(N=25)

All respondents (100.0%) reported that their daughter or female family member attends the sewing classes regularly. This indicates consistent beneficiary participation in the training programme and reflects sustained engagement in the learning process.

3.1.8. POST-INTERVENTION

FINDING 4: PRACTICE OF SEWING SKILLS AT HOME

All respondents (100.0%) reported that their daughter or female family member regularly practices sewing at home, reinforcing the skills learned during the training classes. This suggests that participants are actively applying and strengthening the skills acquired through the programme beyond the training environment.

FINDING 5: OBSERVED IMPROVEMENT IN SEWING SKILLS (N=25)

CHART 19: OBSERVED IMPROVEMENT IN SEWING SKILLS



The findings indicate that all respondents (100.0%) reported a significant improvement in their daughter's or female family member's sewing skills after participating in the training programme. This suggests that the sewing classes effectively enhanced participants' tailoring skills.



Before joining the sewing training, I was not very confident in using the sewing machine. After learning and practising during the course, my stitching skills improved, and now I feel confident in doing sewing work. I have also started taking small stitching orders, which has motivated me to continue practising.

- Baria Shweta Ben, Sewing Trainee, Halol, Gujarat



FINDING 6: SATISFACTION WITH PROGRESS OF DAUGHTER/FEMALE FAMILY MEMBER (N=25)

CHART 20: SATISFACTION WITH PROGRESS OF DAUGHTER/FEMALE FAMILY MEMBER



Very satisfied
Not satisfied

All respondents (100.0%) reported being very satisfied with the progress made by their daughter or female family member after attending the sewing training programme. This indicates that parents perceive positive changes in the participants' skill development and overall learning outcomes following their participation in the training.



I am satisfied with the progress my daughter has made after joining the sewing training. She has learned useful stitching skills and become more confident in her sewing. It is encouraging to see her using the skills she gained from the training.

- Ajay Singh Rathia, Parent



SEWING CLASSES
BENEFICIARIES

3.1.9. IMPACT

This section examines the impact of the sewing training programme from parents' perspectives, particularly regarding income generation through stitching activities and the programme's contribution to household economic support and social well-being.

IMPACT 1: INCREASE IN CONFIDENCE AFTER ATTENDING SEWING CLASSES (N=25)

CHART 21: INCREASE IN CONFIDENCE AFTER ATTENDING SEWING CLASSES



■ Yes, a lot
■ No

All respondents (100.0%) reported that their daughter or female family member experienced a significant increase in confidence after attending the sewing training programme. None of the respondents indicated otherwise. This suggests that participation in the sewing classes has enhanced participants' self-confidence and personal development.



Student Testimonial – Parmar Nilam Ben, Sewing Trainee, Halol, Gujarat

I joined the sewing training to learn basic stitching skills. During the course, I learned to operate a sewing machine, take accurate measurements, cut fabric, and stitch simple garments. The trainer explained the steps clearly and gave us enough time to practice, which helped me improve my confidence in sewing.

This training was a good learning experience for me. I will continue practising these skills in the future and hope to use them for stitching work and earning income.





IMPACT FINDING: SUPPORT FOR PURSUING SEWING AS A LONG-TERM SKILL

All respondents expressed their full support for their daughter or female family member to pursue sewing as a long-term skill. This indicates strong encouragement for continued skill development and potential livelihood opportunities through tailoring.

IMPACT FINDING: PERCEPTION OF SEWING FOR FINANCIAL INDEPENDENCE

All respondents believe that sewing can help their daughter or female family member achieve financial independence in the future. This reflects parents' positive perception of the training as a pathway to potential income.

IMPACT FINDING: SUPPORT FOR CONTINUATION AND EXPANSION OF SEWING PROGRAMMES

All respondents expressed that the sewing training programmes should continue and be expanded. This suggests strong community acceptance of the initiative and recognition of its potential benefits for women's skill development and livelihoods.

3.2. COMPONENT B: COMPUTER CLASSES, HALOL

This section presents findings from responses to a survey of 60 student beneficiaries who participated in the computer training programme in Halol. The analysis reflects students' experiences with participation in computer classes, digital skill development, and the utilisation of the computer knowledge gained through the programme. The findings are further supported by qualitative insights gathered during field interactions.

3.2.1. KEY FINDINGS

The key findings from the student survey are presented below, structured into the following thematic domains: participation in computer classes, access to digital learning resources, development of computer skills, and the perceived academic and practical benefits of the computer training programme.

3.2.2. DEMOGRAPHIC PROFILE (N=60)

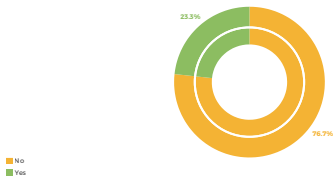
Age	Social Category	Family Income (INR)
Family Income (INR) 46.7%	General 28.3%	INR 7,001- INR 10,000 16.7%
20-25 years 41.7%	ST 25.0%	INR 10,001- INR 12,000 33.3%
SC 23.3%	SC 23.3%	INR 10,001- INR 12,000 33.3%
SC 23.3%	OBC 23.3%	Above INR 15,000 21.7%

Education Level of Respondents: Respondents have diverse educational backgrounds, ranging from 10th and 12th-pass to diploma holders, and many have completed undergraduate degrees such as BA, B.Com, B.Sc., and B.Ed. Some respondents also hold postgraduate qualifications, including an MA, an M.Com., and an MSW, indicating a relatively well-educated participant group.

3.2.3. PRE-INTERVENTION

FINDING 1: PRIOR ATTENDANCE IN COMPUTER COURSES

CHART 22: PRIOR ATTENDANCE IN COMPUTER COURSES

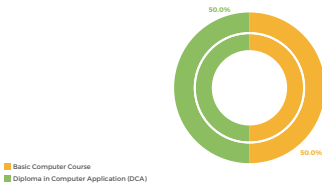


The findings indicate that a large majority of respondents (76.7%) reported not having attended any computer course before joining the programme, while only 23.3% had some prior exposure to computer training. This suggests that the computer classes primarily reached first-time learners and helped improve participants' digital literacy, particularly those with limited prior experience.

3.2.4. INTERVENTION

FINDING 1: COURSE ENROLLED BY PARTICIPANTS (N=60)

CHART 23: COURSE ENROLLED BY PARTICIPANTS



The findings indicate equal participation across the two courses: 50.0% enrolled in the Basic Computer Course and 50.0% in the Diploma in Computer Application (DCA), both of which are 6-month programmes.



Before joining the computer class, I did not have much knowledge about computers or computer applications. I joined the course because I wanted to learn basic computer skills that could help me in my studies and future career

-Vaishali Rathva, 19 years, Diploma in Electrical Engineering student, Halol



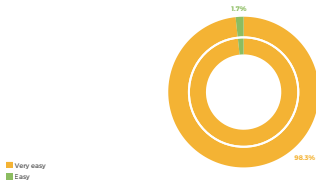


FINDING 2: PARTICIPATION AND LEARNING ENVIRONMENT (N=60)

The findings indicate strong participation and a supportive learning environment in the computer training programme. All respondents reported attending the classes regularly, suggesting consistent engagement in the training sessions. Participants also confirmed they had access to an individual computer system during class, enabling hands-on practice during the training. In addition, respondents stated that the classroom environment was conducive to learning and that the instructor was consistently available to provide guidance when needed. Practical sessions were conducted regularly, allowing students to apply the concepts taught during the course. These factors collectively created an enabling environment for effective digital learning.

FINDING 3: EASE OF UNDERSTANDING LESSONS TAUGHT (N=60)

CHART 24: EASE OF UNDERSTANDING LESSONS TAUGHT



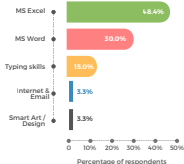
The findings indicate that the lessons taught during the computer training were easy for participants to understand. A large majority of respondents (98.3%) reported that the lessons were very easy to understand, while a small proportion (1.7%) stated that the lessons were easy to understand. These findings suggest that the trainer's teaching approach and course structure were effective in facilitating participants' comprehension.



I attend the computer classes regularly and actively participate during the sessions. The trainer explains the topics in a simple, clear way, making it easy for me to understand and practice. The lessons are explained patiently, and we get enough time for practical sessions, which helps in learning computer applications without difficulty.

- Parmar Riya, 19 years, B.Com student, Halol- Gujarat



FINDING 4: SKILL LEARNED THE MOST FROM THE COURSE (N=60)**CHART 25: SKILL LEARNED THE MOST FROM THE COURSE**

The findings indicate that MS Excel was the most commonly reported skill learned during the training, mentioned by 48.4% of respondents. These findings suggest that the training primarily strengthened participants' practical computer application skills, particularly in commonly used office software.



During the computer course, I learned how to use MS Word, MS Excel, typing, and internet applications. These skills are very useful for my academic work, and they will also help me when I apply for jobs in the future

- Rathod Taruna Ben, 19 years, B.Com student, Halol

**3.2.5. POST-INTERVENTION****FINDING 1: IMPROVEMENT IN COMPUTER KNOWLEDGE AFTER JOINING (N=60) & INCREASE IN INTEREST IN LEARNING COMPUTERS (N=60)****CHART 26: IMPROVEMENT IN COMPUTER KNOWLEDGE AFTER JOINING**

Improved a lot
Not Improved

CHART 27: INCREASE IN INTEREST IN LEARNING COMPUTERS

The findings indicate that the computer training programme significantly improved participants' computer knowledge and interest in digital learning. All respondents (100.0%) reported that their computer knowledge had improved substantially after joining the course. Similarly, all participants reported that their interest in learning computer skills increased significantly following the training. These findings suggest that the programme effectively enhanced both digital competencies and participants' motivation to engage with computer-based learning.



When students join the course, many of them have very little knowledge about computers. During the training, lessons are explained in a simple, practical way, making it easier for them to understand the concepts. With regular practice sessions, most students can follow the topics well, actively participate, and gradually show improvement in their computer knowledge and interest in digital skills

- Sagar Pathak, Trainer (BCA), Halol Stree Samaj Computer Training Centre, Halol; associated with the centre for 4 years.



After joining the computer class, my knowledge about computers improved a lot. Earlier, I knew little about computer applications. However, now I can use MS Office and the internet for my studies, which has also increased my interest in learning more about computers

- Karadi Eleksha, 19 years, BA student, Halol-Gujra



FINDING 2: WILLINGNESS TO PURSUE FURTHER COMPUTER EDUCATION (N=60)

All respondents expressed their willingness to pursue further computer education after completing the course. This suggests that the training programme not only improved participants' current computer knowledge but also encouraged continued interest in developing advanced digital skills.



After completing the Basic Computer Course, I became more interested in learning computers. I would like to continue learning more computer applications because these skills are helpful for studies and future job opportunities.

- Chaya Parmar, 20 years, 10th pass, Basic Computer Course, Halol



CHART 28: OVERALL SATISFACTION WITH THE PROGRAM



The findings indicate very high satisfaction among participants with the computer training programme. All respondents (100.0%) reported being very satisfied with the programme, while none expressed dissatisfaction. This suggests that the training was well received by participants and effectively met their expectations for the learning experience, trainer support, and skill development.

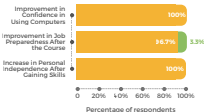
COMPUTER LAB



3.2.6. KEY IMPACT

IMPACT 1: IMPROVEMENT IN COMPUTER CONFIDENCE, JOB PREPAREDNESS, AND PERSONAL INDEPENDENCE AFTER THE COURSE

CHART 29: IMPROVEMENT IN COMPUTER CONFIDENCE, JOB PREPAREDNESS, AND PERSONAL INDEPENDENCE AFTER THE COURSE



■ To a great extent
■ To some extent

The findings indicate that the computer training programme significantly improved participants' confidence, job preparedness, and personal independence. All respondents (100.0%) reported that their confidence in using computers and their sense of personal independence improved greatly after completing the course. Additionally, a large majority of respondents (96.7%) stated that the training greatly improved their job preparedness, while a small proportion (3.3%) reported some improvement. These findings suggest that the programme not only enhanced digital skills but also strengthened participants' readiness for future employment and their ability to use technology independently.

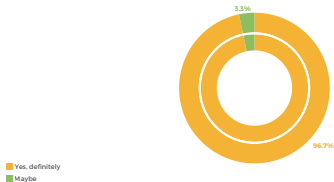


Student Testimonial – Urvi Patel

My name is Urvi Patel Aswinbhai. I am 19 years old and currently studying B.Com. I joined the computer training at Halol Stree Samaj, where I completed the Basic Computer Course (CCC) and the Diploma in Computer Application (DCA). Through this training, I learned important computer skills, including MS Word, MS Excel, MS PowerPoint, typing, and internet use. Before joining the course, I had limited knowledge of computers, but after attending the classes, my confidence in using them improved significantly. The teachers were very supportive and explained every topic clearly, which helped me learn effectively. The computer skills I gained will be very useful for my studies and future career.

- Urvi Patel, 19 years, B.Com student, Halol



IMPACT 2: USEFULNESS OF CERTIFICATE FOR FUTURE OPPORTUNITIES (N=60)**CHART 30: USEFULNESS OF CERTIFICATE FOR FUTURE OPPORTUNITIES**

The findings indicate that the certification received after completing the computer course is beneficial for future opportunities. A large majority of respondents (96.7%) reported that the certificate will definitely be useful for their future academic or employment prospects, while a small proportion (3.3%) stated that it may be useful. These findings suggest that the certification provides formal recognition of the skills acquired and may help participants pursue further education or employment opportunities.

3.3. COMPONENT C: MARTIAL ARTS FOR GIRLS, HALOL

This section presents the findings based on responses collected from **40 student beneficiaries** who participated in the **martial arts training programme for girls in Halol**. The analysis highlights students' experiences with the training, the skills they learned during the programme, and the programme's role in enhancing participants' self-defence skills, confidence, and physical fitness.



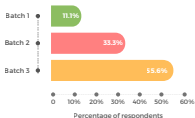
3.3.1. KEY FINDING

This section presents the key findings based on the (n=40) student survey, covering the **demographic profile of participants, intervention-level experiences related to participation and training exposure, and post-intervention outcomes** such as improvements in self-defence skills, confidence, and physical fitness, supported through **triangulation with qualitative insights from students, trainers, and programme stakeholders.**

3.3.2. INTERVENTION

FINDING 1: BATCH-WISE DISTRIBUTION OF PARTICIPANTS (N=40)

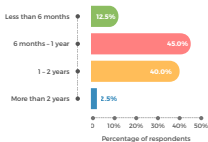
CHART 31: BATCH-WISE DISTRIBUTION OF PARTICIPANTS



The findings indicate that participants were distributed across three martial arts training batches. The largest proportion of respondents (52.5%) belonged to Batch 3, followed by 32.5% in Batch 2, and 15.0% in Batch 1. This distribution reflects students' participation across multiple batches of the martial arts training programme.

FINDING 2: DURATION OF PARTICIPATION IN THE MARTIAL ARTS PROGRAMME (N=40)

CHART 32: DURATION OF PARTICIPATION IN THE MARTIAL ARTS PROGRAMME



The findings indicate varying levels of participation among students in the martial arts training programme. The largest proportion of respondents (45.0%) reported attending the programme for 6 months to 1 year, followed by 40.0% who had participated for 1 to 2 years. Additionally, 12.5% of respondents reported participation for less than 6 months, while a small proportion (2.5%) had been attending the programme for more than 2 years. These findings suggest sustained participant engagement in the martial arts training programme.

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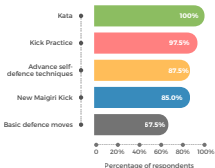
I attend the martial arts training regularly in my batch and have been part of the course for the past one and a half years. I attend classes three times a week and practice different karate techniques during the sessions, which helps me improve gradually. I have learned techniques such as Kata, kick practice, Maegeri kick, basic defence moves, and advanced self-defence techniques. Learning together with other students in the batch keeps me motivated and encourages me to participate actively. With regular practice, I feel more confident in performing the techniques

- Trusha Shah, 14 years, Grade 9, Halol-Gujarat

”

FINDING 3: TYPES OF TRAINING RECEIVED (N=40) (MULTIPLE RESPONSE)

CHART 33: TYPES OF TRAINING RECEIVED



The findings indicate that all participants (100.0%) reported receiving training in Kata, which forms a fundamental part of martial arts practice.

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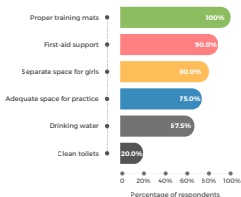
During the martial arts training, I have learned different techniques such as kata, kick practice, and basic self-defence moves. The trainer teaches us step by step and gives us time to practice, which helps me improve my skills and confidence.

- Pari Rana, 14 years, Grade 8, Halol-Gujarat

”

FINDING 4: FACILITIES AVAILABLE AT THE TRAINING CENTRE (N=40) (MULTIPLE RESPONSE)

CHART 34: FACILITIES AVAILABLE AT THE TRAINING CENTRE



The findings indicate that several facilities were available at the martial arts training centre to support the training environment. All respondents (100.0%) reported that proper training mats were available during the sessions.

3.3.3. POST-INTERVENTION



FINDING 1: TIME FOR PRACTICE AND INSTRUCTOR SUPPORT (N=40)

All respondents (100.0%) reported receiving sufficient time for practice during martial arts training sessions. Similarly, all participants (100.0%) reported consistently receiving support from the instructor in clearing doubts and providing guidance during training. These findings indicate that the programme provided adequate opportunities for practice and strong instructional support for participants.



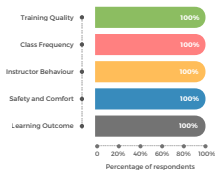
The martial arts training centre has good facilities for practice, including proper training mats and enough space to perform exercises safely. These facilities help us practice various karate techniques comfortably. The training area is well-maintained, which makes it easier to focus during sessions. We also feel safe while practising, especially during advanced techniques. Because of these facilities, we can participate regularly and improve our skills with confidence

- Falak Patel, 13 years, Grade 7, Halol, Gujarat



FINDING 2: OVERALL SATISFACTION WITH THE MARTIAL ARTS PROGRAMME (N=40)

CHART 35: OVERALL SATISFACTION WITH THE MARTIAL ARTS PROGRAMME



The findings indicate a very high level of satisfaction among participants with the martial arts training programme. All respondents (100.0%) reported satisfaction with the quality of training, class frequency, instructor behaviour, safety and comfort during training, and overall learning outcomes. These results suggest that the programme provided a supportive and effective learning environment for the participants



I am very satisfied with the martial arts training because it has helped me learn self-defence techniques and improve my confidence. I want to continue my training and achieve a black belt in the future. I am also interested in pursuing martial arts as a career and would like to study it further

- Vishwa Rana, 14 years, Grade 8



MARTIAL ART TEAM WITH THE FIELD TEAM

3.3.4. IMPACT

This section presents the impact of the martial arts training programme on participating girls, highlighting post-intervention improvements in self-defence capabilities, physical fitness, discipline, and confidence, supported by quantitative survey findings and triangulated with qualitative insights from students, trainers, and programme stakeholders.

IMPACT 1: IMPACT OF TRAINING ON SAFETY, SELF-CONFIDENCE, PHYSICAL STRENGTH, AND DISCIPLINE (N=40)

CHART 36: IMPACT OF TRAINING ON SAFETY, SELF-CONFIDENCE, PHYSICAL STRENGTH, AND DISCIPLINE



The findings indicate a strong positive impact of the martial arts training programme on participants' personal development and safety awareness. All respondents (100.0%) reported improvement in their sense of personal safety in daily life after attending the training. Similarly, 100.0% of participants reported increased self-confidence, while all respondents also indicated improvements in physical strength and discipline as a result of regular martial arts practice. These findings suggest that the programme significantly enhanced the physical and psychological well-being of the participating girls.



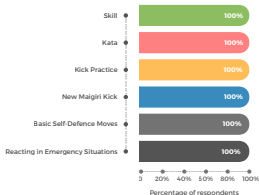
After joining the martial arts training, I feel more confident and aware of how to protect myself in different situations. The regular practice has also improved my physical strength and helped me become more disciplined

- Aarvi Thakor, 13 years, Grade 7, Halol-Gujarat



IMPACT 2: CONFIDENCE IN PERFORMING KARATE SKILLS, SELF-DEFENCE TECHNIQUES, AND EMERGENCY RESPONSE (N=40) (MULTIPLE RESPONSE)

CHART 37: CONFIDENCE IN PERFORMING KARATE SKILLS, SELF-DEFENCE TECHNIQUES, AND EMERGENCY RESPONSE



The findings indicate that all participants (100.0%) reported confidence in performing key martial arts techniques and responding to emergencies after the training. Respondents expressed confidence in executing Kata, kick practice, the Maigiri kick, and basic self-defence moves, as well as in reacting effectively during emergencies. Since respondents could select multiple responses, the findings reflect the range of martial arts skills in which participants developed confidence through the training programme.



Through the martial arts training, I have learned how to perform techniques like kata, kick practice, and self-defence moves with confidence. I have been attending these classes for more than two years, which has helped me improve my skills with regular practice. The training has also helped me understand how to react quickly in emergencies. With continued learning, I feel more confident in handling such situations and applying the techniques effectively.

- Mujiba Vanjara, 14 years, Grade 9, Halol, Gujarat.



The martial arts training programme has led to visible improvements in confidence, discipline, and self-defence capabilities among participating girls. Through structured, continuous training, participants have steadily advanced in skill level, with 26 girls advancing to higher belt levels, including Yellow and Orange belts, reflecting strong learning outcomes and skill acquisition.

The programme's impact is further evident in participants' performance on competitive platforms. A total of 15 girls represented the programme at the All India Shitoryu Shotokan Open National Championship (2023), where they secured Gold, Silver, and Bronze medals, as well as the Best Fighter Award. In addition, one participant, Falak Patel, demonstrated consistent excellence by winning gold medals across three tournaments during 2023-24.

The programme's effectiveness has also been recognised at the institutional level, as reflected in the Appreciation Award (2024) received from Nehru Yuva Kendra Sangathan. These achievements highlight the programme's role not only in building self-defence skills but also in fostering confidence and empowering girls to participate actively on competitive and public platforms.

Source: Project data from Martial Arts Training Programme, Halol, Gujarat

3.4. COMPONENT D: BHARATANATYAM DANCE CLASS FOR GIRLS, HALOL

This section presents findings from responses collected from 12 student beneficiaries of the Bharatanatyam dance training programme in Halol. The analysis is further supported by insights from 18 parents of participating students, who highlight the programme's role in promoting cultural learning, confidence, and creative expression among the girls.

A) FINDINGS FROM STUDENT (N=11)

The student survey collected responses from 12 beneficiaries who participated in the Bharatanatyam dance training programme in Halol. The findings highlight students' experiences in the dance classes, learning outcomes, skill development, and the programme's role in enhancing participants' confidence and cultural engagement.

3.4.1. DEMOGRAPHIC PROFILE (N=12)

Age	Education Level	Social Category	Family income
Less than 10 years 25.0%	Primary 25.0%	General 91.7%	INR 15000 p/m 100.0%
10-15 years 50.0%	Middle School 16.7%	OBC 8.3%	
16-17 years 25.0%	Secondary 33.3%		
	Senior Secondary 25.0%		

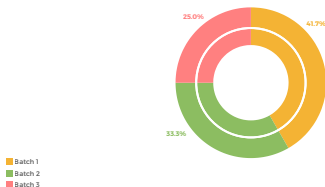
3.4.2. KEY FINDING

The key findings from the student survey are presented below, highlighting participants' experiences with motivation to join the dance classes, participation in training sessions, skills learned during the programme, and the role of the training in enhancing students' confidence and cultural engagement.

3.4.3. INTERVENTION

FINDING 1: BATCH-WISE DISTRIBUTION OF PARTICIPANTS (N=12)

CHART 38: BATCH-WISE DISTRIBUTION OF PARTICIPANTS



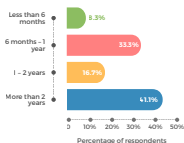
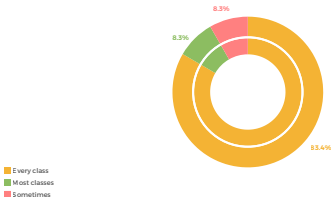
The findings indicate that participants were distributed across three training batches. The largest proportion of respondents (41.7%) belonged to Batch 1, followed by 33.3% in Batch 2 and 25.0% in Batch 3.

The training is conducted across 6 batches, with sessions held 3 days a week. Each session lasts approximately 60 minutes. (Primary data) This distribution reflects students' participation across multiple training batches conducted under the programme.

The Bharatanatyam dance training programme in Halol was initiated to promote awareness of India's cultural heritage and preserve classical dance forms among young girls. The programme currently operates through three batches with 30 enrolled participants and follows a structured 7-year curriculum leading to 'Visharad' certification.

The initiative has demonstrated strong engagement and performance outcomes, with participants actively showcasing their skills at recognised platforms. During the reporting period, third-year students participated in the Kala Mahakumbh (Taluka Level) and secured 1st and 3rd ranks. Additionally, five participants participated in Panchmahotsav 2023 in Panchmahal district, an annual event celebrating tribal art and culture.

Source: Project data from classical dance class course – Bharatanatyam, Halol, Gujarat

FINDING 2: DURATION OF PARTICIPATION IN THE DANCE PROGRAMME (N=12)**CHART 39: DURATION OF PARTICIPATION IN THE DANCE PROGRAMME****FINDING 3: REGULARITY OF ATTENDING DANCE CLASSES (N=12)****CHART 40: REGULARITY OF ATTENDING DANCE CLASSES**

The findings indicate sustained participation and consistent engagement among students in the dance programme. The largest proportion of respondents (41.7%) reported participating for more than two years, followed by 33.3% attending for 6 months to 1 year, 16.7% for 1 to 2 years, and 8.3% for less than 6 months. In terms of attendance, a large majority (90.9%) reported attending every class, while 9.1% attended sometimes, indicating regular participation.

These findings suggest strong engagement and consistent participation among students in the dance training programme.



My child attends the dance classes regularly and shows a lot of interest in learning Bharatanatyam. She looks forward to every session and practices the steps at home as well.

- Sumit Ahirwar, Parent, Dance Class, Halol, Gujarat





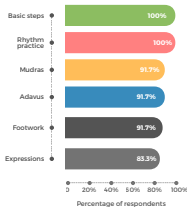
I attend the Bharatanatyam dance classes regularly and enjoy learning new steps and movements. Practising every week helps me improve my dance skills and feel more confident while performing.

- Harvi Patel, Grade 6 Student, Dance Class, Halol, Gujarat



FINDING 4: TYPES OF TRAINING RECEIVED IN THE DANCE PROGRAMME (N=12) (MULTIPLE RESPONSES)

CHART 41: TYPES OF TRAINING RECEIVED IN THE DANCE PROGRAMME



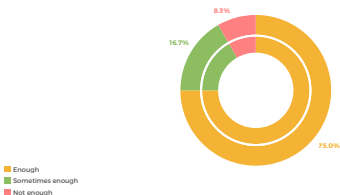
The findings indicate that all participants (100.0%) reported receiving training in basic steps and rhythm practice as part of the Bharatanatyam dance programme. A large majority of respondents (91.7%) reported learning mudras, adavus, and footwork, while 83.3% reported receiving training in facial expressions used in classical dance. Since respondents could select multiple responses, the findings reflect the range of Bharatanatyam techniques taught during the programme, covering both technical movements and expressive elements of the dance form.



In the dance classes, I learn different Bharatanatyam steps like adavus, mudras, rhythm practice, and expressions. The teacher explains each movement clearly and gives us time to practice, which helps me improve my dance performance.

- Aadya Rupesh Patel, Grade 11 Student, Dance Class, Halol, Gujarat



FINDING 5: TIME ALLOCATED FOR PRACTICE DURING TRAINING (N=12)**CHART 42: TIME ALLOCATED FOR PRACTICE DURING TRAINING**

The findings indicate that most participants reported having adequate time to practice during the dance training sessions. Most respondents (75.0%) stated that the time allocated for practice was sufficient, while 16.7% reported that it was sometimes sufficient. A small proportion (8.3%) reported that the allotted practice time was insufficient. These findings suggest that the training sessions generally provided sufficient opportunities for students to practice and improve their dance skills.



My child gets enough time to practice during the dance classes. Regular practice helps her improve her dance steps and confidence, and she also practices some movements at home.

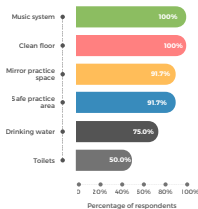
- Jasmin Talali, Parent



**DANCE CLASS
BENEFICIARIES**

FINDING 6: FACILITIES AVAILABLE AT THE TRAINING CENTRE (N=12) (MULTIPLE RESPONSE)

CHART 43: FACILITIES AVAILABLE AT THE TRAINING CENTRE



The findings indicate that several basic facilities were available at the dance training centre to support the learning environment. All respondents (100.0%) reported the availability of a music system and a clean floor for practice. A large majority (91.7%) reported having a mirror practice space and a safe practice area, which helped students observe and improve their dance movements. Additionally, 75.0% reported drinking water availability, while 50.0% reported toilet facilities at the training venue, suggesting variation across training locations or shared access to facilities. Since respondents could select multiple responses, the findings reflect the range of facilities participants experienced during the training.



The dance training centre has good facilities like a music system, mirrors, and a clean floor where we can practice comfortably. These facilities help us observe our movements and practice the dance steps properly. I have been attending classes for more than 2 years, which has helped me improve my performance through regular practice. The environment is comfortable for learning, and I feel confident while practising and performing.

- Yami Pratik Shah, Grade 9th Student, Dance Class, Halol, Gujarat.



FINDING 7: AVAILABILITY OF INDIVIDUAL GUIDANCE FROM THE DANCE INSTRUCTOR (N=12)

CHART 44: AVAILABILITY OF INDIVIDUAL GUIDANCE FROM THE DANCE INSTRUCTOR

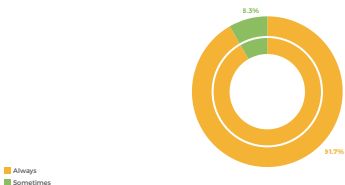
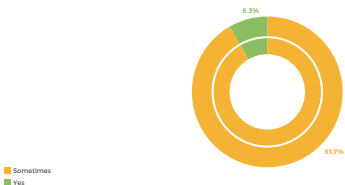


CHART 45: EASE OF UNDERSTANDING THE DANCE TRAINING



The findings indicate that the dance training programme provided strong instructional support to participants. A large majority of respondents (91.7%) reported that individual guidance from the instructor was always available, while 8.3% indicated that it was sometimes available. Similarly, 91.7% of respondents reported that the dance training was easy to understand, while a small proportion (8.3%) stated that it was sometimes easy to follow. These findings suggest that the instructor's guidance and teaching approach supported effective learning during the training sessions.



Our dance teacher gives us individual attention during the practice sessions and helps us correct our steps and expressions. Whenever I make a mistake, she explains it patiently so that I can improve my performance.

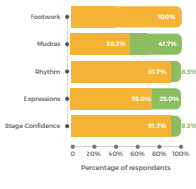
- Parikh Ayesha Prayas, Grade 11 Student, Dance Class, Halol, Gujarat



3.4.4. POST-INTERVENTION

FINDING 1: IMPROVEMENT IN KEY DANCE SKILLS (N=12) (MULTIPLE RESPONSE)

CHART 46: IMPROVEMENT IN KEY DANCE SKILLS



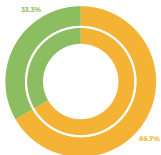
The findings indicate improvement in key Bharatanatyam skills among participants after the training. All respondents (100.0%) reported high improvement in footwork, followed by 91.7% in rhythm and stage confidence, 75.0% in expressions, and 58.3% in mudras. This reflects greater improvement in core techniques compared to expressive elements.



After attending the Bharatanatyam classes, I have improved a lot in my dance skills, like footwork, mudras, and rhythm. I have been attending the classes for the past one and a half years, which has helped me improve through regular practice. The teacher's guidance has made it easier to understand and perform the steps correctly. With continuous practice, I now feel more confident while performing.

- Dhyanvi Chirag Thakor, Grade 9th Student, Dance Class, Halol, Gujarat



FINDING 2: PARTICIPATION IN DANCE PROGRAMMES OR COMPETITIONS (N=12)**CHART 47: PARTICIPATION IN DANCE PROGRAMMES OR COMPETITIONS**

■ No
■ Yes

A majority of respondents (66.7%) reported not participating in dance programmes or competitions, while 33.3% (4 respondents) had participated. This indicates that while some exposure to performance platforms exists, participation in external events remains limited among students.



Through dance training, I had the opportunity to participate in cultural programmes and perform Bharatanatyam on stage at my school's cultural event. I felt very happy while performing, and it helped me feel more confident. I have been coming to the class for the past six months. I like coming to the class and learning new dance steps. I enjoy practising and dancing with my friends.

- **Aarya Gaurav Sheth, Grade 2nd Student, Dance Class, Halol, Gujarat**



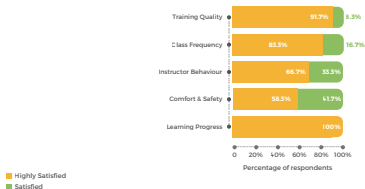
After joining the dance classes, my child has participated in cultural programmes and dance performances. These opportunities have helped her become more confident and interested in learning classical dance.

- **Sumit Ahirwar, Parent, Dance class, Halol, Gujarat**



FINDING 3: OVERALL SATISFACTION WITH THE DANCE PROGRAMME (MULTIPLE RESPONSE) (N=12)

CHART 48: OVERALL SATISFACTION WITH THE DANCE PROGRAMME



The findings indicate high satisfaction among participants with the dance programme. All respondents (100.0%) reported being highly satisfied with their learning progress. A large majority (91.7%) were highly satisfied with the training quality, and 83.3% were highly satisfied with the class frequency, while the remaining respondents reported satisfaction.

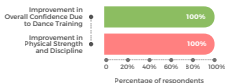
Regarding instructor behaviour, 66.7% reported being highly satisfied, and 33.3% were satisfied. Similarly, 58.3% reported being highly satisfied with the comfort and safety of the training environment, while 41.7% reported being satisfied. These findings suggest that participants had a positive overall experience with the programme across multiple aspects of the training.

3.4.5. IMPACT

This section examines the impact of the Bharatanatyam dance training programme on participating students, focusing on improvements in confidence, dance skills, physical strength, discipline, and overall personal development.

IMPACT 1: IMPACT OF DANCE TRAINING ON CONFIDENCE, PHYSICAL STRENGTH, AND DISCIPLINE (N=12)

CHART 49: IMPACT OF DANCE TRAINING ON CONFIDENCE, PHYSICAL STRENGTH, AND DISCIPLINE



The findings indicate a strong positive impact of the dance training programme on participants' personal development. All respondents (100.0%) reported an improvement in their overall confidence as a result of participating in the dance classes. Similarly, 100.0% of respondents reported improvements in physical strength and discipline through regular practice and training. These findings suggest that the dance programme significantly enhanced participants' physical well-being and self-confidence.



After attending the Bharatanatyam dance classes, I feel more confident performing in front of others. I have been attending the classes for more than two years, which has helped me improve over time. I also got the opportunity to perform at the taluka level, which made me feel proud. Regular practice has helped me improve my physical strength, flexibility, and balance. I now feel more comfortable while performing and enjoy dancing.

- Dhana Vipul Kumar Shah, Grade 9 th Student, Dance Class, Halol- Gujarat



IMPACT 2: CONFIDENCE, GROWTH & PERFORMANCE (N=12)

The findings suggest that participation in the dance training programme improved students' confidence, skills, and overall performance. Many respondents reported feeling more expressive, disciplined, and comfortable while performing. The training also helped participants develop stronger stage presence and greater confidence when showcasing their abilities during performances and cultural activities.



Student Testimonial – Aadya Rupesh Patel

My name is Aadya Rupesh Patel, and I am studying in Grade 11. I joined the Bharatanatyam dance classes to learn classical dance and improve my skills. During the training, I learned various dance techniques, including adavus, mudras, rhythmic practice, and expressions. The trainer explains every step clearly and gives us enough time to practice. Through this training, my confidence has improved, and I feel more comfortable performing on stage. The dance classes have also helped me stay active and disciplined, and I look forward to continuing my dance learning in the future.

- Aadya Rupesh Patel, Grade 11 Student, Halol



B) FINDINGS FROM PARENTS (N=18)

The parent survey collected responses from 18 parents of girls participating in the Bharatanatyam dance training programme. The findings reflect parents' perceptions regarding their daughters' interest in dance, improvements in confidence and discipline, and the overall benefits of participating in the programme.

DEMOGRAPHIC PROFILE (N=18)

Age	Gender	Occupation	Number of Family Members	Education Status	Social Category
30-40 years 77.8%	Female 66.7%	House maid 61.1%	4 to 5 66.7%	Passed 10th std 27.8%	General 83.3%
41-50 years 22.2%	Male 33.3%	Daily wage labour 22.2%	6 to 7 22.2%	Passed 12th std 33.3%	OBC 11.1%
		Skill-based work 5.6%	8 to 10 11.1%	Graduate 27.8%	SC 5.6%
		Small entrepreneur/hawker 5.6%		Post Graduate 11.1%	
		Job holder (Pvt) 5.6%			



**BHARATNATYAM
DANCE STUDENTS**

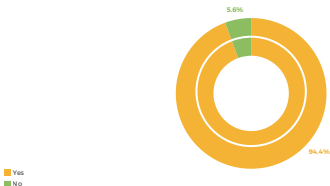
3.4.6. KEY FINDING

The key findings from the parent survey are presented below, highlighting parents' perspectives on their children's participation in the dance training programme and the programme's role in enhancing students' confidence, discipline, and overall development.

3.4.7. PRE- INTERVENTION

FINDING: PRIOR PERMISSION FOR GIRLS TO ATTEND SUCH CLASSES (N=18)

CHART 50: PRIOR PERMISSION FOR GIRLS TO ATTEND SUCH CLASSES

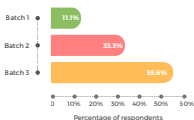


The findings indicate that a large majority of parents (94.4%) reported that their daughters had prior permission to attend such dance classes, reflecting strong family support for participation in the programme. A small proportion of respondents (5.6%) reported that their daughters did not have prior permission to attend such classes. These findings suggest that most families supported their daughters' participation in the dance training programme.

3.4.8. INTERVENTION

FINDING 1: BATCH-WISE DISTRIBUTION OF PARTICIPANTS (N=18)

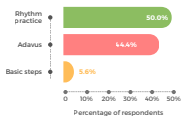
CHART 51: BATCH-WISE DISTRIBUTION OF PARTICIPANTS



The findings indicate that respondents' children were distributed across three dance training batches. The largest proportion of respondents (55.6%) reported that their children were enrolled in Batch 3, followed by 33.3% in Batch 2, and 11.1% in Batch 1. This distribution reflects the participation of students across multiple batches conducted under the dance training programme.

FINDING 2: SKILLS LEARNED THROUGH THE DANCE TRAINING PROGRAMME (N=18)

CHART 52: SKILLS LEARNED THROUGH THE DANCE TRAINING PROGRAMME

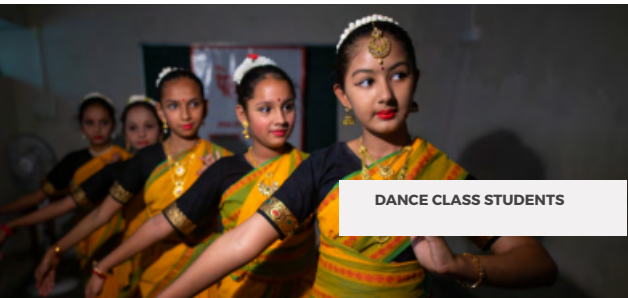


The findings indicate that parents observed their children learning various dance skills through the training programme. Half of the respondents (50.0%) reported that their children learned rhythm practice, while 44.4% reported learning adavus, which are basic movement patterns in Bharatanatyam. A small proportion of respondents (5.6%) indicated that their children learned basic dance steps through the programme. These findings suggest that the dance training helped students develop foundational Bharatanatyam skills.



My name is Navya Maheshwari. I am 13 years old and studying in Grade 8. I attend the Bharatanatyam dance classes where I learn adavus, hand mudras, rhythm, and expressions. The trainer explains every step patiently and encourages us to practice regularly. Through this training, my confidence has improved, and I feel more comfortable performing on stage. Learning Bharatanatyam has been a very valuable experience for me.

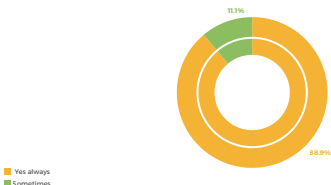
- Navya Maheshwari, Age 13, Grade 8, Halol



DANCE CLASS STUDENTS

FINDING 3: SUPPORTIVENESS OF TRAINERS (N=18)

CHART 53: SUPPORTIVENESS OF TRAINERS



The findings indicate that most parents perceived the trainers to be supportive during the dance training programme. The majority of respondents (88.9%) reported that the trainers were always supportive. In comparison, 11.1% stated that the trainers were sometimes supportive, indicating that while support was consistently available for most participants, a small proportion experienced it intermittently during sessions.

These findings suggest that the trainers played a positive role in guiding and encouraging students during the training sessions.

3.4.9. POST-INTERVENTION



FINDING 1: IMPROVEMENT IN CONFIDENCE AFTER DANCE TRAINING (PARENTS' PERSPECTIVE) (N=18)

The findings indicate that parents observed a significant improvement in their children's confidence after participating in the dance training programme. All respondents (100.0%) reported that their children's confidence improved a lot as a result of attending the dance classes. This suggests that the programme positively enhanced students' confidence and stage presence.



DANCE BENEFICIARY WITH THE PARENT

3.4.10. IMPACT

This section presents the impact of the Bharatanatyam dance training programme as observed by parents. It highlights changes in students' confidence, discipline, physical well-being, and overall personal development resulting from their participation in the programme.

IMPACT 1: IMPACT OF DANCE TRAINING ON CONFIDENCE, DISCIPLINE, AND PHYSICAL WELL-BEING

CHART 54: IMPACT OF DANCE TRAINING ON CONFIDENCE, DISCIPLINE, AND PHYSICAL WELL-BEING



The findings indicate a strong positive impact of the dance training programme on students' overall development. All respondents (100.0%) reported improvements in their children's confidence, discipline, and sense of responsibility, as well as in their children's physical activity and health, after participating in the dance classes. These responses suggest that the programme significantly enhanced students' personal and physical development.



My daughter has been attending the Bharatanatyam dance classes, and I have seen many positive changes in her. She has become more confident and disciplined through regular practice and training. The dance classes have also helped her stay physically active and develop an interest in classical dance. I feel happy to see her perform with confidence during cultural programs, and I believe this training will continue to benefit her in the future

- Jasmin Talali, Parent



My name is Nitya Nileshbhai Magnani. I am 8 years old and studying in Grade 2. I come from Halol village to attend the Bharatanatyam dance classes. I enjoy learning classical dance and practising the steps with my friends. The teacher teaches us the dance movements, posture, and expressions very clearly. Through these classes, I have learned many new dance steps and feel happy performing during practice sessions. I would like to continue learning Bharatanatyam in the future

- Nitya Nileshbhai Magnani, Age 8, Grade 2, Halol





Testimonial-Trainer

Teaching Bharatanatyam at this centre has been a fulfilling experience for me. I work here full-time and conduct multiple batches, with students attending regularly and showing high engagement during sessions. Each class runs for about 60-90 minutes, and most students can follow and gradually improve their skills, particularly in footwork, rhythm, mudras, expressions, and stage confidence.

While the current class duration supports learning, additional time or extended sessions would help students get more practice and further strengthen their performance. Some challenges, such as limited space and varying levels of parental involvement, affect regular practice, but they can be addressed through better coordination and structured practice sessions.

The programme has contributed positively to students' confidence and discipline and has also supported my own teaching experience and professional growth.

- Aastha Joshi- Nriya Visharad, Trainer (Dance Class-Bharatanatyam), Halol Stree Samaj, Halol- Gujarat



**CHILDREN TRAINING ON
BHARATNATYAM**

3.5. COMPONENT E: SKILL DEVELOPMENT IN VILLAGES, HALOL

This section presents the findings from the assessment of the Skill Development intervention implemented in Hansapura, based on responses from 11 SHG women beneficiaries. The intervention focused on providing training in agarbatti and sanitary napkin production, along with the necessary resources and market-linkage support to promote livelihood generation and self-employment.

3.5.1. KEY FINDING

This section presents key findings from responses from 11 SHG women and stakeholder inputs, assessing participation in training, skill acquisition, and the utilisation of resources provided under the intervention.

3.5.2. DEMOGRAPHIC PROFILE (N=11)

Age Group	Education Level	Occupation (Before Training)	Monthly Family Income
20-30 years 54.5%	Primary (1-5) 9.1%	Homemaker 81.8%	INR 10,001 - INR 15,000 63.6%
31-40 years 36.4%	Secondary (6-10) 72.7%	Student 18.2%	INR 5,001 - INR 10,000 27.3%
41-50 years 9.1%	Higher Secondary 9.1%		INR 15,001 - INR 30,000 9.1%
	Graduate & above 9.1%		

3.5.3. INTERVENTION

FINDING 1: SHG FORMATION AND TRAINING COVERAGE

All respondents (100.0%) reported being part of a Self-Help Group (SHG) and receiving training in sanitary napkin making. This indicates full coverage of beneficiaries under group-based skill development and structured training support.



I joined the SHG and got training in sanitary napkin making. Earlier, I had no income-generating activities, but now I have learned a skill. I am now earning around INR 3,000 per month through this work. I spend at least 4 hours a day making the products, and have also learned basic marketing and sales. This programme has helped me start earning and become more independent.

- Ushaben Parmar, 30 yrs, SHG Member, Skill Development, Hansapura



FINDING 2: SOURCE OF MOTIVATION TO JOIN THE TRAINING

A majority of respondents (90.9%) reported being motivated to join the training by project staff, while 9.1% were influenced by SHG members, indicating strong mobilisation by the implementing agency.

All respondents (100.0%) reported receiving raw materials during training, reflecting that the intervention included both skill-building and resource support.



I joined the training after the project staff explained about it. They guided us properly and encouraged us to start something of our own. Now I am earning around INR 3,000- INR 5,000 per month through this work. I spend about 5 hours daily making the products and continue to improve with practice. This support has helped me start earning and feel more confident in doing my own work.

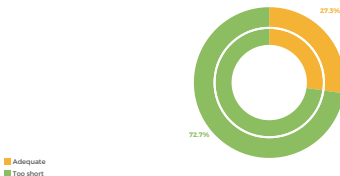
- Kanakaben Chauhan, 30 yrs, SHG Member, Skill Development, Hansapura- Gujarat



3.5.4. POST-INTERVENTION

FINDING 1: PERCEPTION OF TRAINING DURATION (N=11)

CHART 55: PERCEPTION OF TRAINING DURATION



A majority (72.7%) reported that the training duration was too short (This may be due to limited time for hands-on practice, exposure to advanced techniques, and understanding of marketing and business aspects), while 27.3% found it adequate.

This suggests that while training was effective, additional time could further enhance skill retention and confidence.

Extending training duration may also improve exposure to advanced techniques and business practices.

FINDING 2: PARTICIPANTS' FEEDBACK ON TRAINING CLARITY, PRACTICAL SESSIONS, LOCATION AND FACILITIES (N=11)

CHART 56: PARTICIPANTS' FEEDBACK ON TRAINING CLARITY, PRACTICAL SESSIONS, LOCATION AND FACILITIES



All respondents (100.0%) reported ease of understanding training sessions, clarity of concepts, adequacy of practical training, and satisfaction with training facilities.

This indicates that the quality of training delivery, including content, methodology, and infrastructure, was highly effective.

The uniform positive response reflects strong trainer competency and well-structured training modules.



The training was easy to understand, and I could learn the process properly. I feel I could have learned even more if the training had been longer, as more time would have allowed me to practice more and understand the process in greater detail. It would also help in learning more about marketing and selling the products. With additional classes, I could become more confident in doing this work independently

- Snehlata Ben Chauhan, 22 yrs, SHG Member, Skill Development, Hansapura-Gujarat



SANITARY PAD MAKING

FINDING 3: MASTERY OF NAPKIN/AGARBATTI MAKING PROCESS (N=11)**CHART 57: MASTERY OF NAPKIN/AGARBATTI MAKING PROCESS**

■ Yes
■ No

All respondents (100.0%) reported mastering the napkin/agarbatti-making process, indicating the successful transfer of technical skills through the training.

This reflects that participants have acquired the necessary competencies to carry out production activities independently.

The complete skill acquisition also indicates effective hands-on training and practical

FINDING 4: CONTINUITY OF PRODUCTION

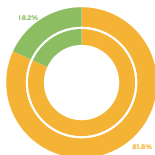
All respondents (100.0%) reported continuing the activity for income generation, reflecting sustained engagement post-training.



Now I can make sanitary napkins on my own without any help. After the training, I feel confident that I can do the work properly. I continue this work regularly, making napkins every month, and it has become part of my daily routine. Through this work, I am earning around INR 3,000 to INR 5,000 per month, which is helping me support my household expenses.

- Chauhan Madhuben, 40yrs, SHG Member, Skill Development, Hansapura- Gujarat



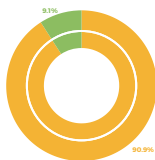
FINDING 5: EASE OF ACCESS TO RAW MATERIALS (N=11)**CHART 58: EASE OF ACCESS TO RAW MATERIALS**

Very easy
Somewhat easy

A majority (81.8%) reported easy access to raw materials, while 18.2% reported somewhat easy access, indicating relatively smooth access to raw materials.

This suggests that most participants can maintain production without major supply constraints.

However, minor access challenges indicate a need to strengthen supply chain support.

FINDING 6: DAILY TIME SPENT ON PRODUCTION (HOURS) (N=11)**CHART 59: DAILY TIME SPENT ON PRODUCTION (HOURS)**

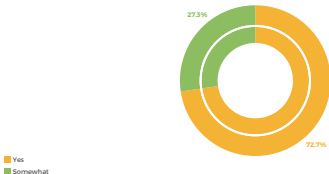
4 hours
5 hours

Most respondents (90.9%) reported spending around 4 hours daily, while 9.1% reported spending 5 hours daily, and all reported working approximately 26 days per month.

This indicates regular and consistent involvement in production activities.

The high number of working days reflects a strong commitment towards income generation.

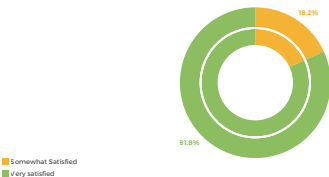
It also suggests that the activity has become part of their routine livelihood practices.

FINDING 7: LEARNING MARKETING AND SELLING SKILLS (N=11)**CHART 60: LEARNING OF MARKETING AND SELLING SKILLS**

A majority (72.7%) reported learning marketing and selling skills, while 27.3% reported partial learning, suggesting moderate exposure to entrepreneurship-related skills.

This indicates that while most participants have gained basic marketing knowledge, further strengthening is required.

Enhanced training in market linkage and sales strategies could improve income outcomes.

FINDING 8: OVERALL SATISFACTION WITH TRAINING AND MARKETING SUPPORT (N=11)**CHART 61: OVERALL SATISFACTION WITH TRAINING AND MARKETING SUPPORT**

A majority (81.8%) reported being very satisfied, while 18.2% were somewhat satisfied, indicating a positive overall perception of the training and support provided.

This reflects high acceptance of the intervention among beneficiaries.

The absence of dissatisfaction indicates that the programme has met participants' expectations.

3.4.5. IMPACT

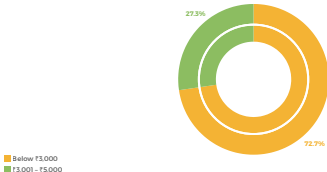
This section assesses the impact of the intervention on women's income generation, economic independence, and development of entrepreneurial skills, based on beneficiary responses and stakeholder perspectives.

IMPACT 1: INCOME GENERATION AFTER TRAINING (N=11) & AVERAGE MONTHLY INCOME AFTER TRAINING (N=11)

CHART 62: INCOME GENERATION AFTER TRAINING



CHART 63: AVERAGE MONTHLY INCOME AFTER TRAINING



All respondents (100.0%) reported generating income after training, indicating successful conversion of skills into livelihood opportunities.

In terms of earnings, 72.7% reported earnings below INR 3,000, while 27.3% reported earnings between INR 3,001 and INR 5,000, reflecting initial stages of income generation.

This suggests that while income generation has begun, earnings are currently modest.

There is potential for income growth with improved production scale and market access.



Before joining the training, I did not have any source of income. After receiving training in sanitary napkin making, I developed the skills to produce them independently. I now spend about 4 hours a day on this work and have gained valuable experience in the process. Through this, I am earning around INR 3,000 to INR 5,000 per month, which helps me support my family and cover my expenses. This training has helped me become more confident and develop a skill that I can continue in the future

- Arunaben Chauhan, 22 yrs, SHG member, Skill Development, Hasanpura-Gujarat



IMPACT 3: FINANCIAL INDEPENDENCE AFTER TRAINING (N=11)

All respondents (100.0%) reported achieving financial independence after the training, indicating a significant shift in their economic status.

This reflects increased decision-making capacity and reduced financial dependency among women.

The intervention has strengthened women's economic empowerment at the household level.

CHART 64: CONFIDENCE IN PRODUCING NAPKINS/AGARBATTI INDEPENDENTLY



■ Extremely confident
■ Not confident

All respondents (100.0%) reported being extremely confident in producing napkins/agarbatti independently, indicating strong self-reliance and ownership of skills.

This suggests that participants can sustain the activity without external support.

The high confidence level reflects successful capacity building and practical exposure.

3.6. COMPONENT F: SMART CLASSES, HALOL

This section presents the findings from the assessment of the **Smart Classes intervention implemented in schools in Halol**. The analysis draws on responses collected from **250 students**, along with perspectives from **parents, teachers, school principals, and the implementing agency**. The findings highlight participants' experiences with access to digital learning tools, classroom engagement, teaching effectiveness, and the role of smart classrooms in improving **learning outcomes**.

3.6.1. DEMOGRAPHIC PROFILE (N=250)

Gender	Class
Female 98.4%	10th Grade 36.8%
Male 1.6%	11th Grade 63.2%

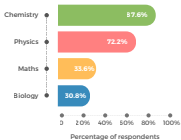
3.6.2. KEY FINDING

This section presents the key findings on **students' participation, access to smart classroom facilities, and the use of digital learning tools**, supported by triangulation of insights from **students, parents, teachers, principals, and the implementing agency**.

3.6.3. PRE-INTERVENTION SCENARIO:

FINDING 1: SUBJECTS IN WHICH STUDENTS FACED CONCEPTUAL DIFFICULTY OR ANXIETY BEFORE THE SCIENCE LAB (N=250) (MULTIPLE RESPONSES)

CHART 65: SUBJECTS IN WHICH STUDENTS FACED CONCEPTUAL DIFFICULTY OR ANXIETY BEFORE THE SCIENCE LAB



The findings indicate that a large proportion of students experienced conceptual difficulty or anxiety in **Chemistry (87.6%)**, followed by **Physics (71.2%)**, before participating in the science lab sessions. A smaller proportion reported challenges in **Mathematics (33.6%)** and **Biology (30.8%)**. Since respondents could select multiple responses, the findings reflect the range of subjects in which students faced learning difficulties before exposure to the science lab activities.



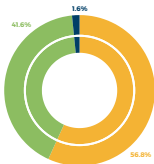
Before the science lab activities, my child often felt confused about science concepts and sometimes felt anxious during exams. Practical learning in the lab has made it easier for my child to understand the topics.

- Kolsha Sudhirbhai, Parent, Science lab, Halol-Gujarat



FINDING 2: DIFFICULTY IN UNDERSTANDING MATH AND SCIENCE BEFORE THE SCIENCE LAB (N=250)

CHART 66: DIFFICULTY IN UNDERSTANDING MATH AND SCIENCE BEFORE THE SCIENCE LAB



■ Extremely difficult
■ Somewhat difficult
■ Not so difficult

The findings indicate that a majority of students experienced difficulty in understanding Math and Science before participating in the science lab sessions. More than half of the respondents (56.8%) reported that these subjects were **extremely difficult**, and 41.6% reported that they were somewhat difficult. These findings highlight the learning challenges students faced before exposure to the science lab intervention.



Before the science lab sessions started, I found subjects like Math, Chemistry and Physics very difficult to understand. The concepts were confusing when we only studied them from textbooks.

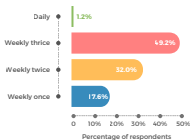
- Priyanshi Dantani, Grade 3 Student, Science Lab, Halol-Gujarat



3.6.4. INTERVENTION

FINDING 1: FREQUENCY OF ATTENDING THE SCIENCE LAB (N=250)

CHART 67: FREQUENCY OF ATTENDING THE SCIENCE LAB



The findings indicate consistent participation in science lab sessions: 49.2% attend three times a week, and 32.0% attend twice a week. This reflects regular engagement in practical learning, enabling stronger concept reinforcement through repeated exposure.



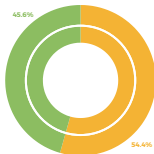
My child regularly attends the science lab sessions and shows a strong curiosity toward the experiments and activities conducted there. At home, they often talk about the experiments they performed and the concepts they understood through hands-on learning, which reflects how much they enjoy this practical and interactive approach to science.

- Rathva Sandipbhai, Parent, Science Lab, Halol- Gujarat



FINDING 2: NUMBER OF STUDENTS ATTENDING EACH MODULE IN A GROUP (N=250)

CHART 68: NUMBER OF STUDENTS ATTENDING EACH MODULE IN A GROUP



- Small group, 3-4 students
- Moderate 5-8 students

The findings indicate that students participated in science lab activities in small to moderate-sized groups. More than half of the respondents (54.4%) reported attending each module in **small groups of 3-4 students**, while 45.6% reported participating in **moderate groups of 5-8 students**. These findings suggest that the programme facilitated group-based learning, enabling students to engage actively in practical science activities.



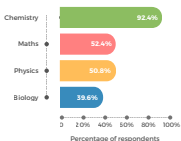
Students usually perform science lab activities in small groups, which helps them participate actively in experiments and discussions. Working in groups also allows them to learn from each other and understand the concepts more effectively.

- Shekh Farhinbanu, Teacher, Girls Literacy Residential School, Narukot, Gujarat



FINDING 3: SUBJECTS LEARNED IN THE SCIENCE LAB PROGRAMME (N=250) (MULTIPLE RESPONSES)

CHART 69: SUBJECTS LEARNED IN THE SCIENCE LAB PROGRAMME



The findings indicate that students were exposed to multiple science and mathematics subjects through the science lab programme. A large majority of respondents (92.4%) reported learning **Chemistry**, followed by 52.4% learning **Mathematics** and 50.8% learning **Physics**. Additionally, 39.6% of students reported learning **Biology** through the lab activities. Since respondents could select multiple responses, the findings reflect the range of subjects covered in the science lab sessions.



In the science lab sessions, I learned concepts from subjects like Chemistry, Physics, and Mathematics through experiments and demonstrations. Performing experiments helped me understand the topics more clearly than studying only from textbooks.

-Vanzara Rohit Manavbhai, 5th Grade, Student, Smart Class, Halol-Gujarat





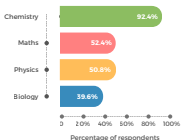
Students usually perform science lab activities in small groups, which helps them participate actively in experiments and discussions. Working in groups also allows them to learn from each other and understand the concepts more effectively.

- Shekh Farhinbanu, Teacher, Girls Literacy Residential School, Narukot, Gujarat



FINDING 3: SUBJECTS LEARNED IN THE SCIENCE LAB PROGRAMME (N=250) (MULTIPLE RESPONSES)

CHART 69: SUBJECTS LEARNED IN THE SCIENCE LAB PROGRAMME



The findings indicate that students were exposed to multiple science and mathematics subjects through the science lab programme. A large majority of respondents (92.4%) reported learning **Chemistry**, followed by 52.4% learning **Mathematics** and 50.8% learning **Physics**. Additionally, 39.6% of students reported learning **Biology** through the lab activities. Since respondents could select multiple responses, the findings reflect the range of subjects covered in the science lab sessions.



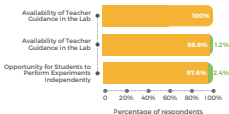
In the science lab sessions, I learned concepts from subjects like Chemistry, Physics, and Mathematics through experiments and demonstrations. Performing experiments helped me understand the topics more clearly than studying only from textbooks.

-Vanzara Rohit Manavbhai, 5th Grade, Student, Smart Class, Halol-Gujarat



FINDING 4: TEACHER DEMONSTRATION, GUIDANCE, AND HANDS-ON EXPERIMENT OPPORTUNITIES IN THE SCIENCE LAB (N=250)

CHART 70: TEACHER DEMONSTRATION, GUIDANCE, AND HANDS-ON EXPERIMENT OPPORTUNITIES IN THE SCIENCE LAB



The findings indicate strong instructional support and practical learning in the science lab sessions. All respondents (100.0%) reported regular teacher demonstrations, while 98.8% reported consistent teacher guidance. Additionally, 97.6% reported having regular opportunities to perform independent experiments. This reflects a well-supported learning environment with consistent hands-on exposure for students.



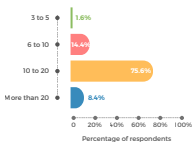
In the science lab sessions, teachers demonstrate experiments and guide students step by step so that they understand the concepts clearly. Students also get the opportunity to perform experiments themselves, which increases their interest and engagement in learning.

- Dr Mohmad Saleem, Principal, The Bright Future English and Gujarati Medium School - Alindra



FINDING 5: NUMBER OF EXPERIMENTS CONDUCTED BY STUDENTS IN THE SCIENCE LAB (N=250)

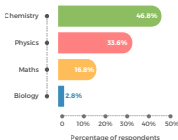
CHART 71: NUMBER OF EXPERIMENTS CONDUCTED BY STUDENTS IN THE SCIENCE LAB



The findings indicate substantial hands-on exposure through the science lab programme: 75.6% of students conducted 10 to 20 experiments, 14.4% conducted 6 to 10 experiments, and 8.4% conducted more than 20 experiments. This indicates that the programme effectively facilitates practical learning by providing students with sufficient opportunities to conduct experiments.

FINDING 6: SUBJECT IN WHICH STUDENTS CONDUCTED THE MOST EXPERIMENTS (N=250)

CHART 72: SUBJECT IN WHICH STUDENTS CONDUCTED THE MOST EXPERIMENTS

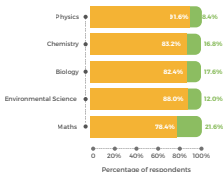


The findings indicate that the highest proportion of students conducted experiments in **Chemistry (46.8%)**, followed by **Physics (33.6%)**. A smaller proportion of respondents reported conducting experiments in **Mathematics (16.8%)**, while **2.8%** conducted experiments in **Biology**. These findings suggest that the science lab programme primarily focused on practical experiments in Chemistry and Physics.

3.6.5. POST-INTERVENTION

FINDING 1: IMPROVED CLARITY IN SCIENCE SUBJECTS AND MATH CONCEPTS AFTER ATTENDING THE SCIENCE LAB (N=250)

CHART 73: IMPROVED CLARITY IN SCIENCE SUBJECTS AND MATH CONCEPTS AFTER ATTENDING THE SCIENCE LAB

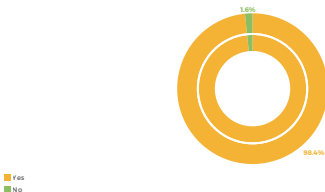


The findings indicate that participation in the science lab programme contributed to improved conceptual clarity across multiple subjects. A large majority of students reported being **confident in most Physics topics (91.6%)**, followed by **Environmental Science (88.0%)**, **Chemistry (83.2%)**, and **Biology (82.4%)**. In **Mathematics**, **78.4%** of students reported confidence in most topics after attending the lab sessions.

A smaller proportion of students reported being **confident in a few topics**, including **Physics (8.4%)**, **Chemistry (16.8%)**, **Biology (17.6%)**, **Environmental Science (12.0%)**, and **Mathematics (21.6%)**. These findings suggest that the science lab programme helped strengthen students' understanding of scientific and mathematical concepts through practical learning experiences.

FINDING 2: PARTICIPATION IN SCIENCE FAIRS OR SCIENCE-RELATED EVENTS (N=250)

CHART 74: PARTICIPATION IN SCIENCE FAIRS OR SCIENCE-RELATED EVENTS



The findings indicate that a large majority of students (98.4%) reported participating in science fairs or science-related events after attending the science lab programme. Only a small proportion (1.6%) reported not participating in such activities. These findings suggest that the programme encouraged active student involvement in science-related events and practical learning opportunities.



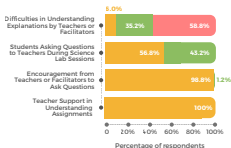
Students who regularly attend the science lab sessions show greater interest in participating in science fairs and related activities. The practical exposure encourages them to present experiments and scientific ideas with confidence.

- Shekh Farhinbanu, Teacher, Narukot School



FINDING 3: EXPERIENCE WITH THE TEACHERS AND THE FACILITATORS (N=250)

CHART 75: EXPERIENCE WITH THE TEACHERS AND THE FACILITATORS

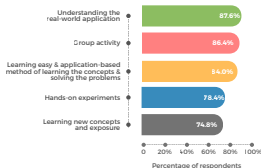


A majority of students (58.8%) reported not having difficulty understanding teachers' explanations during science lab sessions, indicating generally effective teacher support. However, 35.2% experienced difficulties sometimes, which may be due to varying learning levels among students. These challenges were addressed through practical demonstrations and hands-on activities, which helped improve understanding.

Regarding classroom interaction, 56.8% of students reported **asking questions during science lab sessions**, while 43.2% reported asking questions **sometimes**. Nearly all respondents (98.8%) reported that teachers **always encouraged them to ask questions**, while 1.2% reported receiving such encouragement sometimes. Additionally, all respondents (100.0%) reported receiving **teacher support in understanding assignments**, indicating strong instructional support during the programme.

FINDING 4: MOST LIKED ASPECTS OF THE SCIENCE LAB PROGRAMME (N=250) (MULTIPLE RESPONSE)

CHART 76: MOST LIKED ASPECTS OF THE SCIENCE LAB PROGRAMME



Students most appreciated the programme for helping them understand real-world applications of scientific concepts (87.6%), highlighting its effectiveness in fostering practical learning.



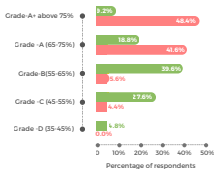
STUDENTS ATTENDING
SMART CLASS

IMPACT

This section examines the impact of the Smart Classes intervention on **students' classroom engagement, learning interest, and conceptual understanding**, supported by survey findings and qualitative insights from multiple stakeholders.

IMPACT 1: AVERAGE EXAM SCORE RANGE IN THE PHYSICS EXAM (N=250)

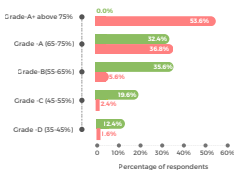
CHART 77: AVERAGE EXAM SCORE RANGE IN THE PHYSICS EXAM



The findings indicate a notable improvement in students' performance in Physics after attending the science lab sessions. The proportion of students scoring in higher grades increased after the intervention, with Grades A and above rising from 28.0% to 90.0%. In contrast, the proportion of students in lower grade categories (Grades B, C, and D) decreased from 72.0% to 10.0%, indicating improved academic performance in Physics.

IMPACT 2: AVERAGE EXAM SCORE RANGE IN THE CHEMISTRY EXAM (N=250)

CHART 78: AVERAGE EXAM SCORE RANGE IN THE CHEMISTRY EXAM



The findings indicate a substantial improvement in students' academic performance in Chemistry after participating in the science lab programme. The proportion of students scoring in higher grades increased after the intervention, with Grades A and above rising from 32.4% to 90.4%. At the same time, the proportion of students in lower grade categories (Grades B, C, and D) decreased from 67.6% to 9.6%, indicating improved academic performance in Chemistry.



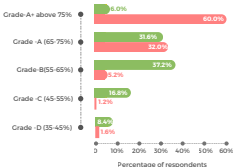
The experiments conducted in the science lab helped me understand Chemistry concepts more easily. Because of this practical learning, my confidence in the subject improved, and I was able to perform better in the exams.

-Tadvi Ishika, Student, Girls Literacy Residential School, Smart Class, Narukot, Gujarat



IMPACT 3: AVERAGE EXAM SCORE RANGE IN THE BIOLOGY EXAM (N=250)

CHART 79: AVERAGE EXAM SCORE RANGE IN THE BIOLOGY EXAM



The findings indicate a notable improvement in students' academic performance in Biology after participating in the science lab programme. The proportion of students scoring in higher grades increased after the intervention, with Grades A and above rising from 37.6% to 92.0%. At the same time, the proportion of students in lower grade categories (Grades B, C, and D) decreased from 62.4% to 8.0%, indicating improved academic performance in Biology.



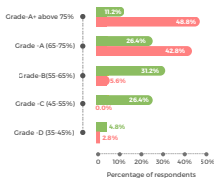
Before attending the science lab sessions, I found Biology, Chemistry and Physics concepts difficult to understand through regular classroom teaching. The experiments and practical demonstrations helped me understand the topics more clearly, which improved my confidence and exam performance.

-Pinal Ben Rathwa, 10th Grade student, Narukot, Gujarat



IMPACT 4: AVERAGE EXAM SCORE RANGE IN THE ENVIRONMENTAL SCIENCE EXAM (N=250)

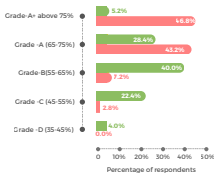
CHART 80: AVERAGE EXAM SCORE RANGE IN THE ENVIRONMENTAL SCIENCE EXAM



The findings indicate a significant improvement in students' academic performance in Environmental Science after attending the science lab sessions. The proportion of students scoring in higher grades increased after the intervention, with Grades A and above rising from 37.6% to 91.6%. In contrast, the proportion of students in lower grade categories (Grades B, C, and D) decreased from 62.4% to 8.4%, indicating improved academic outcomes in Environmental Science.

IMPACT 5: AVERAGE EXAM SCORE RANGE IN THE MATHEMATICS EXAM (N=250)

CHART 81: AVERAGE EXAM SCORE RANGE IN THE MATHEMATICS EXAM



The findings indicate a substantial improvement in students' academic performance in Mathematics after participating in the science lab programme. The proportion of students scoring in higher grades increased after the intervention, with Grades A and above rising from 33.6% to 90.0%. In contrast, the proportion of students in lower grade categories (Grades B, C, and D) decreased from 66.4% to 10.0%, indicating improved academic performance in Mathematics.



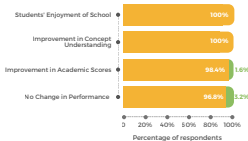
Before attending the science lab sessions, I found Mathematics and Chemistry difficult to understand through regular classroom teaching. The experiments and practical demonstrations helped me understand the concepts more clearly. As a result, my confidence improved, and my exam scores in these subjects became better.

- Kinjaben Singh, Grade 11 Student, Narukot, Gujarat



IMPACT 6: STUDENTS' PERCEPTION OF THEIR OVERALL PERFORMANCE AFTER ATTENDING THE SCIENCE LAB (N=250)

CHART 82: STUDENTS' PERCEPTION OF THEIR OVERALL PERFORMANCE AFTER ATTENDING THE SCIENCE LAB



The findings indicate highly positive perceptions among students regarding their learning experience after participating in the science lab programme. All respondents (100.0%) reported that their **enjoyment of school and conceptual understanding improved to a great extent**. Similarly, **98.4%** of students reported that their **academic scores improved to a great extent**, while **1.6%** reported improvement to some extent.

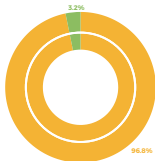
In terms of overall performance, **96.8%** of students reported that their performance **improved greatly**, while **3.2%** reported **some improvement**. These findings suggest that the science lab intervention significantly enhanced students' learning experience, conceptual clarity, and academic performance.



Aft really enjoy attending the science lab sessions in our school. The experiments make learning much more interesting and help me understand concepts better than just reading from books. I especially like how we get to perform activities ourselves, which makes me more confident and curious about science. The lab has made science one of my favorite subjects.

Pareesh Dantani, Grade - 5, Student



IMPACT 7: OVERALL INCREASE IN SUBJECT UNDERSTANDING THROUGH HANDS-ON EXPERIMENTS (N=250)**CHART 83: OVERALL INCREASE IN SUBJECT UNDERSTANDING THROUGH HANDS-ON EXPERIMENTS**

- To a great extent
- Moderately improved

The findings indicate that the science lab programme significantly strengthened students' understanding of the subject through practical learning. A large majority of respondents (96.8%) reported that their understanding of the subjects improved greatly through hands-on experiments, while 3.2% reported that it improved moderately. These findings suggest that practical experimentation played an important role in enhancing students' conceptual understanding.

IMPACT 8: CONFIDENCE IN ATTEMPTING NEW PROBLEMS IN MATH AND SCIENCE SUBJECTS (N=250)**CHART 84: CONFIDENCE IN ATTEMPTING NEW PROBLEMS IN MATH AND SCIENCE SUBJECTS**

- Yes very much
- No

The findings indicate a strong positive effect of the science lab programme on students' problem-solving confidence. All respondents (100.0%) reported feeling very confident in attempting new problems in Mathematics and Science subjects after participating in the science lab sessions. These findings suggest that the programme strengthened students' confidence in applying their conceptual knowledge to solve new academic problems.

3.7. COMPONENT C: COMPUTER LAB, HALOL

This section presents the findings from the assessment of the **Computer Lab intervention implemented in Halol**, based on responses collected from **90 student beneficiaries**. The analysis is supported by perspectives from the **implementing agency, the school principal, and teachers**, highlighting students' access to computer facilities, their exposure to digital learning, and the computer lab's role in supporting digital literacy and learning outcomes.

3.7.1. KEY FINDING

This section presents the key findings from the 90-student survey, covering **participation in computer lab sessions, access to digital learning facilities, and students' engagement with computer-based learning**. It is triangulated with insights from teachers, the school principal, and the implementing agency.

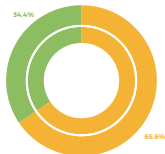
3.7.2. DEMOGRAPHIC PROFILE (N=90)

Gender	Class
Female 33.3%	1st Grade 47.8%
Male 66.7%	2nd Grade 38.9%
	7th Grade 13.3%

3.7.3. PRE- INTERVENTION SCENARIO

FINDING 1: UNDERSTANDING OF CORE SUBJECT CONCEPTS BEFORE JOINING THE PROGRAMME (N=90)

CHART 85: UNDERSTANDING OF CORE SUBJECT CONCEPTS BEFORE JOINING THE PROGRAMME



- Could understand most of the topics
- Understood the subjects clearly

Before participating in the computer lab programme, students reported varying levels of conceptual understanding in core subjects. A majority of students (65.6%) reported understanding most topics, while 34.4% reported clear understanding. This suggests that students had a basic conceptual foundation, likely due to regular classroom teaching and prior academic exposure, although there remained scope for further strengthening.



Before the computer lab sessions started, I mostly studied my subjects from textbooks and classroom explanations. I had very little opportunity to use a computer for learning, and I was not familiar with how to operate one. Because of this, understanding some concepts was sometimes difficult without visual or practical examples.

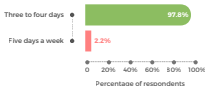
- Fatima Suhan, Student - Grade 7, The Bright Future English and Gujarati Medium School, Computer Lab, Halol, Gujarat



3.7.4. INTERVENTION

FINDING 1: FREQUENCY OF ATTENDING COMPUTER CLASSES (N=90)

CHART 86: FREQUENCY OF ATTENDING COMPUTER CLASSES



97.8% of students reported attending computer classes three to four days a week, while 2.2% attended five days a week, indicating regular participation in the computer lab sessions. Respondents also reported that they enjoy computer lab classes more than other classes and stated that a dedicated classroom is available for computer lab activities.



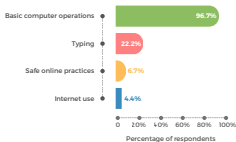
I enjoy attending computer classes because I get to practice using the computer myself. The sessions are interesting, and I look forward to the practical activities in the lab. I feel excited when we learn something new on the computer.

- Safik Shaikh, Student - Grade 7, The Bright Future English and Gujarati Medium School, Halol, Gujarat



FINDING 2: SKILLS LEARNED THROUGH COMPUTER CLASSES (N=90) (MULTIPLE RESPONSE)

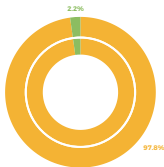
CHART 87: SKILLS LEARNED THROUGH COMPUTER CLASSES



Most students reported learning **basic computer operations (96.7%)** through the computer lab sessions. Some students also reported learning **to type (22.2%)**, **safe online practices (6.7%)**, and **internet use (4.4%)**, indicating that the programme helped them develop foundational digital skills.

FINDING 3: MOST INTERESTING COMPUTER TOPICS FOR STUDENTS (N=90)

CHART 88: MOST INTERESTING COMPUTER TOPICS FOR STUDENTS



■ Paint
■ Powerpoint

A large majority of students (**97.8%**) reported **Paint** as the most interesting topic in computer classes, while **2.2%** identified **PowerPoint** as their preferred topic.



I like using Paint during computer class because I can draw and colour pictures on the computer. It makes learning fun and helps me explore my creativity. I feel happy when I complete drawings during the computer session.

- Sana Tasiya, Student - Grade 7, The Bright Future English and Gujarati Medium School, Halol, Gujarat





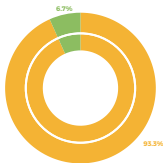
Students are particularly excited about activities such as drawing and colouring in Paint. Such creative activities make computer learning more enjoyable and encourage students to participate in lab sessions actively. Teachers observed that practical activities increase students' interest in digital learning.

- **Vora Fatema Burhanali, Computer Teacher, The Bright Future English and Gujarati Medium School, Halol, Gujarat**



FINDING 4: AVAILABILITY OF INDIVIDUAL ACCESS TO COMPUTERS IN THE LAB (N=90)

CHART 89: AVAILABILITY OF INDIVIDUAL ACCESS TO COMPUTERS IN THE LAB

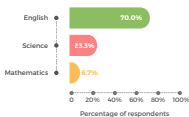


■ Yes, always
■ Yes, sometimes

Most students (93.3%) reported always having individual access to computers in the lab, while 6.7% reported having access sometimes. Respondents further stated that a teacher is always available in the lab and consistently helps students during practical sessions. Students also reported that teachers use computers to support instruction in core subjects.

FINDING 5: SUBJECTS TAUGHT USING COMPUTERS BY TEACHERS (N=90)

CHART 90: SUBJECTS TAUGHT USING COMPUTERS BY TEACHERS



Students reported that teachers use computers to teach various core subjects. **English was reported by 70.0% of students**, followed by **Science (23.3%)** and **Mathematics (6.7%)**, indicating that digital tools are used mainly to support language learning and science education. The use of computers in these subjects may help teachers present lessons through visual and interactive content. This approach can make classroom learning more engaging and easier for students to understand.



Teachers use computers to demonstrate concepts through visual content such as diagrams, graphics, and presentations. These methods help students understand lessons more easily compared to traditional explanations alone. The use of technology also makes classroom sessions more interactive for students.

- Dr Mohamed Saleem, Principal, The Bright Future English and Gujarati Medium School, Halol, Gujarat



3.7.5. POST-INTERVENTION

FINDING 1: USEFULNESS OF COMPUTER LAB PRACTICE IN UNDERSTANDING CORE SUBJECTS (N=90)

CHART 91: USEFULNESS OF COMPUTER LAB PRACTICE IN UNDERSTANDING CORE SUBJECTS



- Extremely helpful
- Not helpful

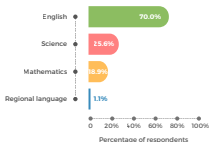
All students (100.0%) reported that computer lab practice is extremely helpful in understanding core subjects, indicating that digital learning methods support better comprehension of academic concepts. Computer-based learning allows students to visualise information and interact with educational content. This can make lessons more engaging and easier to grasp compared to traditional teaching methods.



INTERACTION WITH THE COMPUTER LAB STAKEHOLDERS

FINDING 2: CORE SUBJECTS OR SKILLS IMPROVED THROUGH COMPUTER LAB LEARNING (N=90)

CHART 92: CORE SUBJECTS OR SKILLS IMPROVED THROUGH COMPUTER LAB LEARNING



Students reported improvement in several academic subjects through computer lab learning. **English was reported by 70.0% of students**, followed by **Science (25.6%)**, **Mathematics (18.9%)**, and **the regional language (1.1%)**, indicating that the intervention primarily supported improvement in language and science learning. These improvements suggest that the use of digital tools can enhance students' understanding of subject content. The programme may also help students develop confidence in learning academic subjects.

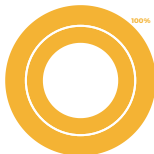


After attending the computer lab classes, I have improved in my studies, especially in subjects like English and Science. Using computers during learning has helped me understand topics more easily. I also feel more confident while using digital tools for my school work.

- Kabir Pathan, Student, Grade 7, The Bright Future English and Gujarati Medium School, Computer Class, Halol-Gujarat.



TEACHING TAILORING

FINDING 3: TEACHER SUPPORT IN COMPLETING COMPUTER ASSIGNMENTS (N=90)**CHART 93: TEACHER SUPPORT IN COMPLETING COMPUTER ASSIGNMENTS**

■ Yes, always
■ Never

All students (100.0%) reported that teachers always support them in completing computer application assignments, indicating strong guidance and facilitation during computer lab sessions. Teacher assistance helps students perform tasks correctly during practical activities.

**SEWING CLASSES BENEFICIARY**



Teachers monitor students' progress by observing their ability to operate applications, type text, and complete assigned tasks. Feedback is provided to help students improve their understanding and performance in computer learning activities.

- Tarun Solanki, Manager, Halol, Gujarat



I get help from the teacher when I do computer work in the lab. If I do not understand something, the teacher shows me how to do it on the computer. This helps me finish my computer work.

- Ayaz Subhan, Student - Grade 1, The Bright Future English and Gujarati Medium School, Halol, Gujarat

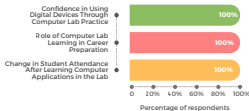


3.7.6. IMPACT

This section examines the impact of the computer lab intervention on students' digital skills, learning confidence, and use of computer applications, supported by quantitative survey findings and qualitative insights from teachers, the principal, and the implementing agency.

IMPACT 1: STUDENTS' PERCEPTIONS OF COMPUTER LAB LEARNING FOR CONFIDENCE, CAREER READINESS, AND ATTENDANCE (N=90)

CHART 94: STUDENTS' PERCEPTIONS OF COMPUTER LAB LEARNING FOR CONFIDENCE, CAREER READINESS, AND ATTENDANCE



All students (100.0%) reported that computer lab learning increased their confidence in using digital devices, contributed to their preparation for future career opportunities, and improved their school attendance, indicating positive outcomes of the computer lab programme. Exposure to digital learning can help students become more comfortable with technology. Such skills are increasingly important for education and future employment opportunities.



I like computer class in school. I like coming to school because I enjoy the computer class. I feel happy when I use the computer and learn new things. It makes me more confident.

- Fazal Dhantehiya, Student - Grade 1, The Bright Future English and Gujarati Medium School, Halol, Gujarat



3.8. COMPONENT H: ANGANWADI CENTRES, HALOL

This section presents the findings from the assessment of the **Anganwadi Support** intervention implemented in Halol, Gujarat, based on responses collected from **100** beneficiaries. The analysis focuses on evaluating **infrastructure conditions, availability of learning resources, and the utilisation of Anganwadi centres for early childhood care and learning activities.**

3.8.1. KEY FINDING

This section presents the key findings from **primary data** collected from **100** beneficiaries, covering **infrastructure availability, the adequacy of learning resources, and the utilisation of Anganwadi centres for early childhood learning and engagement, supported by triangulation with insights from Anganwadi workers and programme stakeholders.**

3.8.2. DEMOGRAPHIC PROFILE (N=100)

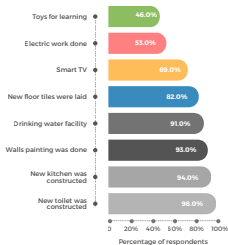
Gender	Age of Child	Social Category	Occupation	Monthly Income (INR)	Education Level
Female 65.0%	Less than 2 years 3.0%	General 44.0%	Govt/Private job 40.0%	Less than INR 5,000 3.0%	Primary 2.0%
Male 35.0%	2-5 years 93.0%	OBC 25.0%	Daily wage labour 29.0%	INR 5,001 - INR 10,000 20.0%	Middle 18.0%
	6 years 4.0%	SC 14.0%	Small business 17.0%	INR 10,001- INR 15,000 44.0%	High School 48.0%
		ST 17.0%	Farming 7.0%	INR 15,001- INR 20,000 29.0%	Higher Secondary 25.0%
			Self-employed 4.0%	INR 20,001 - INR 50,000 4.0%	Graduation 7.0%

Gender	Age of Child	Social Category	Occupation	Monthly Income (INR)	Education Level
			Skilled labour 1.0%		
			Driver 1.0%		
			Livestock 1.0%		

3.8.3. INTERVENTION

FINDING 1: PROVISIONS MADE IN ANGANWADI CENTRES UNDER THE PROJECT (N=100) (MULTIPLE RESPONSE)

CHART 95: PROVISIONS MADE IN ANGANWADI CENTRES UNDER THE PROJECT



The findings indicate that the project has made strong progress in improving Anganwadi infrastructure, with near-universal coverage in key areas such as new toilets (98%), kitchens (94%), and wall painting (93%). Essential amenities like drinking water (91%) and upgraded flooring (82%) have also been widely ensured. At the same time, encouraging steps have been taken towards enhancing learning environments, with 69% of centres equipped with Smart TVs and over half completing electrical work. The provision of toys for learning (46%) further reflects a growing focus on early childhood education, with scope for continued strengthening in this area.



Before the project, many Anganwadi centres had poor infrastructure, including inadequate sanitation and unsafe conditions. Through this intervention, proper construction, sanitation facilities, and basic infrastructure have been developed, creating a safer and more functional environment for children.

- Tarun Solanki, Manager - Implementing Agency, Anganwadi Project



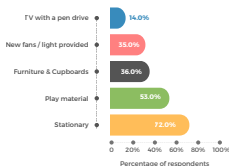
After the improvements, I have seen that the Anganwadi centre has better facilities like proper space, clean environment, and basic infrastructure. It feels safer and more comfortable for children to attend regularly.

- Vidhya Parmar, Parent - Child Age 5 years, Kanjari Village, Halol - Gujarat



FINDING 2: MATERIALS PROVIDED IN THE ANGANWADI UNDER THE PROJECT (N=100)

CHART 96: MATERIALS PROVIDED IN THE ANGANWADI UNDER THE PROJECT



The findings indicate that essential learning materials have been fairly well provided, with stationery reaching the majority of centres (72%) and play materials available in over half (53%), supporting early childhood engagement.

At the same time, foundational improvements in classroom setup are evident, with furniture and cupboards (36%) and fans/lights (35%) being introduced in a significant number of centres. Digital support, such as TVs with pen drives (14%), has also been initiated, indicating a gradual move towards technology-enabled learning with scope for further expansion.



Learning materials such as toys, books, and teaching aids have been provided in the Anganwadi centre. These materials are used daily and help children learn basic concepts in a more engaging and activity-based way.

- Parmar Rekhaben, Anganwadi Worker, Pachdevla, Halol



3.8.4. POST-INTERVENTION

FINDING 1: CHILDREN'S SATISFACTION WITH MEALS PROVIDED AT THE ANGANWADI (N=100)

CHART 97: CHILDREN'S SATISFACTION WITH MEALS PROVIDED AT THE ANGANWADI



Very happy
Unhappy

The findings indicate that **100.0% of respondents reported that children are satisfied with the meals provided at the Anganwadi**, reflecting a uniform response across all beneficiaries.

FINDING 2: SATISFACTION WITH FACILITIES SUCH AS DRINKING WATER, TOILET, AND KITCHEN AT THE ANGANWADI (N=100)

CHART 98: SATISFACTION WITH FACILITIES SUCH AS DRINKING WATER, TOILET, AND KITCHEN AT THE ANGANWADI



Extremely satisfied
Not satisfied

“

I am happy with the food given at the Anganwadi. My child eats properly there, and I feel it helps in maintaining good health. My child also gets toys and books in the Anganwadi, which makes learning more enjoyable. Because of these facilities, my child likes going there regularly. The centre is now clean and has improved basic facilities, which makes me feel comfortable sending my child there. I have noticed improvement in my child's learning, behaviour, and overall development.

- **Chavda Anita Ben, parent, 5 years' child, Anganwadi Support, Halol-Gujrat**

”

“

I have seen that children are now more active in class and participate in activities regularly. Their interest in learning has increased after getting better materials and facilities.

- **Bharatbhai S. Rana, Clerk, Kanjari Panchayat, Halol-Gujarat**

”

“

As an Anganwadi worker, I have observed significant improvements after the intervention. Earlier, the centre had limited learning materials, which affected children's participation and interest in activities. Conducting daily sessions was challenging due to limited resources.

After receiving support such as play materials, furniture, and infrastructure improvements, the centre has become more child-friendly. Children now attend regularly and show greater enthusiasm for learning through play-based activities.

Additionally, mothers have become more aware of nutrition and hygiene practices. The intervention has strengthened both early childhood education and community engagement at the Anganwadi centre.

- **Patel Roma Apebhai, Anganwadi Worker, Limbadi Chowk, Kanjari**

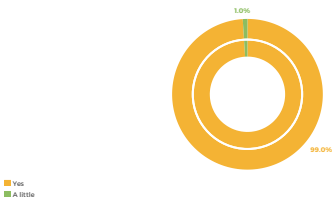
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3.8.5. IMPACT

This section examines the impact of the Anganwadi support intervention on **changes in children's learning environment, participation in pre-school activities, and early developmental outcomes**, supported by assessment findings and triangulated stakeholder perspectives.

IMPACT 1: IMPROVEMENT IN CHILDREN'S SPEAKING AND SOCIAL SKILLS (N=100)

CHART 99: IMPROVEMENT IN CHILDREN'S SPEAKING AND SOCIAL SKILLS



The findings indicate that **99.0% of respondents reported improvement in children's speaking and social skills, while 1.0% reported improvement to a limited extent**, reflecting a high level of positive response among beneficiaries.

Respondents reported that their children have learned basic concepts such as numbers, letters, colours, and shapes at the Anganwadi centre.



Children are now more interactive and actively participate in group activities at the centre. Their communication skills have improved, and they can express themselves more clearly. Social interaction among children has also increased during daily activities. This reflects positive development in their speaking and social skills.

- Tanvirjaha Makrani, Sarpanch, Baska, Halol



IMPACT 2: INCREASE IN CHILDREN'S ACTIVENESS AND CONFIDENCE AFTER ATTENDING ANGANWADI (N=100)

CHART 100: INCREASE IN CHILDREN'S ACTIVENESS AND CONFIDENCE AFTER ATTENDING ANGANWADI



■ Yes
■ No

The findings indicate that **100.0% of respondents reported increased children's activity and confidence after attending the Anganwadi**, reflecting a uniform response across all beneficiaries.



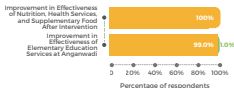
I have seen that my child is more active now and shows more interest in daily activities. Earlier, my child was less energetic, but now there is a clear change. My child feels more confident while playing and learning with others. Going to the Anganwadi has helped improve my child's confidence.

- Parmar Mittalben, Parent - Child Age 4 years, Halol



IMPACT 3: IMPROVEMENT IN ANGANWADI SERVICE DELIVERY (NUTRITION, HEALTH, AND EARLY EDUCATION) (N=100)

CHART 101: IMPROVEMENT IN ANGANWADI SERVICE DELIVERY (NUTRITION, HEALTH, AND EARLY EDUCATION)



■ Very high improvement
■ Somewhat improvement

The findings reflect a strong positive impact of the intervention on Anganwadi service delivery. **All respondents (100.0%) reported a very great improvement in the effectiveness of nutrition, health services, and supplementary food**, indicating substantial strengthening of these services after the intervention.

Similarly, **99.0% of respondents reported a very great improvement in elementary education services, while only 1.0% reported some improvement**, suggesting near-universal enhancement in early childhood education support. Overall, the results demonstrate that the intervention has significantly improved both **service quality and delivery across nutrition, health, and education components** at Anganwadi centres.



After the intervention, the overall functioning of the Anganwadi centres has improved. Nutrition and health services are being delivered more effectively, and children are receiving proper supplementary food. Early education activities are also being conducted in a more structured manner. These improvements have strengthened service delivery at the centre.

- Bhatiya Nimishaben, Anganwadi Supervisor - ICDS, Kanjri, Halol



IMPACT 4: OVERALL IMPROVEMENT IN CHILDREN'S LEARNING, HEALTH, AND HYGIENE AFTER INTERVENTION (N=100)

CHART 102: OVERALL IMPROVEMENT IN CHILDREN'S LEARNING, HEALTH, AND HYGIENE AFTER INTERVENTION



■ Strongly agree
■ Disagree

The findings indicate a strong positive impact of the intervention on children's overall development. **All respondents (100.0%) reported improvement in children's learning, health, and hygiene after the intervention**, reflecting comprehensive benefits across key areas of early childhood development.

This suggests that the Anganwadi intervention has effectively enhanced **educational outcomes, health practices, and hygiene awareness** among children.

“

My child is learning new things, staying more active, and following better hygiene habits, such as washing hands. Health and cleanliness have also improved since then. The Anganwadi has helped in my child's overall development.

- Charmi Patel, Parent - Child Age 1 year, Halol

”

“

I have been working as an Anganwadi worker for several years and have closely observed the changes brought by the intervention. Earlier, the centre lacked adequate furniture, learning materials, and child-friendly infrastructure, making it difficult to conduct activities effectively.

With the support provided, including educational materials, toys, and improved infrastructure, the Anganwadi environment has become more conducive for learning. Children are now more regular and actively participate in activities. The intervention has also helped in delivering pre-school education in a more structured manner.

The support has improved the functioning of the centre and made service delivery more effective, while also increasing trust among parents.

- Testimonial: Shitalben Hirenbbhai, Anganwadi Worker, Limbadi Chowk, Kanjari

”



**INTERACTION WITH THE
STAKEHOLDER**

3.9. COMPONENT I: EDUCATIONAL ACCESSORIES (HARI AUM CHARITABLE TRUST), MUMBAI

This section presents the findings from the assessment of the Educational Accessories intervention implemented in Mumbai, Maharashtra, based on responses from 60 beneficiaries. The intervention focused on improving the school environment by providing essential items, such as bedsheets, hygiene products, and solar facilities, to support students' health and well-being.

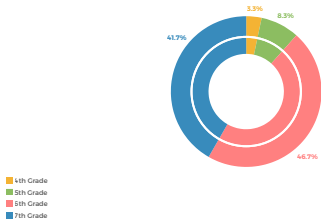
3.9.1. KEY FINDING

Key findings are based on responses from 60 beneficiaries, along with triangulated inputs from School Management Committee (SMC) members, principals, teachers, and the implementing agency, highlighting the availability and utilisation of the provided resources.

3.9.2. INTERVENTION

FINDING 1: CLASS-WISE DISTRIBUTION OF STUDENTS(N=60)

CHART 103: CLASS-WISE DISTRIBUTION OF STUDENTS



The distribution of respondents shows that **46.7% were in 6th grade** and **41.7% in 7th grade**, while smaller proportions were in **5th grade (8.3%)** and **4th grade (3.3%)**. This indicates that the sample primarily consisted of upper primary students.



Students received school bags, notebooks, and other necessary items, which helped them feel prepared for school. Having these items has made students more regular and confident in attending classes.

- Renuka Jadhav, SMC Member, Raigad ZP School, Borgaon Khurd, Mumbai



3.9.3. POST-INTERVENTION

FINDING 1: USEFULNESS OF ITEMS PROVIDED FOR DAILY SCHOOL ACTIVITIES (N=60)

CHART 104: USEFULNESS OF ITEMS PROVIDED FOR DAILY SCHOOL ACTIVITIES



All respondents (100.0%) reported that the items were very useful for daily school activities, indicating universal acceptance and relevance of the support.

FINDING 3: PERCEIVED USEFULNESS OF THE SCHOOL KIT (N=60)

CHART 105: PERCEIVED USEFULNESS OF THE SCHOOL KIT



A majority of respondents (86.7%) reported that they **needed the school kit very much**, while 11.7% stated they **needed it despite having old items**, and 1.6% reported they **did not need the kit but liked receiving it**. This reflects a strong perceived need for the support provided.



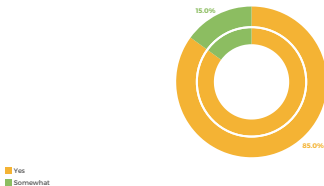
I really needed these school items because I did not have proper items before. After getting them, it became easier for me to come to school and study.

- Harsh Dhumne, Student - Grade 6, Mumbai



FINDING 4: FREQUENCY OF USING THE PROVIDED ITEMS (N=60)**CHART 106: FREQUENCY OF USING THE PROVIDED ITEMS**

Most students (75.0%) reported **daily use of most of the items**, while 25.0% used some items occasionally, indicating regular utilisation of the provided materials in daily school routines.

FINDING 5: COMFORT IN SCHOOL AFTER RECEIVING THE ITEMS (N=60)**CHART 107: COMFORT IN SCHOOL AFTER RECEIVING THE ITEM**

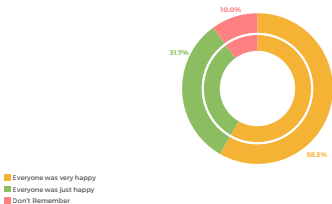
A majority of respondents (85.0%) reported feeling comfortable in school after receiving the items, while 15.0% reported feeling somewhat comfortable, suggesting improved comfort levels among students.



After receiving items like bedsheets, sandals, and hygiene materials, students feel more comfortable during school hours. They can sit properly and participate in classroom activities without discomfort. This has created a more supportive learning environment for students.

- Pooja Pawar, Teacher, Raigad Zilla Parishad Primary School, Bargaon Khurd, Mumbai



FINDING 6: FAMILY MEMBERS' REACTION TO RECEIVING THE SCHOOL KIT (N=60)**CHART 108: FAMILY MEMBERS' REACTION TO RECEIVING THE SCHOOL KIT (N=100)**

The findings indicate a strong positive response from families towards the support provided. A majority of respondents (58.3%) reported that their family members were very happy, while 31.7% reported general happiness, reflecting widespread acceptance of the intervention at the household level. A small proportion (10.0%) were unable to recall the reaction, possibly due to time gaps since the intervention or limited discussion within the household.

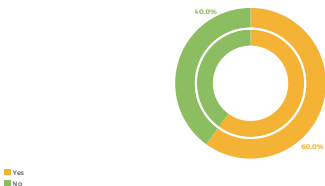
This suggests that providing school kits not only supported students but also reduced families' financial burden, thereby strengthening parental satisfaction and encouraging continued engagement with schooling.



When I received notebooks, stationery, a backpack, sandals, bedsheets, toiletries, medicines, and a water bottle, my family was very happy. We really needed these items, and it reduced the need to spend on them. I use these things regularly for school, which makes it easier for me to study and stay prepared. I also feel happier and more motivated to go to school.

- Ruplai Shingwa, Student - Grade 6, Mumbai

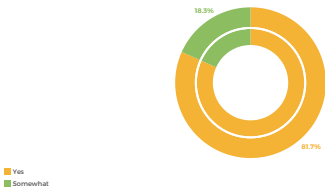


FINDING 7: PROBLEMS FACED WHILE USING THE PROVIDED MATERIALS (N=100)**CHART 109: PROBLEMS FACED WHILE USING THE PROVIDED MATERIALS**

The findings indicate that a notable proportion of respondents (60.0%) reported facing some problems while using the provided materials, while 40.0% reported no issues. These challenges may be related to difficulty in understanding usage, limited familiarity with the materials, or issues in handling or accessing them. This suggests that although the intervention was largely beneficial, students experienced certain contextual and usage-related challenges.

3.9.4. IMPACT

This section assesses the impact of the Educational Accessories intervention on students' health, hygiene, comfort, and school environment, based on beneficiary responses and triangulated inputs from SMC members, principals, teachers, and the implementing agency.

IMPACT 1: IMPROVEMENT IN PERSONAL HYGIENE DUE TO HYGIENE ITEMS (N=60)**CHART 110: IMPROVEMENT IN PERSONAL HYGIENE DUE TO HYGIENE ITEMS**

The findings indicate that a majority of respondents (81.7%) reported improvement in personal hygiene, while 18.3% reported some improvement, reflecting a positive shift in students' hygiene practices. This suggests that the provision of hygiene-related items, such as toiletries, has contributed to behavioural change among students, encouraging better practices, such as cleanliness and regular hygiene maintenance.



After getting items like soap and other hygiene products, I take more care of my cleanliness. I wash my hands regularly and keep myself clean before coming to school.

- Ravina Chaudhari, Student - Grade 6, Mumbai



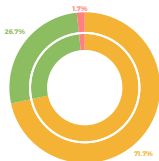
After providing items like sandals and hygiene materials, I have seen a clear increase in student attendance, especially among girls. Students have started coming to school more regularly and are showing greater interest in learning. I have also observed better cleanliness habits among students. Parents are now more engaged and show greater trust in the school. However, challenges remain in distribution and reaching all schools equally.

- Mahesh Mhatre, Subject Teacher, Educational Accessories Project, Mumbai



IMPACT 2: PERCEIVED IMPROVEMENT IN WELL-BEING DUE TO WATER FILTER/CLEAN DRINKING WATER (N=60)

CHART 111: PERCEIVED IMPROVEMENT IN WELL-BEING DUE TO WATER FILTER/CLEAN DRINKING WATER



A majority of respondents (71.7%) strongly agreed, reflecting a clear and consistent improvement experienced in daily use, while 26.7% agreed, indicating noticeable improvement. A small proportion (1.7%) reported a neutral response, which may be due to limited awareness among younger students regarding the impact of such facilities or a lack of perceived change.

This indicates that access to safe drinking water has supported improved health, comfort, and students' well-being within the learning environment.



Earlier, I used to bring water from home, but now I drink clean water in school. It is easier for me, and I feel better during school time. I don't have to worry about carrying water every day, and I can focus more on my classes. Having clean drinking water in school makes me feel comfortable throughout the day.

- Shubham Gore, Student - Grade, Mumbai



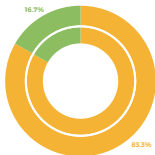
After the installation of the water filter, students now have regular access to clean and safe drinking water in the school. This has improved their well-being, as they are more comfortable and less prone to health issues during school hours.

- School Principal, Raigad Zilla Parishad Primary School, Borgaon Khurd, Mumbai



IMPACT 3: MOTIVATION TO ATTEND SCHOOL REGULARLY AFTER RECEIVING ACCESSORIES (N=60)

CHART 112: MOTIVATION TO ATTEND SCHOOL REGULARLY AFTER RECEIVING ACCESSORIES



■ Yes
■ Somewhat

The findings indicate that a majority of respondents (83.3%) reported increased motivation to attend school regularly, while 16.7% reported some improvement, reflecting a positive shift in attendance behaviour. This suggests that access to essential educational and personal items has reduced barriers to school participation, enabling students to attend school more consistently and with greater interest.

The results show that providing basic resources can significantly improve school attendance by enhancing students' preparedness and comfort.



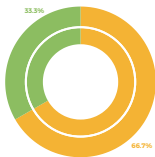
After receiving items such as bedsheets, sandals, and other school materials, I feel much more comfortable at school. Earlier, it was difficult to sit for long hours or focus properly, but now I can sit comfortably and concentrate better in class. I also feel more confident while participating in activities. These things have made my school experience better.

- Archana Dhamne, Student - Grade 7, Mumbai



IMPACT 4: IMPROVEMENT IN CLASSROOM FOCUS AFTER RECEIVING THE ITEMS (N=60)

CHART 113: IMPROVEMENT IN CLASSROOM FOCUS AFTER RECEIVING THE ITEMS



■ Yes
■ Somewhat

The findings indicate that **66.7% of respondents reported improvement in classroom focus**. In comparison, **33.3% reported minimal improvement**, indicating that students can concentrate better at times, though consistency in focus is still developing. This suggests that access to essential materials such as notebooks and stationery has reduced resource-related distractions, enabling students to engage more effectively in classroom activities.

The results show that providing basic resources can significantly improve school attendance by enhancing students' preparedness and comfort.



After receiving the required materials, students are more attentive in class. They can follow lessons properly and participate better in classroom activities.

- Pooja Pawar, Teacher, Raigad Zilla Parishad Primary School, Borgaon Khurd, Mumbai





The school received educational accessories such as Notebooks, Stationery, Backpacks, Sandals, Bedsheets, Toiletries, Medicines, and a water bottle, which supported students in their daily learning. This led to improved attendance, increased enrolment, and reduced dropout rates, as students felt better prepared and parents were more willing to send their children to school.

Students showed better engagement and confidence in classroom activities, along with improvements in cleanliness, health, and readiness to learn. The materials were easy to manage, and support from the implementing agency was available when required. Parents also reported reduced financial burden and improved comfort for their children.

The programme has been implemented smoothly and has benefited students, with a need for regular replenishment of materials and additional learning resources for further support.



3.10. COMPONENT J: VIDYA BHARTI SAINIK SCHOOL, SILVASSA

This section presents the findings from the assessment of the Vidya Bharti Sainik School intervention implemented in Silvassa, based on responses collected from 50 beneficiaries. The intervention focuses on supporting the development of a structured learning environment that fosters discipline, physical fitness, and personality development among students.

3.10.1. KEY FINDING

Key findings are based on 50 student responses. They are triangulated with input from school authorities and stakeholders to assess the availability and utilisation of facilities and the training provided under the intervention.

3.10.2. DEMOGRAPHIC PROFILE (N=50)

Gender	Class
Male 74.0%	6th Grade 20.0%
Female 26.0%	7th Grade 46.0%
	8th Grade 34.0%

3.10.3. INTERVENTION

FINDING 1: TYPES OF SUPPORT RECEIVED UNDER THE PROJECT (N=50)

CHART 114: TYPES OF SUPPORT RECEIVED UNDER THE PROJECT



The findings indicate that all respondents (100.0%) received **computers**, while **72.0% received hostel furniture** and **28.0% received books**, reflecting a **multidimensional** approach to support. The provision of both digital and physical infrastructure suggests that the intervention was designed to strengthen academic learning and residential and study conditions.



I feel more disciplined now because we follow a proper routine every day. I attend classes on time and take part in activities. I also feel more confident to speak and participate in school.

- Archana Dhamne, Student - Grade 7, Silvassa



FINDING 2: USEFULNESS OF LEARNING MATERIALS (N=50)

100.0% Respondents reported that the provided materials are **used daily** and are **very useful for their studies**, indicating strong alignment with students' learning needs. Additionally, 100.0% students highlighted that these materials support **structured and disciplined study habits**, reflecting the integration of resources into the Sainik school system.



The study materials help me in my daily studies. I use them regularly, and it makes it easier for me to understand and complete my work.

- Vaishnavi Yadav, Student - Grade 6, Silvassa





The learning materials provided under the project are very useful for students' daily studies. They help students follow lessons properly and make teaching more effective in the classroom.

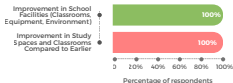
- Sanjay Kumar Mishra, Vice Principal, Netaji Subhash Chandra Bose Military Academy, Silvassa



3.10.4. POST-INTERVENTION

FINDING 1: IMPROVEMENT IN SCHOOL FACILITIES AND STUDY SPACES (N=50)

CHART 115: IMPROVEMENT IN SCHOOL FACILITIES AND STUDY SPACES



The findings indicate that **100.0% of respondents reported improvement in both school facilities and study spaces**, including classrooms, equipment, and environment. This reflects a comprehensive improvement in the physical infrastructure supporting learning.

The uniform response suggests that the intervention has created a more conducive and organised learning environment, enabling students to study more effectively and comfortably within improved classroom and study conditions.



The improvement in classrooms and study spaces has made teaching more effective. With better furniture, lighting, and space, students can sit comfortably and pay attention during lessons.

- Amit Krishna, Teacher, Netaji Subhash Chandra Bose Military Academy, Silvassa



The school environment is better now, and it feels more comfortable to study. I can concentrate more and attend classes regularly.

- Harsh Pandey, Student - Grade 8, Netaji Subhash Chandra Bose Military Academy, Silvassa



3.10.5. IMPACT

Key findings are based on student responses and triangulated with inputs from school authorities and stakeholders to assess the availability and utilisation of facilities and the training provided under the intervention.

IMPACT 1: IMPROVEMENT IN LEADERSHIP QUALITIES DUE TO THE PROJECT (N=50)

CHART 116: IMPROVEMENT IN LEADERSHIP QUALITIES DUE TO THE PROJECT



■ Yes
■ No

The findings indicate that all respondents (100.0%) reported improvement in leadership qualities, reflecting a strong positive impact of the intervention on students' personal development. This suggests that the structured environment, disciplined routine, and exposure to activities within the Sainik school system have enhanced students' abilities in areas such as responsibility, teamwork, and decision-making.



I now take part in school activities and feel more confident to speak and lead in group work. I can take responsibility during activities.

- Daksh Patil, Student - Grade 8, Netaji Subhash Chandra Bose Military Academy, Silvassa



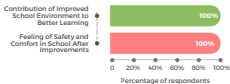
Students have shown improvement in leadership qualities after the project. They are taking responsibility in school activities and participating more confidently in group tasks and programs.

- Rajendra Singh, Principal, Netaji Subhash Chandra Bose Military Academy, Silvassa



IMPACT 2: IMPACT OF IMPROVED SCHOOL ENVIRONMENT ON LEARNING, SAFETY, AND COMFORT (N=50)

CHART 117: IMPACT OF IMPROVED SCHOOL ENVIRONMENT ON LEARNING, SAFETY, AND COMFORT



The findings indicate that **100.0% of respondents reported that the improved school environment has contributed to better learning, and 100.0% reported improvements in safety and comfort.**

This reflects that infrastructure and facility enhancements have not only strengthened academic engagement but also created a secure and supportive environment for students.



The school feels better and more comfortable now. I feel safe here and can study properly without any problem.

- Harsh Pandey, Student - Grade 8, Netaji Subhash Chandra Bose Military Academy, Silvassa



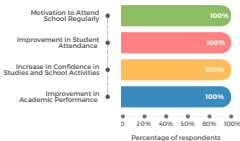
The improved school environment has made students feel more comfortable and safe. With better classrooms and facilities, students can focus on their learning without disturbance.

- Sanjay Kumar Mishra, Vice Principal, Netaji Subhash Chandra Bose Military Academy, Silvassa



IMPACT 3: IMPACT OF PROJECT SUPPORT ON ATTENDANCE, MOTIVATION, ACADEMIC PERFORMANCE, AND CONFIDENCE (N=50)

CHART 118: IMPACT OF PROJECT SUPPORT ON ATTENDANCE, MOTIVATION, ACADEMIC PERFORMANCE, AND CONFIDENCE



The findings indicate that **100.0% of respondents reported improvements in attendance, motivation, academic performance, and confidence**, reflecting a strong, consistent positive impact of the intervention.

This suggests that the provision of resources and a structured learning environment has collectively enhanced students' regular school attendance, increased their interest in learning, improved academic outcomes, and strengthened their confidence in both studies and school-related activities.



I now attend school regularly and feel more motivated to study. Because of the routine and support, I can focus better in class and complete my work on time. I also feel more confident while participating in activities and answering in class. I feel more interested in my studies now.

- Shivam Rai, Student - Grade 8, Netaji Subhash Chandra Bose Military Academy, Silvassa



STUDENTS STUDYING IN THE CLASS



Case Study: Parmendar Parmar (Executive Member & Secretary)

Name: Sidhii Gupta, Student, Vidya Bharti Sainik School

Village: Silvassa

Pre-Intervention Situation

Earlier, many students from tribal and rural backgrounds faced difficulties in accessing quality education. Basic learning materials and proper academic support were limited, which affected the learning process and classroom engagement.

Intervention

Through the project support, educational materials and academic resources were provided to the school. The school follows a discipline-oriented and structured system aligned with the Sainik School model, including daily routines, structured activities, and regular guidance. Infrastructure improvements and provision of educational accessories were also made to support students, especially those from economically weaker backgrounds.

Post-Intervention Situation

After the intervention, classroom learning has become stronger. Teachers can deliver lessons more effectively with the provided materials, and students find learning more engaging. Classrooms are more organised and student-friendly. Students are attending school regularly with enthusiasm, and parents have developed greater confidence in the school.

Impact

The structured system has helped students develop discipline, punctuality, and leadership qualities. Students have shown positive changes in behaviour and confidence. The improved environment has supported better participation in activities and learning. As a student shared, the school feels like a safe and supportive place where students are encouraged and motivated to study.

Embedded Student Voice (From Case Study)

"I feel proud to be part of the school because of its disciplined environment and supportive teachers. I enjoy the structured routine and activity-based learning. The school feels like a second home where I feel safe and motivated to study."



3.11. COMPONENT K: SCIENCE LAB (STEM)

This section presents the findings from the assessment of the Science lab with infrastructure support intervention implemented in Halol and Ghoghamba/Jambughoda talukas, based on responses from 240 students and triangulated inputs from parents, SMC members, principals, teachers, and the implementing agency. The intervention focused on improving school infrastructure and providing science lab facilities to enhance the learning environment and support practical, activity-based education.

3.11.1. KEY FINDING

Key findings are based on responses from 240 student beneficiaries and 5 parents, along with triangulated stakeholder inputs, to assess the availability and utilisation of improved infrastructure and science lab facilities.

A) STUDENT PERSPECTIVES (N=240)

3.11.2. DEMOGRAPHIC PROFILE (N=240)

Age Group	Gender	Class
Less than 10 years 11.7%	Male 66.2%	1st-3rd Grade 6.2%
10-12 years 61.7%	Female 33.8%	4th-6th Grade 68.8%
13-15 years 26.7%		7th-8th Grade 25.0%

3.11.3. INTERVENTION

FINDING 1: USE OF ACTIVITIES, STEM KITS, AND LEARNING MODELS IN CLASSROOM TEACHING (N=240)

CHART 119: USE OF ACTIVITIES, STEM KITS, AND LEARNING MODELS IN CLASSROOM TEACHING



The findings indicate that 100.0% of respondents reported that teachers used activity-based teaching methods, STEM kits, and classroom learning models.

This reflects the full integration of practical and activity-based learning approaches into classroom teaching. The results suggest that teachers are consistently using hands-on methods and STEM resources to make lessons more interactive, thereby enhancing students' understanding and engagement in the learning process.



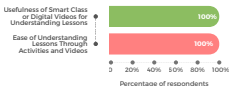
I learn better when teachers use models and activities. It helps me understand things quickly and makes the class interesting.

- Paresh Dantani, Grade 5, Halol



FINDING 2: FINDING 1: EFFECTIVENESS OF SMART CLASSES, ACTIVITIES, AND VIDEOS IN UNDERSTANDING LESSONS (N=240)

CHART 120: EFFECTIVENESS OF SMART CLASSES, ACTIVITIES, AND VIDEOS IN UNDERSTANDING LESSONS



The findings indicate that **100.0% of respondents reported that smart classes or digital videos are useful for understanding lessons**, and **100.0% also reported that activities and videos make lessons easier to understand**.

This reflects that digital tools and activity-based methods are highly effective in supporting concept clarity. The results suggest that the use of smart classes, videos, and interactive activities has enhanced students' comprehension by making learning more visual, engaging, and easier to grasp.



Teachers are regularly using STEM kits and models in classrooms. This has helped students understand concepts through practical learning rather than only theory.

- Tarun Solanki, Manager - Implementing Agency, STEM Project, Halol



My child understands lessons better now because of videos and activities used in class. He can explain topics at home also.

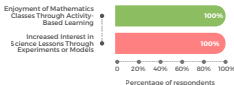
- Rathwa Arjunbhai, Parent



3.11.4. POST-INTERVENTION

FINDING 2: IMPROVED INTEREST IN MATH AND SCIENCE THROUGH ACTIVITIES AND EXPERIMENTS (N=240)

CHART 121: IMPROVED INTEREST IN MATH AND SCIENCE THROUGH ACTIVITIES AND EXPERIMENTS



The findings indicate that **100.0% of respondents reported enjoying mathematics classes through activity-based learning**, and **100.0% reported increased interest in science lessons through experiments or models**.

This suggests that hands-on activities and experiments have made abstract concepts more engaging and relatable to students. The results show that experiential learning approaches effectively enhance students' interest and participation in core subjects such as Mathematics and Science.



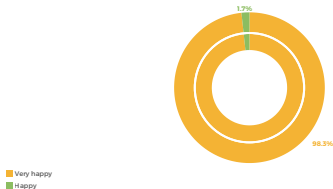
When teachers show videos and explain with activities, I understand the lesson easily. It is easier than just reading from the book.

- Chakorben Kopanbhai, Student - Grade 3, PM Shri GLRS Narukot, Halol



FINDING 3: OVERALL SATISFACTION WITH TEACHING METHODS USED IN THE SCHOOL (N=240)

CHART 122: OVERALL SATISFACTION WITH TEACHING METHODS USED IN THE SCHOOL



The findings indicate a very high level of student satisfaction with the school's teaching methods. A majority of respondents (98.3%) reported being very happy, while 1.7% reported being happy, with no negative responses recorded.

This reflects strong acceptance of the teaching approaches, including activity-based learning, digital tools, and interactive methods. The near-universal satisfaction suggests that the teaching practices are effective in meeting students' learning needs and enhancing their classroom experience.



I am satisfied with the way teachers are teaching now. My child is happy in school and shows more interest in studies.

-Rathwa Sandeepbhai, Parent, Halol

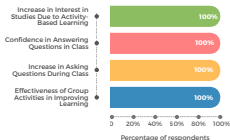


3.11.5. IMPACT

This section assesses the impact of improved infrastructure and STEM facilities on students' learning experience, engagement in practical activities, and academic participation, drawing on stakeholder input.

IMPACT 1: IMPACT OF ACTIVITY-BASED AND GROUP LEARNING ON INTEREST, CONFIDENCE, AND CLASSROOM PARTICIPATION (N=240)

CHART 123: IMPACT OF ACTIVITY-BASED AND GROUP LEARNING ON INTEREST, CONFIDENCE, AND CLASSROOM PARTICIPATION



The findings indicate that 100.0% of respondents reported increased interest in studies due to activity-based learning, along with a 100.0% improvement in confidence in answering questions in class. Additionally, all respondents reported increased participation through asking questions, and 100.0% found group activities effective in improving learning.

This suggests that activity-based and collaborative learning approaches have significantly enhanced student engagement, confidence, and active participation in the classroom. The results show that interactive, group-based methods are effective in creating a more inclusive and participatory learning environment.



I was not very interested in Math before, but now I enjoy doing sums and experiments in Science. Learning through activities and group work makes the classes more interesting and easier to understand. I feel more confident while answering questions and participating in class. Working with other students also helps me learn better and stay engaged during lessons.

- **Shinoy Dantani, Student - Grade 4, PM Shri CLRS Narukot, Halol**



IMPACT 2: ROLE OF ACTIVITIES AND DIGITAL LESSONS IN UNDERSTANDING CONCEPTS AND IMPROVING ACADEMIC PERFORMANCE (N=240)

CHART 124: ROLE OF ACTIVITIES AND DIGITAL LESSONS IN UNDERSTANDING CONCEPTS AND IMPROVING ACADEMIC PERFORMANCE



The findings indicate that **100.0% of respondents reported that activities help them understand difficult topics**, and **100.0% reported improvement in academic performance on exams or tests**. Additionally, **all respondents (100.0%) found digital lessons useful for faster learning**.

This suggests that the combined use of activity-based methods and digital learning tools has strengthened conceptual clarity and supported improved academic outcomes. The results show that interactive, technology-enabled learning approaches are effective in enhancing students' understanding and performance.



Activities and videos help me understand difficult topics more easily. Because of that, I can write answers better in exams. Learning through digital lessons also helps me understand faster and retain concepts longer. I feel more confident while studying and performing in tests.

- **Vanzara Harsh Jayeshbhai, Student - Grade 4, PM Shri CLRS Narukot, Halol**



B) PARENTS' PERSPECTIVE (N=5)

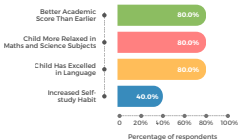
3.11.6. KEY FINDINGS

This section presents the key findings from responses to a survey of five parents, assessing changes in children's learning behaviour, academic engagement, and the support they receive at home following the intervention.

3.11.7. POST-INTERVENTION

FINDING 1: ACADEMIC CHANGES OBSERVED IN CHILDREN (N=5)

CHART 125: ACADEMIC CHANGES OBSERVED IN CHILDREN



The findings indicate that a majority of respondents (**80.0%**) reported improvement across key academic areas, including **higher academic scores, greater comfort in Mathematics and Science, and improved language skills**. This suggests a consistent positive shift in students' academic performance and subject-level confidence.

Additionally, **40.0% of respondents reported increased self-study**, indicating that while improvements in performance and understanding are widely observed, the development of independent learning practices is still emerging. This may be due to continued reliance on guided learning through classroom activities and limited study support, or the home environment.



Now I understand my subjects better and can solve questions more easily. I also try to study at home without help and complete my work on time.

- Dantani Hardik Pravinbhai, Student - Grade 5, PM Shri GLRS Narukot, Halol





My child is now getting better academic scores than earlier. They have become more relaxed and confident in subjects like Math and Science, which they earlier found difficult. I have also seen improvement in language skills. My child shows greater interest in studies now and understands concepts better. This has made a positive difference in their overall learning.

- Rathva Samatbhai, Parent, STEM, Halol-Gujarat



FINDING 2: INCREASED INTEREST OF CHILDREN IN SCIENCE AND MATHEMATICS AT HOME (N=5)

CHART 126: INCREASED INTEREST OF CHILDREN IN SCIENCE AND MATHEMATICS AT HOME



■ Yes, Very Much
■ No

The findings indicate that 100.0% of respondents reported a significant increase in children's interest in Science and Mathematics at home.

This suggests that the intervention has extended beyond the classroom, encouraging students to engage with these subjects even at home. The results reflect a strong shift in interest and curiosity towards core subjects, indicating sustained learning beyond school hours.



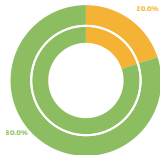
At home also, I like to study Math and Science now. I try to solve questions and remember what we did in class. I feel more interested in these subjects and spend time practising on my own. It has become easier for me to understand topics, and I enjoy learning them even outside the classroom.

- Adap Bhaveshi, Student - Grade 4, PM Shri CLRS Narukot, Halol



FINDING 3: CHILDREN TEACHING SCIENCE AND MATHEMATICS TO YOUNGER SIBLINGS OR NEIGHBOURS (N=5)

CHART 127: CHILDREN TEACHING SCIENCE AND MATHEMATICS TO YOUNGER SIBLINGS OR NEIGHBOURS



■ Sometimes
■ Yes, Whenever Gets Time

The findings indicate that **80.0% of respondents reported that children teach Science and Mathematics to younger siblings or neighbours whenever they get time**, while **20.0% reported that children do so occasionally**.

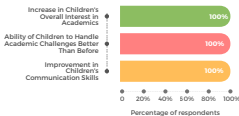
This suggests that students not only understand concepts but are confident enough to share their knowledge with others. The results reflect improved conceptual clarity and confidence, along with the extension of learning beyond the classroom into peer and home environments.

3.11.8. IMPACT

This section assesses the impact of the intervention on children's academic performance, interest in studies, and behavioural changes at home, based on parents' observations.

IMPACT 1: IMPROVEMENT IN STUDENTS' ACADEMIC INTEREST, ABILITY TO HANDLE CHALLENGES, AND COMMUNICATION SKILLS (N=5)

CHART 128: IMPROVEMENT IN STUDENTS' ACADEMIC INTEREST, ABILITY TO HANDLE CHALLENGES, AND COMMUNICATION SKILLS



The findings indicate that **100.0% of respondents reported an increase in children's academic interest**, along with **100.0% improvement in their ability to handle academic challenges**. Additionally, **all respondents (100.0%) reported improvement in children's communication skills**.

This suggests that the intervention has contributed to holistic academic development by enhancing not only subject interest but also problem-solving abilities and communication skills among students.



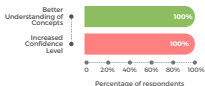
My child is now more interested in studies and tries to solve problems on his own. I have also seen improvement in the way he speaks and explains things.

- Rathwa Sandeepbhai, Parent, Halol



IMPACT 2: WAYS IN WHICH CHILDREN'S COMMUNICATION SKILLS HAVE IMPROVED (N=5)

CHART 129: WAYS IN WHICH CHILDREN'S COMMUNICATION SKILLS HAVE IMPROVED



The findings indicate that **80.0% of respondents reported a better understanding of the concepts, while 20.0% reported increased confidence.** This suggests that improvements are more immediately reflected in conceptual clarity, while confidence may develop gradually over time with continued practice and application of learning.

FGD- Insights



The school received science lab equipment, instruments, and solar panels under the programme, which has helped strengthen practical learning. The lab activities are conducted in line with the syllabus, and teachers regularly guide students through doubt-solving, projects, and practice sessions. Science fairs and exhibitions are also organised during the year, which have increased students' curiosity and interest in science and mathematics.

We have observed that students are now more engaged in classroom activities, and there has been an improvement in attendance, enrolment, and academic performance, along with a reduction in dropout. The school ensures regular monitoring and maintenance of the lab and equipment through teachers and staff.

The programme has been useful in improving experiential learning, though additional chemistry lab materials and technical maintenance support would help strengthen it further.

- FGD participants: **Attend Bariya Arjun Sinh M., Rathwa Ranjitsinh, Koli Rinkuben, Rathwa Bhupatsinh C., Assistant Teachers,**

Location: PM Shri CLRS Narukot, Government School, Narukot, Gujarat



3.12. COMPONENT L: SCHOOL CLASSES, HALOL

The assessment covers schools in Halol and Ghoghamba/Jambughoda talukas that received infrastructural support, based on a sample of **250 respondents**. It evaluates infrastructure utilisation, the learning environment, and changes in student participation and attendance, with findings triangulated with Panchayat members, school authorities, the implementing agency, and KIIS management.

3.12.1. KEY FINDINGS

This section will assess findings from a sample of **300 respondents** and highlight improvements in infrastructure use, classroom environment, and student engagement.

The findings are triangulated with KIIs, including Panchayat members, principals, teachers, the implementing agency, and KIIs management.

3.12.2. DEMOGRAPHIC PROFILE (N=300)

Age Distribution	Gender	Class-wise	Duration in School
8-9 Years 12.0%	Male 66.0%	Grades 3-4 35.7%	2-3 Years 14.0%
10-11 Years 42.3%	Female 34.0%	Grades 5-6 36.0%	4-5 Years 40.3%
12-13 Years 40.7%		Grades 7-8 28.3%	6-7 Years 39.0%
14-15 Years 5.0%			8+ Years 6.7%

3.12.3. INTERVENTION

FINDING 1: REGULARITY OF SCHOOL ATTENDANCE (N=300)

CHART 130: REGULARITY OF SCHOOL ATTENDANCE



■ Yes
■ No

All respondents (100.0%) reported regular school attendance, indicating complete student participation. The data show full attendance, with no reported irregularities.



Activity-based and technology-supported teaching has improved the way I conduct classes and helped students understand concepts more easily. Students show greater participation and interest, especially through activities, stories, and digital tools such as television and the Diksha app. I have also observed improvement in their confidence and engagement. However, there is a need for more digital resources and additional classroom space to strengthen learning.

- Patel Shardaben, Principal (PTC), Teaching Grades 1-2 (Math & Gujarati), Kasi Bhoi Primary School, Halol-Gujarat



FINDING 2: USE OF ACTIVITY-BASED TEACHING IN CLASS (N=300)

CHART 131: USE OF ACTIVITY-BASED TEACHING IN CLASS



■ Yes
■ No

All respondents (100.0%) reported using activity-based teaching methods in the classroom. The data indicate complete adoption of activity-based approaches across all assessed schools.

FINDING 3: USE OF STEM KITS OR LEARNING MODELS IN THE CLASSROOM (N=300)

CHART 132: USE OF STEM KITS OR LEARNING MODELS IN THE CLASSROOM



■ Yes
■ No

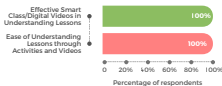
All respondents (100.0%) reported using STEM kits or learning models in the classroom. The data indicate complete integration of experiential learning tools in teaching practices.

This reflects uniform exposure of students to hands-on learning methods, supporting practical understanding of concepts across all assessed schools.

3.12.4. POST INTERVENTION

FINDING 1: EFFECTIVENESS OF DIGITAL AND ACTIVITY-BASED LEARNING IN IMPROVING LESSON UNDERSTANDING (N=300)

CHART 133: EFFECTIVENESS OF DIGITAL AND ACTIVITY-BASED LEARNING IN IMPROVING LESSON UNDERSTANDING



Combining activities with digital tools has improved students' understanding. Classrooms have become more interactive, and children can grasp concepts better.

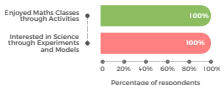
- Tarun Solanki, Manager, School Class Support



All respondents (100.0%) reported that smart classes/digital videos are effective for understanding lessons and that activities and videos make learning easier. The data indicate the complete effectiveness of both digital and activity-based learning methods in improving lesson comprehension.

This reflects a consistent understanding across students, supported by the combined use of visual and experiential learning approaches.



FINDING 2: STUDENT INTEREST AND ENJOYMENT IN MATH AND SCIENCE THROUGH ACTIVITY-BASED LEARNING (N=300)**CHART 134: STUDENT INTEREST AND ENJOYMENT IN MATH AND SCIENCE THROUGH ACTIVITY-BASED LEARNING**

All respondents (100.0%) reported enjoying Math classes through activities and showing interest in Science through experiments and models. The data indicate complete student engagement across both subjects through activity-based learning.

This reflects consistent subject-specific interest, supported by practical, interactive teaching methods.

“

Students now show more interest in subjects like Math and Science when taught through activities and experiments. They enjoy learning and participate actively in class.

- Sandeep Kumar Patel, Assistant Teacher, School Classes Support

”

“

I am satisfied with the functioning of the school. Teachers explain subjects clearly and give students proper attention, which has helped my child improve in reading, writing, and basic mathematics. The school also focuses on discipline, cleanliness, and good habits. The environment is safe, and regular communication from teachers helps us stay informed about our child's progress.

- Mahendrabhai Nayak, Parent, Age 40, Child in Std. 1, Jimiyapura, Gujarat

”

FINDING 3: CLARITY OF TEACHER EXPLANATIONS USING DIGITAL TOOLS (N=300)**CHART 135: CLARITY OF TEACHER EXPLANATIONS USING DIGITAL TOOLS**

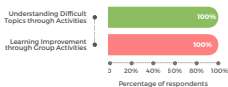
All respondents (100.0%) reported that teachers always provide clear explanations using digital tools. The data indicates complete clarity in the delivery of teaching through digital methods.

This reflects the consistent effectiveness of technology-enabled teaching in helping students understand lessons.



I am studying in Standard 8 and feel that teachers explain subjects simply and clearly, which helps me understand concepts easily. I especially find Math and Science more understandable now, and teachers support us whenever we have doubts. They also encourage us to ask questions and participate in activities. The school environment is supportive, which motivates me to study regularly and improve my learning.

- Rathva Vishnukumar, Student, Std. 8, Jimiyapura Primary School, Jimiyapura, Gujarat

**FINDING 4: EFFECTIVENESS OF ACTIVITY-BASED AND COLLABORATIVE LEARNING IN IMPROVING UNDERSTANDING (N=300)****CHART 136: EFFECTIVENESS OF ACTIVITY-BASED AND COLLABORATIVE LEARNING IN IMPROVING UNDERSTANDING**

All respondents (100.0%) reported improved learning through group activities and a better understanding of difficult topics. The data indicate the complete effectiveness of collaborative and activity-based learning methods.

This reflects consistent improvement in comprehension, supported by peer learning and interactive classroom practices.



After introducing activity-based learning, students have become more interested in studies. They are more engaged and show better involvement in academic activities.

- **Hetalben Patel, Assistant Teacher, Khadi Bhai Primary School, Halol, Gujarat**



My learning has improved, and I can study better than before. Teachers help us regularly, which makes it easier to perform well in exams. I feel more confident in my studies and can understand subjects clearly.

- **Dantani Divya, Student School Class, Std. 7, Jimiyapura Primary School, Jimiyapura, Gujarat**



FINDING 5: FASTER LEARNING THROUGH DIGITAL LESSONS (N=300)

CHART 137: FASTER LEARNING THROUGH DIGITAL LESSONS



■ Yes
■ No

All respondents (100.0%) reported faster learning through digital lessons. The data indicate the complete effectiveness of digital methods in accelerating the learning process.

This reflects consistent improvement in students' learning pace, supported by the use of visual and technology-enabled teaching tools.

FINDING 6: STUDENT PREFERENCE FOR MORE ACTIVITY-BASED AND DIGITAL LEARNING IN THE FUTURE (N=300)

CHART 138: STUDENT PREFERENCE FOR MORE ACTIVITY-BASED AND DIGITAL LEARNING IN THE FUTURE



■ Yes
■ No

All respondents (100.0%) expressed a preference for more activity-based and digital learning in the future. The data indicate that students fully accept these teaching methods.

This reflects strong demand for the continued use of interactive, technology-enabled learning approaches in classrooms.



I enjoy studying more now, especially Math and Science, because teachers use activities and experiments. Learning has become more interesting and less difficult than before. I feel more excited to attend classes and take part in different learning activities.

- Sejalben Arvindbhai Rathva, Std. 7, Jimiyapura Primary School, Jimiyapura, Gujarat



3.12.5. IMPACT

This section will assess the impact of infrastructural interventions on student attendance, participation, and school functioning.

The impact is substantiated through **KII triangulation**, reflecting improved learning conditions and strengthened school systems.

IMPACT 1: INCREASED INTEREST IN STUDIES DUE TO ACTIVITY-BASED LEARNING (N=300)

CHART 139: INCREASED INTEREST IN STUDIES DUE TO ACTIVITY-BASED LEARNING



All respondents (100.0%) reported increased interest in studies due to activity-based learning. The data indicate complete improvement in student interest levels through interactive teaching methods.

This reflects consistent student engagement in academic activities, supported by activity-based learning approaches.



After introducing activity-based learning, students have become more interested in studies. They are more engaged and show better involvement in academic activities.

- **Hetalben Patel, Assistant Teacher**



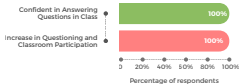
I understand my lessons better now because teachers explain with examples and activities. Digital classes and videos make it easier to learn and remember concepts. Even difficult topics become simple when we see them through visuals or do activities in class.

- **Chirag Vanjara, Std. 4th, Jimiyapura Primary School, Jimiyapura, Gujarat**



IMPACT 2: STUDENT CONFIDENCE AND CLASSROOM PARTICIPATION (N=300)

CHART 140: STUDENT CONFIDENCE AND CLASSROOM PARTICIPATION



All respondents (100.0%) reported confidence in answering questions and increased questioning and classroom participation. The data indicate significant improvement in student confidence and engagement.

This reflects consistent, active participation in classroom processes, supported by interactive, activity-based teaching methods.



I feel more confident to answer questions in class now. Teachers encourage us to speak and ask doubts, so I participate more in classroom activities. Earlier, I was hesitant to speak, but now I can answer questions without fear and also ask when I don't understand something. I also feel comfortable taking part in group activities and discussions.

- Priyanshi Dantani, Std. 4th, Jimiyapura Primary School, Jimiyapura, Gujarat



IMPACT 3: IMPROVEMENT IN EXAM OR TEST PERFORMANCE (N=300)

CHART 141: IMPROVEMENT IN EXAM OR TEST PERFORMANCE



Yes
No

All respondents (100.0%) reported improvement in exam or test performance. The data indicate significant improvement in students' academic outcomes.

This reflects consistent improvement in learning achievement, supported by activity-based and digital teaching methods.

“

I am happy with the quality of education provided by the school. My child has shown improvement in reading, writing, and mathematics, and teachers encourage discipline and regular attendance. The learning environment is supportive, and teachers regularly update us on our child's progress. This has helped build a strong foundation for my child's learning.

- Pathva Niteshbhai, Parent, Age 34, Child Divyash (Std. 2), Jimiyapura

”



**INTERACTION WITH
THE BENEFICIARIES**

IMPACT CREATED AT MULTIPLE LEVELS



INDIVIDUAL LEVEL

- **100.0% improvement** reported in digital literacy, classroom participation, and confidence; **98.0%+ improvement** in academic performance in STEM-based learning.
- Access to **smart classrooms, STEM labs, and computer facilities** improved conceptual understanding and enabled **faster learning (100.0%)**.
- **83.3% of students reported increased motivation** to attend school, reflecting improved engagement.
- **85.3% of sewing trainees** engaged in income-generating activities, earning **INR 3,000 - INR 5,000/month**, supporting self-reliance.



COLLECTIVE / COMMUNITY LEVEL IMPACT

- **100.0% parental awareness and support** indicate strong community engagement with programme activities.
- Improved infrastructure in schools and Anganwadis led to better **attendance, participation, and retention**.
- Livelihood interventions enabled income contribution, with **50.0% of beneficiaries contributing significantly to household expenses**.
- Schools and Anganwadi centres show improved **facilities, hygiene, and service delivery**.



STATE LEVEL IMPACT

- Demonstrates a **scalable model** integrating infrastructure, digital learning, and skill development.
- Implemented across **Gujarat, Silvassa, and Maharashtra**, covering **5,927 beneficiaries**.
- Outcomes such as **100.0% improvement in digital learning and 98.0%+ academic gains** reflect strong programme effectiveness.
- Aligns with state priorities in **digital education, STEM learning, and strengthening public education**.



NATIONAL LEVEL IMPACT

- Contributes to improving **access to education, its quality, and skill development outcomes**.
- **100.0% digital literacy improvement enhanced academic performance and livelihood generation**, supporting the development of future-ready skills.
- Strengthens **foundational learning and child development systems** through school and Anganwadi interventions.
- Reflects an effective **CSR-led model** supporting inclusive and skill-oriented education

KEY CHALLENGES AND BARRIERS



LIMITED DIGITAL INFRASTRUCTURE AND RESOURCES

Some schools reported limited availability of smart class equipment, STEM kits, and digital tools, which restricted access across classrooms and affected optimal utilisation of digital learning.



INADEQUATE CLASSROOM AND LAB INFRASTRUCTURE

Schools highlighted the need for additional classrooms, science labs, and dedicated spaces, as limited infrastructure constrained the effective implementation of digital, STEM, and co-curricular activities.



SHORT TRAINING DURATION AND LIMITED ADVANCED EXPOSURE

Some beneficiaries reported that the duration of the sewing and livelihood training was insufficient to develop advanced skills fully. Limited exposure to complex techniques and market linkage affected confidence in expanding income-generating activities.



INITIAL CHALLENGES IN ADOPTING DIGITAL TEACHING METHODS

Teachers initially faced challenges in effectively integrating smart class tools and activity-based methods into regular teaching, necessitating ongoing training and hand-holding support.



INCONSISTENT AVAILABILITY OF MATERIALS

In interventions such as educational accessories and Anganwadi support, variations in timely replenishment and material availability were observed, affecting sustained usage in some locations.



CHALLENGES IN MULTI-LOCATION IMPLEMENTATION

Implementation across Gujarat, Silvassa, and Maharashtra posed challenges in maintaining consistency in resource allocation and programme delivery across components.

KEY LEARNING



INTEGRATED APPROACH IMPROVES LEARNING

Combined Implementation of smart classes, STEM labs, and infrastructure enabled better conceptual understanding and practical learning.



TEACHER CAPACITY DRIVES DIGITAL LEARNING

Effective use of digital tools depends on teacher capacity and regular classroom integration, highlighting the need for continuous training



EXTENDED EXPOSURE STRENGTHENS SKILL OUTCOMES

Skill Development programmes were more effective when linked to income generation, but require longer duration and advanced exposure for sustainability.



EXISTING INSTITUTIONS ENABLE SMOOTH IMPLEMENTATION

Leveraging Schools, Anganwadi centres, and SHCs supported efficient delivery and community participation.



RESOURCE ADEQUACY IS CRITICAL FOR SCALE

Availability of Infrastructure, digital tools, and materials is essential for consistent implementation across locations.



**POLYCAB
- BENEFICIARIES**

04. EVALUATION BASED ON OECD FRAMEWORK



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability

The Organisation for Economic Co-operation and Development's Development Assistance Committee (OECD-DAC) framework provides a standardised approach for evaluating development interventions. The framework comprises six interconnected criteria for assessing the relevance, coherence, effectiveness, efficiency, impact, and sustainability of a programme.



RELEVANCE

The programme addresses gaps in access to quality education, digital learning, and school infrastructure in underserved communities. It responds through integrated interventions, including smart classes, STEM labs, support for school infrastructure, and educational accessories, serving 5,927 beneficiaries. It also supports skill development and empowerment among girls and youth, aligning with needs for foundational learning, digital education, and holistic development.



COHERENCE

The programme aligns with national priorities on improving access to quality education, digital learning, and inclusive development.

Alignment with SDGs:



Alignment with SDGs:

- Samagra Shiksha Abhiyan
- National Education Policy (NEP) 2020
- Digital India Programme



EFFECTIVENESS

The programme was highly effective, with strong outcomes across components. Improvements were observed in digital literacy, confidence, and independence (100.0% in computer classes/labs), and academic performance (98.4% in STEM). Students also showed increased participation and engagement (100.0%), while 85.3% of sewing trainees engaged in income generation. Anganwadi interventions improved child development indicators (100.0%). However, gaps in training duration, infrastructure, and resources indicate the need for further strengthening to sustain outcomes.

**EFFICIENCY**

The programme utilised INR 34.64 million to reach 5,927 beneficiaries by leveraging existing school infrastructure, Anganwadi centres, SHCs, and community institutions, enabling cost-effective delivery across locations. However, stakeholder feedback on limited digital resources, infrastructure gaps, and the need for additional facilities indicates scope for improved resource allocation and planning.

**IMPACT**

The programme had a significant impact on education and livelihood outcomes. Improvements were observed in learning outcomes, participation, and confidence (100.0%), as well as increased motivation to attend school (83.3%). Students also showed improvement in discipline and leadership (100.0% in Sainik School).

Livelihood interventions led to income generation (INR 2,000 - INR 5,000/month), with 97.4% continuing to use acquired skills, contributing to self-reliance. The programme also strengthened school and Anganwadi systems, improving learning environments and service delivery.

**SUSTAINABILITY**

- Continued CSR support is required to sustain infrastructure, digital tools, and skill programmes.
- Regular maintenance of smart classes, labs, and facilities is essential for long-term use.
- Strengthened follow-up and market linkage can support sustained income generation.
- Ongoing teacher training is needed for effective digital and activity-based learning.
- Regular replenishment of materials is required for consistent utilisation.
- Resource expansion is necessary to support scale and continuity.



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability

CHAPTER 5

RECOMMENDATIONS



SCHOOL INFRASTRUCTURE SUPPORT

Based on the observed space constraints, additional classrooms and dedicated activity spaces may be considered to enable the effective implementation of digital and co-curricular activities.



SMART CLASSES & DIGITAL LEARNING

Given limited device availability, increasing the number of smart boards and digital tools in proportion to student strength may improve classroom utilisation.



STEM & SCIENCE LAB INTERVENTIONS

To address gaps in practical exposure, strengthening lab infrastructure with additional equipment and consumables may support hands-on learning.



SKILL DEVELOPMENT (SEWING & LIVELIHOOD)

Considering feedback on training duration, extending training with additional practice sessions and basic market linkage support may enhance income outcomes.



TEACHER CAPACITY BUILDING

As initial challenges with tool use were observed, periodic refresher training and on-site support may improve adoption of digital and activity-based methods.



EDUCATIONAL ACCESSORIES & ANGANWADI SUPPORT

To address inconsistencies in material availability, establishing a structured replenishment and distribution mechanism may ensure sustained utilisation.

06. CONCLUSION

The programme reached 5,927 beneficiaries through 12 integrated components, spanning school infrastructure, smart classes, STEM labs, computer education, educational accessories, Anganwadi support, co-curricular activities such as martial arts and Bharatanatyam, and skill development initiatives. Together, these efforts strengthened access to quality education and created improved learning environments across schools and communities. As the interventions progressed, students became more engaged and confident, with 100.0% reporting improvements in participation and in the adoption of digital and activity-based learning. At the same time, skill-based components enabled livelihood opportunities, with 85.3% of beneficiaries engaging in income-generating activities, supporting self-reliance. Co-curricular activities further contributed to building discipline, confidence, and overall student development. By working through schools, Anganwadi centres, and community platforms, the programme strengthened foundational learning, increased participation, and utilised existing systems effectively. While there is scope for further strengthening infrastructure, resource availability, and training depth, the programme has laid a strong foundation for integrated education and skill development, with clear potential for scalability, sustainability, and long-term impact across similar underserved geographies.

POLYCAB

IDEAS. CONNECTED.



IMPACT ASSESSMENT REPORT

RURAL AND COMMUNITY DEVELOPMENT

IMPLEMENTED BY

Polycab Social Welfare Foundation

 **SoulAce**
Path to Sustainability

SOULACE CONSULTING PVT. LTD.

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A

BBREVIATIONS

AAP	Annual Action Plan
B.V.Sc & A.H.	Bachelor of Veterinary Science and Animal Husbandry
CSR	Corporate Social Responsibility
DAC	Development Assistance Committee
FGD	Focus Group Discussion
FMEG	Fast-Moving Electrical Goods
FY	Financial Year
GoI	Government of India
KII	Key Informant Interview
MoFAH&D	Ministry of Fisheries, Animal Husbandry and Dairying
OECD	Organisation for Economic Co-operation and Development
PAS	Pashu Arogya Saathi
PPE	Personal Protective Equipment
PSWF	Polycab Social Welfare Foundation
SDG	Sustainable Development Goal
VAS	Veterinary Auxiliary Services

EXECUTIVE SUMMARY

INTRODUCTION

Polycab India Ltd., through its dedicated CSR arm, the Polycab Social Welfare Foundation (PSWF), implemented two complementary animal welfare and rural development projects during the financial year 2023-24 in the Halol Taluka and Godhra region of Gujarat. The first project, Pashu Arogya Saathi, established a village-level first-response veterinary care system by identifying and training community volunteers across 15 villages, enabling timely first-aid treatment for livestock and promoting preventive cattle management practices among rural households. The second project, Jivkalyan Panjrapole, Godhra, provided institutional shelter, nutrition, and professional veterinary care to rescued and abandoned cattle, including animals intercepted from illegal slaughter routes, at a structured facility in the Godhra region. Together, the two interventions addressed a continuum of animal welfare needs, from the household to the institutional level, benefiting 407 livestock-owning households, treating 1,131 cattle, and sheltering approximately 1,000 animals during the project period. SoulAce Consulting Pvt. Ltd. was commissioned by Polycab India Ltd. to conduct an independent Impact Assessment of both projects, to evaluate their reach, effectiveness, and outcomes against the stated programme goals, and to provide evidence-based findings to inform future programme design.

PROJECT BACKGROUND

The Pashu Arogya Saathi and Jivkalyan Panjrapole projects in Godhra were implemented by the Polycab Social Welfare Foundation (PSWF), the dedicated CSR arm of Polycab India Ltd. The Pashu Arogya Saathi project addressed the lack of affordable, proximate veterinary first-response services by training community volunteers across 15 villages in Halol Taluka, Panchmahal District, Gujarat, resulting in the treatment of 1,131 cattle and direct benefits to 407 households during FY 2023-24. The Jivkalyan Panjrapole, Godhra project provided institutional shelter, modern veterinary instruments, and professional care for approximately 1,000 rescued and abandoned cattle, including animals intercepted from illegal slaughter routes in coordination with local police. Together, the two interventions addressed a continuum of animal welfare deficits from the village household to the institutional shelter in one of Gujarat's most livestock-dependent rural regions.

PROJECT DETAILS

Parameter	Pashu Arogya Saathi	Jivkalyan Panjrapole, Godhra
Project Name	Pashu Arogya Saathi (PAS)	Jivkalyan Panjrapole, Godhra
Implementing Partner	Polycab Social Welfare Foundation (PSWF)	Polycab Social Welfare Foundation (PSWF)
Implementation Year	FY 2023 - 2024	FY 2023 - 2024
Assessment Year	FY 2025 - 2026	FY 2025 - 2026
Locations Covered	Halol Taluka - 15 Villages (Juni Bhat, Navi Bhat, Amrapura, Gamirpura, Chachadia, Nana Chadva, Kansaravav, Nizran, Zarva, Vadia, Jotwad, Rayan Na Muvada, Chandranagar Ni Muwadi, Zipti, Kothaydi)	Halol / Godhra Region, Gujarat
Budget	Rs. 3.97 M	
Total Beneficiaries	Direct - 1,407 & Indirect - 407 = 1,814	
Sample Size	N = 20	N = 20

Alignment to SDGs and National Programmes



Alignment to SDGs and National Programmes

- Animal Husbandry Infrastructure Development Fund (AHIDF): Aligned with the grassroots veterinary service gap reduction
- Rashtriya Gokul Mission: Community volunteer model supports indigenous cattle health objectives
- National Animal Disease Control Programme (NADCP): Preventive livestock health management practices promoted
- PM-KISAN & Rural Livelihood Frameworks: Economic protection of livestock-dependent households
- Prevention of Cruelty to Animals Act: Institutional animal rescue and rehabilitation mandate supported

Sources

1. Animal Husbandry Infrastructure Development Fund (AHIDF)
2. Rashtriya Gokul Mission
3. National Animal Disease Control Programme (NADCP)
4. PM-KISAN (Pradhan Mantri Kisan Samman Nidhi)
5. Prevention of Cruelty to Animals Act, 1960

KEY FINDINGS

PASHU AROGYA SAATHI

Awareness and Service Reach



100.0%

of surveyed PAS beneficiaries confirmed awareness of the project and utilised services at least once.

Frequency of Engagement



85.0%

accessed the service on a single occasion, whilst 10% availed support two to three times, reflecting need-based engagement.

Volunteer Competence



100.0%

expressed satisfaction with the knowledge and skills of trained volunteers and confirmed that health problems were clearly explained during each interaction

Behavioural Change



100.0%

reported changes in cattle care practices following attendance at awareness sessions, reflecting a measurable shift toward preventive livestock management

First-Aid Effectiveness



100.0%

confirmed that the first aid provided before a veterinary doctor's arrival helped control the animal's condition at an early stage

Livelihood Exposure and Relevance



75.0%

of PAS beneficiaries owned more than five cattle, confirming high livelihood exposure to livestock health risks

JIVKALYAN PANJRAPOLE, GODHRA

Awareness and Service Reach



100%

of respondents confirmed the elimination of open dumping spots and cleaner roads

Service Utilisation



100.0%

confirmed benefit from facility services; care for old and injured cattle was the most frequently cited form of support (85.0% of respondents)

Shelter Management Quality



100.0%

positively assessed all three dimensions of shelter quality: cleanliness, nutrition and water provision, and availability of veterinary care

Staff and Environment



100.0%

confirmed that the environment was comfortable for cattle and that staff members were supportive and responsive in their daily caregiving role

Animal Welfare Contribution



100.0%

affirmed that the facility made a meaningful contribution to animal welfare in the Godhra and Halol region

Community Trust and Replicability



100.0%

of Panjrapole beneficiaries expressed willingness to recommend the facility to other farmers and villages



**INTERACTION WITH THE
SARPANCH & TRUSTEE**

KEY IMPACTS

PASHU AROGYA SAATHI

Awareness and Service Reach



100%

of respondents confirmed the elimination of open dumping spots and cleaner roads

Frequency of Engagement



100.0%

of PAS beneficiaries expressed satisfaction with the programme across all dimensions of service quality

Volunteer Competence



100.0%

reported improvement in the health of their cattle following first-aid treatment administered by trained community volunteers

Behavioural Change



100.0%

confirmed that awareness sessions directly led to changed cattle care behaviour, demonstrating durable preventive impact beyond first-aid service delivery

First-Aid Effectiveness



Early stabilisation by PAS volunteers reduced the severity of conditions and improved recovery rates, contributing to a reduction in animal illness and deaths at the village level

Livelihood Exposure and Relevance



Protection of larger herds directly safeguarded the primary income source of the most economically vulnerable beneficiary households

JIVKALYAN PANJRAPOLE, GODHRA

Awareness and Service Reach



100.0%

reported measurable improvement in cattle health following supervised shelter care, veterinary treatment, and nutritional support, confirming that quality of care translated directly into animal health outcomes

Service Utilisation



100.0%

perceived that the project contributed to a reduction in cattle abandonment within their communities, pointing to a sustained deterrent effect that extended the programme's impact beyond the facility boundary

Shelter Management Quality



Consistent staff supportiveness and a well-maintained environment contributed to reduced stress levels, improved immunity, and better recovery outcomes among sheltered animals, as observed clinically by Dr Nainesh Hada (Veterinary Officer)

Staff and Environment



100.0%

overall satisfaction across both projects confirmed that community trust in the model was comprehensive, supporting the case for replication in other livestock-dependent regions of Gujarat



FGD WITH THE BENEFICIARIES

02. INTRODUCTION

SoulAce Consulting Pvt. Ltd. was commissioned by Polycab India Ltd. to conduct an independent Impact Assessment of two Corporate Social Responsibility (CSR) projects implemented during the financial year 2023-24 in the Halol and Godhra regions of Gujarat. The assessment covered the Pashu Arogya Saathi project and the Jivkalyan Panjrapole, Godhra project, both of which address animal welfare and rural community development. The study was designed to assess programme relevance, service effectiveness, beneficiary outcomes, and the extent to which each intervention's stated objectives were achieved. Primary data were collected from 40 beneficiary respondents (20 per project), along with qualitative inputs from implementing team members, Panchayat representatives, and veterinary service providers.

ABOUT THE CLIENT (DONOR)

Polycab India Ltd. is one of India's leading manufacturers of wires, cables, and fast-moving electrical goods (FMEG), headquartered in Mumbai with a significant manufacturing and operational presence across Gujarat. As a publicly listed company, Polycab India Ltd. fulfils its statutory CSR obligations under the Companies Act, 2013, directing a portion of its annual profits towards community development and social welfare initiatives. The company's CSR vision centres on creating sustainable, measurable impact in the areas of education, health, rural development, and environmental stewardship, with particular emphasis on communities proximate to its manufacturing locations.

For the financial year 2023-24, Polycab India Ltd. channelled its CSR investments through its dedicated social welfare arm, the Polycab Social Welfare Foundation (PSWF), to support animal welfare and rural livelihood interventions in the Halol Taluka and Godhra region. The two projects assessed in this study – Pashu Arogya Saathi and Jivkalyan Panjrapole, Godhra, reflect the company's commitment to integrated rural development, recognising that livestock health is a foundational pillar of the economic well-being of farming communities in semi-urban and rural Gujarat.

ABOUT THE IMPLEMENTING AGENCY

The Polycab Social Welfare Foundation (PSWF) is the dedicated CSR implementation arm of Polycab India Ltd., established to plan, execute, and monitor the company's social welfare commitments in accordance with the provisions of Schedule VII of the Companies Act, 2013. PSWF operates through a structured governance mechanism in which the CSR team prepares an Annual Action Plan (AAP), presents it to the company's Board of Directors for approval, and subsequently implements it through a ground-level team comprising a Project Lead, Social Workers, and a Field Implementation Team.

PSWF's implementation model is characterised by continuous field monitoring, regular documentation of activities and outcomes, and close coordination with Panchayat bodies and local veterinary service providers. The Foundation's approach ensures that CSR investments are aligned with verified community needs and that programme outputs are tracked against approved objectives throughout the project cycle.



03 BACKGROUND AND PROJECT CONTEXT

NEED FOR THE PROGRAMME

Livestock is a foundational livelihood asset in Gujarat's Halol Taluka and Godhra region, where agriculture and animal husbandry constitute the primary sources of household income. According to the 20th Livestock Census (2019), Gujarat holds approximately 2.79 crore livestock, with rural districts such as Panchmahal heavily dependent on cattle rearing for income and food security. Despite this dependence, two interrelated gaps in animal welfare and veterinary service delivery persisted in the area.

At the household level, livestock owners in project villages lacked access to timely, affordable, and proximate veterinary services. With India's rural veterinary infrastructure serving approximately one institution per 2,667 sq. km, professional facilities remained distant and financially inaccessible for many farming households. As noted by the Swaminathan Commission (2006), livestock disease and mortality rank among the foremost causes of income loss for small and marginal farmers. In the absence of a trained first responder, common conditions such as wounds, fever, and parasitic infections were routinely escalated into severe or fatal outcomes due to delayed treatment.

At the institutional level, the region lacked a professionally managed facility to receive, shelter, and treat cattle rescued from illegal slaughter routes. Whilst the Prevention of Cruelty to Animals Act, 1960, mandates humane care for rescued animals, traditional cattle shelters in the area lacked modern veterinary equipment and clinical capacity, leaving rescued animals vulnerable to deterioration and preventable mortality.

Together, these gaps pointed to a continuum of animal welfare deficits requiring parallel interventions. The Pashu Arogya Saathi project addressed the community-level deficit through trained village volunteers, whilst the Jivkalyan Panjrapole, Godhra project addressed the institutional deficit by equipping a cattle shelter with modern veterinary instruments and infrastructure.

ACTIVITY 1 - Pashu Arogya Saathi

Period: April 2023 - March 2024

Location: Halol Taluka - 15 Villages

ACTIVITY 2- Jivkalyan Panjarapole, Godhra Percentage

Period: April 2023 - March 2024

Location: Halol / Godhra Region

Sources:

1. 20th Livestock Census, 2019 — DAHD, Government of India
2. National Commission on Farmers (Swaminathan Commission) Report, 2006
3. Prevention of Cruelty to Animals Act, 1960

PROJECT OBJECTIVES

The two projects were designed with complementary but distinct objectives, collectively addressing animal welfare deficits at both the village and institutional levels. Whilst the Pashu Arogya Saathi focused on building decentralised community capacity for livestock healthcare, the Jivkalyan Panjarapole initiative centred on strengthening institutional infrastructure for the rescue, shelter, and rehabilitation of cattle. The objectives of both activities are presented below in parallel for comparative reference.



To enhance the capacity of community members in basic animal healthcare and ensure timely first-aid support for livestock.



To establish and support a cattle shelter (Panjarapole) that provides a safe, protected, and sustainable environment for rescued cattle.



**PASHU AROGYA SATHI
HANDLING CATTLES**

PROJECT ACTIVITIES

Both projects were implemented through a set of structured field activities, coordinated by the Polycab Social Welfare Foundation and executed by dedicated project teams. The activities under each project were designed to address the identified need directly and to operationalise the stated objectives through community engagement, capacity building, infrastructure development, and continuous monitoring. The major activities undertaken under each project are presented below.

Pashu Arogya Saathi	Jivkalyan Panjrapole, Godhra
Identification and selection of villages with high cattle populations for project coverage (pilot: 4 villages; expanded to 15 villages in FY 2023-24).	Infrastructure support for cattle shed development.
Selection of two community volunteers per village to serve as Pashu Arogya Saathi workers.	Provision of secure housing and a protective environment for rescued cattle, ensuring protection from rain, sun, cold, and other environmental hazards.
Conduct a structured three-day training programme for volunteers, delivered by qualified veterinary experts and doctors.	Ensuring long-term protection and rehabilitation of rescued cattle.
Deployment of trained PAS volunteers for home-based first-aid treatment of common cattle conditions, including wounds, fever, diarrhoea, parasitic infections, and deworming.	
Establishment of a referral mechanism linking PAS volunteers to professional veterinary services for complex or serious cases.	
Organisation of community awareness sessions for livestock owners on preventive cattle management, good rearing practices, and early identification of illness.	



INTERACTION WITH THE BENEFICIARIES

04 RESEARCH METHODOLOGY

RESEARCH DESIGN

The impact assessment adopted a mixed-methods research design, integrating quantitative beneficiary surveys with qualitative inquiry through Key Informant Interviews (KIs) and field observations. A cross-sectional study design was applied, with data collected at a single point in time following the completion of project activities for the financial year 2023-24. The research was exploratory and evaluative, designed to assess programme reach, service quality, beneficiary outcomes, and community-level impact across both project sites. The study was conducted in the Halol Taluka and Godhra region of Gujarat, covering all primary project villages under the two CSR activities.

STUDY OBJECTIVES

- To assess the reach and penetration of services delivered under the Pashu Arogya Saathi and Jivkalyan Panjrapole projects among the intended beneficiary population.
- To evaluate the quality of services received by beneficiaries, including volunteer competence, facility standards, and the adequacy of veterinary care.
- To measure the extent of behavioural and health-related changes attributable to project interventions among livestock owners and animals.
- To document community-level perceptions of project impact, including changes in animal welfare, livestock management practices, and economic well-being.
- To identify implementation challenges, gaps in service delivery, and opportunities for programme improvement and geographic scale-up.

DATA SOURCES

Primary data was collected directly from beneficiaries, project stakeholders, and field-level service providers across both project sites through structured questionnaires and semi-structured interviews. Beneficiary surveys were administered to 20 respondents per project, yielding a total primary sample of 40 respondents. Key Informant Interviews were conducted with CSR implementation team members, Pashu Arogya Saathi workers, Panchayat representatives, and veterinary service providers to gather qualitative insights on implementation quality, challenges, and community impact.

PROJECT SNAPSHOT

Parameter	Pashu Arogya Saathi	Jivkalyan Panjrapole, Godhra
Project Name	Pashu Arogya Saathi (PAS)	Jivkalyan Panjrapole, Godhra
Implementing Partner	Polycab Social Welfare Foundation (PSWF)	Polycab Social Welfare Foundation (PSWF)
Project Period	April 2023 – March 2024	April 2023 – March 2024
Research Design Used	Mixed Methods (Quantitative + Qualitative)	Mixed Methods (Quantitative + Qualitative)
Sampling Technique	Purposive Sampling	Purposive Sampling
Sample Size (N)	N = 20 Beneficiaries	N = 20 Beneficiaries

KEY STAKEHOLDERS



Pashu Arogya Saathi (PAS) Workers

Trained community volunteers who delivered first-aid veterinary services under Activity 1.



CSR Implementation Team, PSWF

Project Leads and field social workers responsible for planning, execution, and monitoring of both projects.



Panchayat Representatives (Sarpanch)

Local governance bodies that supported project implementation and provided institutional linkages.



Veterinary Service Providers

Qualified veterinary professionals (B.V.Sc & A.H.) who provided clinical care at the Jivkalyan Panjrapole.



Polycab Social Welfare Foundation (PSWF)

The implementing agency responsible for end-to-end project management and reporting.

STUDY TOOLS

Data collection was carried out using five primary research instruments, each designed to capture information from a distinct stakeholder group. The tools were developed in alignment with the study objectives and the indicator framework presented above.

Data Collection Tools
Beneficiary Survey Questionnaire (Structured) - Administered to 20 beneficiaries per project to capture quantitative data on awareness, service utilisation, quality of care, and perceived impact.
Key Informant Interview (KII) Guide - CSR Implementation Team - Semi-structured interview tool used with Project Leads and field social workers.
Key Informant Interview (KII) Guide - Pashu Arogya Saathi Workers - Semi-structured tool to capture field-level experiences of trained volunteer service providers.
Key Informant Interview (KII) Guide - Panchayat Representative - Semi-structured tool administered to the Sarpanch to assess institutional support and community-level observations.
Key Informant Interview (KII) Guide - Veterinary Service Providers - Semi-structured tool used with qualified veterinarians at the Jivkalyan Panjrapole to assess clinical service quality and infrastructure.

ETHICAL CONSIDERATIONS

The assessment was conducted in strict adherence to ethical principles governing primary research involving human participants. All respondents were informed of the study's purpose, the voluntary nature of their participation, and their right to withdraw at any time without consequences. Oral informed consent was obtained from all participants before data collection, with particular sensitivity to the predominantly illiterate beneficiary profile of both project sites.

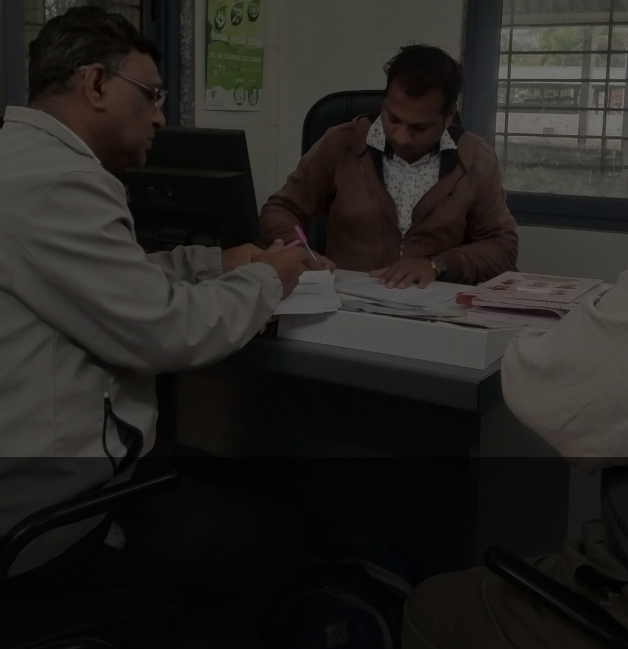
The identities of all individual respondents were kept confidential throughout data collection, analysis, and reporting. No personally identifiable information was disclosed in this report without the explicit knowledge and consent of the individual concerned. Case studies and testimonials included in the report were presented with the full awareness and agreement of the respective participants. Data were collected solely for this assessment and were not shared with any party other than the research team and the commissioning client.

DATA VALIDATION AND INTERPRETATION APPROACH

All quantitative data was sourced exclusively from the Analysis sheets of the respective Excel files prepared for each project, with figures used exactly as recorded without recalculation, normalisation, or adjustment. Qualitative data were subjected to thematic review and embedded within quantitative interpretation to provide contextual depth and explanatory nuance. Cross-validation of findings across multiple stakeholder groups, including beneficiaries, implementation team members, and Panchayat representatives, was applied to ensure consistency and credibility of reported outcomes.

05.

KEY FINDINGS AND IMPACT



PASHU AROGYA SAATHI PROJECT

A. DEMOGRAPHIC PROFILE

DEMOGRAPHIC SNAPSHOT – PASHU AROGYA SAATHI BENEFICIARIES (N = 20)

Age Group - Largest Cohort 31–60 years (75.0% across three equal age bands of 25.0% each)	Youngest & Oldest Cohorts 21–30 years (20.0%) Above 60 years (5.0%)
Educational Status 70.0% illiterate; 20.0% primary-educated; 5.0% each literate or middle school	Cattle Ownership 100.0% of respondents owned cattle

B. KEY FINDINGS

LIVELIHOOD CONTEXT

CHART 1: HERD SIZE DISTRIBUTION – NUMBER OF CATTLE OWNED (N = 20)

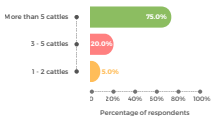


Chart 1 presents the distribution of herd size among surveyed respondents. The data showed that 75.0% of respondents owned more than 5 cattle, whilst 20.0% owned between 3 and 5. This concentration of larger herds among the beneficiary group indicated a high exposure to livestock health risks and, correspondingly, a high potential benefit from early veterinary intervention at the village level. All respondents confirmed that livestock was their primary source of income, further reinforcing the economic significance of timely access to animal healthcare.

LIVELIHOOD CONTEXT

Key Awareness Indicators

100.0% of respondents were aware of the Pashu Arogya Saathi project being implemented in their village.

100.0% of respondents reported knowing the Pashu Arogya Saathi volunteers personally.

100.0% of respondents reported being aware of the services offered by the Pashu Arogya Saathi.

Village meetings (65.0%) were the predominant channel through which beneficiaries first learned about the project, with the remaining 35.0% learning from PAS volunteers themselves.



I first came to know about the Pashu Arogya Saathi project during a village meeting where the volunteers explained how they can help when cattle fall sick or get injured. Since then, I have personally met the volunteers in our village and know the services they provide. Whenever there is a problem with our animals, we can approach them for first aid and guidance. Because of these meetings and the volunteers' presence in the village, people here are aware of the project and feel comfortable taking their help for animal care.

– Hiralal Rathva, 34 years, Dhaneshwar



SERVICE UTILISATION AND ENGAGEMENT

CHART 2: FREQUENCY OF SERVICE USAGE BY PAS BENEFICIARIES (N = 20)

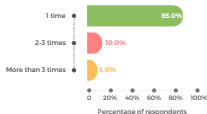


Chart 2 presents the frequency of service utilisation among surveyed beneficiaries of the Pashu Arogya Saathi initiative. The findings indicate that 85.0% of respondents used the service once, while 10.0% accessed support two to three times. The predominance of single-use engagement aligns with the project's design objective of delivering timely first-aid support to stabilise animals at an early stage, thereby preventing escalation into more severe conditions and potentially reducing the need for repeated interventions.

All respondents confirmed receiving first-aid treatment for their cattle under the project. Furthermore, all reported that the PAS volunteer responded immediately when assistance was required, demonstrating prompt, accessible, and reliable service delivery at the village level. The PAS volunteer corroborated these findings, stating that regular house visits are conducted. The implementing team further noted that several routine animal health issues, including minor injuries, wounds, fever, diarrhoea, parasitic infections, deworming, and basic infections, are now effectively managed at the village level, reducing dependency on delayed external veterinary intervention.



I regularly visit houses to provide dressing and medicines to animals. Many villagers call me when their animals are sick, and I try to respond quickly. With proper training and guidance from veterinary doctors, I feel confident in giving first aid. In one case, a buffalo with a tail injury recovered well after timely dressing and medicine. It feels good to help animals and see them improve

– Narayan, Pashu Arogya Saathi Volunteer, Halol Taluka



VOLUNTEER CAPACITY AND COMMUNITY TRUST

HART 3: SATISFACTION WITH KNOWLEDGE AND SKILLS OF PAS VOLUNTEERS (N = 20)



Chart 3 presents respondents' satisfaction with the knowledge and skills of the Pashu Arogya Saathi (PAS) volunteers. All respondents (100.0%) expressed satisfaction with the volunteers' competence during service interactions. This indicates that the structured three-day training programme, conducted by qualified veterinary professionals, effectively equipped volunteers with the technical knowledge required to deliver field-level first aid.

All respondents further reported that the volunteers clearly explained the nature of the animal's health problem and the treatment administered. This reflects the role of PAS volunteers as effective bridge communicators between veterinary science and rural beneficiaries. This function is particularly significant given the beneficiary group's predominantly illiterate profile.

Training Programme Overview - Pashu Arogya Saathi Volunteers

The PAS volunteer training programme was designed to be practical and field-oriented, equipping community members with essential skills to provide basic livestock first aid in their villages.

Key Components of the Training

- **Duration:** Three-day training programme, including one day of practical field-based learning.
- **Trainers:** Conducted by qualified veterinary experts and doctors.
- **Training Approach:** Combination of technical sessions, hands-on demonstrations, and operational guidelines for field application.
- **Topics Covered:** Wound dressing, medicine administration and dosage, safe animal handling, management of fever and diarrhoea, control of parasitic infections, deworming practices, and basic injury care.
- **Follow-up Support:** Regular on-field guidance and periodic follow-ups by the project team to reinforce volunteer capacity.
- **Documentation:** Training included modules on community interaction, case recording, and reporting procedures for monitoring project activities.

Narayan, a trained PAS volunteer serving in Halol Taluka, reported feeling confident in administering first aid and stated that proper guidance is received from veterinary doctors whenever required. Parmar Vijay Singh, Sarpanch of the project village in Halol Taluka, confirmed that PAS workers are easily accessible for house visits and provide useful support before the doctor's arrival. Additionally, the Project Leader, Ashish Varia, outlined that probing training, treatment guidance, monitoring, and ongoing capacity building for volunteers are integral components of implementation oversight, ensuring sustained service quality at the village level.



The Pashu Arogya Saathi project has helped create a strong system of animal care at the village level. Through practical, field-oriented training, volunteers gained hands-on experience and clear guidelines to provide first aid confidently. We have seen that early identification and timely treatment have reduced illness severity and improved recovery rates. The project has strengthened local capacity and built trust within the community.

– Ashish Varia, Project Leader, Halol Taluka



AWARENESS SESSIONS AND BEHAVIOURAL CHANGE

CHART 4: USEFULNESS OF AWARENESS SESSIONS ON CATTLE MANAGEMENT PRACTICES (N = 20)



Chart 4 presents respondents' assessment of the usefulness of the awareness sessions conducted under the project. All 20 respondents (100.0%) affirmed that the sessions were useful, indicating strong relevance and acceptance of the content delivered.

The survey findings further revealed that all respondents reported changes in their cattle care practices after attending the awareness sessions. This demonstrates a clear behavioural shift toward preventive livestock management, with community members moving from reactive responses to animal health issues to more informed, proactive care practices.

The implementing team also observed increased awareness among livestock owners regarding preventive measures and early identification of common illnesses. At the institutional level, the Sarpanch confirmed that the awareness sessions contributed to improvements in cattle care practices within the village. Additionally, the Panchayat noted increased community participation, with many villagers actively participating in project activities, reflecting strengthened collective involvement in animal health management.

“

I attended the awareness sessions on good cattle practices. After attending the sessions, I changed the way I take care of my animals. I now identify problems early and address them more effectively. The sessions were useful and helped me understand how to manage my cattle properly.

– Rathav Jyotsana, 23-year-old, Rayamuda village, more than 5 Cattle Owned

”

“

Since the Pashu Arogya Saathi project started in our village, many people have become more involved in taking care of their animals. Awareness sessions helped villagers better understand cattle care practices, and now many residents are coming forward and actively participating in the project activities. The presence of PAS workers has made it easier for villagers to seek help for their animals, and the community is working together more closely to manage animal health.

– Parmar Vijay Singh, Sarpanch, Halol Taluka

”

KEY IMPACT

ESTABLISHMENT OF A VILLAGE-LEVEL FIRST RESPONSE ANIMAL HEALTHCARE SYSTEM

The Pashu Arogya Saathi project established a functional, community-based animal healthcare system across the project villages, placing trained first responders within immediate reach of livestock owners. According to the survey findings, all 20 beneficiaries confirmed that PAS volunteers responded immediately when assistance was sought, and all reported that the treatment provided before a doctor's visit helped stabilise their animals. The PAS worker reported that, in cases of medicine shortages, veterinary doctors are contacted immediately, indicating an active referral linkage system.



Whenever my animal needed help, the Pashu Arogya Saathi came immediately. I received first aid once, and my animal improved afterwards. The treatment given before the doctor arrived was helpful and quickly reduced the problem. I feel this project is very beneficial for our village

– Rathva Navin, 45 years old, Dhaneshwar Village, more than 5 Cattle Owned



CHART 5: HELPFULNESS OF FIRST AID TREATMENT PROVIDED BEFORE DOCTOR'S ARRIVAL (N = 20)



■ Yes
■ No

Chart 5 presents respondents' perceptions of the helpfulness of first-aid treatment provided by the PAS volunteer before a veterinary doctor's visit. All 20 respondents (100.0%) affirmed that the treatment was helpful. The Sarpanch noted that the savings from the ₹300 visit charge significantly benefited livestock owners financially, reinforcing the financial importance of timely first-aid services. The PAS worker reported supporting approximately 40 livestock owners per month.



When my animal became sick, the Pashu Arogya Saathi responded immediately and provided first aid treatment. The treatment given before the doctor arrived was very helpful and prevented the condition from getting worse. Because of this quick support, my animal recovered properly.

– Hirali Rathva, 34 years old, Dhaneshwar village, 3-5 Cattle Owned



IMPROVED ANIMAL HEALTH OUTCOMES

CHART 6: IMPROVEMENT IN ANIMAL HEALTH AFTER FIRST AID TREATMENT (N = 20)



■ Yes
■ No

Chart 6 presents the reported improvement in animal health following first-aid treatment administered by PAS volunteers. All 20 respondents (100.0%) reported that their animals improved after treatment, indicating consistent positive outcomes at the beneficiary level.

Both Ashish Varia, the Project Leader and Parmar Vijay Singh, the Sarpanch, independently corroborated this finding, observing a noticeable reduction in animal illness and related problems across the project villages since implementation, which both attributed to the early identification of health conditions and the timely provision of first aid at the community level. The Project Leader further noted that common illnesses are now treated at an early stage, resulting in reduced severity and improved recovery rates, whilst the Sarpanch specifically observed a decline in animal deaths previously caused by delayed or absent treatment.



After receiving first aid treatment from the Pashu Arogya Saathi, my animal's health improved. The treatment was given immediately and helped control the problem at an early stage. I have more than five cattle, and their health is very important for my income. This project has helped in keeping my animals healthy and reducing illness.

– Manjula Parmar, 31 years old, Rayamuda village, more than 5 Cattle Owned



HIGH COMMUNITY TRUST AND REPLICABILITY POTENTIAL

The survey data reflected a high degree of community trust in the Pashu Arogya Saathi model. All 20 respondents expressed willingness to recommend the project to other villages, citing the tangible improvements in animal health, the accessibility of volunteers, and the economic benefit of reduced veterinary costs. The local Sarpanch confirmed that the project was received positively by cattle owners and that coordination with the Panchayat was smooth and effective.

The implementing team noted that the project's scalability was supported by the fact that volunteers were selected from within the community, trained by qualified professionals, and embedded into their own village ecosystems, making the first-response system self-sustaining once established.

The Project Leader recommended quarterly refresher training, advanced refresher programmes, regular supply of medical kits, continuous capacity building, and regular performance reviews to strengthen sustainability. The Panchayat suggested that more medicines should be made available and that instant relief should be provided in serious cases, such as broken legs.



The project has been very helpful for our village. Farmers are saving money because the visit charge is ₹300, and first aid is available quickly. Animal illnesses have reduced, and people are actively participating in the project. The services are easily accessible, and coordination with the project team has been smooth

– Parmar Vijay Singh, Sarpanch, Halol Taluka



PASHU AROGYA SATHI



Case study 1

Strengthening Livestock Health and Agricultural Productivity

Background

Navin Kumar Rathva, a 45-year-old livestock owner, is a beneficiary under the Pashu Palan and agriculture support program. His livelihood is closely linked to animal husbandry and farming, both of which underpin his household income and daily work.

Intervention Support Received

Under the programme, Navin Kumar received veterinary care and treatment for his animals, ensuring injured livestock were treated promptly. Alongside livestock support, he was also guided in agricultural practices, including the use of Jiv Amrut, which he described as a natural medicine for the land. The support extended beyond treatment to practical advice applicable to both animal care and farming activities.

Change Observed in Livestock Health

Navin Kumar shared that whenever an animal suffered an injury, proper treatment and care were provided on time. As a result, recovery was faster, and the animals' overall health improved. The timely availability of medicines and dressing facilities directly strengthened animal well-being and prevented complications. He observed that animals regained strength more quickly and maintained better health after receiving appropriate care.

Agricultural Impact

In addition to improvements in livestock care, the programme positively influenced Navin Kumar's agricultural practices. With guidance on using Jiv Amrut, he noticed the soil softened, which contributed to improved crop growth and higher yields. He observed that crops appeared healthier and stronger after applying the recommended practices. The guidance provided was described as useful and easy to understand, allowing him to adopt the practices confidently.

Overall Outcome

According to Navin Kumar Rathva, the programme has supported improvements in both animal care and agricultural productivity. The combined impact on livestock health and crop performance strengthened his overall livelihood. He expressed gratitude for the support and benefits received under the initiative.



JIVKALYAN PANJRAPOLE, GODHRA

A. DEMOGRAPHIC PROFILE

DEMOGRAPHIC SNAPSHOT - JIVKALYAN PANJRAPOLE BENEFICIARIES (N = 20)

Age Distribution 46-50 years: 35.0% 35-40 years: 30.0% 41-45 years: 20.0% 51-55 years: 15.0%	Gender Profile 90.0% Male 10.0% Female
Experience in Livestock Care 3 years & 5 years: 30.0% each 2 years & 4 years: 20.0% each	Respondent Category 80.0% Both (farmer & cattle owner) 20.0% Cattle owner only
Livestock as Main Income 100.0% of respondents reported livestock/farming as the primary income source	Village Residency All respondents are residents of the project implementation area

CHART 7: TYPES OF CATTLE OWNED BY RESPONDENTS (N = 20)

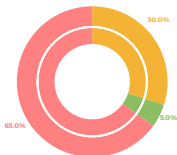
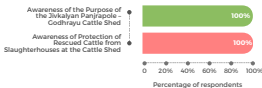


Chart 7 presents the type of cattle owned by respondents associated with the Jivkalyan Panjrapole. Cows were the dominant category, owned by 65.0% of respondents, whilst 30.0% owned more than one type of cattle and 5.0% owned buffalo. This distribution indicated that the cattle shed served a predominantly bovine population, consistent with the regional livestock profile of the Godhra area.

B. KEY FINDINGS

AWARENESS AND PURPOSE UNDERSTANDING

CHART 8: AWARENESS OF PANJRAPOLE PURPOSE AND PROTECTION OF RESCUED CATTLE (N = 20)



As per the survey findings, all respondents (100.0%) were aware of the Jivkalyan Panjrapole-Godhrayu cattle shed. Chart 8 presents two key awareness indicators: understanding of the shelter's purpose and knowledge that rescued cattle are protected from slaughter at the facility. Both indicators recorded a 100.0% positive response, reflecting comprehensive community awareness of the institution's mandate and operational role.

Regarding awareness pathways, other farmers emerged as the primary source of information, with 70.0% of respondents learning about Panjrapole from fellow livestock owners. Project staff accounted for 20% of awareness, while local organisations contributed to 10%. This pattern suggests that the initiative has become socially embedded within local farmer networks, enabling organic dissemination of information across the livestock community.

Beyond general awareness, respondents demonstrated clarity regarding the institution's protective function. All 20 respondents acknowledged that the Panjrapole serves as a rescue and rehabilitation facility for cattle intercepted from illegal slaughter routes. This perception was further supported by the veterinary service provider, who confirmed that the facility actively rescues animals from illegal transportation and provides on-site veterinary care to stabilise and rehabilitate them. The convergence of beneficiary responses and veterinary confirmation indicates that the Panjrapole's protective mandate is not only widely recognised but also operationally implemented, contributing meaningfully to animal welfare and ethical livestock management in the region.



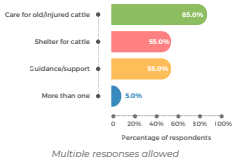
"We know that the Panjrapole is meant to protect rescued cattle and save them from being taken to slaughterhouses. In our village, everyone understands that this place provides safety and proper care for injured, old, or abandoned animals. It is not just a shelter, but a place where animals are protected and treated with respect

— Bhadreshbhai Vikrambhai Chuavan, 52 years old, Goli village, 1-2 Cattle Owned



USE OF SERVICES AND FACILITY ASSESSMENT

CHART 9: TYPE OF SUPPORT RECEIVED FROM PANJRAPOLE (N = 20)



According to the survey findings, all respondents (100.0%) reported benefiting from Jivkalyan Panjrapole's services. Chart 9 presents the types of support received, indicating that care for old and injured cattle was the most frequently cited service (85.0%). Shelter support and guidance or advisory assistance were each reported by 55.0% of respondents.

This distribution reflects the multi-functional role of the Panjrapole, operating not only as a medical care facility for vulnerable and injured animals, but also as a structured shelter and a knowledge resource for cattle owners. The diversity of services utilised suggests that the institution has become embedded within the livestock management practices of the surrounding community.

The veterinary service provider further contextualised these findings by noting that many rescued cattle arrive with conditions such as malnutrition, poor living conditions, and limited prior access to veterinary services. This clinical perspective underscores the need for comprehensive care services and underscores the relevance of Panjrapole's integrated model, which combines shelter, nutrition, and medical treatment.



The Panjrapole has provided safe shelter for cattle when we needed it. The sheds are clean, and the animals get proper food and water. We know that rescued cattle are protected here and not sent to slaughter. This gives us confidence and trust in the facility.

– Sanjiv Naik, 37 years old, Kotda village, 3-5 Cattle Owned



CHART 10: QUALITY OF CATTLE SHELTER MANAGEMENT – CLEANLINESS, NUTRITION AND VETERINARY CARE (N = 20)

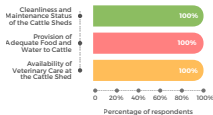


Chart 10 presents respondents' assessment of three critical dimensions of shelter management quality: cleanliness and maintenance of the sheds, adequacy of food and water provision, and availability of veterinary care. All 20 respondents (100.0%) affirmed across these dimensions, indicating that Panjrapole maintains consistent, reliable standards of animal care and facility management.

These perceptions were corroborated by the veterinary service provider, who detailed the physical infrastructure supporting animal health. The facility provides protection from rain, excessive sun exposure, and cold weather, along with non-slippery rubber bedding sheets, properly designed feed mangers, sufficient spacing between animals, and adequate ventilation. These infrastructure elements directly contribute to animal comfort, recovery, and overall well-being.

In addition to infrastructure quality, the veterinary service provider explained that newly rescued cattle undergo systematic health assessments upon arrival. These assessments include evaluating nutritional deficiencies, trauma or injuries, disease conditions, and overall physical appearance. This structured intake process ensures that medical and nutritional interventions are tailored to each animal's condition, reinforcing the facility's integrated and clinically informed approach to care.

QUALITY OF CARE AND SAFETY PERCEPTION

Cattle Safety Indicator

All 20 respondents (100.0%) stated that the cattle were safe and well protected at the Panjrapole, confirming that the facility fulfilled its primary mandate of providing a secure environment for rescued and vulnerable animals. The veterinary officer noted that coordination between medical staff and Panjrapole personnel is managed through effective communication to ensure timely treatment and monitoring.

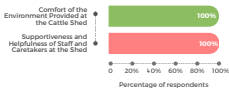
CHART 11: COMFORT AND STAFF SUPPORT AT THE CATTLE SHED (N = 20)

Chart 11 presents respondents' assessment of the environmental comfort of the shed and the supportiveness of staff. Both indicators recorded a 100.0% positive response. All respondents found the environment comfortable for cattle, and all affirmed that staff and caretakers were supportive and helpful. This reflected a well-managed institutional setting in which animal welfare was actively prioritised through both physical infrastructure and staff conduct.



The cattle shed is clean and comfortable. The animals get proper food, water, and medical care. The staff members are helpful and supportive, and they take good care of the animals every day. We feel confident leaving our cattle here because they are treated well.

– Kamalkant Laxmandas Patel, 40 years old, Vargadi village, 1-2 Cattle Owned



C. KEY IMPACT

COMMUNITY-LEVEL IMPACT AND OVERALL SATISFACTION

CHART 12: IMPROVEMENT IN CATTLE HEALTH AND CARE FOR INJURED/OLD CATTLE AT THE SHED (N = 20)

Chart 12 presents two key indicators of animal welfare outcomes. All respondents (100.0%) reported improvement in the health condition of cattle following their stay at the Panjrapole, and all affirmed that injured and old cattle received adequate care and support at the facility. These findings indicate the effectiveness of Panjrapole's integrated care model, which combines shelter, nutrition, and veterinary treatment to restore and sustain animal health.



"Earlier, when our cattle became old or injured, it was very difficult for us to manage proper treatment and care. After being brought to Panjrapole, they received regular food, shelter, and medical treatment. I have clearly seen improvement in their health and recovery. The animals are safe here and are looked after properly

– Solanki Rajuben Lalabhai, 45 years old, Rampur village, 3-5 Cattle Owned



The veterinary officer's clinical observations reinforced these beneficiary perceptions, and Dr Nainesh Hada (B.V.Sc & A.H.) confirmed that proper shelter and systematic care contributed to measurable improvements in animal well-being. Reported improvements included reduced stress levels, strengthened immune function, improved reproductive health, reduced protozoal infestations, and prevention of foot-related diseases. These outcomes demonstrate that the structured care environment directly supports both recovery and long-term health maintenance.

Further, the CSR implementation team noted that the provision of modern diagnostic and treatment equipment had improved access to essential veterinary care and strengthened the facility's treatment capacity. The combination of upgraded infrastructure, professional oversight, and consistent care delivery has therefore translated into tangible improvements in animal health outcomes.



At the Panjrapole, we provide daily care to abandoned, sick, and aged animals. Many rescued cattle arrive with malnutrition and health issues due to poor living conditions. With proper shelter, nutrition, and medical treatment, we have observed reduced stress levels, improved immunity, better reproductive performance, and fewer infestations. We also rescue animals from illegal transportation and provide on-site veterinary services to protect their well-being.

– Dr Nainesh A. Hada, Veterinary Officer (B.V.Sc & A.H.), Jivkalyan Panjrapole – Godhrayu



CHART 13: COMMUNITY-LEVEL IMPACT ON CATTLE ABANDONMENT AND ANIMAL WELFARE (N = 20)

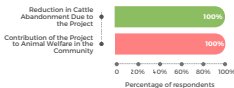


Chart 13 presents two community-level impact indicators. All respondents (100.0%) perceived that the project had helped reduce cattle abandonment in the community, and all affirmed that the Panjrapole had made a meaningful contribution to animal welfare in the region. These responses indicate that the project's presence and functioning have generated visible change extending beyond the immediate beneficiaries of shelter services. The alignment between beneficiary perceptions, the resident veterinarian's observations, and inputs from Panchayat leadership suggests that Panjrapole operates not only as a care facility but also as a deterrent to cattle abandonment and a stabilising institutional mechanism for community-level animal welfare.



“Because of this cattle shed, fewer animals are left abandoned in our area. Farmers know there is a safe place where animals can be treated and cared for. Animal health has improved, and we feel this facility is very important for our villages. More villages should have such a Panjrapole.

– Narendrasigh Bhagvansigh Parmar, 35 years old, Lalpuri village, more than 5 Cattle Owned



The Sarpanch reported that animal health services had improved following the project's commencement, including more timely treatment, vaccination, and artificial insemination, as well as improved overall care practices. He further noted a clear improvement in animal welfare, driven by better services and increased awareness, and recommended expanding the initiative to additional villages. The Panchayat also observed improved productivity among farmers, attributing this to reduced disease incidence and strengthened access to veterinary support.

From an institutional perspective, the CSR implementation team indicated that project success is tracked through measurable indicators, including the number of animals rescued, the number treated, recovery rates, reductions in injuries and illness, and the number of animals relocated to safe shelters. These monitoring parameters provide structured validation of the community-level improvements reported by beneficiaries and local leadership.



The project has been received very positively by villagers and farmers. Since it started, animal health services have improved with timely treatment, vaccination, and better overall care. Farmers are seeing reduced animal diseases and improved productivity. There has been a clear improvement in animal welfare in our area, and this model should be expanded to other villages.

– Sanjaybhai Soabhai Patel, Sarpanch, Godhrayu Region



Strengthening Veterinary Systems and Capacity

Sustainability is supported through training veterinary staff, strengthening local maintenance capacity, and providing durable, easy-to-use equipment. The veterinary service provider highlighted gaps, including a lack of advanced surgical equipment and specialised training in small animal diseases, indicating areas for future improvement

CHART 14: OVERALL SATISFACTION WITH SERVICES OF JIVKALYAN PANJRAPOLE-GODHRAYU (N = 20)

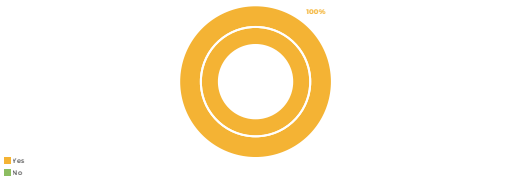


Chart 14 presents the overall level of satisfaction among respondents with Jivkalyan Panjrapole's services. All respondents (100.0%) expressed satisfaction with the services received. Furthermore, all respondents stated that they would recommend the cattle shed to other farmers and villages and unanimously affirmed that similar facilities are needed in additional locations. This collective endorsement reflects strong community acceptance and perceived value of the intervention.

These perceptions are consistent with the project's strategic design as articulated by the CSR implementation team. The initiative was structured to address common gaps in veterinary infrastructure through a low-cost and replicable model. Sustainability has been supported through staff training, capacity strengthening, and the provision of durable, accessible veterinary equipment, ensuring the facility operates effectively beyond the initial intervention phase.



Through this project, we coordinated the complete supply of modern veterinary medical instruments to the Panjarapole. Our goal was to improve animal healthcare by strengthening the facility's diagnostic and treatment capacity. With proper planning, stakeholder coordination, and structured monitoring, the project has enhanced access to essential veterinary care and improved overall animal well-being. The model is low-cost, replicable, and designed to address gaps in rural veterinary infrastructure.

– Bhargav Mehta, CSR Implementation Lead, Jivkalyan Panjarapole – Godhrayu



X-RAY MACHINE

06. IMPACT CREATED AT MULTIPLE LEVELS

The interventions implemented under the Pashu Arogya Saathi and Jivkalyan Panjrapole, Godhra projects generated verifiable impact across four levels – individual, community, state, and national – as evidenced by the findings of this assessment. The impacts documented below are derived strictly from survey data and qualitative field evidence gathered during the study period.



INDIVIDUAL LEVEL

100.0% beneficiaries of the Pashu Arogya Saathi project reported improvement in their cattle's health following first-aid treatment by a trained volunteer, directly protecting the productive and economic assets of individual livestock-owning households.

The project reduced the financial burden on individual cattle owners by providing first-response veterinary care at no immediate cost, particularly significant given that professional veterinary visits in the area cost approximately ₹300. All respondents reported that treatment received before the doctor's arrival helped control the condition in its early stages.

For individual beneficiaries of the Jivkalyan Panjrapole, the availability of shelter, nutrition, and veterinary care for old or injured cattle relieved the household-level burden of managing economically animals that required intensive care beyond the means of individual farming families, with 100.0% confirming improvement in the health of cattle placed at the facility



COMMUNITY LEVEL

The Pashu Arogya Saathi project established a decentralised, village-level first-response animal healthcare system across 15 villages in Halol Taluka. All 20 respondents (100.0%) changed their cattle care practices after attending awareness sessions, reflecting a community-wide shift from reactive to preventive livestock management.

The Jivkalyan Panjrapole contributed to a measurable reduction in cattle abandonment at the community level, as perceived by all 20 surveyed respondents (100.0%). The facility's presence served as an institutional deterrent to abandonment by providing a recognised, accessible refuge for animals that could no longer be managed at the household level.

Community awareness of the Panjrapole's mandate was comprehensive; all respondents knew that rescued cattle were protected from slaughter at the facility, and word-of-mouth spread of this knowledge through farmer networks (cited by 70.0% of respondents) indicated strong community-level embedding of the institution.



STATE LEVEL

The Pashu Arogya Saathi model demonstrated the feasibility of a community-embedded, low-cost veterinary first-response system operating within the rural livestock ecosystem of Gujarat. The project treated 1,131 cattle and directly benefited 407 households across 3 Talukas namely, Halol, Ghoghamba & Jambughoda within a single financial year, contributing to the broader state-level goal of reducing livestock morbidity and mortality in underserved rural areas.

The Jivkalyan Panjrapole in Godhra provided institutional support for the rescue and rehabilitation of approximately 1,000 animals in the Halol and Godhra regions. By providing a structured facility for cattle intercepted from illegal slaughter transportation routes, in coordination with the police and local community members, the project reinforced state-level animal welfare enforcement mechanisms operating under Gujarat's cattle protection framework.



NATIONAL LEVEL

The Pashu Arogya Saathi project aligned with national priorities under the Animal Husbandry Infrastructure Development Fund and the broader thrust of government policy to strengthen grassroots veterinary service delivery and reduce livestock mortality in rural India. The community volunteer model offered a replicable, evidence-based template for decentralised animal healthcare that addressed gaps common across rural livestock economies nationwide.

The Jivkalyan Panjrapole project contributed to national animal welfare objectives by demonstrating a viable institutional model for rescuing, sheltering, and rehabilitating cattle vulnerable to illegal slaughter, consistent with the principles of animal welfare legislation and ethical livestock management upheld at the national level. The CSR implementation team confirmed that the model was low-cost, replicable, and addressed gaps in veterinary infrastructure that were not unique to Gujarat.

07. EVALUATION BASED ON OECD FRAMEWORK



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability

This chapter presents an evaluation of both CSR projects – Pashu Arogya Saathi and Jivkalyan Panjrapole, Godhra – against the six criteria of the OECD Development Assistance Committee (DAC) Evaluation Framework: Relevance, Coherence, Effectiveness, Efficiency, Impact, and Sustainability. The framework was applied to systematically and evidence-based assess the quality and performance of both interventions. Each criterion is rated on a scale of 1 to 5 stars, with the rationale derived exclusively from verified findings from the beneficiary survey (N = 20 per project), Key Informant Interviews, field observations, and qualitative inputs gathered during the impact assessment. No criterion rating is aspirational or predictive; all assessments reflect conditions and outcomes observed and documented during the study period.



RELEVANCE

India loses an estimated ₹53,000 crores annually due to livestock diseases, with rural districts such as Panchmahal in Gujarat recording veterinary institution density well below the national norm (DAHD, Annual Report 2022-23). In the project villages, livestock owners had no proximate access to affordable first-response care, whilst traditional cattle shelters in the region lacked the clinical infrastructure to treat rescued or seriously ill animals. Both gaps were felt locally, documented institutionally, and directly addressed by the two interventions.

The Pashu Arogya Saathi resolved the community-level gap by deploying trained first responders in 15 villages, protecting households that relied on livestock as their primary source of income, with 100.0% of respondents reporting this.

The Jivkalyan Panjrapole addressed a documented institutional gap in the care of rescued and abandoned cattle in the Godhra region. Village meetings and farmer networks, cited by all respondents as the primary awareness channels, confirmed that the projects were embedded within existing community structures and responded to locally felt priorities. No gap was observed between the programme design and the needs of the target population.

**COHERENCE**

Both projects were internally coherent and mutually reinforcing, with Pashu Arogya Saathi's community-first response model complementing Jivkalyan Panjrapole's institutional rehabilitation function across the same livestock-dependent geography. At the policy level, both interventions aligned with national programmes including the Animal Husbandry Infrastructure Development Fund, the Rashtriya Gokul Mission, and the National Animal Disease Control Programme, whilst Panjrapole's cattle rescue mandate was directly consistent with the Prevention of Cruelty to Animals Act, 1960, and the Gujarat Animal Preservation Act, 1954. Both projects also advanced SDG 1 (No Poverty), SDG 2 (Zero Hunger), SDG 3 (Good Health), SDG 15 (Life on Land), and SDG 17 (Partnerships), collectively reflecting coherence across livelihood protection, animal welfare, and community engagement dimensions. Coordination with Panchayat bodies and veterinary professionals was confirmed as smooth and effective by both the Sarpanch and the CSR implementation team. A rating of 4 rather than 5 reflects the absence of a formally documented referral protocol that links the two activities into a unified programme architecture.

**EFFECTIVENESS**

Both projects achieved their stated objectives with a high degree of measurable success across the survey period. Under the Pashu Arogya Saathi, 100.0% of respondents reported awareness of the project, 100.0% availed services, 100.0% were satisfied with the volunteers' competence, 100.0% found first-aid treatment helpful before the doctor's visit, and 100.0% reported improvement in animal health following treatment. Under the Jivkalyan Panjrapole, 100.0% of respondents reported benefitting from facility services, 100.0% assessed cleanliness, nutrition, and veterinary care positively, and 100.0% reported improvement in cattle health after their stay at the facility. All surveyed beneficiaries across both projects expressed willingness to recommend the respective intervention to other villages or farmers, further affirming their effectiveness.

**EFFICIENCY**

Both projects demonstrated efficient resource utilisation relative to the scale of outputs achieved. The Pashu Arogya Saathi, with a total expenditure of ₹3,20,484, treated 1,131 cattle and directly benefited 407 households across 15 villages – a per-animal cost of approximately ₹283 and a per-household cost of approximately ₹788. The Jivkalyan Panjrapole, with an expenditure of ₹36,50,000, supported care for approximately 1,000 animals through a combination of veterinary instruments and infrastructure, a per-animal cost of approximately ₹3,650. Immediate volunteer responsiveness (confirmed by 100.0% of PAS respondents) and the absence of reported implementation challenges under both projects indicated lean and effective programme execution.



IMPACT

Both projects generated demonstrable impact across individual, community, and institutional dimensions. At the individual level, all 20 PAS beneficiaries (100.0%) and all 20 Panjrapole beneficiaries (100.0%) reported improvement in animal health outcomes. At the community level, all respondents in Jivkalyan Panjrapole (100.0%) reported a reduction in cattle abandonment attributable to the project, and all PAS respondents (100.0%) reported changes in cattle care practices following awareness sessions. At the institutional level, the Panjrapole strengthened veterinary infrastructure and animal rescue systems in coordination with local police and community networks. The combined reach of both projects, over 2,100 animals and 407 households across 15 villages in a single financial year, affirmed a strong and broad-based impact commensurate with the investment made



SUSTAINABILITY

Both projects incorporated elements that supported sustainability beyond the project period. The Pashu Arogya Saathi embedded trained volunteers from within the communities they served, ensuring that the first-response capacity built through the project remained locally anchored. All respondents changed their cattle care practices following awareness sessions, indicating durable behavioural change. The CSR implementation team confirmed that the model was low-cost, replicable, and structured to enable continuation through periodic refresher training. For Jivkalyan Panjrapole, sustainability was supported through training veterinary staff, strengthening local maintenance capacity, and providing durable equipment.



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability

08. CHALLENGES AND BARRIERS

The following challenges and barriers were identified through qualitative field interactions conducted with the CSR implementation team, Pashu Arogya Saathi workers, Panchayat representatives, and veterinary service providers across both project sites. No challenge has been introduced from outside the field of evidence. In instances where field notes recorded no challenges, such as the Panchayat responses for both projects, which explicitly stated that no major challenges were encountered, this has been noted. The challenges presented derive from other stakeholder groups within the same project context.

PASHU AROGYA SAATHI



Intermittent Medicine Supply Creating Service Gaps at the Village Level

The PAS worker reported that treatment was occasionally disrupted due to a lack of available medicine at the village level. When medicines were unavailable, the volunteer was required to call in a veterinary doctor rather than providing first-line treatment independently, thereby negating the cost and time advantage that the first-response model was designed to deliver. This supply-side gap was corroborated by the Panchayat, whose Sarpanch specifically requested that more medicines be made available to reduce long-distance travel and save household expenses.



Absence of a Structured Refresher Training Cycle for Volunteers

A structured and periodic refresher training mechanism can further strengthen the existing program design and enhance long-term effectiveness. While the initial three-day training has been practical and impactful in building volunteer capacity, introducing regular refresher sessions would help reinforce learning, address field-level challenges, and update volunteers on evolving treatment protocols. Instituting quarterly refresher trainings is recommended as a strategic step to sustain volunteer competence, ensure consistency in service delivery, and maintain overall program quality across future cycles.



Operational and Institutional Risk Challenges

The veterinary officer reported that a significant number of rescued cattle suffer from chronic or terminal conditions requiring long-term palliative care, placing sustained pressure on staff time, medicines, and infrastructure. Seasonal environmental hazards, including monsoon flooding and extreme summer heat, further affect shed conditions and animal welfare, particularly for malnourished and elderly cattle. Additionally, staff face occupational risks such as physical injury and exposure to zoonotic diseases, with no formalised occupational health and safety protocols documented. These combined factors present ongoing operational and sustainability challenges for the facility.



Critical Gaps in Advanced Surgical Equipment and Specialised Veterinary Training

The veterinary officer specifically identified the absence of a surgical cautery machine, an electrical suction machine, and advanced surgical instruments as significant limitations to the scope of clinical interventions that could be performed at the facility. These equipment gaps meant that certain surgical procedures had to be foregone or referred to external facilities, reducing the facility's capacity to manage complex cases in situ. The veterinary officer also noted the absence of specialised training in small animal diseases and surgery, which limited the range of species the facility could adequately serve.

CHAPTER 09

RECOMMENDATIONS

The recommendations presented below are based solely on qualitative field evidence and implementation-level observations. Given the strong overall performance of both interventions, these recommendations aim to strengthen quality, mitigate emerging risks, and enhance long-term sustainability rather than propose a structural redesign

PROGRAMMATIC RECOMMENDATIONS



INSTITUTIONALISATION OF PERIODIC REFRESHER TRAINING FOR PAS VOLUNTEERS

Although the initial PAS training model is effective, the absence of a structured refresher mechanism may affect long-term volunteer competence. Introducing a quarterly or bi-annual refresher training cycle would reinforce treatment protocols, address field-level complexities, and sustain service quality without altering the core programme design.



TARGETED CLINICAL CAPACITY STRENGTHENING AT THE PANJRAPOLE

To address limitations in handling complex surgical cases, priority procurement of essential surgical equipment (such as cautery and suction units) and focused skill enhancement for resident veterinarians may be considered. This would expand in-house clinical capacity while remaining within the facility's mandate.

OPERATIONAL RECOMMENDATIONS



STRUCTURED MEDICINE STOCK AND REPLENISHMENT SYSTEM FOR PAS

Addressing intermittent medicine availability presents an opportunity to further strengthen the operational efficiency of the program. Introducing a simple inventory tracking and scheduled replenishment system would help ensure consistent availability of first-line treatments, while enhancing the overall reliability, cost-effectiveness, and timeliness of the village-level response model.



DEVELOPMENT OF EQUIPMENT MAINTENANCE AND OCCUPATIONAL SAFETY PROTOCOLS AT THE PANJRAPOLE

To safeguard clinical investments and staff welfare, documented equipment maintenance procedures and a basic occupational health and safety framework may be introduced. These measures would strengthen institutional resilience without requiring significant structural change.

POLICY LEVEL RECOMMENDATIONS



STRATEGIC ENGAGEMENT WITH STATE ANIMAL HUSBANDRY AUTHORITIES

Given the demonstrated outcomes and potential for replication, structured engagement with relevant State Animal Husbandry and animal welfare bodies may be explored. Formal recognition or technical collaboration could enhance institutional legitimacy and support long-term integration within broader livestock service systems.

SUSTAINABILITY-ORIENTED RECOMMENDATIONS



STRENGTHENING DOCUMENTATION AND PERFORMANCE TRACKING SYSTEMS

Both interventions would benefit from strengthened documentation systems, including service registers, outcome tracking, equipment logs, and performance monitoring formats. Improved documentation would enhance transparency, support funding continuity, and position the model for responsible scaling.

10. CONCLUSION

The Pashu Arogya Saathi and Jivkalyan Panjrapole, Godhra projects collectively demonstrate strong, measurable performance in strengthening livestock health and animal welfare systems.

Under Pashu Arogya Saathi, trained first responders served 15 villages, treating 1,131 cattle and directly benefiting 407 households. All surveyed beneficiaries confirmed awareness, service utilisation, satisfaction with volunteer competence, and improvement in animal health. Awareness sessions resulted in a 100.0% reported shift in cattle care practices, indicating sustained behavioural change and reduced veterinary expenditure at the village level.

The Jivkalyan Panjrapole provided institutional shelter and professional veterinary care to approximately 1,000 rescued animals. All beneficiaries affirmed the quality of cleanliness, nutrition, and veterinary services, with 100.0% reporting improvement in cattle health following supervised care. The facility also contributed to a perceived reduction in cattle abandonment and strengthened regional animal welfare infrastructure.

Identified improvement areas, including medicine supply, refresher training for PAS volunteers, surgical equipment procurement, maintenance protocols, and safety measures, are aimed at reinforcing the strong programme outcomes and ensuring long-term effectiveness and sustainability.

Together, both projects demonstrated that targeted, community-anchored, and institutionally supported CSR interventions, when designed around verified needs and implemented with field discipline, generated measurable, replicable, and sustainable outcomes for livestock-dependent rural households and the animals that sustain their livelihoods

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लाईब्रेरी
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POLYCAB

IDEAS. CONNECTED.



IMPACT ASSESSMENT REPORT

NATIONAL HERITAGE ART & CULTURE - FORT GARDEN & HADALA LIBRARY

IMPLEMENTED BY
Polycab Social Welfare Foundation



SoulAce
Path to Sustainability
SOULACE CONSULTING PVT. LTD.

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BBREVIATIONS

POLYCAB INDIA LIMITED

CSR	Corporate Social Responsibility
DMC	Daman Municipal Corporation
FGD	Focus Group Discussion
KII	Key Informant Interview
NEP	National Education Policy
OECD-DAC	Organisation for Economic Co-operation and Development – Development Assistance Committee
PPP	Public-Private Partnership
SDG	Sustainable Development Goal
SMC	School Management Committee
IA	Impact Assessment
NMMA	National Mission on Monuments and Antiquities
UNESCO	United Nations Educational, Scientific and Cultural Organisation
IFLA	International Federation of Library Associations and Institutions
UDISEPlus	Unified District Information System for Education Plus
ASER	Annual Status of Education Report
NCERT	National Council of Educational Research and Training
GPSC	Gujarat Public Service Commission

UPSC	Union Public Service Commission
SSC	Staff Selection Commission
SSC GD	Staff Selection Commission – General Duty
RTO	Regional Transport Office
OBC	Other Backward Classes
MOU	Memorandum of Understanding

EXECUTIVE SUMMARY

Polycab Social Welfare Foundation, the CSR arm of Polycab India Limited, engaged SoulAce Consulting Pvt. Ltd. to conduct an independent Impact Assessment of two community development initiatives implemented in the Union Territory of Daman and Dadra & Nagar Haveli, and in Hadala village, Gujarat, during the assessment period 2024-25. The assessment covered the Fort Garden Beautification and Heritage Garden Development at Daman Fort and the Library Provision at Hadala Bhal High School, Hadala. The purpose of this assessment was to evaluate the reach, utilisation, and community-level outcomes of both interventions against the programme's stated objectives, drawing upon primary survey data, field group discussions, and key informant interviews.

PROJECT BACKGROUND

The two CSR interventions were undertaken to address critical gaps in public infrastructure and educational facilities within underserved communities. The Fort Garden Beautification project enhanced the heritage infrastructure surrounding Daman Fort through landscaping, lighting, fountain installation, and heritage restoration, creating a well-maintained public recreational space. The Hadala Bhal School Library project addressed the absence of study infrastructure in a rural government high school by establishing a fully functional library equipped with books, furniture, electrification, and digital learning tools. The key project details are as follows:



Project Name

Activity 1: Fort Garden - Daman

Activity 2: Hadala Library - Bhavnagar



Implementing Partner

Polycab Social Welfare Foundation



Implementation Year

2023 - 2024



Assessment Year

2025 - 2026



Locations Covered

Daman, Union Territory of Daman and Diu; Hadala, Gujarat



Budget

Rs. 40.37 M



Beneficiaries

Direct - 430



Sample Size

25 visitors and 25 students



Alignment with Sustainable Development Goals (SDGs)

SDG 4: Quality Education

SDG 11: Sustainable Cities and Communities



Alignment with National Policies and Government Schemes

National Education Policy 2020

Ministry of Culture Heritage Conservation Framework

KEY FINDINGS AND KEY IMPACT

FORT GARDEN BEAUTIFICATION AND HERITAGE GARDEN DEVELOPMENT

Component	Indicators	Key Findings	Key Impact
Usage & Community Integration	Frequency of use of newly developed public space	48% daily usage reflects successful integration of the space into routine community life.	92.0% experienced the environment as "Extremely Pleasant," reflecting transformation in environmental quality and visitor experience.
Aesthetic Enhancement Heritage Preservation	Perceived aesthetic quality of fort surroundings Contribution to cultural heritage preservation	92.0% of respondents rated the fort surroundings as "Very Aesthetic" following development.	96.0% strongly agreed that the garden development contributed to preserving the cultural heritage of the fort.
Civic Behaviour & Cleanliness	Public care and responsible behaviour	96.0% affirmed that people maintained cleanliness and treated the area with greater care after development.	100.0% strongly agreed that the project successfully created a serene and attractive public space.

HADALA BHAL SCHOOL LIBRARY PROVISION

Component	Indicators	Key Findings	Key Impact
Library Utilisation & Study Integration	Frequency of library visits; Time spent per visit	96.0% of students used the library daily for curricular study and competitive examination preparation. 96.0% spent more than 5 hours per day in the library.	96.0% strongly agreed that library access had improved their academic performance, indicating deep academic integration.
Learning Environment & Infrastructure Quality	Perceived conduciveness of study environment; Valued library features	100.0% cited concentration, easy book access, good environment, and proper lighting as the most valued features. 96.0% strongly agreed that the environment was conducive to studying.	92.0% strongly agreed that digital tools improved understanding. 96.0% strongly agreed that digital learning made studies more interesting.
Digital Learning Integration	Usage of smart board and digital tools; Perceived adequacy of digital resources	100.0% used the smart board and digital equipment.	96.0% found the library highly useful for group study and peer learning, indicating strengthened collaborative learning culture.
Competitive Examination Support	Adequacy of resources for exam preparation	96.0% confirmed that library resources were adequate for competitive examination preparation.	100.0% engaged in structured competitive exam preparation using library resources.



INTERACTION WITH THE STUDENTS

01. INTRODUCTION

This report presents the findings of an independent Impact Assessment commissioned by Polycab Social Welfare Foundation for two distinct CSR interventions implemented under its community development portfolio. The first intervention, the Fort Garden Beautification and Heritage Garden Development, focused on the physical and aesthetic transformation of the public space surrounding the historic Daman Fort in the Union Territory of Daman and Dadra & Nagar Haveli. The second intervention, the Hadala Bhal School Library, involved the establishment of a fully equipped library with digital learning infrastructure at a government high school in Hadala village, Panchmahal District, Gujarat. Together, these two programmes represented Polycab Social Welfare Foundation's commitment to investing in both cultural heritage and educational access as pillars of sustainable community development. SoulAce Consulting Pvt. Ltd. was appointed to conduct this assessment with a view to generating an evidence-based, objective analysis of programme outcomes, beneficiary experience, and the broader social impact generated through these investments.

ABOUT THE CLIENT (DONOR)

Polycab India Limited is one of India's leading manufacturers of cables and wires, with an established presence in the fast-moving electrical goods sector. The company has consistently demonstrated commitment to corporate social responsibility through its dedicated arm, the Polycab Social Welfare Foundation, which undertakes projects aligned with national development priorities under Schedule VII of the Companies Act, 2013. Polycab's CSR portfolio emphasises education, healthcare, environmental sustainability, heritage conservation, and rural infrastructure development. The company's approach to CSR integrates stakeholder consultation, institutional partnerships, and long-term sustainability planning to ensure that interventions generate measurable social value and contribute to the broader goals of inclusive and equitable development across underserved communities in India.

ABOUT THE IMPLEMENTING AGENCY

The Polycab Social Welfare Foundation serves as the implementing agency for Polycab India Limited's CSR initiatives. The Foundation operates with a mission to uplift communities through targeted interventions in education, infrastructure, and environmental sustainability. For the Fort Garden Beautification and Heritage Garden Development project, the Foundation coordinated with the Daman Municipal Corporation (DMC) to execute infrastructure development, landscaping, and heritage restoration works. The operational maintenance of the Fort Garden was institutionalised through a formal handover to DMC following project completion. For the Hadala Bhal High School Library Provision project, the Foundation worked in close collaboration with the school management committee, teachers, and local stakeholders to design and deliver a comprehensive library facility equipped with books, furniture, electrification, and digital learning tools. Both projects exemplify the Foundation's commitment to participatory planning, institutional capacity-building, and sustained community impact.

02 BACKGROUND AND PROJECT CONTEXT

NEED FOR THE PROGRAMME

India stands at a distinctive intersection of civilisational antiquity and developmental aspiration. Its landscapes are layered with centuries of cultural memory, whilst its rural and semi-urban populations continue to face persistent gaps in access to quality educational infrastructure. The two interventions undertaken by the Polycab Social Welfare Foundation in Daman and Hadala address these twin imperatives precisely: the preservation of living heritage and the strengthening of educational access for young learners.

India holds 44 UNESCO World Heritage Sites, ranking sixth globally, of which 36 are cultural properties.¹ UNESCO affirms that such sites carry outstanding universal value and must be protected as shared human inheritance.² The National Mission on Monuments and Antiquities (NMMA) has recorded over 12.3 lakh antiquities and 11,406 heritage sites, yet conservation efforts remain uneven, particularly for sites outside formal designation frameworks.³ In Daman, the Fort Garden had long remained in a neglected condition, poorly maintained, dusty, and lacking civic infrastructure. No prior formal efforts had been made to improve the area, and its heritage and recreational potential remained unrealised. The intervention by the Polycab Social Welfare Foundation, in coordination with the Daman Municipal Corporation, addressed this longstanding gap by transforming an underutilised heritage precinct into a well-maintained and accessible public space.

Only 34.3 per cent of public schools in India have any form of a library, a figure that declined from 37.3 per cent in 2018.⁴ Of approximately 14.89 lakh schools, only 32,762 were equipped with digital libraries, with government schools recording a digital library availability of a mere 1.2 per cent.⁵ The National Achievement Survey (2017) established that schools with functional libraries consistently reported better learning outcomes.⁶ The IFLA/UNESCO School Library Manifesto affirms that school libraries equip students with lifelong learning skills essential to participation in a knowledge-based society.⁷ NEP 2020 and the Samagra Shiksha Abhiyan have both recognised library infrastructure as central to quality schooling, yet implementation continues to lag in rural geographies.⁸ In Hadala, the school lacked a dedicated reading or study space prior to the intervention. Students had limited access to books, the nearest library required considerable travel, and no library existed in the surrounding villages. The Polycab Social Welfare Foundation responded to this documented gap by establishing a fully equipped library with furniture, electrification, a curated book collection, and smart board technology.

¹ UNESCO World Heritage List, 2024, United Nations Educational, Scientific and Cultural Organisation.

² Convention Concerning the Protection of the World Cultural and Natural Heritage, 1972, UNESCO.

³ National Mission on Monuments and Antiquities (NMMA), Ministry of Culture, Government of India.

⁴ Annual Status of Education Report (ASER), 2022, Pratham.

⁵ UDISEPlus Data, 2021-22, Ministry of Education, Government of India.

⁶ National Achievement Survey, 2017, National Council of Educational Research and Training (NCERT).

⁷ IFLA/UNESCO School Library Manifesto, International Federation of Library Associations and Institutions.

⁸ National Education Policy (NEP), 2020, Ministry of Education, Government of India; Samagra Shiksha Abhiyan, Department of School Education and Literacy, Ministry of Education.

PROJECT OBJECTIVES

The two CSR interventions pursued the following strategic objectives:

Fort Garden Beautification and Heritage Garden Development



To improve the visual appeal and functionality of the garden.



To promote environmental awareness and enhance urban greenery.



To provide a safe, inclusive, and pleasant space for recreation and relaxation.

Hadala Bhal School Library Provision



To provide access to knowledge resources for students and nearby communities.



To promote reading habits and a culture of self-learning.



To develop a well-structured, comfortable, and accessible academic space.

PROJECT ACTIVITIES

The two CSR interventions pursued the following strategic objectives:

Fort Garden Beautification and Heritage Garden Development



Development of structured jogging paths and walkways.



Construction and repair of concrete walls and brickwork.



Installation of a children's park and play area.



Landscaping with trees, flowering plants, and greenery.



Creation of designated recreational and community gathering spaces.

Hadala Bhal School Library Provision



Construction of a dedicated library building within school premises.



Electrification of the facility.



Provision of library furniture (tables, chairs, shelving units).



Installation of Smart Boards and digital learning infrastructure.



Repair and fixing of relevant equipment to enhance usability.



Digitalisation support to modernise learning resources.



**INTERACTION WITH THE
SCHOOL TEACHERS**

03 RESEARCH METHODOLOGY

RESEARCH DESIGN

The impact assessment adopted a mixed-methods research design, integrating quantitative survey data with qualitative insights from focus group discussions, key informant interviews, and field observations. This methodological approach enabled triangulation of findings across multiple data sources, ensuring rigour, reliability, and contextual depth in the assessment process. The study was cross-sectional in nature, capturing beneficiary experiences, perceptions, and outcomes at a single point in time following the completion of both interventions.

STUDY OBJECTIVES

The impact assessment pursued the following specific study objectives:

- To assess the relevance and alignment of both interventions with documented community needs and national development priorities.
- To evaluate the effectiveness of the interventions in achieving their stated objectives and producing intended outcomes.
- To measure the impact of the interventions across individual, community, state, and national levels.
- To identify implementation-level challenges, operational constraints, and sustainability risks requiring programmatic attention.
- To generate evidence-based recommendations for strengthening the design, delivery, and long-term viability of current and future CSR interventions.

DATA SOURCES

The assessment drew upon primary and secondary data sources to ensure comprehensive evidence coverage. Primary data were collected through structured surveys administered to 25 respondents per intervention, supplemented by focus group discussions with local residents, parents, community members, and key informant interviews with project team members, school management, and the Vice Sarpanch. Secondary data sources included project documentation and progress status.

PROJECT SNAPSHOT



Project Name

Activity 1: Fort Garden Beautification and Heritage Garden Development, Daman

Activity 2: Library Provision at Hadala Bhal High School, Hadala, Gujarat



Implementing Partner

Polycab Social Welfare Foundation



Research Design Used

Mixed-Methods Cross-Sectional Impact Assessment



Sampling Technique

Purposive Sampling



Location

Activity 1: Daman, Union Territory of Daman and Diu

Activity 2: Hadala Bhal High School in Hadala village, Gujarat



Sample Size

Activity 1: N = 25 (Visitors and Local Residents)

Activity 2: N = 25 (Class 12 Students)

STUDY TOOLS

The assessment employed structured surveys for quantitative data collection and semi-structured discussion guides for focus group discussions and key informant interviews. Separate survey instruments were developed for Activity 1 (Fort Garden visitors and residents) and Activity 2 (Hadala Bhal High School students). Qualitative tools included FGD guides for local residents, parents, and community members, and KI guides for school management, Panchayat representatives, and project team members.

KEY STAKEHOLDERS

The impact assessment engaged the following key stakeholder groups:



Visitors, local residents and the security guard in the vicinity of Daman Fort



Students of Hadala Bhal High School



Parents and community members of Hadala village



School management and teachers of Hadala Bhal High School



Vice Sarpanch and Panchayat representatives, Hadala



Project team members from Polycab Social Welfare Foundation



Daman Municipal Corporation officials

DATA VALIDATION AND INTERPRETATION APPROACH

All quantitative data were validated through cross-checking survey responses for consistency and completeness. Qualitative data from focus group discussions and key informant interviews were transcribed and reviewed for thematic coherence. Interpretation followed the SoulAce analytical framework, wherein survey findings were contextualised and enriched through qualitative insights, ensuring that conclusions were grounded in verified evidence and stakeholder perspectives. Triangulation of findings across multiple data sources strengthened the reliability and credibility of the assessment outcomes.

ETHICAL CONSIDERATIONS

The impact assessment adhered to rigorous ethical standards throughout the data collection process. Informed verbal consent was obtained from all respondents prior to participation in surveys, focus group discussions, or key informant interviews. Respondents were assured of confidentiality, and all data were anonymised during analysis and reporting. Participation was voluntary, and respondents retained the right to withdraw at any point without consequence. Particular care was taken to ensure that student respondents felt comfortable and were not subjected to any form of coercion or undue influence during data collection activities.



FGD WITH PARENTS

04. KEY FINDINGS AND IMPACT



This chapter presents consolidated findings and impact evidence from the two CSR interventions undertaken by Polycab India Limited through its Social Welfare Foundation: (1) Fort Garden Beautification and Heritage Garden Development in Daman, and (2) Library Provision at Hadala Bhal High School, Hadala. The findings are grounded in primary survey data collected from a total sample of 25 respondents per activity and are contextualised through field-level observations and stakeholder responses.

ACTIVITY 1: FORT GARDEN BEAUTIFICATION AND HERITAGE GARDEN DEVELOPMENT

SECTION 1: DEMOGRAPHIC PROFILE OF RESPONDENTS

The survey for Activity 1 was conducted amongst 25 visitors and residents associated with the Fort Garden area in Daman. The demographic profile presented below provides the contextual backdrop for interpreting utilisation patterns, perceptions of improvement, and satisfaction levels recorded in the survey.

GENDER DISTRIBUTION OF RESPONDENTS (N=25)



60.0%
Male Respondents



40.0%
Female Respondents

AGE-GROUP WISE DISTRIBUTION OF RESPONDENTS (N=25)



68.0%
20-30 Years
Primary Youth Group



40.0%
40-50 Years
Mid-age Participation



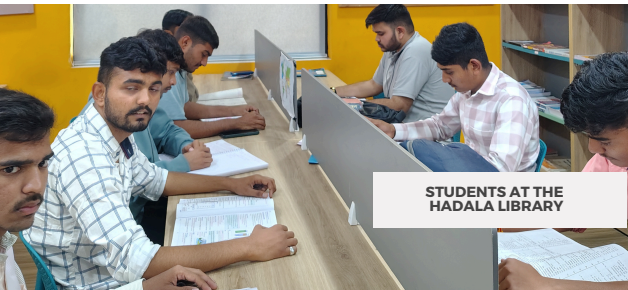
12.0%
60+ Years
Senior Presence



4.0%
30-40 Years
Limited Representation

SECTION 2: PRE-INTERVENTION SCENARIO

Prior to the intervention, the Fort Garden area in Daman was characterised by inadequate infrastructure, limited maintenance, and underutilisation as a public recreational and heritage space.



**STUDENTS AT THE
HADALA LIBRARY**



INFRASTRUCTURE & PHYSICAL CONDITION

Prior to the intervention, the Fort Garden surrounding the historic Daman Fort existed as an open public space but lacked structured planning, systematic upkeep, and any meaningful civic enhancement. Responses from local residents, including security personnel, parking workers, café managers, and daily visitors residing within close proximity to the Fort Garden, as well as project stakeholders comprising the General Manager, Administration and the Assistant Manager, Civil Engineering, consistently described the pre-intervention condition of the area as poorly maintained and visually unappealing. The space was characterised by dusty surroundings, underdeveloped landscape features, and the absence of organised greenery, defined pathways, aesthetic lighting, and recreational infrastructure. No coordinated efforts had previously been undertaken by the locality to seek improvement from civic authorities, and the area's potential as both a heritage and recreational destination remained largely unrealised. The General Manager, Administration, who had been involved with the project since its inception, noted that the garden was an open, undeveloped space prior to the intervention, lacking the infrastructure and upkeep necessary to serve the surrounding community. This was corroborated by the Assistant Manager, Civil Engineering, who confirmed that the ambience was not well-maintained prior to development.



Before the development, it was not clean – very dusty. Nobody had approached the municipality for any improvement either.

- Pooram Singh, 28 years, Male, Security Personnel, Resident of Daman



The garden was small and not well-maintained before. There was no proper development at that time.

- Divyesh Halpati, 23 years, Male, Parking Collection Worker, Resident of Daman



UNDERUTILISATION OF PUBLIC SPACE

Due to the limited infrastructure and aesthetic value, the garden did not serve as a vibrant community hub. Public engagement was minimal, and the area did not attract significant visitor footfall. Recreational use was informal and infrequent.



HERITAGE VALUE NOT FULLY LEVERAGED

Despite its association with a historically significant fort, the surrounding environment did not reflect the cultural importance of the landmark. The absence of beautification and structured presentation meant that the heritage potential of the location remained underexploited.

The area lacked:

- Visual enhancement aligned with heritage identity
- Infrastructure to attract tourism
- Environmental aesthetics suitable for a historic destination

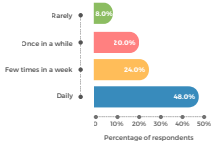
SECTION 3: NATURE OF INTERVENTION

The project involved comprehensive infrastructure development and beautification of the Fort Garden, including landscaping, installation of lighting and fountains, enhancement of public amenities, and structural improvements. The intervention aimed to transform an underdeveloped space into a well-maintained, aesthetically appealing, and heritage-aligned public destination. Implementation was undertaken through CSR support in coordination with the Daman Municipal Corporation, which manages ongoing maintenance.

SECTION 4: USAGE AND ENGAGEMENT OF PUBLIC SPACES

The frequency of engagement with a newly developed public space is a primary behavioural outcome of any urban beautification initiative. It indicates whether the transformed environment has been effectively absorbed into the routine patterns of community life.

CHART 1: FREQUENCY OF USE OF NEWLY DEVELOPED PUBLIC SPACES(N = 25)



As per the survey findings, 48.0% of respondents reported visiting the newly developed public spaces daily, whilst 24.0% visited few times a week, and 20.0% indicated visiting once in a while. This distribution suggested that the Fort Garden area had transitioned into a space of regular daily engagement for most respondents at the time of the survey.

Several respondents reported visiting the garden during holidays or on monthly outings with family or friends, indicating that the space had been incorporated into leisure and recreational patterns rather than daily functional movement. Nearby workers engaged in daily work at the café/parking, and a morning walker noted visiting every morning on account of occupational proximity.



Earlier, the garden was not well-maintained, and people did not visit regularly. Now it has become a beautiful place. Families come here on weekends and evenings. We also spend time here whenever we are free.

- Vijay Singh, Barista (Café Worker), Daman



USE OF PUBLIC SPACES FOR COMMUNITY EVENTS AND GATHERINGS

Beyond individual leisure, the use of public spaces for community events and social gatherings signals their deeper social value and collective relevance.

Only 8.0% each reported regular use, frequent use, and occasional use of the space for community events. This pointed towards a transitional phase in which the physical infrastructure had been established, but its social programming dimension had not yet matured. The space was primarily being used for family visits, group outings, and informal gatherings rather than organised community events.



I visit the garden a few times a week with my family. It has become a good place to relax and spend time together. The atmosphere feels safe and comfortable for everyone.

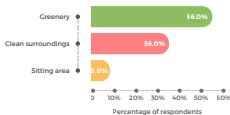
- Sachin Rathwa, 30 years, Daman



SECTION 5: OBSERVED IMPROVEMENTS AND BEHAVIOURAL CHANGE

Residents and regular visitors were best positioned to assess tangible improvements in the developed public area. Their observations constituted ground-level evidence of environmental and infrastructural change attributable to the beautification initiative.

CHART 2: OBSERVED IMPROVEMENTS IN THE DEVELOPED PUBLIC AREA (N = 25)



As per the survey findings, 56.0% of respondents cited greenery as the most visible improvement in the developed area, followed by 36.0% who identified clean surroundings and 8.0% who mentioned the addition of a sitting area. This distribution reflected that the horticultural and landscaping elements of the development registered most strongly amongst respondents.

The perception of enhanced cleanliness further suggested that the development had prompted a broader shift in the maintenance standards of the surrounding environment. Local residents, including daily visitors, cafeteria workers, and students frequenting the Fort Garden, as well as a barista and a parking worker who engaged with the space regularly, noted that the introduction of trees, flowering plants, and maintained green landscapes was the most immediately noticeable outcome following the development. This was further reinforced by project team members, including the General Manager, Administration and the Assistant Manager, Civil Engineering, who confirmed that the creation of green infrastructure and beautification elements formed the core of the physical development undertaken at the site.



The environment now has trees and flowers – it is very useful and beautiful for the environment.

- Vijay Singh, 24 years, Male, Barista, Resident of Daman



CARE AND RESPONSIBLE BEHAVIOUR TOWARDS THE AREA AFTER DEVELOPMENT



96.0%

Affirmed that people maintain cleanliness and treat the area with greater care.

- Indicates strong community ownership and improved civic responsibility.



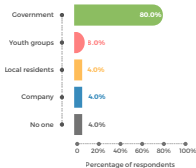
4.0%

Observed only partial improvement in responsible behaviour.

- Minimal scope for continued public awareness reinforcement.

As per the survey findings, 96.0% of respondents affirmed that people-maintained cleanliness in the developed area following the beautification initiative, indicating a near-universal perception of positive behavioural change. Several respondents expressed that the improved aesthetics have instilled a sense of pride and responsibility toward maintaining the space. Although isolated instances of minor damage were mentioned, the overall perception was that people are more conscious of cleanliness compared to the pre-development phase. This reflected that the development of an aesthetically improved public space had engendered a corresponding sense of civic ownership and stewardship amongst the community. The transformation of the physical environment appeared to have reinforced norms of responsible use. Isolated instances of behaviour, such as occasional damage by children or some instances of irresponsible behaviour, were noted by a few respondents, suggesting that whilst the majority demonstrated responsible behaviour, sustained public awareness remained relevant for long-term preservation.

CHART 3: RESPONSIBILITY FOR MAINTENANCE OF BEAUTIFIED AREAS (N = 25)

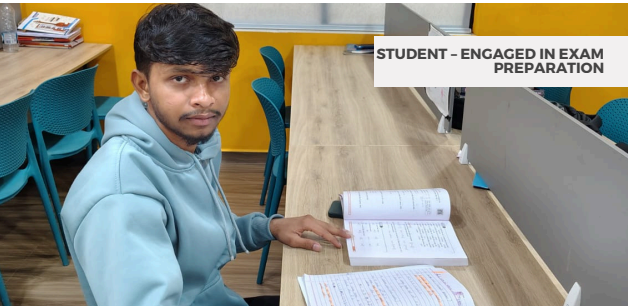


As per the survey findings, 80.0% of respondents identified the government as the primary entity responsible for maintaining the beautified areas. This pointed towards a strong community expectation that the government, specifically the Daman Municipal Corporation, bore the principal responsibility for upkeep. DMC had been engaged as the operational maintenance partner following development completion, also responsible for cleaning, watering plants, and maintaining infrastructure. The relatively low attribution to community-based maintenance entities suggested that civic co-responsibility in the long-term management of the space was not yet fully internalised.



The Daman Municipal Corporation is regularly maintaining the garden. Cleaning, watering plants, and overall upkeep are being done properly. With government support and CSR funding, the place is well managed.

- Veerraju Komali, General Manager - Administration, Daman

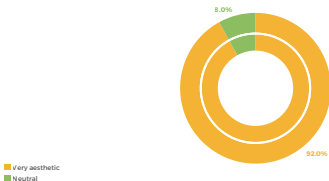


STUDENT - ENGAGED IN EXAM PREPARATION

SECTION 6: ENVIRONMENTAL AND AESTHETIC IMPACT

Perceptions of aesthetic improvement constitute a core indicator of the success of a beautification intervention. In the context of a heritage site such as Daman Fort, aesthetic enhancement is directly linked to the site's capacity to attract visitors, inspire civic pride, and reinforce cultural identity.

CHART 4: AESTHETIC APPEAL OF THE FORT SURROUNDINGS (N = 25)



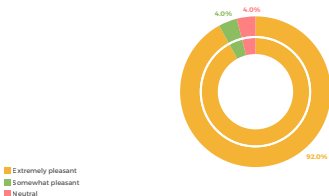
As per the survey findings, 92.0% of respondents rated the fort surroundings as "very aesthetic" following the development. This near-consensus positive response indicated that the landscaping, lighting infrastructure, fountain features, and the restoration of the monumental entrance gate had collectively created a strongly favourable visual experience.



PLEASANTNESS OF THE ENVIRONMENT AFTER DEVELOPMENT

Environmental pleasantness encompasses sensory experience beyond visual aesthetics, including perceptions of air quality, greenery, and the overall sense of well-being generated by a developed space.

CHART 5: PLEASANTNESS OF THE ENVIRONMENT AFTER DEVELOPMENT (N = 25)



As per the survey findings, 92.0% of respondents perceived the environment as "extremely pleasant" following development. This reflected a significant positive shift in environmental quality from the pre-development conditions, which respondents had consistently described as dusty, poorly maintained, and unattractive. The presence of trees, flowering plants, and fountains was specifically cited as contributing to the improved sensory experience of the space. Night-time illumination was particularly cited as enhancing the visual identity of the fort area.



After the development, the whole area looks fresh and clean. The lighting, fountains, and greenery have changed the atmosphere completely. It feels peaceful and attractive, especially in the evening.

- Divyesh Halpati, Parking Collection Staff, Daman



Overall satisfaction is the composite outcome indicator that integrates perceptions of aesthetic improvement, environmental quality, accessibility, and social utility.

CHART 6: OVERALL SATISFACTION WITH THE NEWLY DEVELOPED GREEN AREA (N = 25)



■ Highly satisfied
■ Not Satisfied

As per the survey findings, 100.0% of respondents reported being highly satisfied with the newly developed green area. This unanimous positive outcome reflected the cumulative impact of the intervention across multiple dimensions, including greenery enhancement, lighting, fountain installation, seating provision, and the restoration of the historic entrance. The complete absence of dissatisfied responses across a diverse beneficiary group constituted a strong indicator of the project's success in meeting community expectations.



FORT GARDEN - DAMAN

SECTION 7: LIVELIHOOD & LOCAL ECONOMIC IMPACT

Beyond environmental and aesthetic gains, field interactions with a diverse range of local residents and project stakeholders, including hotel workers, café managers, baristas, parking collection workers, and general workers residing in the vicinity of the Fort Garden, highlighted emerging livelihood opportunities directly linked to the increased visitor inflow following the development. Responses from these occupational groups consistently pointed towards a discernible rise in economic activity in the surrounding area, spanning the hospitality, food service, retail, and transport sectors.

Local residents engaged in service-based occupations noted that the heightened footfall generated by the beautified space had translated into greater customer volumes for cafés, tea stalls, hotels, auto services, and small vendors operating near the Fort Garden. This reflected that the improved public infrastructure had created conditions conducive to increased commercial activity, even in the absence of any formal market development. Project team members, the General Manager, Administration, and the Assistant Manager, Civil Engineering, further confirmed, from an implementation standpoint, that the hotel industry, cafeteria businesses, local sellers, and the travel industry had experienced a tangible boost in economic activity following the development. One respondent, a parking worker, provided particularly direct evidence of employment creation, noting that he had been without employment prior to the development and had secured work as a direct consequence of the increased activity generated by the Fort Garden. This pointed towards the intervention having produced positive economic spillover effects that, whilst not a primary programme objective, constituted a meaningful and verifiable secondary outcome for the surrounding community.



After the garden was developed, the number of visitors increased a lot. Because of that, local shops, cafés and vendors are getting more customers. The development has helped the local economy.

- Veeraj Kumar, General Manager - Administration, Daman



After the development, I got a job at the café here – there are also a lot of other opportunities being created in this area.

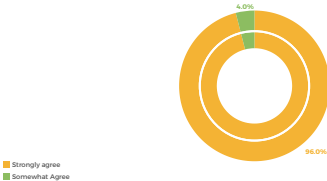
- Rakesh Meghwal, 21 years, Male, Café Manager, Resident of Daman



SECTION 8: HERITAGE PRESERVATION AND CULTURAL VALUE

The alignment between physical beautification and the preservation of cultural heritage identity is a strategic dimension of the Fort Garden intervention. The fort, as a heritage monument, holds significant historical value, and the garden development was designed to complement and enhance this character.

CHART 7: CONTRIBUTION OF GARDEN DEVELOPMENT TO CULTURAL HERITAGE PRESERVATION (N = 25)



As per the survey findings, 96.0% of respondents strongly agreed that the garden development had contributed to preserving the cultural heritage of the fort. This near-unanimous concurrence indicated that the community perceived the beautification initiative as consistent with and reinforcing of the fort's historic significance. The development had not merely enhanced visual appeal but had been absorbed into the community's understanding of the fort as a valued cultural landmark.



The development has made the fort area look beautiful and well-maintained. It feels good to see our historic place improved like this. I am very satisfied with the new garden.

- **Shakuntala Shelar, 50 years, Daman**



FORT GARDEN - DAMAN

The perceived success of a public space development project, as assessed by its direct beneficiaries, represents the most immediate measure of impact alignment with project intent.

CHART 8: PERCEIVED SUCCESS OF THE PROJECT IN CREATING A SERENE AND ATTRACTIVE PUBLIC SPACE (N = 25)



Strongly agree
Disagree

As per the survey findings, 100.0% of respondents strongly agreed that the project had succeeded in creating a serene and attractive public space whilst improving the overall ambience of the historic location. This unanimous response, across all demographic groups and occupational backgrounds in the sample, signified comprehensive stakeholder endorsement of the project's core objective. This pointed towards a successful alignment between the design intent of the intervention and the lived experience of the beneficiary community.

The General Manager, Administration and the Assistant Manager, Civil Engineering, both of whom had been involved with the project since its commencement and brought over seven years of combined project experience, indicated that annual footfall has increased substantially post-development, with estimates ranging between 3 to 5 lakh visitors annually, particularly during peak festive seasons. This suggests that the heritage-aligned beautification has enhanced the fort's tourism visibility and economic relevance.



STUDENT - HADALA LIBRARY

ACTIVITY 2: HADALA BHAL SCHOOL LIBRARY PROVISION

SECTION 1: BENEFICIARY PROFILE AND ACCESS COVERAGE

The survey for Activity 2 was conducted amongst 25 students of Hadala Bhal High School, Hadala, who were the primary beneficiaries of the newly established library. The demographic profile of the student beneficiaries is presented below.

DEMOGRAPHIC PROFILE OF SURVEYED RESPONDENTS (N=25)



100.0%
Male Respondents
(Class 12 Cohort Composition)



100.0%
Class 12 Students
(Final Year cohort at Time of Survey)

SECTION 2: PRE-INTERVENTION SCENARIO

Prior to the intervention, Hadala High School did not have a structured library or dedicated reading space for students. The absence of a formal library facility limited access to books, reference materials, and a conducive environment for focused study. School management confirmed that this gap was widely acknowledged amongst teachers, school staff, and the School Management Committee (SMC), and that the need for a dedicated library had been discussed at the institutional level before the intervention was initiated.

INFRASTRUCTURE AND RESOURCE GAPS

The school management, comprising the principal and teaching staff, described the pre-intervention conditions in clear terms – the school had no proper reading or study room within the premises, students had limited availability of academic and reference books, and teachers had restricted access to supplementary teaching materials beyond standard textbooks, which constrained pedagogical support and lesson delivery.¹ The absence of digital learning tools further widened the gap between what students required and what the school could offer. As per the school management, a library was considered a priority need to improve overall learning quality and provide students with adequate study resources, particularly for those preparing for competitive examinations.



Before the library was constructed, the school did not have a proper reading or study space for students. Students had limited access to books and teachers had fewer reference materials for teaching.

- School Management Representative, Hadala Bhal High School, Hadala



LIMITED ACCESS FOR RURAL AND NEARBY STUDENTS

Parents and community members from Hadala village, including fathers of school-going children in Classes 7 and 10, indicated that, prior to the intervention, children lacked adequate study resources nearby and had to travel considerable distances to access a library. The Vice Sarpanch of Hadala Gram Panchayat further corroborated that youth from nearby villages had lacked structured study environments and resources for preparing for government and competitive examinations, and that the absence of a village-level library had been a persistent gap for the community. This absence created a reduced exposure to reading culture, limited digital literacy, and an additional financial and travel burden for students seeking study material outside the school premises.



It was very much needed because earlier, children did not have proper study resources nearby. To read in a library, one had to go far. There was a severe shortage of books and no library in the surrounding villages.

- Parent and Community FGD Participants, Khodabhai Bhagvan Patel, Ranjitsinh Gohil, and others, Hadala Village



Having a library in the village for students is very useful in preparing for various exams for government jobs. With this project, young people from nearby villages also come here to prepare for government exams – new educational opportunities have definitely emerged.

- Narshihbhai Aarjanbhai Rathod, Vice Sarpanch, Hadala Gram Panchayat



EDUCATIONAL ENVIRONMENT CONSTRAINTS

Without a dedicated learning space, students' reading habits and study discipline were affected. School management highlighted that the lack of a quiet, resource-rich environment had limited students' academic growth and confidence development prior to the intervention. Parents of school-going children observed that children lacked structured motivation for independent study outside of classroom hours, and that the absence of books and a dedicated space had constrained their engagement with learning beyond the prescribed curriculum. The Vice Sarpanch noted that the absence of a library had also limited the community's capacity to support youth in pursuing government employment opportunities, which required sustained, self-directed study preparation. This baseline scenario established a clear and multi-dimensional need for infrastructure strengthening to enhance academic quality, resource access, and digital integration at Hadala Bhal High School.



A library was needed to improve learning quality and provide study resources to students. The library provides books and digital tools to students from nearby villages who lack such facilities.

- School Management Representative, Hadala Bhal High School, Hadala



SECTION 3: NATURE OF INTERVENTION

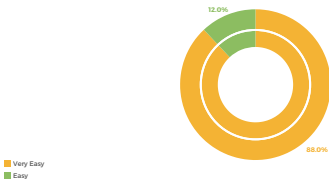
The Polycab Library Provision project involved the development of a dedicated library facility at Hadala High School to address gaps in academic infrastructure and learning resources. The intervention included construction of a structured reading space, electrification and lighting, provision of student-friendly furniture, and installation of smart boards and digital learning equipment.

The library was equipped with academic and reference books to support curriculum learning and competitive exam preparation. The project was implemented in coordination with school management and local stakeholders, ensuring timely execution and alignment with institutional needs.

SECTION 4: LIBRARY UTILISATION AND ENGAGEMENT

Ease of access is a foundational condition for effective library utilisation. If students perceive the library as difficult to access during school hours, physical availability of resources translates into limited functional benefit.

CHART 9: EASE OF ACCESS TO THE LIBRARY DURING SCHOOL HOURS (N = 25)



As per the survey findings, 88.0% of respondents reported accessing the library as "very easy" during school hours, whilst the remaining 12.0% found it "easy." The complete absence of any negative response indicated that the library's accessibility, governed by a fixed-timing and supervised access system, had been effectively designed and communicated to students. This pointed towards successful institutional integration of the library into the school's operational structure.



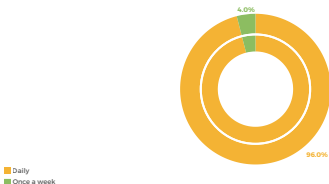
The library is very easy to access during school hours. I go there daily and spend most of my time studying. It has become a regular part of my routine.

- Jaydipsinh, Class 12, Hadala



The frequency of library visits is a direct behavioural indicator of student engagement with the facility. Daily visits suggest that the library has been incorporated into students' regular academic routines rather than treated as an occasional resource.

CHART 10: FREQUENCY OF VISITS TO THE NEW LIBRARY (N = 25)



As per the survey findings, 96.0% of students reported visiting the library daily. This near-universal daily engagement was a strong indicator that the library had become a central and habitual component of student academic life. This reflected that the facility not only met the existing study needs of students but had actively created new and sustained learning routines, a shift consistent with the experiences shared across three distinct stakeholder groups: school management, parents and community members, and the Vice Sarpanch of the Hadala Gram Panchayat.

The school management team confirmed that students used the library on a daily basis, particularly during free periods and examination season, indicating that the facility had become structurally embedded within the school's daily academic routine. This was corroborated by parents of school-going children from Hadala village, who observed that their children visited the library regularly after school hours, engaging in reading, exam preparation, group study, and the use of digital learning tools. The Vice Sarpanch of the Hadala Gram Panchayat further noted that the library had fostered a marked improvement in children's study discipline and regularity, attributing this to the availability of a peaceful, resource-rich environment that students had not previously had access to. Responses further suggested that the consistent daily usage had generated a broader shift in study culture within the school and surrounding community, with children's regular reading habits inspiring other young people in the village to engage more purposefully with their studies.



Students use the library daily, especially during exams and free periods. Students have developed better reading habits and study discipline since the library was established.

- School Management Representative, Hadala Bhal High School, Hadala





The library has the necessary books and a conducive and peaceful environment. Coming here to read has had a great impact on the children's confidence, discipline, and regularity in their studies.

- Narshihbhai Aarjanbhai Rathod, Vice Sarpanch, Hadala Gram Panchayat



HOURS SPENT PER LIBRARY VISIT (N = 25)

As per the survey findings, 96.0% of students reported spending more than 5 hours per visit in the library. Extended library engagement of over five hours daily indicated that the facility was functioning not merely as a reading room but as a primary study environment for students throughout the school day and beyond.



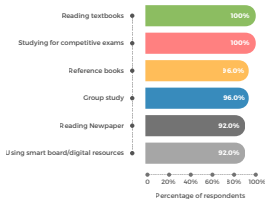
I visit the library every day and spend more than five hours there. It has become my main place for studying. The quiet environment helps me concentrate and stay regular in my preparation.

- Nakum Chanshyamsinh, Class 12, Hadala



Understanding the range of activities undertaken by students within the library provided a comprehensive picture of the facility's functional scope and utilisation depth.

CHART 11: ACTIVITIES UNDERTAKEN IN THE LIBRARY (N = 25)



As per the survey findings, reading textbooks and studying for competitive examinations were each reported by 100.0% of respondents, indicating universal engagement with both curricular and examination-preparatory activities. Use of reference books and group study was reported by 96.0% of respondents, whilst newspaper reading and digital resource usage through the smart board were each reported by 92.0%. The breadth of activities registered across the entire respondent base indicated a multi-purpose utilisation pattern, affirming that the library served simultaneously as a curricular support space, an examination preparation centre, and a peer learning environment.

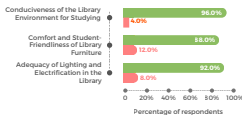
This multi-activity utilisation pattern was corroborated across all three stakeholder groups engaged during field interactions. The school management team confirmed that students used the library daily, particularly during free periods and examination preparation phases, and that teachers also drew upon the library's reference collection and digital tools to support lesson delivery across subjects, including Science, Mathematics, and English. This pointed towards the library functioning not merely as a passive resource space but as an active component of the school's pedagogical infrastructure. Parents and community members from Hadala village observed that their children engaged in reading books, studying for examinations, group study, and digital learning during library visits, and noted that the availability of all resources in a single location had reduced both the time and financial burden associated with sourcing study materials elsewhere. The Vice Sarpanch of Hadala Gram Panchayat further confirmed that the library's role in supporting competitive examination preparation had extended beyond the enrolled student body, with youth from nearby villages also making use of the facility for government exam preparation, a finding that underscored the breadth of the library's functional reach within the wider community.

SECTION 5: INFRASTRUCTURE AND LEARNING ENVIRONMENT QUALITY

OVERALL ENVIRONMENT CONDUCTIVE FOR STUDYING

The physical quality of the library environment, encompassing lighting, furniture, and the overall study atmosphere, directly influenced the extent and effectiveness of student engagement.

CHART 12: ADEQUACY OF LIBRARY FACILITIES AND LEARNING ENVIRONMENT (N = 25)



■ Strongly agree
■ Agree

As per the survey findings, 96.0% of respondents strongly agreed that the overall environment was conducive to studying. In terms of lighting and electrification, 92.0% strongly agreed that it was adequate. For furniture comfort and student-friendliness, 88.0% strongly agreed. The universally positive rating across all three infrastructure dimensions indicated that the Polycab-funded physical infrastructure, comprising electrification, furniture, and spatial design, had successfully met the study requirements of the target beneficiary group. School management reported that electrification and furniture quality have significantly improved the academic atmosphere, with teachers noting that students now demonstrate better focus and longer study endurance compared to the pre-intervention period. Parents also noted that students from nearby villages, who would otherwise travel long distances to access study resources, were now able to make use of the library facility within the school campus.



After the library was built, the image of the school has improved in the village. Parents trust the school more, and children are more motivated to study.

- Ranjitsinh Gohil, Parent & Community Member, Hadala



SECTION 6: ACADEMIC AND READING IMPACT

IMPROVEMENT IN ACADEMIC PERFORMANCE AND READING BEHAVIOUR

The impact of library access on academic performance, reading habits, and interest in learning constitutes the core educational outcome of the intervention.

CHART 13: INFLUENCE OF LIBRARY ACCESS ON STUDENTS' ACADEMIC OUTCOMES AND READING BEHAVIOUR (N = 25)



As per the survey findings, 96.0% of respondents strongly agreed that the library had contributed to an improvement in their academic performance. Improvement in reading habits and increased interest in learning new subjects were each strongly agreed upon by 92.0% of respondents. The aggregate pattern indicated a strong and consistent perception of academic benefit across all three indicators. This reflected that access to organised, well-lit study spaces coupled with a broad collection of textbooks, reference materials, and digital resources had produced tangible learning outcomes.

Parents and community members observed notable changes in children's study regularity, reading habits, and discipline since the library began functioning. The Vice Sarpanch noted that the library provided the necessary books and a conducive, peaceful environment, which had a great impact on children's confidence and regularity. The Panchayat further reported that the availability of examination-oriented books within the village has reduced dependency on external coaching centres and travel to nearby towns. The school management reported improved classroom engagement, better attendance, and observable shifts in students' study discipline as outcomes attributable to the library.



After the library started, my children's reading habit has improved a lot. They are more regular in their studies and show more interest in learning. The library has given them a peaceful place to focus.

- Khodabhai Bhagvan Patel, Parent & Community Member, Hadala



SECTION 7: DIGITAL LEARNING IMPACT

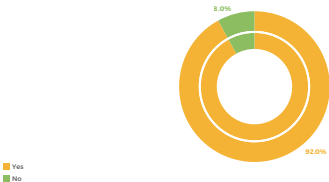
USAGE OF SMART BOARD AND DIGITAL EQUIPMENT

As per the survey findings, 100.0% of respondents reported using the smart board and digital equipment available in the library. This universal adoption of the digital learning facility indicated that the smart board had been seamlessly integrated into the students' study routine. The school management confirmed that smart boards were used effectively for interactive teaching, primarily in science, mathematics, and English. Teachers reported feeling more motivated and better equipped due to access to digital tools, which enhanced both the delivery and reception of instruction. Community members expressed that children were excited about learning through videos and digital media, representing a meaningful pedagogical shift in the school environment. School management emphasised that digital integration has improved conceptual clarity and enabled visual demonstration of complex topics, particularly in science and mathematics, enhancing both teacher confidence and student comprehension.

IMPROVEMENT IN UNDERSTANDING THROUGH DIGITAL LEARNING TOOLS

The functional value of digital tools within an educational context is best measured through their impact on the comprehension and understanding of academic content.

CHART 14: IMPROVEMENT IN LESSON UNDERSTANDING THROUGH DIGITAL LEARNING TOOLS (N = 25)



As per the survey findings, 92.0% of respondents strongly agreed that the use of digital learning tools had improved their understanding of academic lessons. This high positive response indicated that the smart board was functioning effectively as a pedagogical tool, enabling students to engage with curricular content in a more accessible and comprehensible manner.



Using the smart board helps me understand lessons more clearly, especially in subjects like maths and science. Learning through videos and digital tools makes studying more interesting.

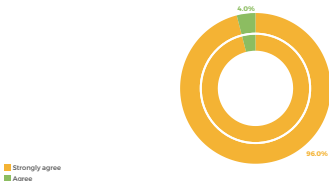
- Dharajiya Harpal, Class 12, Hadala



IMPACT OF DIGITAL LEARNING ENVIRONMENT ON LEARNING INTEREST

Sustained academic engagement depends not merely on performance outcomes but on whether students find the learning process interesting and motivating.

CHART 15: IMPACT OF SEMI-DIGITAL LEARNING ENVIRONMENT ON LEARNING INTEREST (N = 25)



As per the survey findings, 96.0% of respondents strongly agreed that the digital learning environment had made their studies more interesting. This near-universal positive response confirmed that the integration of smart board technology had successfully transformed the experiential quality of learning for students. The alignment between improved understanding and increased learning interest pointed towards the compound educational benefit generated by the digital infrastructure component of the intervention.

This finding was corroborated consistently across three distinct stakeholder groups: school management, parents and community members, and the Vice Sarpanch of Hadala Gram Panchayat, each of whom independently affirmed the role of digital tools in enhancing student engagement and making learning more accessible and enjoyable.

The school management team noted that smart boards were being used effectively for interactive teaching, particularly in Science, Mathematics, and English, and that teachers felt more motivated and better equipped as a result of access to digital tools. Teachers confirmed that digital resources enabled better explanation and visual learning, which contributed directly to heightened student interest and classroom engagement. Parents and community members from Hadala village observed that children were visibly excited and enthusiastic about learning through videos and smart board-facilitated sessions, and expressed that digital learning had made subjects easier and more interesting for their children. The Vice Sarpanch of Hadala Gram Panchayat further affirmed that the smart boards and digital tools provided in the library were highly effective and had helped children learn in a considerably better way than traditional methods alone. Responses further suggested that the semi-digital learning environment had not only improved the quality of understanding but had also strengthened students' intrinsic motivation to engage with academic content, an outcome that extended beyond the library itself into broader study habits and classroom participation.



Smart boards are used effectively for interactive teaching – teachers feel more motivated, and digital tools are used for better explanation and visual learning. Interest in studies and exam preparation has improved.

- **School Management Representative, Hadala Bhal High School, Hadala**



The smart boards and digital tools provided in the library make it very easy for children and are very effective. This has helped children learn a lot in a better way.

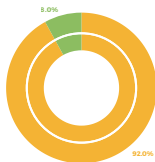
- **Narshihbhai Aarjanbhai Rathod, Vice Sarpanch, Hadala Gram Panchayat**



USEFULNESS OF SMART BOARD FOR LOCATING AND ACCESSING BOOKS

Beyond instructional use, the practical utility of digital tools for library management functions, including the cataloguing and tracing of book titles, was assessed as a dimension of operational efficiency.

CHART 16: USEFULNESS OF SMART BOARD FOR LOCATING AND ACCESSING BOOKS (N = 25)



■ Yes
■ No

As per the survey findings, 92.0% of respondents found the smart board useful for locating and accessing books within the library. This high utility rate suggested that the digital cataloguing or book-access function of the smart board had been operationalised and communicated effectively to students. This pointed towards the library functioning not merely as a physical repository of books but as a digitally enabled knowledge management system. The integration of digital tools into library management reflects a shift from a traditional book repository to a semi-digital knowledge ecosystem within a rural school setting.



The smart boards and digital tools have made teaching more effective. Students understand concepts better, especially in science and mathematics. It has created a more focused and modern learning environment.

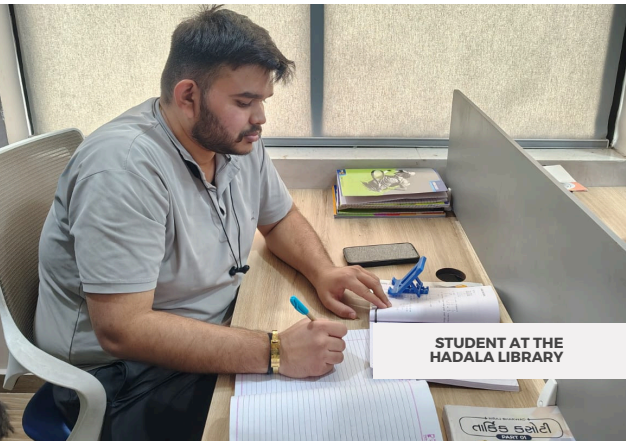
- School Management Representative, Hadala Bhal High School, Hadala



SECTION 8: COMPETITIVE EXAMINATION PREPAREDNESS

LIBRARY USAGE FOR COMPETITIVE EXAMINATION PREPARATION (N = 25)

As per the survey findings, all 25 respondents (100.0%) reported that they had used the library specifically for competitive examination preparation. This universal utilisation for examination purposes confirmed that the library had been adopted as the primary and indispensable preparation resource. Students reported appearing for a wide range of competitive examinations, with police-related examinations being the most commonly cited. Other examinations included CPSC, SSC (GD), Forest Department, Fire Services, UPSC, and various state-level administrative posts such as Talati, RTO Officer, Clerk, and Social Welfare Officer. This diversity of examination aspirations reflected the library's relevance across multiple career domains and its role in expanding educational and occupational horizons for students from agrarian backgrounds.



**STUDENT AT THE
HADALA LIBRARY**



I am preparing for the police exam, and the library has all the books I need. We also study together in groups, which helps us solve doubts and stay motivated.

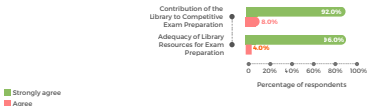
- Raval Alpesh, Class 12, Hadala



EFFECTIVENESS OF LIBRARY SUPPORT AND RESOURCES FOR COMPETITIVE EXAMINATION PREPARATION

The effectiveness of available resources and the overall library support system was assessed through two closely related indicators: the perceived contribution of the library to examination preparation, and the adequacy of resources for meeting examination needs.

CHART 17: EFFECTIVENESS OF LIBRARY SUPPORT AND RESOURCES FOR COMPETITIVE EXAM PREPARATION (N = 25)



As per the survey findings, 92.0% of respondents strongly agreed that the library had contributed meaningfully to their competitive examination preparation. Regarding resource adequacy, 96.0% strongly agreed that the available books and materials met their examination preparation needs. The high scores on both dimensions indicated that the library had successfully served its examination support function, equipping students with the material resources and study infrastructure necessary for competitive aspirations. The Vice Sarpanch reported that several students from the village have successfully secured government jobs after preparing through library resources, particularly in police and fire services.



The library is very useful for students who are preparing for government exams. Many youths from our village are using it to prepare for police and other exams. It has created new opportunities for them.

- Narshihbhai Aarjanbhai Rathod, Vice Sarpanch, Hadala

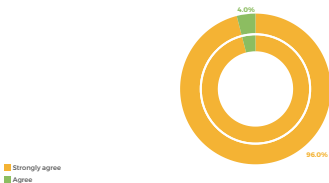


SECTION 9: COMMUNITY AND PEER IMPACT

GROUP STUDY AND PEER LEARNING

Peer learning is a critical dimension of educational outcomes in resource-constrained settings. The library's capacity to enable group study and collaborative learning was assessed as a community-level impact indicator.

CHART 18: USEFULNESS OF THE LIBRARY FOR GROUP STUDY AND PEER LEARNING (N = 25)



As per the survey findings, 96.0% of respondents strongly agreed that the library was useful for group study and peer learning. This near-unanimous endorsement indicated that the library environment actively facilitated collaborative learning. The availability of adequate seating, table space, and a quiet study environment has enabled students to engage in structured peer learning, an activity previously constrained by the absence of appropriate shared study spaces. The Vice Sarpanch noted that regular library use had inspired other community members, including non-enrolled youth, to visit the facility for examination preparation.

The FGD with parents and community members confirmed that youth from nearby villages also visited the library for examination preparation, extending the facility's reach beyond the enrolled student population. The community affirmed that children had become more disciplined, confident, and regular in their studies, which was attributed in part to the structured peer learning environment that the library provided. School management further observed that the project has strengthened trust between the school and the community, improving the institution's visibility and reputation within the village and nearby areas.



Yes, some village youth also use the library for exam preparation. Children are now more disciplined, confident, and regular in their studies. The school's image has improved, and people trust the school more.

- Khodabhai Bhagvan Patel, Parent, Hadala Village; Ranjitsinh Gohil, Parent, Hadala Village; and other FGD participants, Polycab Library Provision, Hadala





With this project, young people from nearby villages also come here to prepare for government exams. New educational opportunities have definitely emerged for them. Children's regular reading in the library has also inspired other children in the community, which has led to improvements in their education.

- Narshihbhai Aarjanbhai Rathod, Vice Sarpanch, Hadala Gram Panchayat, Hadala Village



SECTION 10: STUDENT FEEDBACK AND WAY FORWARD

MOST LIKED FEATURES OF THE NEW LIBRARY (MULTIPLE RESPONSE, N = 25)

All 25 students (100.0%) cited the following features as the most appreciated aspects of the new library:

- Ability to concentrate on studies without distraction
- Easy access to most of the books required for the curriculum and examination preparation
- Good overall environment for learning
- Availability of fans and proper lighting

The unanimous endorsement of all four features indicated that the library had successfully delivered on both the physical and experiential dimensions of its design intent. Students particularly valued the combination of a focused, distraction-free environment and the ready availability of required academic resources.

SUGGESTIONS FOR IMPROVEMENT

A number of students suggested that the library would benefit from the addition of more competitive examination-oriented books, particularly for GPSC, UPSC (including Gujarati-language materials), SSC GD, and subjects such as the Indian Constitution, Mathematics, Reasoning, History, and Geography. School management highlighted the need for periodic updating of digital content, additional competitive examination materials, and potential teacher training to maximise long-term impact. The Panchayat expressed willingness to extend cooperation for the future expansion of resources.

These suggestions reflected the expanding examination aspirations of the student cohort and the need for the library's collection to grow in alignment with the diversity of competitive examinations being targeted. This feedback was consistent with the broader community assessment, wherein parents and the Panchayat also suggested that more relevant books should be added to strengthen the library's examination support function.

IMPACT CREATED AT MULTIPLE LEVELS

The two CSR interventions undertaken by Polycab India Limited through its Social Welfare Foundation generated a measurable impact across multiple levels of social organisation, from the individual beneficiary to the broader systemic and national context. This section consolidates evidence-based impact outcomes across four distinct levels: individual, collective or community, state, and national. All findings presented below are grounded strictly in verified survey data, field observations, and stakeholder responses captured during the impact assessment.



INDIVIDUAL LEVEL

At the individual level, the interventions produced tangible cognitive, behavioural, and socio-economic outcomes amongst direct beneficiaries.

Fort Garden Beautification and Heritage Garden Development

- 100.0% of respondents reported high satisfaction with the newly developed green area, whilst 92.0% experienced environmental pleasantness and aesthetic appeal as direct sensory and experiential benefits.
- Field responses further indicated that individuals working in proximity to the Fort Garden area, including vendors and service providers, experienced livelihood enhancement attributable to increased visitor footfall.

Hadala Bhal School Library Provision

- 96.0% of students reported improvement in academic performance, 92.0% noted enhanced reading habits, and 92.0% experienced increased interest in learning.
- 96.0% engaged daily with the library for curricular study and competitive examination preparation, with 96.0% spending more than five hours per day in the facility.

This reflected the library's absorption into individual academic routines as a foundational study environment.



COLLECTIVE / COMMUNITY LEVEL IMPACT

At the collective and community level, the interventions strengthened social cohesion, civic participation, and shared access to public goods.

Fort Garden Beautification and Heritage Garden Development

- The Fort Garden Beautification initiative created a community space wherein 96.0% of respondents affirmed that the area was treated with greater care and cleanliness following development.
- The community's perception of the fort's cultural heritage value was reinforced, with 96.0% strongly agreeing that the intervention contributed to heritage preservation.
- Whilst 76.0% of respondents indicated that structured community events had not yet occurred, informal family gatherings, group outings, and recreational visits had become regularised, signalling early-stage social programming potential.

Hadala Bhal School Library Provision

- For the Hadala Bhal School Library, community-level impact was evidenced through enhanced parental involvement in children's education, improved school reputation, and the extension of library access to youth from nearby villages for competitive examination preparation.
- Community members, including the Vice Sarpanch and parents, noted improved discipline, confidence, and regularity amongst students, whilst 96.0% of students confirmed the library's utility for group study and peer learning.



STATE LEVEL IMPACT

At the state level, both interventions contributed to the strengthening of public infrastructure and institutional capacity within the Union Territory of Daman and Diu and the state of Gujarat, respectively.

Fort Garden Beautification and Heritage Garden Development

- The Fort Garden Beautification project enhanced the heritage infrastructure of Daman Fort, a state-recognised monument, thereby reinforcing the region's cultural tourism potential and civic infrastructure standards.
- The operational handover to the Daman Municipal Corporation established a sustainable public-private maintenance model, wherein corporate CSR investment was institutionalised within state-level maintenance frameworks, as confirmed by 80.0% of respondents identifying government as the primary maintenance entity.

Hadala Bhal School Library Provision

- For the Hadala Bhal School Library, the intervention augmented the educational infrastructure of a government-recognised high school within Gujarat's rural education system, enabling 100.0% students to access digital learning tools, reference books, and examination-oriented resources previously unavailable within the institution.
- The library's role in supporting competitive examination preparation aligned with the state's policy objective of improving rural educational outcomes and expanding access to government employment pathways for marginalised communities.



NATIONAL LEVEL IMPACT

At the national level, the interventions contributed to the broader policy objectives articulated under India's CSR regulatory framework, including the preservation of national heritage, the promotion of inclusive and equitable education, and the strengthening of rural infrastructure.

Fort Garden Beautification and Heritage Garden Development

- The Fort Garden Beautification project aligned with the Ministry of Culture's mandate to conserve and enhance heritage sites, contributing to the national cultural asset base whilst demonstrating a replicable corporate engagement model for heritage conservation.

Hadala Bhal School Library Provision

- The Hadala Bhal School Library intervention addressed educational equity gaps identified in the National Education Policy 2020, specifically the provision of digital learning infrastructure and competitive examination resources in rural and underserved regions.
- The library's impact on examination preparedness, with 100.0% of students utilising the facility for competitive examination preparation and 96.0% confirming adequacy of resources, supported the national objective of expanding access to government employment opportunities amongst marginalised socio-economic groups, 92.0% of whom belonged to the OBC category and 76.0% of whom were from farming and livestock households.

05. EVALUATION BASED ON OECD FRAMEWORK



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability

This chapter evaluates the two CSR interventions undertaken by Polycab India Limited through the lens of the Organisation for Economic Co-operation and Development's Development Assistance Committee (OECD-DAC) evaluation framework. The OECD-DAC criteria constitute the internationally recognised standard for assessing development programmes and have been adopted by governments, multilateral organisations, and corporate entities globally to ensure rigorous and transparent impact evaluation. The six criteria assessed are Relevance, Coherence, Effectiveness, Efficiency, Impact, and Sustainability. Each criterion is rated on a five-point scale, with accompanying evidence-based rationales grounded in verified survey findings, field observations, and stakeholder responses documented during the impact assessment process.



RELEVANCE

Both interventions demonstrated complete alignment with identified community needs and national development priorities. The Fort Garden Beautification project addressed the documented absence of maintained public recreational spaces in Daman, as confirmed by field responses wherein residents described pre-intervention conditions as dusty, poorly maintained, and unattractive. The heritage conservation dimension aligned with the Ministry of Culture's mandate for monument preservation. The Hadala Bhal School Library intervention responded directly to the absence of study infrastructure, reference materials, and digital learning facilities in a rural high school serving predominantly marginalised communities. School management and parents confirmed that prior to the library's establishment, students lacked any dedicated reading or study space within the institution. The interventions further aligned with Schedule VII of the Companies Act, 2013, under items (iv) ensuring environmental sustainability and ecological balance, and (ii) promoting education. The relevance rating of 5/5 reflects perfect correspondence between intervention design and documented beneficiary needs.

**COHERENCE**

The interventions exhibited strong coherence with existing institutional frameworks and development policies at multiple levels. The Fort Garden Beautification project was implemented in coordination with the Daman Municipal Corporation (DMC), which assumed operational maintenance responsibility following project completion, as confirmed by 80.0% of survey respondents and validated through project team responses. This institutional handover ensured long-term sustainability and avoided duplication or conflict with existing municipal responsibilities. The Hadala Bhal School Library intervention was designed in collaboration with the school management committee and aligned with Gujarat's rural education infrastructure objectives. The provision of digital learning tools and competitive examination resources complemented existing curricular frameworks rather than introducing parallel or conflicting systems. Both interventions avoided overlap with other donor-funded initiatives in the respective regions, as confirmed through stakeholder consultations. The coherence rating of 5/5 reflects seamless integration into existing governance structures and the absence of institutional conflict.

**EFFECTIVENESS**

The interventions achieved their stated objectives with exceptional effectiveness, as evidenced by quantitative and qualitative data. For the Fort Garden Beautification project, 100.0% of respondents reported high satisfaction with the newly developed green area, 100.0% strongly agreed that the project successfully created a serene and attractive public space, and 96.0% strongly agreed that it contributed to preserving the cultural heritage of the fort. Observable improvements in greenery, cleanliness, aesthetic appeal, and environmental pleasantness were consistently reported across all respondent demographics. For the Hadala Bhal School Library, 96.0% of students engaged daily with the facility for curricular study and competitive examination preparation, 96.0% strongly agreed that library access improved their academic performance, and 96.0% strongly agreed that the library environment was conducive to studying. The library's role in supporting examination preparedness was evidenced by 100.0% student usage for competitive examination preparation and 96.0% affirmation of resource adequacy. The effectiveness rating of 5/5 reflects complete achievement of intended outcomes as validated by beneficiary responses and field observations.



EFFICIENCY

The interventions demonstrated strong efficiency in resource utilisation and outcome delivery, though limitations in available documentation constrained full assessment of input-output ratios. The Fort Garden Beautification project was completed within the planned timeframe with good coordination and quality work, as confirmed by the project team. The operational handover to DMC for ongoing maintenance ensured that recurring costs were absorbed within existing municipal budgets, enhancing long-term cost-efficiency. For the Hadala Bhal School Library, the project was delivered on time with active involvement of school staff and the School Management Committee, minimising implementation delays and ensuring alignment with institutional priorities. The library achieved near-universal daily usage (96.0% of students visiting daily and spending over five hours per visit), indicating optimal utilisation of the installed infrastructure and minimal idle capacity. However, the absence of detailed cost-per-beneficiary or comparative efficiency benchmarks in the available documentation restricted a comprehensive efficiency assessment. The efficiency rating of 4/5 reflects strong performance tempered by documentation gaps.



IMPACT

The interventions generated substantial and measurable impact across individual, community, state, and national levels. At the individual level, the Hadala Bhal School Library produced cognitive and behavioural outcomes, with 96.0% of students reporting improved academic performance, 92.0% noting enhanced reading habits, and 92.0% experiencing increased interest in learning. For the Fort Garden initiative, 100.0% of respondents reported high satisfaction, 92.0% experienced environmental pleasantness, and local vendors experienced livelihood enhancement attributable to increased visitor footfall. At the community level, the Fort Garden strengthened social cohesion and civic participation, with 96.0% affirming improved care and cleanliness. The library enhanced parental involvement in education and extended access to youth from nearby villages. At the state level, both interventions strengthened public infrastructure within their respective jurisdictions and aligned with state-level policy objectives. At the national level, the interventions contributed to heritage conservation and educational equity mandates articulated under India's CSR regulatory framework and the National Education Policy 2020. The impact rating of 5/5 reflects the depth, breadth, and multi-level character of verified outcomes.



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability


SUSTAINABILITY

The interventions demonstrated strong sustainability mechanisms, though certain long-term challenges were acknowledged by stakeholders. The Fort Garden Beautification project established a sustainable maintenance model through the operational handover to the Daman Municipal Corporation, which assumed responsibility for daily cleaning, plant watering, and infrastructure upkeep. This institutional arrangement ensured continuity beyond the project lifecycle. However, field observations noted isolated instances of anti-social behaviour, such as damage to flora, suggesting that sustained public awareness and enforcement would remain relevant for long-term preservation. For the Hadala Bhal School Library, the school management confirmed responsibility for ongoing maintenance and safety of equipment, supported by fixed timings, supervised access, and a basic borrowing system. However, the management acknowledged that regular maintenance and updating of digital tools may pose challenges, and suggested that additional support for teacher training, technical assistance, and financial resources would enhance long-term sustainability. Community members and students noted the need for more books, particularly for competitive examinations, indicating that resource replenishment would require ongoing investment. The sustainability rating of 4/5 reflects robust institutional frameworks tempered by acknowledged maintenance and resource renewal challenges.

The OECD-DAC evaluation framework assessment confirmed that both interventions achieved strong performance across all six criteria. Relevance, Coherence, Effectiveness, and Impact each received the maximum rating of 5/5, reflecting complete alignment with identified needs, seamless institutional integration, full achievement of stated objectives, and substantial multi-level outcomes. Efficiency and Sustainability received ratings of 4/5, indicating strong performance tempered by documentation limitations and acknowledged long-term maintenance challenges. The aggregate assessment validates the strategic design, implementation quality, and impact depth of the CSR interventions undertaken by Polycab India Limited through its Social Welfare Foundation.



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability

CHAPTER 6

RECOMMENDATIONS

This chapter offers strategic recommendations based on implementation challenges, beneficiary feedback, and stakeholder observations from the impact assessment of two CSR interventions by Polycab India Limited's Social Welfare Foundation. Recommendations are based on qualitative evidence from focus groups, interviews, observations, and testimonials. The aim is to identify actionable pathways to improve the design, delivery, and long-term impact of current and future CSR efforts.

ACTIVITY 1: FORT GARDEN BEAUTIFICATION & HERITAGE DEVELOPMENT



FACILITATE STRUCTURED COMMUNITY PROGRAMMING

While physical infrastructure has been successfully established, structured social programming remains limited. It is suggested that periodic heritage walks, cultural programmes, and community events be organised in coordination with the Daman Municipal Corporation to enhance collective engagement and deepen the garden's role as a civic and cultural hub.



STRENGTHEN CSR ATTRIBUTION AND VISIBILITY

A substantial proportion of beneficiaries were unaware of the organisation responsible for the beautification initiative. It is suggested that permanent and prominently placed donor acknowledgement signage be installed at key entry points to enhance CSR visibility and public recognition.



INSTITUTIONALISE PERIODIC INFRASTRUCTURE REVIEW

To sustain aesthetic and functional quality, it is suggested that periodic joint reviews be undertaken with the Daman Municipal Corporation to assess maintenance needs, landscaping upkeep, and structural wear and tear, ensuring long-term preservation of the asset.

ACTIVITY 2: HADALA BHAL SCHOOL LIBRARY PROVISION



EXPAND AND PERIODICALLY UPDATE COMPETITIVE EXAMINATION RESOURCES

Given the universal utilisation of the library for competitive examination preparation, it is suggested that the book collection be periodically expanded and updated. Particular emphasis may be placed on GPSC, UPSC (including Gujarati-language materials), SSC GD, Police, Forest, and allied examinations to align with evolving student aspirations.



INTRODUCE PERIODIC TEACHER CAPACITY-BUILDING FOR DIGITAL INTEGRATION

Although digital tools are actively used, structured training could further enhance pedagogical effectiveness. It is suggested that periodic workshops be conducted to strengthen teachers' ability to integrate smart board technology and digital resources into curriculum delivery and examination preparation.



CONDUCT ANNUAL RESOURCE AND UTILISATION REVIEWS

To ensure continued relevance and effectiveness, it is suggested that annual review exercises be conducted to assess book adequacy, digital equipment functionality, and emerging student needs. Such reviews would support adaptive strengthening of the intervention over time.

Both interventions are functioning effectively and demonstrate high beneficiary satisfaction. The above recommendations are incremental in nature and are intended to deepen impact, strengthen institutional alignment, and ensure sustainability without requiring significant additional capital investment.



HADALA LIBRARY

07. CONCLUSION

The impact assessment of the two CSR interventions undertaken by Polycab India Limited through its Social Welfare Foundation validated that both projects achieved substantial and measurable outcomes across social, educational, environmental, and cultural dimensions. The Fort Garden Beautification project in Daman transformed a neglected heritage site into a well-maintained public space, recording 100.0% beneficiary satisfaction and 96.0% agreement on heritage preservation. The Hadala Bhal School Library in Gujarat addressed a critical educational infrastructure gap, enabling students from economically constrained backgrounds to access study resources and digital learning tools, with 96.0% reporting improved academic performance and 100.0% utilising the facility for competitive examination preparation.

The recommendations presented in this report constitute a strategic roadmap for strengthening intervention viability and replicability. Key actions include expanding the library book collection, introducing structured community events within the Fort Garden, establishing resource renewal funds, and institutionalising donor attribution mechanisms. The operational handover model adopted for the Fort Garden project has been identified as a replicable framework for public-private partnership in heritage conservation and urban infrastructure development.

In conclusion, both CSR interventions represent exemplary models of strategic, evidence-based, and community-centred corporate social responsibility. The interventions generated tangible, measurable, and sustained impact across diverse beneficiary groups and geographical contexts. The findings documented through this assessment provide a robust foundation for informed decision-making, adaptive programme management, and the scaling of successful intervention models to other underserved communities. Polycab India Limited's commitment to social value creation, institutional collaboration, and long-term sustainability has been comprehensively validated, affirming the company's leadership in corporate social responsibility and its contribution to inclusive and equitable development in India.