

Impact assessment report of CSR programmes- FY 2023-24

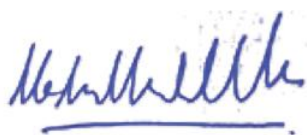
**Chambal Fertilisers and Chemicals Limited
(CFCL)**

May 2026



Contents

Contents	2
Notice to the reader	3
Acknowledgements	4
Abbreviations	5
List of tables	6
List of figures	6
List of graphs	6
Executive summary	8
1. Introduction and background	11
1.1. About CSR at Chambal Fertilisers and Chemical Limited	11
1.2. About the impact assessment study	12
2. Approach and methodology	13
2.1. Approach for impact assessment study	13
2.2. Methodology	14
2.3. Coverage	18
3. Key findings	20
3.1. Project Akshar	20
3.2. Project Saksham- Vocational & Technical	33
3.3. Project Saakar	44
3.4. Project Arogya	49
3.5. Project Bhoomi	58
3.6. Project Udaan	67
4. Recommendations	79
5. Annexures	82



Notice to the reader

- This report is with restrictive circulation and has been prepared exclusively for CFCL as part of the impact assessment of their CSR projects. It should not be used, reproduced, or circulated for any other purpose, in whole or in part, without prior written consent if used or referred for any other inference / study as an input or reference document. Grant Thornton Bharat LLP would only give such consent after full consideration of circumstances.
- The information collected for this study is through field visits, meeting with various stakeholders, information shared by respondents and backend data provided by CFCL. We have relied on the information shared by these sources. The scope of work here does not constitute an audit or due diligence of the information shared, hence information received from the various sources was believed to be accurate.
- Our scope of work here includes assessment of the various aspects of a social / development intervention through the methodology described in this report. The scope of work does not include commenting on the validity of the said intervention as a CSR project / project as per the CSR Rules and Regulations.
- This report should not be considered as an expression of opinion on any form of assurance on the financial statements of or on its financials or other information.
- The recommendations provided as part of the assessment exercise may be implemented after an analysis of prioritization. The decision to implement the recommendations is the responsibility of the management of CFCL. Field visits were conducted in cognizance with CFCL, the implementation partner and field teams which prior acceptance on approach, methodology, coverage area, survey, and tools.
- Owing to communication gap and the inherent human instinct to report everything as above-expectations and glitch-free, it was challenging to make interviewees understand the purpose and ensure they report the correct data and details accordingly gathered. In the absence of real primary respondents for retrospective questions are based on the respondents' ability to recall past information.
- Grant Thornton Bharat LLP holds no responsibility on accuracy or sanctity, or authenticity of any other information not analysed / assessed in this report that the stakeholders covered or any other party involved, and results / references drawn basis the same.




Acknowledgements

The study has been conducted by Grant Thornton Bharat LLP (GTBLLP) for Chambal Fertilisers and Chemicals Limited (CFCL). The objective of the study was to undertake an impact assessment on CFCL's CSR programmes for financial year 2023-2024.

We would like to thank the CFCL team for their continued support in conducting the study. Further, we are also grateful to the various school principals, teachers, doctors, students, and other key stakeholders who shared their views on CFCL's initiatives.

DRAFT



Abbreviations

Abbreviation	Full Form
APICS	Accessibility, Performance, Importance, Coherence, Sustainability
AWW	Anganwadi Workers
CBC	Complete Blood Count
CFCL	Chambal Fertilisers and Chemicals Limited
CHC	Community Health Centre
CSR	Corporate Social Responsibility
DM	Disaster Management
FGD	Focus Group Discussion
FY	Financial Year
GOI	Government of India
GPC	Government Polytechnic College
GTBL	Grant Thornton Bharat LLP
ICDS	Integrated Child Development Services
IDI	In-Depth Interview
ITI	Industrial Training Institute
MOU	Memorandum of Understanding
OECD DAC	Organization for Economic Co-operation and Development's Development Assistance Committee
PHC	Primary Health Centre
PRI	Panchayati Raj Institution
PSA	Pressure Swing Adsorption
WASH	Water, Sanitation and Hygiene



List of tables

Table 1: Stages of methodology.....	14
Table 2: Key areas of enquiry- Akshar – Pre-school and School Education	15
Table 3: Key areas of enquiry- Saksham – Technical and Vocational Education	15
Table 4: Key areas of enquiry- Saakar – Rural Development Initiative	16
Table 5: Key areas of enquiry- Arogya – Healthcare	16
Table 6: Key areas of enquiry- Bhoomi- Sustainable agriculture and environmental conservation	16
Table 7: Key areas of enquiry- Udaan- Sports initiative	17
Table 8: Sampling plan	17
Table 9: Coverage	19
Table 10: Improvement indicators.....	22
Table 11: APICS Analysis - Project Akshar	32
Table 12: Training quality parameter	35
Table 13: Monthly income of respondents.....	36
Table 14: Infrastructure Improvements	38
Table 15: Impact on Learning and Skill Development	40
Table 16: APICS Analysis- Project Saksham- Vocational & Technical	42
Table 17: APICS Analysis- Project Saakar	48
Table 18: Economic benefits.....	52
Table 19: APICS Analysis - Project Arogya	57
Table 20: Frequency of stubble burning	59
Table 21: Change in soil quality and crop yield	60
Table 22: Waste segregation practice.....	62
Table 23: Community participation in various activities	63
Table 24: APICS Analysis - Project Bhoomi	65
Table 25: Physical development areas	70
Table 26: Change in confidence and socio-emotional skills.....	71
Table 27: Improvement in social skills	71
Table 28: Benefits of coaching support	73
Table 29: Contribution of program resources to skill development	75
Table 30: Improvement areas	76
Table 31: APICS Analysis - Project Udaan	78

List of figures

Figure 1: Key pillars of CSR at CFCL.....	11
Figure 2: CSR initiatives under CFCL.....	11
Figure 3: APICS Framework	13
Figure 4: Anganwadi renovation under project Akshar	20
Figure 5: Trainees under project Saksham.....	33
Figure 6: PHC infrastructure support under project Arogya.....	49
Figure 7: Integrated service delivery model	49
Figure 8: Students participating under project Udaan	67

List of graphs

Graph 1: Gender wise distribution of respondents	21
Graph 2: Standard wise distribution of respondents.....	21
Graph 3: Subjects taught in the remedial classes	23
Graph 4: Coaching most useful for which subject	23



Graph 5: Improvement in grades.....	24
Graph 6: Effectiveness of coaching sessions.....	24
Graph 7: Teaching methods were easy to understand, engaging.....	24
Graph 8: Teachers were able to clear doubts.....	24
Graph 9: Coaching helped in identifying competitive exams.....	25
Graph 10: Career guidance support provided	25
Graph 11: Usefulness of study material.....	25
Graph 12: Most effective learning method.....	26
Graph 13: Confidence in skills	26
Graph 14: Prepared to use digital skills in future	26
Graph 15: Gender	33
Graph 16: Social category	34
Graph 17: Education qualification	34
Graph 18: Training outreach.....	34
Graph 19: Status prior training	35
Graph 20: Reason for joining training	35
Graph 21: Components of training program	36
Graph 22: Household income improved after training	37
Graph 23: Gender distribution	38
Graph 24: Courses in which respondents were enrolled	38
Graph 25: The institute feels cleaner and better maintained now	39
Graph 26: Classrooms and labs are now more comfortable for learning	39
Graph 27: Age wise distribution of respondents	50
Graph 28: Gender distribution of the respondents	50
Graph 29: Distance from PHC.....	50
Graph 30: Services used.....	51
Graph 31: Overall satisfaction.....	53
Graph 32: Gender wise segregation of respondents.....	58
Graph 33: Main crops grown.....	59
Graph 34: Participation in awareness sessions.....	59
Graph 35: Shifted to organic/natural farming	60
Graph 36: Reduction in input cost.....	60
Graph 37: Improvement in household income	61
Graph 38: Improvement in household health	61
Graph 39: Adopting eco-friendly technologies	61
Graph 40: Gender distribution of respondents	61
Graph 41: Gender distribution.....	68
Graph 42: Standard wise distribution	68
Graph 43: Participated in sports before the project.....	68
Graph 44: Frequency of participating in sports now.....	69
Graph 45: Frequency of playing before the project.....	69
Graph 46: Improvement in fitness	69
Graph 47: Time spent on physical activities	70
Graph 48: Effect on confidence	71
Graph 49: Sports in which the respondents participated	72
Graph 50: Participation in tournaments.....	72
Graph 51: Most Beneficial Aspects of Coaching.....	72
Graph 52: Most motivating activity.....	73
Graph 53: Parents or teachers are more involved in my sports activities now	73
Graph 54: Frequency of using the sports equipment provided	74
Graph 55: Readiness of the school play area.....	75



Executive summary

This report presents the impact of the Chambal Fertilisers and Chemicals Limited (CFCL) Corporate Social Responsibility (CSR) programmes for FY 2023-24 which was gauged through interactions with beneficiaries and stakeholders. The assessment used a mixed methods research design that included both quantitative and qualitative data collection.

Approach and methodology

For the study, APICS (Accessibility, Performance, Importance, Coherence, Sustainability) framework was used to critically analyze the project. Tools for stakeholder interactions i.e., in-depth interviews and focus group discussions were developed and administered on the site. The questions focused on collecting data relating to functioning of the programs, the degree of awareness and acceptance of the initiatives, and key challenges with respect to implementation and suggestions. Presented below are the details of the APICS framework utilized for the assessment:

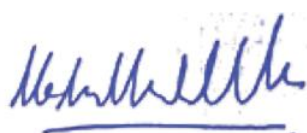
Framework	Description
Accessibility	Capability of the project to involve different stakeholders for equitable access to services.
Performance	Capability of the project to achieve objectives and goals in the most economical ways.
Importance	Criteria to evaluate significance of a current project vis-à-vis the needs/priorities of the stakeholder and does it provide relevant solutions.
Coherence	Criteria to evaluate current project similarities with interventions of the Government/partners and ascertaining the applicability of the learning .
Sustainability	Capability of a project to ensure the likely continuity of interventions by the stakeholders after withdrawal.

Key Findings

Project Akshar

- **85%** students reported improved learning outcomes due to strengthened classroom environment and teaching support.
- **80%** teachers shared that upgraded infrastructure improved lesson delivery and student engagement.
- **75%** students participated more regularly in academic support sessions introduced under the programme.
- **90%** schools recorded better student attentiveness and participation after the intervention.

Project Saksham- Vocational and Technical




- **97%** trainees secured employment after completing skill training; **3%** pursued higher studies.
- **98%** reported an increase in household income; all placed trainees contribute financially.
- **80%** rated training quality (trainers, content, practical sessions, lectures) as *excellent*.
- **84%** trainees reported high interview confidence, and **100%** reported improved technical skills.

Project Saakar

- Community consultations indicate that **improved road connectivity** has enhanced year-round mobility, emergency access, and linkage to essential services.
- **Drainage systems have reduced water stagnation** during monsoon seasons, contributing to improved environmental sanitation.
- Development of community halls and structured public spaces has **strengthened social cohesion and facilitated organised community events**.
- Stakeholders consistently reported **visible transformation in internal village infrastructure and enhanced dignity of public spaces**.

Project Arogya

- **100%** beneficiaries reported improved consultation quality, reduced waiting time, and clearer doctor communication.
- **70%** accessed General OPD & **25%** accessed Specialist OPD — showing stronger PHC utilisation.
- Diagnostic availability led to **₹1,800–₹2,200 savings per visit**, reducing travel & OOP costs significantly.
- **100%** Women's Health Group members reported higher health awareness and improved decision-making confidence.

Project Bhoomi

- Stubble burning was almost completely eliminated, with **96% of farmers reporting no burning post-intervention**, indicating strong adoption of alternative crop residue management practices.
- Farmers **shifted to practical, low-cost residue alternatives**, especially use of crop residue as livestock feed (94%), alongside mulching, composting, and bio-decomposers.
- **High uptake of sustainable agriculture practices**, supported by strong outreach—90% of farmers received training in no-burn, organic, or natural farming methods.




- Household waste segregation improved from **13% before** to **100% after**, marking complete behavioural adoption.
- Waste collection frequency increased from **once–twice/week** to **94% receiving 6-day collection**, significantly improving service delivery.
- Environmental cleanliness improved sharply, with **78%** seeing waste only once a month (vs. 30+ times earlier), indicating major reduction in field contamination.
- **72%** community members participated in awareness, door-to-door campaigns, and rallies, driving widespread behavioural change and system adoption.

Project Udaan

- **75%** students now participate in sports 3–4 times/week (up from 21% earlier).
- **100%** reported improvements in stamina, strength, flexibility, and overall physical fitness.
- **97%** reported improved confidence, teamwork, communication, and socio-emotional skills.
- **90%** actively used upgraded sports equipment and improved playfields for regular practice.

The consolidated findings indicate that CFCL's CSR portfolio has contributed to measurable improvements in service accessibility, infrastructure quality, behavioural adoption, and institutional strengthening across thematic areas.

APICS analysis suggests particularly strong performance across Accessibility, Performance, and Importance dimensions, with Coherence reflected through reinforcement of existing public systems. Sustainability prospects are supported by durable infrastructure investments and sustained behavioural change, though continued operational strengthening will enhance long-term optimisation.

Overall, CFCL's CSR initiatives demonstrate an integrated and system-strengthening approach to community development, generating tangible socio-economic and environmental benefits across intervention geographies.



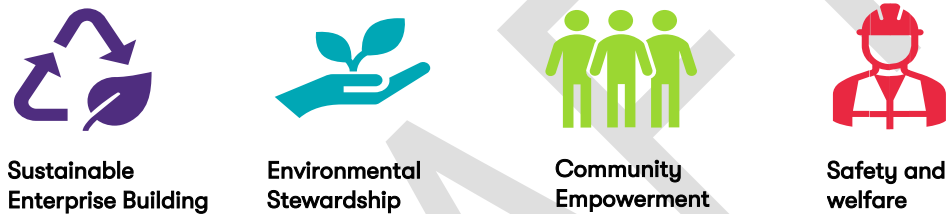

1. Introduction and background

1.1. About CSR at Chambal Fertilisers and Chemical Limited

Embedded within CFCL's corporate ethos lies a deep-rooted commitment to societal well-being, incorporated through its robust CSR initiatives. These initiatives, characterized by their holistic and sustainable nature, have left a positive imprint on the communities wherein CFCL operates, garnering accolades and recognition for their profound impact.

CFCL's CSR endeavors go beyond philanthropy, embodying a strategic approach towards enhancing socio-economic development and environmental stewardship. Central to its CSR framework are the following key pillars:

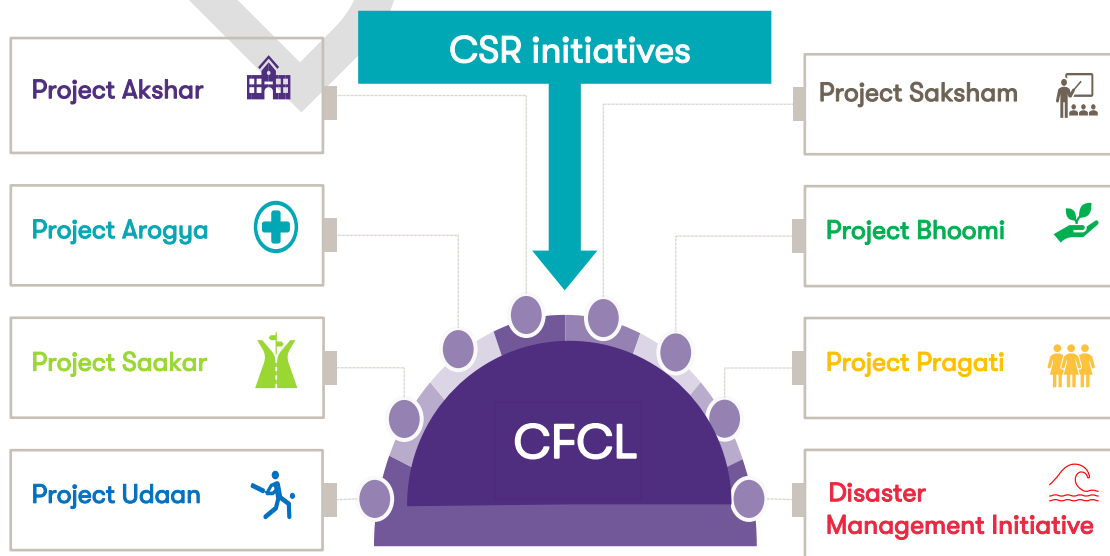
Figure 1: Key pillars of CSR at CFCL



In essence, CFCL's CSR initiatives exemplify its unwavering commitment to responsible citizenship, embodying the principles of sustainability, inclusivity, and social stewardship. Through concerted efforts and meaningful interventions, CFCL continues to catalyze positive change, leaving a lasting impact on society and the environment alike.

CSR initiatives undertaken by CFCL:

Figure 2: CSR initiatives under CFCL




1.2. About the impact assessment study

Grant Thornton Bharat LLP was appointed by CFCL to conduct an impact assessment study of their CSR programmes for FY 2023-24.

To conduct the assessment, APICS framework was used. The framework, standing for Accessibility, Performance, Importance, Coherence, and Sustainability is a strategic model used to evaluate and enhance the feasibility and effectiveness of social interventions. It emphasizes factors such as the appeal and viability of interventions, their implementation strategies, population coverage, and long-term sustainability.

The study was executed by conducting interviews and discussions with the beneficiaries and stakeholders of the project. Following were the objectives of the assessment:



2. Approach and methodology

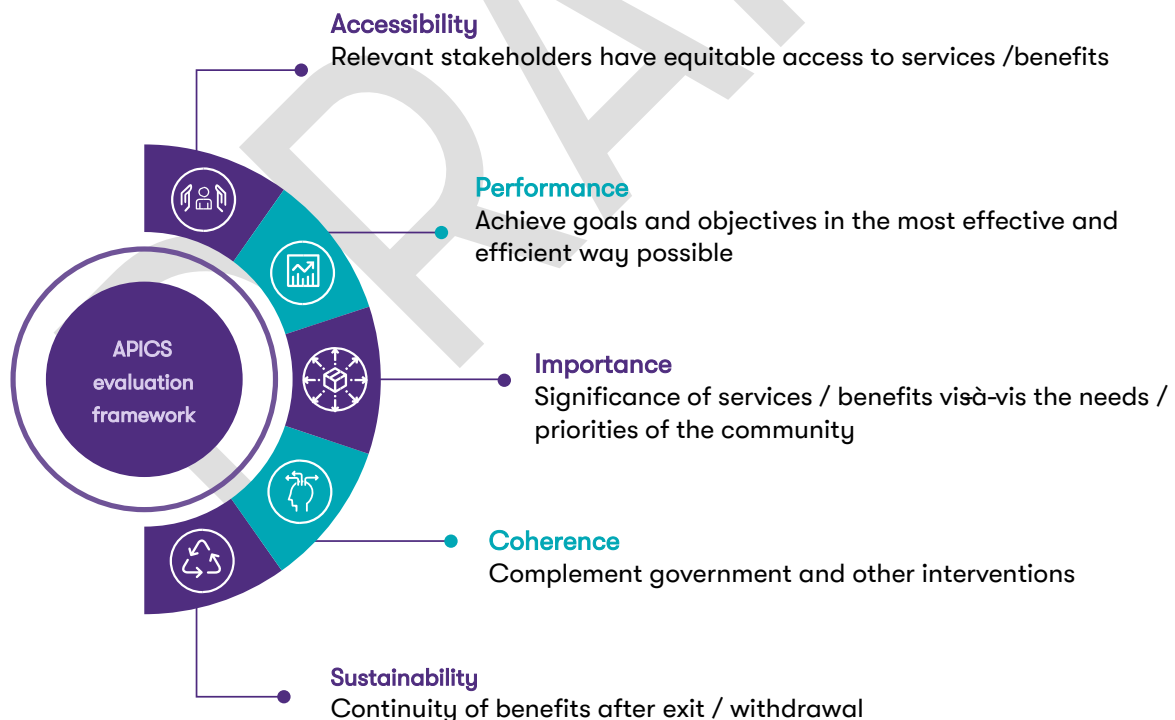
2.1. Approach for impact assessment study

The aim of the study was to gauge an overall understanding of the outcomes and impact through discussions with relevant stakeholders and documenting their perception and feedback on the outcomes and impact of the CSR initiatives. The study also focused on capturing their suggestions for improvement.

Further an understanding of the modality of the programs was developed. This was followed by an analysis of the beneficiary responses and further corroboration with inferences from stakeholder discussions, while identifying the critical factors, gaps, and possible methods of improvement.

The study was conducted through a pre-defined approach to assess the outcome / impact of the project on the beneficiaries. The methodology adopted for the study considered quantitative and qualitative data collection. Based on the principles of OECD DAC, GT framed an APICS evaluation framework which enabled holistic evaluation of the projects.

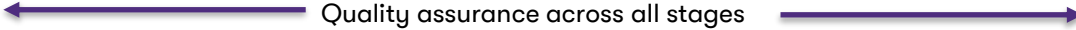
Figure 3: APICS Framework




2.2. Methodology

The methodology followed to conduct the study was spread across three stages as follows:

Table 1: Stages of methodology

Stage I Planning		Stage II Data collection	Stage III Reporting
			
1. Kick-off meeting to understand project context, objectives, and approach,	5. Field visit in sample locations for data collection through qualitative and quantitative methods,	8. Collection of information from all sources,	
2. Review of documents,	6. Detailed discussions and interviews with relevant stakeholders.	9. Preparation of draft narrative report, discuss	
3. Identification of stakeholders and areas of enquiry,	7. Field visit in sample locations for data collection through qualitative and quantitative methods,		
4. Development of tools for undertaking data collection.			

Stage I: Planning

Inception meeting

Kick-off meeting was held with CFCL's CSR team to develop an in-depth understanding about the nuances of the projects, clearly articulate the expectations and identify the key stakeholders. Post the initial discussion, an information request was shared with CFCL listing out the required project documents, reports, available data such as MoU etc.

Review of documents

A desk review of the documents and reports was conducted. The understanding gained from the desk research was eventually fed into the identification of the key respondents and their respective areas of enquiry.

Study design

A mixed methods study design was adopted for data collection. It included both, quantitative survey with beneficiaries, and qualitative interviews with the key stakeholders.




Stakeholder mapping and areas of enquiry

The next step involved mapping of key stakeholders of the projects. The table below presents the list of stakeholders along with the key areas of enquiry.

Akshar – Pre-school and School Education

Table 2: Key areas of enquiry- Akshar – Pre-school and School Education

S. no.	Respondents	Key areas of enquiry
1.	CFCL officials	- Roles and responsibilities. - Implementation model and challenges.
2.	Students	- Student participation and access to academic support activities. - Student experience of teaching and classroom learning. - Perceived improvement in students' academic learning and performance. - Exposure to and usefulness of computer and digital learning support.
3.	Other stakeholders- 1) School teachers/ principals	- Assessment of student academic performance and improvement. - Evaluation of the impact of infrastructure upgrades on teaching effectiveness. - Perception of community involvement and support initiatives' effectiveness.
	2) Parents	- Satisfaction with the educational resources and facilities provided. - Perception of mothers about the Anganwadi centre's role in their child's development. - Involvement and satisfaction with parent engagement initiatives
	3) Anganwadi Teachers	- Assessment of student learning progress and development. - Perception of the adequacy and suitability of teaching resources. - Feedback on the impact of renovation and adoption initiatives on teaching effectiveness.

Saksham – Technical and Vocational Education

Table 3: Key areas of enquiry- Saksham – Technical and Vocational Education

S. no.	Respondents	Key areas of enquiry
1.	CFCL Officials	- Roles and responsibilities. - Implementation model and challenges.
2.	Beneficiaries • Students	- Awareness regarding various interventions and other infrastructural support provided in the college. - Perception of students on educational content and other supporting educational content being offered and its impact on their employability. - Feedback on repair work done. - Utilization and benefits perceived.
3.	Other stakeholders- 1) Principal 2) Trainer	- Awareness about the interventions. - Perception about the interventions. - Perceived benefits.



Saakar – Rural Development Initiative

Table 4: Key areas of enquiry- Saakar – Rural Development Initiative

S. no.	Respondents	Key areas of enquiry
1.	CFCL officials	- Roles and responsibilities. - Implementation model and challenges.
2.	Beneficiaries community members	- Awareness and utilization of community common infrastructure facilities developed in villages such as community halls, cement concrete roads, among others. - Feedback on the work done. - Benefits perceived.
3.	Other stakeholders- 1) PRI members	- Utilization and benefits of infrastructural support provided. - Feedback and recommendations.

Arogya – Healthcare

Table 5: Key areas of enquiry- Arogya – Healthcare

S. no.	Respondents	Key areas of enquiry
1.	CFCL Officials	- Roles and responsibilities. - Implementation model and challenges.
2.	Beneficiaries- patients and community members and women	- Demographic details: age, gender, caste. - About the programme, necessity, relevance. - Changes in access to healthcare facilities. - Access to ration kit during ANC/ PNC period - Satisfaction with programme interventions. - Recommendations and feedback.
3.	Other stakeholders- 1) Doctors 2) Nurses 3) Paramedical Staff	- Roles and responsibilities. - Challenges in implementation. - Feedback and recommendations.

Bhoomi- Sustainable agriculture and environmental conservation

Table 6: Key areas of enquiry- Bhoomi- Sustainable agriculture and environmental conservation

S. no.	Respondents	Key areas of enquiry
1.	CFCL Officials	- Roles and responsibilities. - Implementation model and challenges.
2.	Beneficiaries- farmers and community members	- Demographic details: age, gender - Awareness, participation, and training under project - Adoption of sustainable farming and residue management practices and changes in stubble burning behavior - Solid waste management practices at household and village level - Access to government schemes and satisfaction with project support.
3.	Other stakeholders- PRI members	- Roles and responsibilities. - Overall project relevance, effectiveness, satisfaction, and improvement needs. - Feedback and recommendations.



Udaan- Sports initiative

Table 7: Key areas of enquiry- Udaan- Sports initiative

S. no.	Respondents	Key areas of enquiry
1.	CFCL Officials	- Roles and responsibilities. - Challenges in implementation.
2.	Students	- Student participation in sports activities before and after the project. - Changes in students' physical fitness and overall health. - Development of confidence and social-emotional skills through sports. - Access to coaching, equipment, and play area facilities and their usefulness.
3.	Other stakeholders- 1) Trainers	- Student selection and participation in sports training. - Observed changes in student fitness and confidence. - Availability and effectiveness of training facilities and equipment. - Support from parents, schools, and community.

Development of survey tools

To triangulate the information captured from different stakeholders, both qualitative and quantitative data collection tools were developed. It was based on the areas of enquiry highlighted in the previous section.

Qualitative interactions were conducted through in-depth interviews and FGDs whereas quantitative survey was undertaken using a close ended questionnaire (with few open-ended questions) for on-field data collection.

For beneficiaries, the quantitative tool was administered through in person interview. It was collected using an application based online tool to ensure efficiency. The tool enabled real time tracking of the data collected and improved the overall efficiency.

Stage 2: Data collection

Sampling plan

For the present assessment, a random sampling of the beneficiaries was done considering the population benefitted. The below table presents the sample size for each project.

Table 8: Sampling plan

Project	Population/ Coverage	Sample
Akshar	20,000 students 52 schools in Kota 47 Anganwadi centres	2400 students; 10 schools (quantitative) 10 IDI with principal / teacher (qualitative) 10 IDI with parents in AWW (qualitative) 10 IDI with AWW teacher (qualitative)



Project	Population/ Coverage	Sample
Saksham-Vocational & Technical	5 Government Industrial Training Institute 1 Government Polytechnic College	100 students (20 in each ITI) (quantitative) 02 IDI with trainers
Saakar	1,50,000 Community members / Key stakeholders	IDIs and FGDs (2 villages each in three locations viz. Kota, Baran, Jhalawar)
Arogya	3 Primary Health Centre - Preventive Healthcare program - Health awareness sessions	100 beneficiaries across 3 centres (quantitative) 1 FGD with beneficiaries including women in each PHC (qualitative) 1 FGD with PHC staff in each PHC (qualitative)
Bhoomi	1,00,000 Community members in Rajasthan, Haryana, Rajasthan	75 beneficiaries (quantitative) across Rajasthan, Haryana and Punjab 03 IDI with PRI members (qualitative)
Udaan	Community members / Key stakeholders	400 students, 20 schools (quantitative) 03 IDI with teacher/ trainer (qualitative)

Data collection

For the study, data collection was undertaken in three (03) districts of Rajasthan namely Kota, Baran and Jhalawar and (02) district each in Haryana (Jind and Sonipat) and Punjab (Sahibzada Ajit Singh Nagar and Moga). The selection of the districts was done basis the CSR activities undertaken in FY 2023-24.

Stage 3: Reporting

Data analysis

Data was collated, cleaned, and coded as per the tools for closed ended questions. Descriptive and inferential statistics were used to analyze the quantitative data of the respondent group to understand trends and relations. Qualitative data analysis included identification of recurring phrases and words. Quantitative and qualitative data analyses were used to validate findings of the study in line with its objectives.

Draft and final report

A draft report was prepared which incorporated the study findings and shared with CFCL for feedback. Thereafter, a comprehensive report was prepared which included the key findings, inferences from stakeholder discussions and recommendations.

2.3. Coverage

This section highlights details of data collection undertaken through quantitative and qualitative methods and tools. The tables below provide village wise sample coverage of households.



Table 9: Coverage

S.no.	Project	Sample plan quantitative	Actual coverage quantitative	Sample plan qualitative	Actual coverage qualitative
1	Akshar	Rajasthan- 240	Rajasthan- 270	30 IDI and 10 FGD	20 IDI and 10 FGD
2	Saksham-Vocational & Technical	100 trainees in 5 ITI	150 trainees across 5 ITI, 01 Polytech. Gov. and 01 Skill centre	02 IDI	02 IDI
3	Saakar	-	-	06 FGD and 06 IDI	03 FGD and 02 IDI
4	Bhoomi	Punjab- 25 Haryana- 25 Rajasthan- 25	Rajasthan- 65 Haryana- 25 Punjab- 25	03 IDI	03 IDI
5	Udaan	Rajasthan- 400	Rajasthan- 400	03 IDI	03 IDI




3. Key findings

3.1. Project Akshar

About the project

Project Akshar was launched with the objective of extending educational support to Government Schools and Anganwadi Centres in Kota and Baran districts of Rajasthan. The project is designed to strengthen foundational and school-level education by addressing infrastructure gaps and improving access to quality learning resources.

The interventions under the project encompass:

- Upgradation of existing infrastructure in Government Schools and Anganwadi Centres
- Provision of essential educational materials and learning aids
- Strengthening of digital infrastructure to enhance digital literacy
- Delivery of quality academic support to improve overall learning outcomes

By integrating infrastructure enhancement with academic enrichment, Project Akshar seeks to create a conducive learning environment that supports improved student engagement, foundational development in early childhood, and enhanced academic performance in school-going children.

The project aligns with broader educational priorities by promoting equitable access to quality education and strengthening institutional capacity at the grassroots level.

Figure 4: Anganwadi renovation under project Akshar



[Handwritten signature]



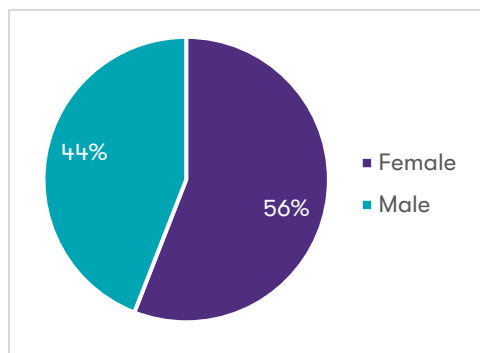
1. Quality education (1-12 class)

Respondent profile

As part of the impact assessment of Project Akshar, a total of 270 respondents from Government schools in Kota and Baran districts of Rajasthan were covered under the quantitative survey.

Out of the total respondents, 56% were female and 44% were male. The higher proportion of female respondents indicates meaningful participation of girls in the intervention areas, reflecting improved inclusivity and access to educational support services.

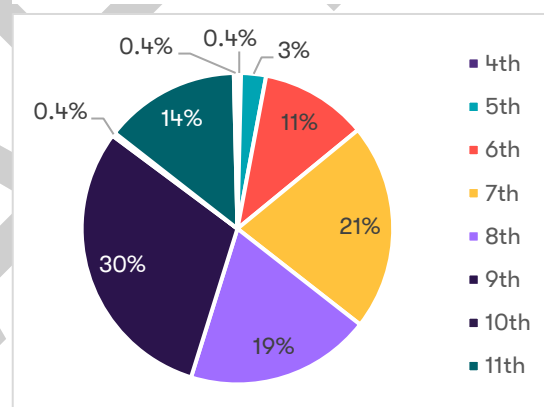
Graph 1: Gender wise distribution of respondents



The district-wise coverage shows that 91% were from Kota, while 9% were from Baran. The larger representation from Kota district aligns with the concentration of project-supported schools in the region.

The distribution of respondents across different standards reflects coverage from upper primary to senior secondary levels. The majority of respondents were from Standard 9 (30%), followed by Standard 7 (21%) and Standard 8 (19%). This indicates that the intervention is substantially engaging respondents at the upper primary and secondary levels, where academic transition and subject complexity increase.

Graph 2: Standard wise distribution of respondents



Overall, the distribution reflects adequate representation across middle and secondary grades, enabling assessment of the effectiveness of remedial and digital education interventions across different learning stages.

Assessment findings

Grades 1st to 5th (early grades)

Subjects covered: 100% respondents reported that they have attended the remedial classes for Hindi and Mathematics which are critical subjects for foundational competency and progression to higher grades.

Improvement in academic performance: 100% respondents observed improvement in their grades after attending the remedial classes. This indicates a strong perceived academic benefit associated with the intervention.

The universal positive response suggests that the remedial classes are effectively supporting respondents in strengthening subject comprehension and overall performance.



Schoolteachers reported that several non-readers progressed to letter recognition and word formation within a year, and children who previously struggled with single-digit numbers advanced to performing two-digit operations.

Improvement in conceptual understanding: When asked whether the remedial classes improved their understanding of the subjects, 100% of respondents responded affirmatively. This reflects a high level of perceived effectiveness in teaching methodology and content delivery.

“Earlier, children would copy from the board. Now they learn through a three-corner approach starting with activities, then practice on the computer, and finally solving worksheets.”

— Facilitator, School Teacher, Kota district

Teachers described a clear pedagogical shift from traditional blackboard teaching to structured activity-based and digital learning approaches.

The computer instructor reported that projector-based digital sessions improved students’ attention and comprehension by making difficult concepts easier to understand through visual demonstrations.

The finding indicates that the intervention is not limited to rote reinforcement but contributes meaningfully to conceptual clarity.

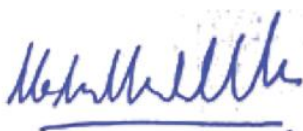
Table 10: Improvement indicators

Indicator	Yes (%)
Improvement in grades	100%
Improvement in understanding of subjects	100%
Teachers were able to clear doubts	100%
Received school kits including study material	100%

Doubt resolution and teacher support: 100% respondents confirmed that teachers were able to clear their doubts during the remedial sessions. This suggests strong instructional support and effective engagement between teachers and respondents. The ability to address individual doubts is a critical component of remedial education, particularly in subjects that require step-by-step understanding such as Mathematics and language comprehension.

Teachers and facilitators indicated that play-based methods, Teaching Learning Materials (TLM), and small-group formats enable more individualized attention, allowing facilitators to address doubts promptly and provide targeted support to early-grade learners

Distribution of school kits and study material: All respondents confirmed that they received school kits including study material. The provision of structured learning materials has complemented classroom instruction and supported independent learning. The universal coverage of study kits reflects effective implementation and equitable distribution of resources under the intervention.




Grade 6th and above (upper grades)

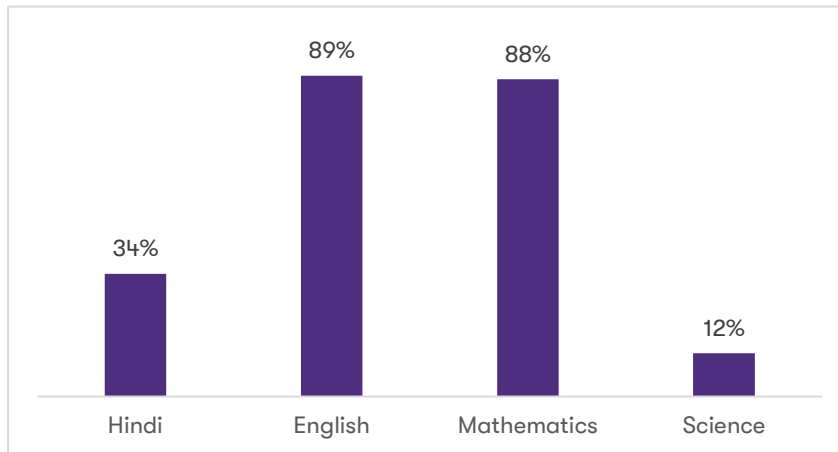
Coaching and remedial classes: The coaching and remedial classes component under Project Akshar has demonstrated strong outreach and acceptance among respondents. As per graph 3, the remedial sessions primarily focused on English (89%) and Mathematics (88%), followed by Hindi (34%). A smaller proportion of respondents reported receiving support in Science (12%). The emphasis on English and Mathematics reflects a targeted approach towards strengthening foundational academic competencies.

98%

respondents confirmed that they were provided coaching or remedial classes.

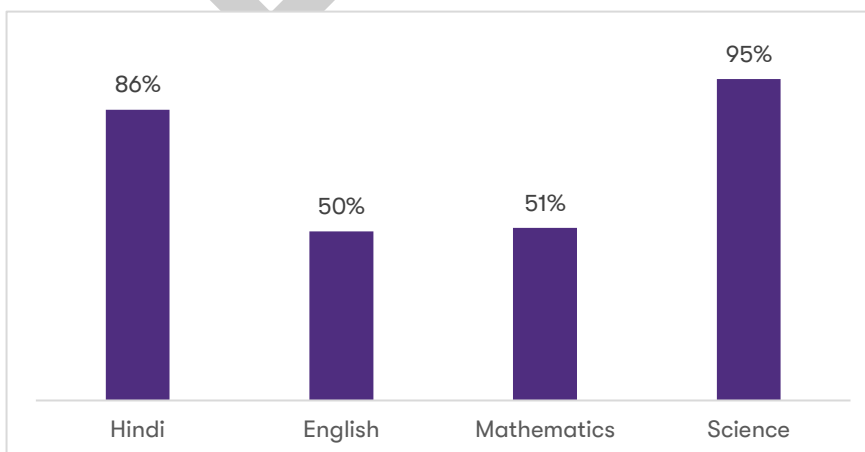
Schoolteachers stated that for upper grades, schools organized remedial and coaching sessions with subject experts including morning classes and holiday sessions, to assist students who needed additional attention

Graph 3: Subjects taught in the remedial classes



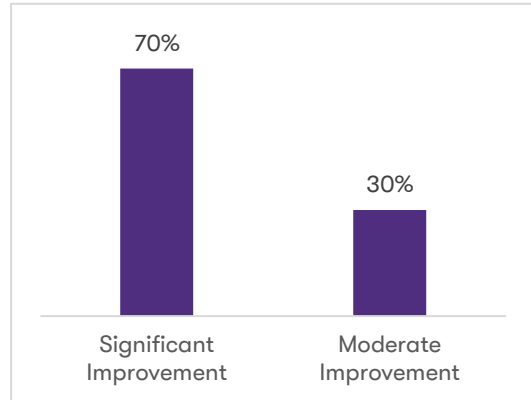
When asked about perceived usefulness, respondents rated science subjects highly, with 95% indicating Science, Hindi was reported as useful by 86% of respondents, while 51% and 50% identified Mathematics and English respectively as useful subjects. These findings indicate that respondents valued subject-specific reinforcement, particularly in science.

Graph 4: Coaching most useful for which subject




With respect to academic outcomes, 70% of respondents stated that they had seen significant improvement in their grades after attending coaching classes, while 30% reported moderate improvement. All respondents reported some level of improvement. Discussions with teachers and school authorities further corroborated this finding, as they observed improved classroom participation and greater conceptual clarity among respondents attending remedial sessions.

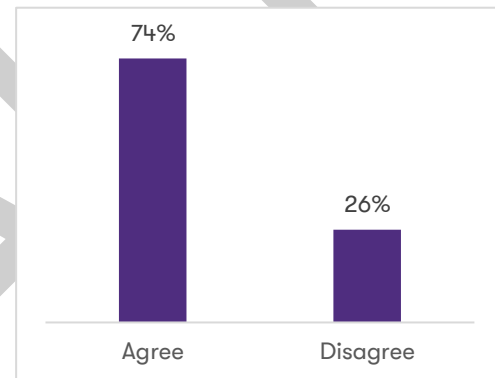
Graph 5: Improvement in grades



Facilitators acknowledged that improvements in physical infrastructure—including ICT labs, library spaces, art corners, and upgraded classroom furniture—have contributed to a more conducive learning atmosphere

Teaching effectiveness and learning environment: The effectiveness of the coaching sessions is reflected in respondents' perception of teaching quality. 74% agreed that coaching helped them understand subjects better, while 26% disagreed. Similarly, 76% strongly agreed that teaching methods were easy to understand and engaging, and 24% agreed. Respondents highlighted that interactive teaching methods and focused attention contributed positively to their learning experience.

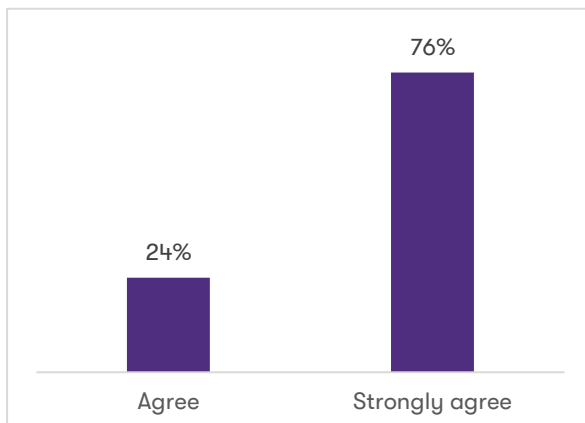
Graph 6: Effectiveness of coaching sessions



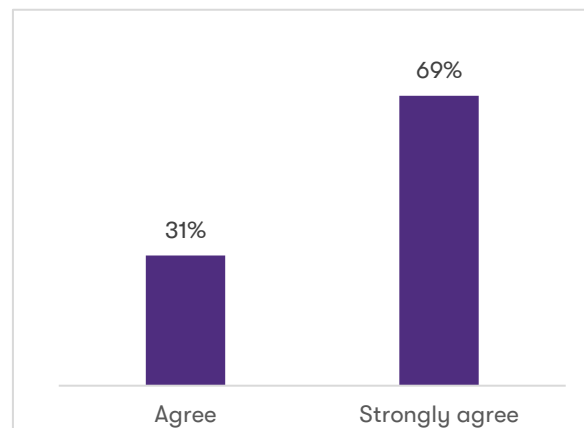
“Government school children earlier hesitated to speak. Now they present their projects confidently in front of others”

- Schoolteacher

Graph 7: Teaching methods were easy to understand, engaging

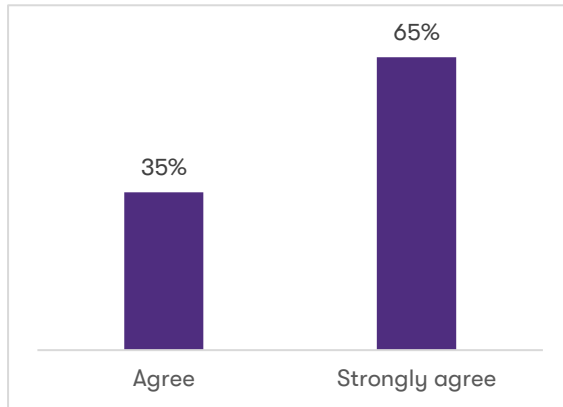


Graph 8: Teachers were able to clear doubts

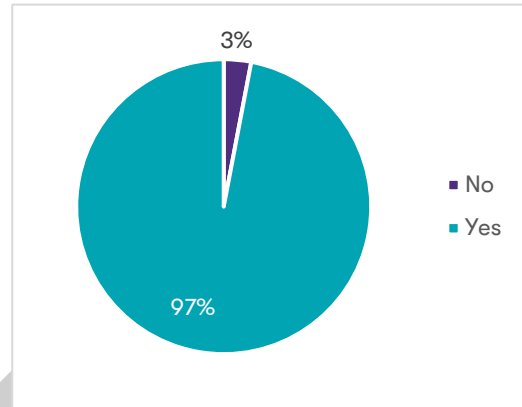



Regarding doubt resolution, 69% strongly agreed and 31% agreed that teachers were able to clear their doubts effectively during coaching sessions. School authorities also indicated that structured doubt-clearing sessions and smaller group engagement enhanced conceptual understanding

Graph 9: Coaching helped in identifying competitive exams



Graph 10: Career guidance support provided



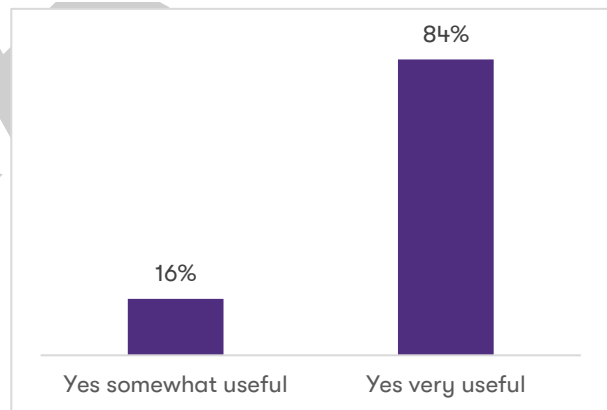
Career guidance sessions formed an important component of the intervention. 97% of respondents confirmed that they were provided career guidance support. Further, 65% agreed and 30% strongly agreed that coaching helped them identify competitive examinations and understand application procedures. These findings reflect integration of academic reinforcement with future-oriented mentoring.

Study Material and Academic Support:

100% respondents confirmed that they received study material that supported their learning. Among them, 84% reported that the material was very useful, while 16% stated that it was somewhat useful. Respondents appreciated the clarity and structured format of the materials provided.

Teachers emphasized that subject-expert coaching, morning and holiday classes, and concept reinforcement through visual diagrams and digital demonstrations created a strong academic support system for higher-grade students.

Graph 11: Usefulness of study material

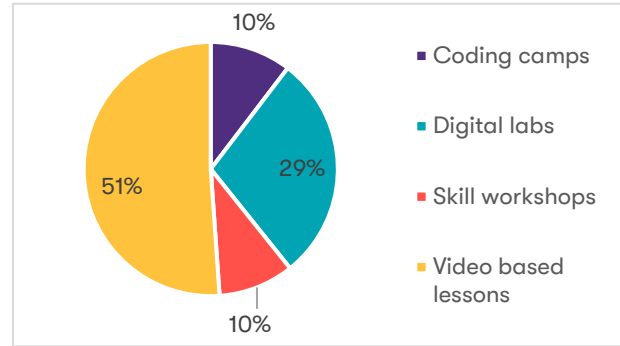


Digital Infrastructure and Digital Learning: Access to digital infrastructure under Project Akshar was reported to be universal among the respondents covered. 100% confirmed that their school has a computer or digital lab, indicating strong infrastructural support for digital education.



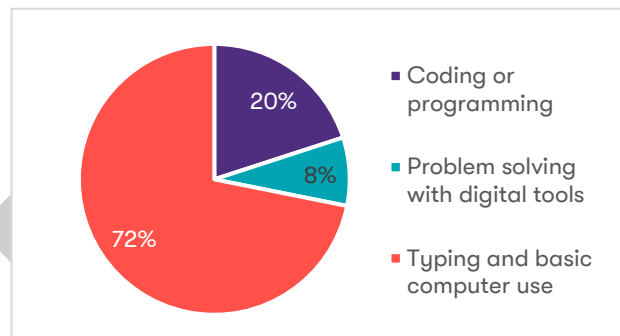
In terms of learning methods within the digital component, 51% of respondents identified video-based lessons as the most effective method, followed by digital lab sessions (29%), coding camps (10%), and skill workshops (10%). The preference for video-based learning suggests that audio-visual content enhances engagement and comprehension.

Graph 12: Most effective learning method



When asked about digital skills confidence, 72% reported feeling most confident in typing and basic computer use, 20% in coding or programming, and 8% in problem-solving using digital tools. This indicates strong foundational digital literacy among respondents, with emerging interest in advanced digital competencies.

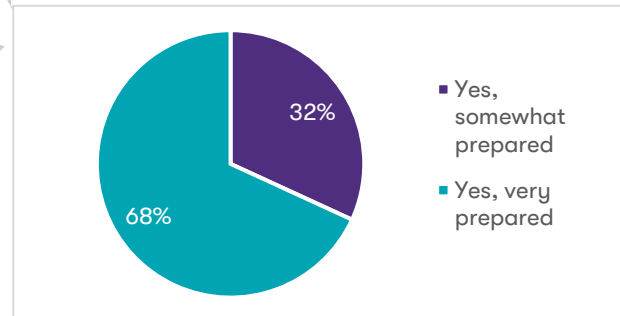
Graph 13: Confidence in skills



Projector-based smart classes and visual demonstrations were reported to improve attention and comprehension. However, teachers identified operational challenges such as intermittent electricity supply, internet disruptions, and an insufficient number of computer systems relative to total enrolment as barriers to optimal digital utilization.

About preparedness for future education or employment using digital skills, 68% stated that they feel very prepared, while 32% reported feeling somewhat prepared. Discussions with respondents indicated that access to digital labs and structured sessions has increased their comfort and familiarity with technology.

Graph 14: Prepared to use digital skills in future



“Higher-grade students are now capable of creating projects using MS Word, Excel, and PowerPoint as part of classwork and school events.”

- School teacher

Community engagement and parental participation: Monthly School Management Committee (SMC) meetings were reported to be conducted regularly. Respondents indicated that parents participate in meetings and school-level events where students showcase digital projects and presentations.



It was noted that visible improvements in infrastructure and digital facilities have contributed to a positive perception of government schools within the community. In certain locations, increased enrolment was attributed to improved learning environment and parental confidence.

Sports and holistic development: In schools where structured sports coaching was integrated, improvements in discipline, teamwork, and physical development was reported. Sports sessions were described as platforms for instilling life skills such as listening to instructions, teamwork, and perseverance.

Participation in district-level and higher-level competitions was cited as contributing to community recognition and student motivation. Respondents indicated that sports activities complement academic development and support holistic growth.

Stakeholders view Project Akshar as positively strengthening teaching practices, academic performance, digital literacy, and community engagement. The integration of activity-based learning and digital tools is seen as complementing government school efforts and improving learning outcomes. The intervention is also perceived to fill gaps in structured remedial support and digital access for students who lack private coaching or home-based digital resources

2. Quality preschool education (ECCE)

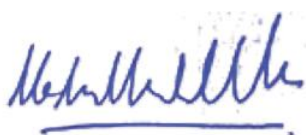
CFCL has undertaken infrastructural upgrades at Anganwadi centres, focusing on renovating the premises. Additionally, CFCL has provided essential resources such as uniforms, play equipment, and teaching-learning materials. These improvements aim to enhance access to early childhood education services, directly addressing safety concerns and ensuring a favourable learning environment. As a result, parents' express satisfaction, reflecting the effectiveness of CFCL's initiatives in improving Anganwadi centres and increasing parental satisfaction.

As part of the qualitative assessment, in-depth interviews were conducted with Anganwadi Workers (AWWs) across centres in Kota and Baran districts. The discussions focused on training support, classroom methodologies, child development outcomes, parental engagement, and operational effectiveness under the Akshar program.

AWW capacity building and teaching methodology: Respondents reported receiving structured training focused on Activity-Based Learning (ABL), Social Emotional Learning (SEL), and use of Teaching Learning Materials (TLM). Training sessions included guidance on child psychology, understanding emotional development, application of the New Education Policy principles, and grouping children based on developmental stages, highlighting the introduction of thematic teaching methods incorporating songs, gestures, picture cards, puzzles, and storytelling techniques. Respondents said that play-based pedagogy has replaced rote learning methods.

"Children understand better when we teach through games and picture cards. They ask questions and relate the pictures to their surroundings."

-Anganwadi Worker




Child development and school readiness: Visible improvements were reported in early childhood cognitive and behavioural development. It was observed that children are better able to identify colours, shapes, animals, numbers, and basic counting patterns.

Respondents indicated that children demonstrate improved communication skills, reduced hesitation, and greater confidence while interacting with peers and adults. Several respondents emphasized that exposure to structured learning at the Anganwadi reduces fear associated with transitioning to primary school.

In multiple centres, workers stated that children are able to count up to 50, identify objects, and follow structured routines before entering Class 1. This preparedness was reported to support smoother school integration.

Infrastructure and learning environment: Across centres, Anganwadi workers acknowledged improvements in infrastructure and learning resources. Support included:

- Provision of TLM kits (puzzles, flashcards, slates, toys)
- Child-sized chairs, round tables, benches, and mats
- Installation of LED screens for visual learning
- Distribution of sweaters and school bags
- Renovation or improvement of building facilities in select centres

Respondents emphasized that visual tools such as LED screens significantly increased children's interest and engagement. The availability of structured seating and child-friendly furniture was reported to have created a more formal learning environment within the centres.

Specialist teacher support and operational efficiency: A recurring theme across centres was the placement of a specialist teacher (facilitator) under the program. Respondents indicated that the presence of a dedicated educator strengthened instructional continuity, especially given their administrative and field-level responsibilities.

It was reported that specialist support enabled a better balance between educational delivery and government-mandated duties, such as surveys and community meetings. However, in some centres the specialist teacher visits on an alternating schedule. Workers suggested that daily presence of specialist teachers may further strengthen learning continuity.

Attendance and community engagement: Improvement was observed in attendance levels since program implementation. In several centres, attendance was described as consistently high, with children arriving before official start times.

Provision of sweaters, bags, and visible infrastructure improvements were cited as contributing factors to increased parental trust and morale. Respondents shared that parents are now more regular in sending their children and demonstrate greater awareness of the benefits of early childhood education.




Anganwadi Workers perceive the Akshar program as strengthening early childhood education delivery through structured training, improved learning materials, enhanced infrastructure, and specialist instructional support.

The intervention is viewed as contributing to improved school readiness, increased attendance, and enhanced community confidence in Anganwadi centers. Workers emphasized that play-based and visual learning approaches have positively influenced both child engagement and parental trust.

Parents perspective

As part of the qualitative assessment, eight Focus Group Discussions (FGDs) were conducted with parents across Anganwadi centers in Similiya, Bamori, Palayta, Rajgarh, Sarola, Gadepan, and Bhoura. The discussions explored awareness of the Akshar program, perceived changes in children's learning and behaviour, attendance trends, trust in Anganwadi Workers, and areas for further strengthening.

Awareness of the Akshar Program and teaching support: Across locations, parents demonstrated clear awareness of the Akshar project. Parents reported that teaching sessions include prayers, structured learning activities, storytelling, counting exercises, alphabet recognition, and play-based engagement.

“Our children often talk about the charts and picture cards used in class; those visual materials really help them understand the lessons.”

— Parents

Provision of materials including bags, sweaters, notebooks, pencils, erasers, and other stationery was reported across multiple centers. Parents emphasized that these materials are provided free of cost and are used directly by children both at the center and at home.

Changes in Learning and School Readiness: Parents across all FGDs reported observable changes in children's learning levels. Common improvements cited included: Counting numbers, reciting poems and prayers, recognizing letters and objects, improved speaking confidence, increased willingness to interact.

Several parents indicated that children narrate classroom activities at home, repeat poems, and demonstrate counting skills independently. Parents perceived that early exposure to structured learning prepares children better for transition to primary school.

Attendance and Motivation: A recurring theme across all FGDs was improvement in attendance and enthusiasm. Parents reported that earlier, some children were reluctant to attend and would cry or resist. Following the introduction of toys,

“Earlier they used to cry. Now they wake up early and ask to go because of the toys and activities.”

— Parents



structured activities, and play-based learning methods, children now attend regularly and show eagerness to go to the center.

In several locations, parents noted an increase in enrolment after visible improvements in teaching quality and infrastructure support.

Trust, safety, and community confidence: Parents expressed strong trust in Anganwadi workers and teaching staff. Discussions highlighted that workers maintain communication with parents, especially in situations where children are picked up late. This was perceived as strengthening safety and accountability.

Parents reported that the center provides a secure environment, allowing them to attend to agricultural or household responsibilities without concern.

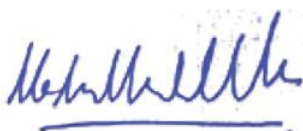
Parental engagement in learning: Parents reported that children's learning is reinforced at home through short revision sessions. Even parents with limited formal education stated that they encourage children to repeat poems and counting exercises.

Some parents acknowledged that observing teaching methods at the Anganwadi helped them learn new approaches to support children at home.

Perception of quality: In certain locations, parents expressed satisfaction with the quality of early education and indicated preference for the Anganwadi over private pre-primary options for early learning stages. This perception was linked to visible teaching engagement, structured activities, and availability of learning materials.

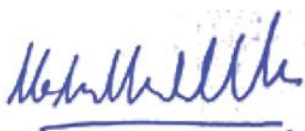
Overall perception: Parents perceive the Akshar program as contributing positively to early childhood learning, improved attendance, enhanced confidence among children, and strengthened school readiness. The integration of play-based learning, visual teaching aids, and provision of materials has improved both child engagement and parental confidence in Anganwadi centers.

Community discussions indicate that the program has enhanced trust in early childhood education delivery and strengthened collaboration between parents and Anganwadi Workers.




Impact at a glance: Akshar

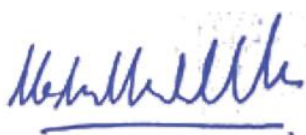
100%	Respondents from Grades 1–5 reported improvement in their academic performance after attending remedial classes.
100%	Respondents from Grades 1–5 confirmed that teachers were able to clear their doubts during remedial sessions.
100%	Respondents from Grades 1–5 reported receiving school kits and study materials that supported their learning.
98%	Respondents from Grades 6 and above confirmed that they received coaching or remedial classes.
100%	Respondents from Grade 6 and above stated they received study material
74%	Respondents from Grade 6 and above strongly agreed that coaching sessions improved their understanding of subjects.
100%	Respondents from Grade 6 and above reported access to computer or digital labs in their schools.
97%	Respondents from Grade 6 and above confirmed receiving career guidance support through the program




APICS Analysis

Table 11: APICS Analysis - Project Akshar

APICS Parameter	Description
Accessibility	The project demonstrates strong accessibility through near-universal coverage of remedial support, study materials, and digital lab access within Government schools, alongside strengthened Anganwadi infrastructure. Balanced respondent representation and improved attendance patterns reinforce equitable reach. Minor infrastructure and electricity constraints moderate but do not materially affect access quality.
Performance	Evidence indicates strong perceived improvement in academic understanding, grade progression, and digital skill confidence. Triangulated qualitative feedback reinforces these findings. However, absence of standardized baseline benchmarking or comparative assessment limit's objective measurement robustness.
Importance	Project Akshar directly addresses priority needs related to foundational literacy, remedial reinforcement, early childhood readiness, and digital exposure. Community consultations confirm strong contextual alignment and perceived educational value.
Coherence	The intervention operates within Government education systems, reinforcing institutional capacity rather than creating parallel structures. Infrastructure, remedial, and digital components are logically integrated and mutually reinforcing.
Sustainability	Durable infrastructure strengthened pedagogical practices, and enhanced community trust support medium-term continuity. Long-term optimisation will depend on staffing stability, infrastructure maintenance, and system-level performance tracking mechanisms.




3.2. Project Saksham- Vocational & Technical

1. Saksham- Vocational

About the project

Project Saksham- Vocational aims to enhance employability and empower youth in Hadoti region of Rajasthan, focusing on underserved communities through skilling and livelihood activities, collaborating with the state government. It focuses on short-term, employment-oriented and self-employment-linked vocational training for rural youth. The initiative equips beneficiaries with practical, market-relevant skills to improve income opportunities and livelihoods.

Figure 5: Trainees under project Saksham



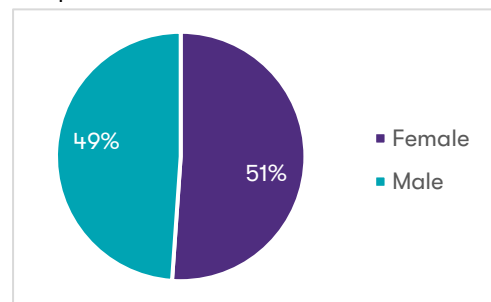
Respondent profile

This section presents the socio-economic profile of the respondents. The quantitative survey captured information on key aspects such as age, gender, social category, education level and course enrolled. Presented below is the respondent profile for the respondents.

Gender:

As part of the assessment, a total of 90 respondents were covered under the quantitative survey. Gender-wise distribution 51% Female 49% Male. The near-equal gender distribution reflects inclusive outreach and suggests that the programme is effectively engaging young women in technical and vocational education—traditionally a male-dominated domain.

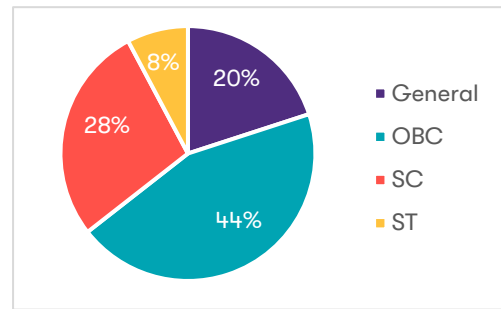
Graph 15: Gender




Social category distribution:

The gender distribution was nearly balanced, with 51% female and 49% male respondents, reflecting inclusive participation in the programme. Social category distribution indicates that 44% of respondents belonged to OBC communities, followed by 28% SC, 8% ST, and 20% from the General category. This demonstrates substantial outreach among socially and economically vulnerable groups.

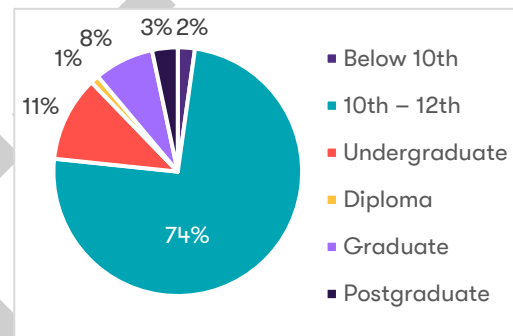
Graph 16: Social category



Educational qualification at the time of registration:

With respect to educational background at the time of enrolment, 74% of respondents had completed education up to 10th–12th standard. A smaller proportion had pursued higher education, with 11% at undergraduate level, 8% graduates, 3% postgraduates, 1% diploma holders, and 2% below 10th. The age of respondents ranged from 19 to 30 years, with the majority concentrated between 20 and 24 years, indicating that the programme is primarily engaging youth at an early career stage.

Graph 17: Education qualification



Assessment findings

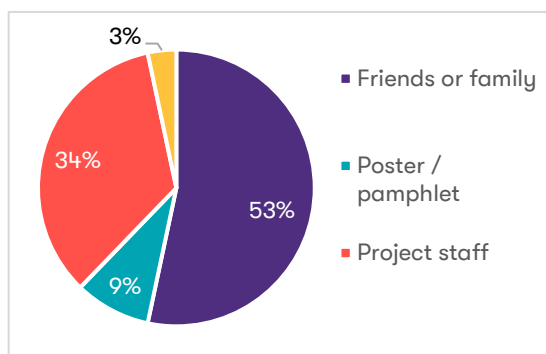
Training Completion and Participation

100%, confirmed that they had successfully completed the training programme and received certification upon completion. This reflects strong programme retention and structured course delivery.

Training outreach

Regarding outreach, 53% of respondents reported learning about the training through friends or family members, while 34% were informed by project staff. Posters and pamphlets accounted for 9% of enrolment awareness, and only 3% cited social media or online advertisements as their source of information. The predominance of peer-based referrals suggests positive community perception of the programme.

Graph 18: Training outreach



Trainers highlighted that youth expectations regarding rapid income growth pose challenges during mobilization. However, institutional credibility associated with the



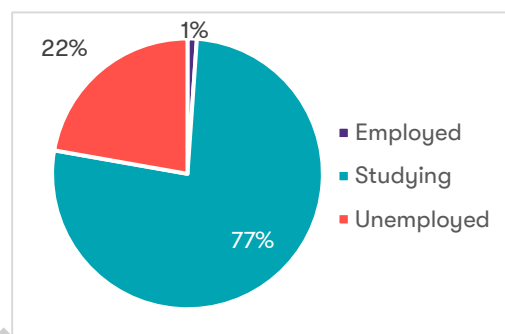
Chambal name and visible infrastructure support contributes significantly to building confidence among prospective candidates.

The counselling process involves screening candidates based on age (primarily 18–30 years) and educational qualification, aligning trade eligibility with minimum academic requirements.

Status prior training

Prior to joining the training, 77% of respondents were studying, 22% were unemployed, and 1% were employed. Among those employed before enrolment, the reported monthly income ranged between ₹5,000 to ₹10,000.

Graph 19: Status prior training



Reason for joining training

When asked about their motivation for joining, 98% indicated that they wished to learn new skills, and 96% reported that their primary objective was to secure employment. About 53% stated that they joined to explore career options. These findings suggest that employment orientation was a central driver for participation.

Graph 20: Reason for joining training



Training Quality

Respondents rated various aspects of the training highly. Trainers also emphasized the introduction of digital tools, including mobile applications and AI-based learning aids, to familiarize respondents with corporate work environments.

Attendance management strategies include pre-sharing daily session plans to generate anticipation and providing recognition awards for consistent attendance, often in the presence of parents, which reinforces accountability and motivation.

Table 12: Training quality parameter

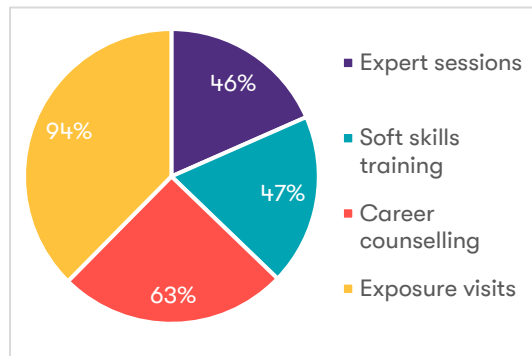
Training quality parameters	Excellent	Good
Classroom infrastructure	81%	19%
Practical training facilities	80%	20%
Trainer knowledge	80%	20%
Teaching material and methods	90%	10%
Quality of the guest lecturer	93%	7%



Programme Components

94% of the respondents confirmed that exposure visits and expert sessions (46%), soft skills (47%) and career counselling (63%) were a component of the program. The training structure follows a blended approach combining theoretical instruction and practical exposure. Trainers indicated that approximately 70–75 percent of technical trade courses are practical in nature, supported by presentations, demonstrations, and live equipment handling. Courses typically span 480 hours, with structured practical modules.

Graph 21: Components of training program



Placement and Income Outcomes

A significant **97%** of respondents reported securing placement after completing the training programme. The **remaining 3%** indicated that they were pursuing further studies.

100% respondents received on-the-job training and a certificate. Satisfaction was high – 83% were “Satisfied” and 17% were “Extremely satisfied.”

Among those placed, 53% reported earning between ₹10,000 to ₹15,000 per month, while 13% earned between ₹15,000 to ₹20,000. Approximately 14% reported earnings above ₹20,000, and 14% fell within the ₹5,000 to ₹10,000 range. Only 1% reported earnings below ₹5,000.

76%

respondents rated their employment as “Relevant” to their training.

67%

respondents reported satisfied with training.

82%

respondent reported receiving post-placement support from the programme team.

Table 13: Monthly income of respondents

Monthly Income	%
Below 5,000	1%
5,000- 10,000	15%
15,000-20,0000	14%
More than 20,000	15%

Placement support is reported to be systematic and structured. Employers are empanelled following due diligence processes that assess compliance with benefits such as PF and ESI. Campus interviews, virtual interviews, and site-based interviews are conducted depending on sector requirements. For outstation placements, accommodation support and peer network groups, referred to as regional “chapters,” are created to ease transition.



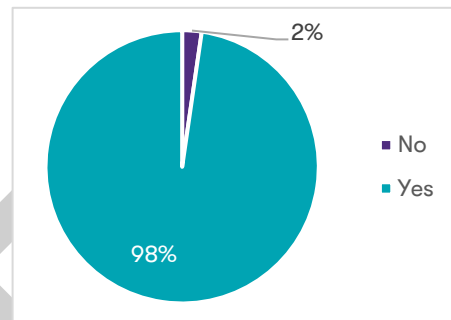
Trainers indicated that while a majority of candidates accept placements aligned with their trade, a small proportion may decline due to location constraints or family preferences. Post-placement follow-up is conducted for two to six months, and in cases of early attrition, efforts are made to facilitate alternative employment opportunities. Employment is secured in established organizations such as Chambal Fertilizers, Suzlon, Hero MotoCorp, IOCL, and other industrial entities. These cases were described as contributing to visible improvements in household stability and social standing within the community.

Socio-Economic Impact

A large majority (98%) reported that their household income had improved after the training. All respondents, who were placed, stated that they are now able to financially contribute to their family expenses.

Additionally, **97%** reported that their **recognition within the community had increased** following completion of the programme.

Graph 22: Household income improved after training



When asked about **skill enhancement**, **61% “Strongly agreed”** and **39% “Agreed”** that their **technical skills improved after training**.

Similarly, **57% “Strongly agreed”** that their **communication and soft skills improved**. Confidence in job interviews was particularly strong, with **84% “Strongly agreeing”** that they feel more confident. **Awareness of career opportunities** was also high, with **96% “Strongly agreeing”** that their **awareness had increased**.

Overall, the findings indicate that the Skill Development Programme has contributed meaningfully to enhancing employability among participating youth. High completion rates, strong placement outcomes, and reported improvements in income levels suggest that the intervention has been effective in facilitating the transition from training to employment.

2. Saksham- Technical

About the Intervention

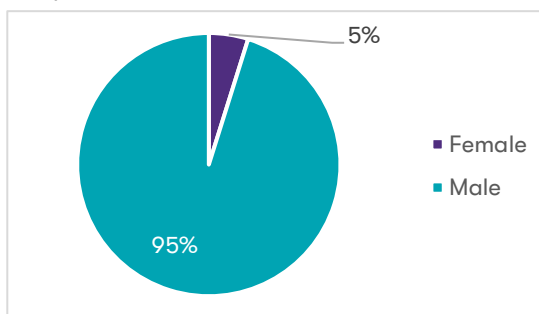
Under Project Saksham- Technical, institutional strengthening support was extended to multiple Industrial Training Institutes (ITIs) and one Polytechnic College with the objective of improving infrastructure, enhancing practical training facilities, and creating a more conducive learning environment. The intervention focused on classroom upgrades, new room development, equipment provisioning, safety improvements, and supplementary skill-based certification courses aimed at improving employability readiness among trainees.



Respondent Profile

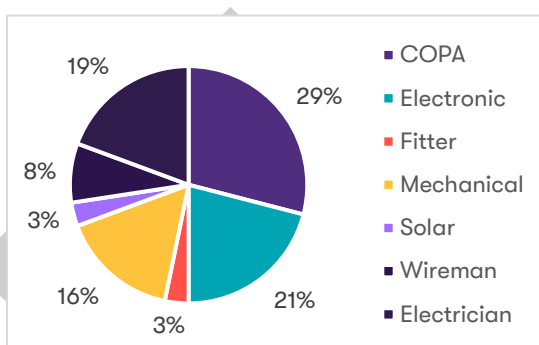
The gender distribution indicates that 95% of respondents were male and 5% female, reflecting the prevailing gender composition within technical trade enrolments.

Graph 23: Gender distribution



A total of 29 respondents were covered under this component of the assessment. Institutional representation included ITI Sangod (27%), ITI Baran (21%), ITI Sultanpur (16%), Polytechnic College Baran (16%), ITI Khanpur (15%), and ITI Jhalawar (5%).

Graph 24: Courses in which respondents were enrolled



With respect to trade distribution, 29% of respondents were enrolled in COPA, followed by 21% in Electronics, 19% in Electrician trades, and 16% in Mechanical.

Wireman accounted for 8%, while Fitter and Solar trades represented 3% each.

Assessment findings

Infrastructure Improvements

Perceptions regarding classroom and institute infrastructure show a marked improvement following intervention. Below are the before and after ratings reported by respondents on infrastructure improvements.

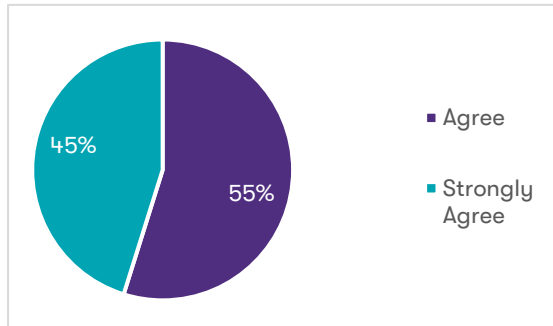
Table 14: Infrastructure Improvements

Component	Before	After
Condition of classroom	65% Average 35% Poor	61% Good 39% Excellent
Development of 1st floor	47% Good 47% Average 6% Poor	66% Good 34% Excellent
Personality development classrooms	45% Good 44% Average 11% Poor	71% Good 29% Excellent
Roof treatment & safety measures	45% Good 45% Average 10% Poor	61% Good 39% Excellent
Stone pitching	45% Good 45% Average 10% Poor	74% Good 26% Excellent

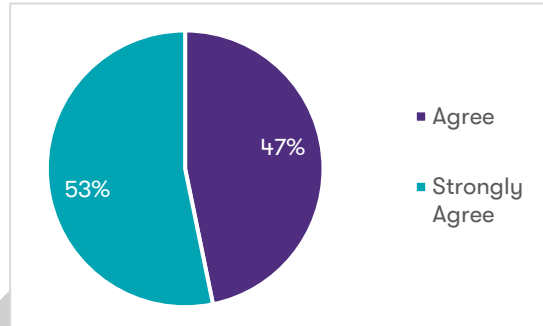


Component	Before	After
Equipment and Practical Learning Facilities	49% Good 48% Average 3% Poor	52% Good 48% Excellent
Practical lab equipment's	49% Good 48% Average 3% Poor	52% Good 48% Excellent

Graph 25: The institute feels cleaner and better maintained now



Graph 26: Classrooms and labs are now more comfortable for learning



Safety improvements were acknowledged by respondents, with 53% strongly agreeing and 47% agreeing that safety conditions have improved. Availability of electricity and equipment was also positively rated, with 53% strongly agreeing that improved infrastructure has enhanced hands-on practice opportunities.

Supplementary Skill Trainings

Respondents were asked to rate first-aid, occupational health, and fire and safety courses provided under the initiative.

53%

respondents strongly agree that safety conditions have improved.

54%

respondents strongly agree that availability of electricity/equipment has improved hands-on practice.

71%

respondents strongly agree that first-aid training improved their ability to respond to emergencies.

68%

respondents strongly agree that fire & safety training helped them understand workplace risks.



Impact on Learning and Skill Development

Table 15: Impact on Learning and Skill Development

Rating	Quality of teaching	Practical learning opportunities	Attendance and participation	Comfort and motivation to attend classes	Overall learning environment	Confidence in job placement skills
High Impact	90%	92%	89%	89%	84%	84%
Very High Impact	10%	8%	11%	11%	16%	16%

The findings indicate that infrastructure upgrades, equipment provisioning, and supplementary certification trainings have collectively contributed to improved learning conditions within the participating institutes. The shift from average and poor ratings before intervention to predominantly good and excellent ratings afterward reflect perceptible improvements in institutional capacity.

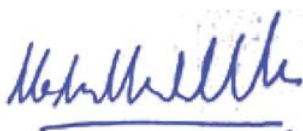
Enhanced safety measures, improved practical learning facilities, and additional skill certifications appear to have strengthened overall training quality and student confidence. The initiative demonstrates measurable progress in institutional strengthening, contributing to improved learning environments and skill development outcomes.

Overall, stakeholder interactions indicate that Project Saksham has strengthened both individual employability pathways and institutional capacity within the supported institutes.



Impact at a glance- Saksham- Vocational & Technical

98%	Participants joined the programme to learn new skills and improve employability.
93%	Respondents rated guest lectures as excellent, highlighting strong training quality and industry relevance.
90%	Respondents rated teaching material and methods as excellent, reflecting high classroom effectiveness.
97%	Respondents secured successful job placements after completing the programme.
98%	Respondents reported an increase in household income , with all placed candidates contributing financially.
84%	Respondents strongly agreed that their interview confidence improved after training.
96%	Respondents strongly agreed that their awareness of career opportunities increased significantly.




APICS Analysis

Table 16: APICS Analysis- Project Saksham- Vocational & Technical

APICS Parameter	Description
Accessibility	Project Saksham- Vocational demonstrates strong accessibility across both its Skill Development and ITI strengthening components. The Skill Development Programme employs a counselling-based enrolment mechanism that aligns candidate eligibility with educational qualification while maintaining openness across socio-economic backgrounds. Survey findings indicate representation from socially vulnerable groups, suggesting that the programme effectively reaches youth from economically constrained households. Under Project Saksham- Technical, accessibility is reinforced at the institutional level. Infrastructure upgrades, including classroom improvements, roof treatment, additional rooms, equipment enhancement, and safety measures, have improved the physical learning environment within public technical institutions. Since admissions remain governed by standard government procedures, the intervention enhances access quality without altering systemic entry structures. Overall, accessibility mechanisms appear structured and inclusive, with minimal structural barriers reported.
Performance	Assessment findings reflect encouraging performance patterns associated with Project Saksham. Within Project Saksham- Vocational, complete training completion and high placement outcomes indicate effective operational delivery. The structured integration of practical training (predominantly hands-on), exposure visits, certification alignment, and employer due diligence contributes to improved job readiness. Respondents widely reported improvements in technical skills, communication ability, interview confidence, and career awareness. Under Project Saksham- Technical, before-and-after infrastructure ratings demonstrate measurable improvement in classroom quality, safety conditions, and laboratory equipment availability. Supplementary certification courses in Fire Safety, Occupational Health, and First Aid were acknowledged as strengthening resume value and industrial preparedness. Institutional stakeholders noted improved placement linkages facilitated through industry engagement. While long-term job retention remains subject to individual mobility and geographic factors, overall evidence suggests that the programme functions effectively in strengthening employability and institutional learning conditions.
Importance	Project Saksham exhibits strong contextual relevance within rural and semi-urban employment ecosystems. Project Saksham- Vocational addresses a clear transition gap between completion of secondary education and entry into formal employment. Survey responses indicate that most respondents enrolled with explicit employment intent, reinforcing alignment with livelihood priorities. Certification-based skill enhancement and structured placement facilitation directly respond to income-generation needs of participating households. Project Saksham- Technical strengthening initiative similarly addresses practical constraints within government technical institutions. Infrastructure enhancement, safety improvements, and equipment provisioning improve the quality of formal vocational education. The addition of short-term certification modules further increases trade relevance and enhances student competitiveness during campus placements. No material evidence of misalignment between programme objectives and beneficiary needs was observed, supporting a high importance rating.



APICS Parameter	Description
Coherence	Programme coherence is evident through alignment with national skill development frameworks and government ITI upgradation mechanisms. The Project Saksham- Vocational operates under NSDC-aligned certifications and Sector Skill Council standards, ensuring recognized and industry-aligned credentialing. Training content complements formal education without duplication, reinforcing a logical pathway from education to employment. Project Saksham- Technical operates within the Government of India's PPP framework for ITI strengthening. CSR investments supplement government funding while functioning under Institute Management Committee oversight structures. Infrastructure development, industry lectures, and supplementary training modules complement existing institutional mandates. The alignment between infrastructure inputs, certification courses, and intended employability outcomes reflects strong internal coherence.
Sustainability	Sustainability indicators present a favourable yet developmental profile. Within Project Saksham- Vocational, certified skill acquisition, employer networks, alumni chapters, and post-placement follow-up contribute to medium-term continuity of outcomes. Improved confidence, communication skills, and technical competence enhance long-term employability mobility beyond initial placement. However, sustainability remains partially influenced by labour market dynamics, geographic mobility constraints, and family-level support systems. Under Project Saksham- Technical, durable infrastructure improvements, solar installations, roof treatment, equipment provisioning, and strengthened institutional governance structures provide long-term structural benefits. Since interventions are embedded within government institutions, continuity is less dependent on short-term funding cycles. Nonetheless, ongoing maintenance and evolving market alignment will remain important for sustained impact. Overall, sustainability appears moderately strong with scope for further strengthening through institutional ownership and continuous market adaptation.




3.3. Project Saakar

About the project

Project Saakar – Rural Development Initiative aims to strengthen rural infrastructure in adopted villages through development of key civic amenities and public assets. The initiative focuses on construction of cement concrete roads, storm water drainage systems, community halls and sheds, street lighting, sanitation-linked infrastructure, and institutional facilities.

By addressing long-standing infrastructural gaps, the project seeks to enhance connectivity, improve sanitation conditions, and create organized community spaces that support social and economic functioning within rural settlements.

Respondent profile

Qualitative discussions were conducted with PRI representatives, Sarpanch, former Panchayat officials, and community members across Khan Ki Jhopadiyan (Baran), Pachara Ki Jhopadiya, and Gadepan Gram Panchayat.

The findings presented below are derived from FGDs and key stakeholder interviews, reflecting community perceptions of the changes observed following the implementation of Project Saakar.

Assessment findings

Construction of public infrastructure- roads and connectivity: Respondents reported that earlier, roads were unpaved and turned muddy during monsoons, making movement difficult particularly for women, the elderly, and children. In Khan Ki Jhopadiyan, residents recalled that during emergencies, patients had to be carried to the main road due to the lack of motorable access.

“Earlier there was mud everywhere. Now the road is clean, and children can go to school without difficulty”

— Community member

Following the construction of cement concrete roads, internal lanes are now motorable throughout the year. Respondents shared that ambulances can now reach residential areas directly, greatly improving emergency response. Travel to markets and health facilities has also become smoother and more dependable.

Drainage systems and environmental improvements: Respondents stated that internal lanes frequently experienced water stagnation during monsoons, leading to mud, unhygienic conditions, and mosquito breeding, which also hindered daily movement.

The introduction of structured stormwater drains along internal roads has greatly reduced waterlogging, allowing rainwater to flow through designated channels instead of accumulating in residential areas. This has enhanced overall

“Earlier, water used to stand in front of our houses. Now it flows out through the drains.”

— Community member



cleanliness, with community members noting cleaner, more accessible lanes and better hygiene during the rainy season.

Community infrastructure and social spaces: The development of community infrastructure has strengthened social cohesion and expanded access to organized public spaces. Earlier, villages had few structured venues for gatherings, religious functions, or social events, often relying on open or temporary setups.

With the construction and improvement of community halls, sheds, and paved spaces, residents now have dedicated areas for weddings, religious ceremonies, Panchayat meetings, and other collective activities. These upgraded spaces with boundary walls, interlocking floors, and cleaner, organized layouts have made events more dignified and functional. Respondents mentioned that local committees have been formed to manage the facilities and collect nominal user fees for maintenance, indicating a sense of ownership.

“Earlier we did not have a proper place for functions. Now we have a hall where everyone gathers”

— PRI member

Sanitation and Waste management: Respondents highlighted sanitation improvements under Project Saakar as a key factor in better village cleanliness and environmental health. Earlier, waste disposal was unregulated, with frequent open dumping in vacant areas and along internal lanes. Respondents described earlier conditions as “very dirty,” particularly during monsoon when accumulated waste mixed with stagnant water.

Respondents stated that with introduction of structured waste collection, cleanliness has visibly improved. Door-to-door collection has reduced open dumping, and initial efforts toward wet-dry waste segregation have begun. Community members noted that regular collection has prevented waste buildup in public spaces.

Sanitation workers have also promoted better waste disposal habits, contributing to gradual behavioural change. Residents linked improved cleanliness to better living conditions, including reduced foul odour and cleaner surroundings. While a few concerns were raised about sustaining these systems without continued support, overall feedback on sanitation improvements was positive.

Institutional and Educational infrastructure improvements: Respondents noted that Project has improved institutional infrastructure, especially in schools and public facilities. Earlier, schools lacked adequate physical amenities, which affected the learning environment.

Upgraded classrooms, playgrounds, and surrounding infrastructure have made schools more organized and supportive, while better access roads have helped improve attendance during the monsoon.

“Now the school looks structured, and children can go to school without any difficulty, even during rains.”

— Community member

These enhancements have boosted student engagement and strengthened community confidence in local institutions, with residents expressing pride in the improved surroundings. Respondents also mentioned upgrades to public facilities



such as crematoriums and institutional buildings, which now offer more dignified and structured spaces.

Drinking water and utility services:

Respondents reported improvements in access to drinking water and basic utilities. They noted that new water tanks and pipeline connections have expanded piped water availability compared to earlier, when families often had to fetch water from distant sources. With better connectivity and upgraded infrastructure, households now find meeting daily water needs easier.

Earlier, we had to travel long distances to fetch water, now it comes directly through the pipeline.

— Community member

While occasional issues like water quality concerns or motor breakdowns were mentioned, these were viewed as operational rather than structural problems. Improved street lighting was also highlighted as a major utility enhancement, increasing nighttime visibility and making movement after dark safer.

Effectiveness of the intervention: Qualitative discussions with PRI members and community stakeholders indicate that the Project is viewed as successful in addressing long-standing infrastructure gaps. Respondents consistently reported clear, practical improvements in daily life.

The most frequently noted change was improved mobility. Cement concrete roads and structured drainage have enhanced physical access and minimized monsoon-related disruptions, shifting villages from seasonal isolation to reliable, year-round connectivity.

Residents also linked upgraded infrastructure to greater dignity and social confidence, with community halls and organized public spaces enabling local social and cultural events.

Sanitation improvements and waste collection have contributed to cleaner surroundings, while better lighting and water access have enhanced daily convenience and safety.

Although some operational issues such as occasional water supply disruptions and localized drain maintenance needs were mentioned, overall satisfaction with the scale and quality of improvements was high.

Overall, the project is perceived as having strengthened basic civic infrastructure, improved environmental conditions, and enhanced quality of life across intervention villages.

Sustainability and Future use: Respondents expressed strong confidence in the long-term durability of infrastructure created under Project Saakar. Cement concrete roads and drainage systems were widely viewed as sturdy and built to last with routine upkeep, which reinforced community trust in their longevity.

In many areas, residents have begun adopting local ownership practices such as collecting user fees for community halls to cover electricity and minor repairs, showing growing responsibility toward shared assets.



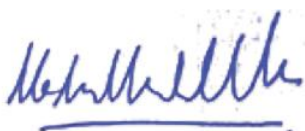
Frequent use of community halls for weddings, religious events, and Panchayat meetings indicates that these facilities are now well integrated into village life. Likewise, the continued use of roads, drains, and lighting demonstrates their acceptance and ongoing relevance.

Respondents also noted that sustained maintenance and institutional support will be essential, particularly for services like waste collection and drain cleaning that require organized management. While the community is willing to participate in upkeep, coordinated oversight remains important.

Overall, the project shows strong sustainability potential, supported by durable construction, active usage, and increasing community involvement in maintenance.

Impact overview: Project Saakar has contributed to meaningful improvements in rural infrastructure and daily living conditions across intervention villages.

The respondents conveyed that infrastructure improvements have enhanced quality of life, improved dignity of public spaces, and strengthened confidence in local development efforts.



APICS Analysis

Table 17: APICS Analysis- Project Saakar

APICS Parameter	Description
Accessibility	The infrastructure interventions under Project Saakar have significantly enhanced physical accessibility within the intervention villages. Construction of cement concrete roads and structured drainage systems has ensured year-round internal connectivity, enabling residents to access health facilities, markets, schools, and administrative services without seasonal disruption. Qualitative discussions indicate that improved mobility has particularly reduced difficulties during monsoon periods. By addressing internal connectivity gaps, the project has strengthened equitable access to essential services across residential lanes.
Performance	The project demonstrates strong performance in delivering durable and functional infrastructure. Roads and drainage systems are actively utilized and widely perceived as structurally sound. Respondents consistently reported improvements in mobility, environmental cleanliness, and public convenience following implementation. While minor operational concerns such as periodic drainage cleaning and water supply interruptions were noted, these do not detract from the overall effectiveness of the interventions. The linkage between infrastructure development and functional improvements, as reflected in community feedback, indicates effective implementation.
Importance	The interventions align closely with the expressed needs and priorities of the community. Prior to implementation, mobility barriers, water stagnation, lack of organized public spaces, and inadequate sanitation were frequently cited concerns. By directly addressing these infrastructural challenges, the project has provided relevant and context-specific solutions. The outcomes observed – improved daily convenience, enhanced social participation, and strengthened dignity of public spaces – reinforce the significance of the interventions in the local context.
Coherence	The project complements broader rural development efforts undertaken by government bodies. Improvements in road connectivity align with national rural infrastructure initiatives, while sanitation and drainage enhancements resonate with public cleanliness and environmental management programs. The participatory engagement of Panchayati Raj Institutions in planning and implementation further ensures alignment with local governance priorities and strengthens institutional coherence.
Sustainability	The physical assets developed under the project exhibit durability and regular utilization, suggesting strong prospects for long-term continuity. Community halls are actively used, and in some areas, local maintenance mechanisms have been initiated. The sustainability of operational components such as waste collection and routine drainage maintenance will depend on continued institutional support and coordinated oversight. However, positive community ownership signals indicate favourable conditions for sustained impact.



3.4. Project Arogya

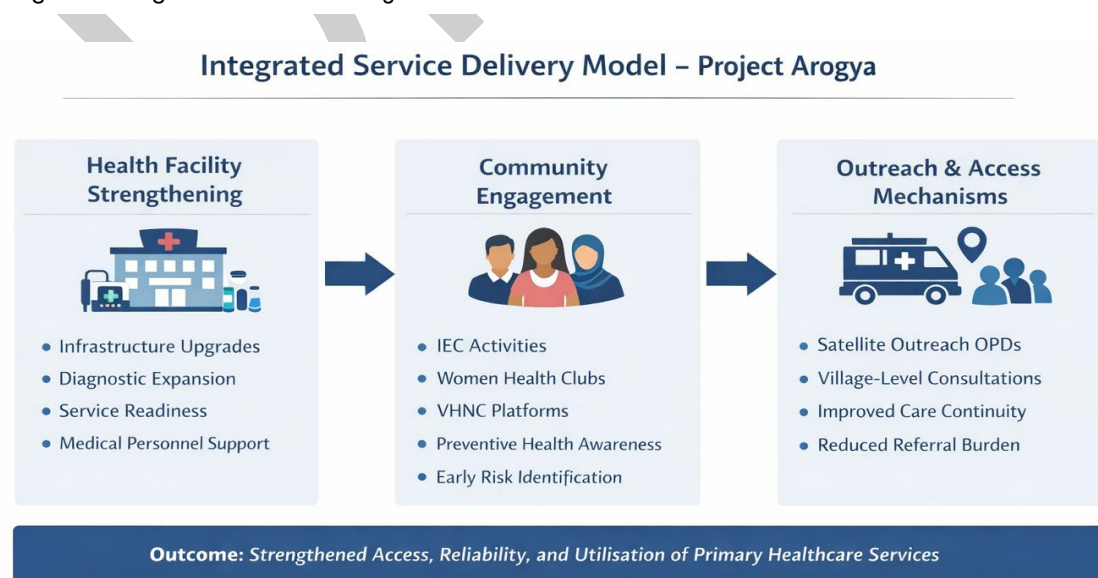
Project Arogya aims to promote access to quality healthcare services for rural communities through strengthening of Primary Health Centres (PHCs). The intervention focuses on improving infrastructure, availability of medical staff, access to essential medicines and basic diagnostic services, and overall patient experience at the PHC level.

Through these investments, CFCL CSR contributes to strengthening the functional capacity of public healthcare facilities, enhancing service reliability, and improving community confidence in accessing primary healthcare services.

Figure 6: PHC infrastructure support under project Arogya



Figure 7: Integrated service delivery model




Project Design and Implementation Approach

Project Arogya follows an integrated systems-strengthening approach that combines health facility improvements with community-based preventive and promotive engagement.

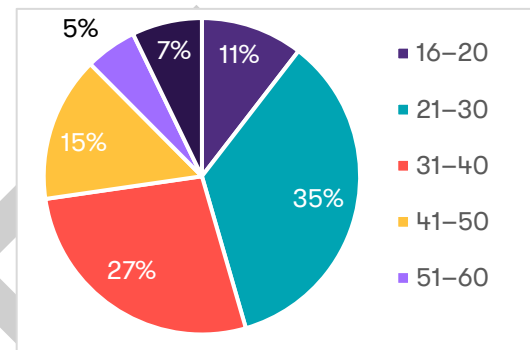
Respondent Profile

As part of the assessment, a total of 114 Respondents accessing services at the adopted Primary Health Centres (PHCs) were surveyed across Gadepan, Kundanpur, and Simaliya.

Age profile

The age of respondents ranged from 18 to 75 years, reflecting coverage across a wide demographic spectrum. A substantial proportion of respondents fell within the working-age groups (18–45 years), while representation of older age groups highlights the continued reliance of elderly community members on public healthcare facilities for routine and preventive care.

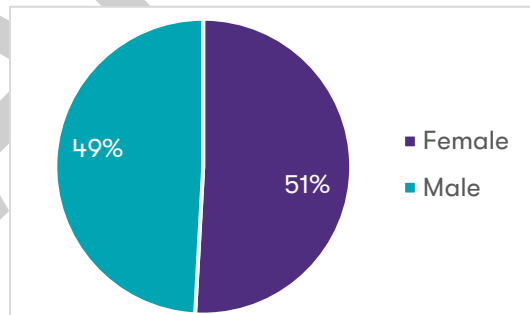
Graph 27: Age wise distribution of respondents



Gender

Gender-wise distribution of respondents was nearly balanced, with 51% female and 49% male respondents. This balance indicates equitable access to PHC services across genders and suggests that the intervention has not resulted in differential access barriers for women or men.

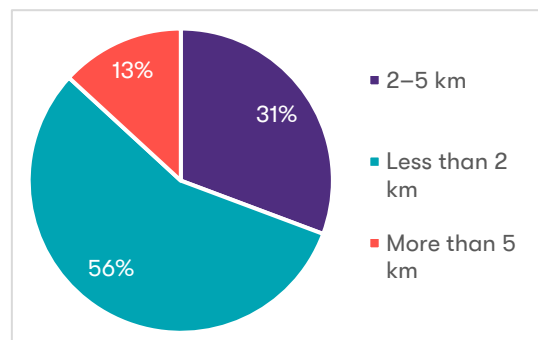
Graph 28: Gender distribution of the respondents



Type of services accessed

In terms of physical accessibility, the findings indicate that most respondents can access PHC services within proximity to their place of residence. Over half of the respondents (56%) reported that the PHC was located within 2 km of their home, while an additional 31% reported travelling between 2–5 km to access healthcare services. Only 13% of respondents reported travelling more than 5 km to reach the PHC.

Graph 29: Distance from PHC



The distribution of respondents across the three PHCs indicates consistent utilisation of services across locations, suggesting that improvements introduced under Project Arogya have been effective across multiple facilities rather than being limited to a single centre.



1. Adoption of PHC's and renovation of infrastructure:

The intervention supports infrastructure, diagnostic capacity, and service readiness at Government PHCs and CHCs, while simultaneously promoting awareness generation, early risk identification, and sustained utilisation of primary healthcare services.

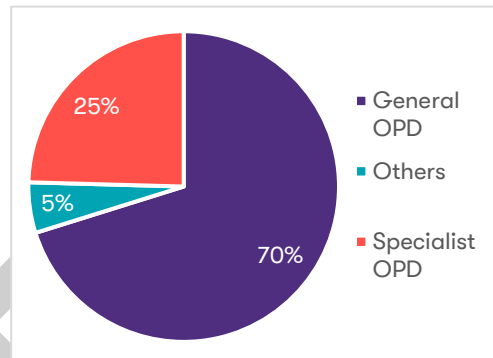
Assessment findings

Change in access & use of services

Most respondents (70%) reported accessing General OPD services during their visit to the PHC, indicating that the facilities continue to serve as the primary point of care for routine health needs. In addition, 25% of respondents availed Specialist OPD services, reflecting the availability and utilisation of specialised consultations at the PHC level.

A smaller proportion of respondents (5%) accessed other healthcare services, which included dental treatment, general medical examinations, pregnancy-related care, vaccinations, and treatment for specific ailments.

Graph 30: Services used



Perceived changes in access and utilisation

Location of the PHCs as well as the improvement in service offerings has improved access to healthcare. Respondents recalled that prior to the intervention, diagnostic facilities and biomedical resources were severely limited, often necessitating referrals to higher-level facilities for even basic investigations.

96%

respondent reported that they now visit the PHC more often when unwell.

Medicines and basic tests

Respondents reported that the introduction of diagnostic equipment, including X-ray imaging and laboratory testing services, has significantly strengthened the functional capacity of Government PHCs and CHCs. Access to investigations previously unavailable at the facility level is now perceived to be locally available, reducing travel requirements and referral dependency.

99%

respondent reported that availability of medicines and basic diagnostic tests has improved.



Infrastructure and cleanliness

Respondents reported that improvements in infrastructure, cleanliness, and basic facilities have strengthened service readiness and patient experience, supporting greater confidence amongst patients in accessing care at the primary level.

100%

respondent reported that access to services at the PHC has improved compared to earlier along with cleanliness and maintenance of the PHC.

Service Delivery & Care

Respondents reported consistent improvements in service delivery and quality of care at the PHCs.

100%

availability of doctors and healthcare staff has improved compared to earlier periods, suggesting strengthened service capacity at the facility level.

In terms of consultation experience, **100%** of respondents reported that the **time spent by doctors with patients has increased**, while all respondents also reported that **waiting time to see the doctor has reduced compared to earlier visits**.

Further, **100%** of respondents stated that the explanation of **illness and treatment provided by medical staff has improved**, indicating better communication and counselling practices.

Healthcare personnel reported **significant increases in patient footfall**, attributing this trend to expanded diagnostic capacity and improved facility readiness.

“When I started here, OPD attendance was around 30–40 patients per day. With improved facilities, it now ranges between 150 and 200.”

- Facility representative

Economic benefits

Respondents consistently emphasised the economic and time-saving effects of accessing healthcare services locally. Discussions indicated perceived reductions in out-of-pocket expenditures associated with consultations, diagnostic tests, and medicines, alongside decreased productivity losses due to reduced travel for investigations.

Table 18: Economic benefits

Expenditure item	Approx. cost	Cost in PHC (INR)
Doctor consultation (general physician)	500 – 1,000 per visit	Nil / Free of cost
Travel to hospital in Kota	1,800 – 2,200 (approx., fuel + local transport)	Nil to 200 (bike fuel, short distance)
CBC (Complete Blood Count)	300 – 450 (labs usually 200–400+ GST)	Free of cost



Expenditure item	Approx. cost	Cost in PHC (INR)
X-ray (typically chest X-ray)	350 – 750 (average range; some centres 150–600)	Free of cost
Medicines	300 – 500	Free of cost

Importantly, **healthcare providers** highlighted **economic and productivity benefits** associated with decentralised diagnostic access. **Industrial workers and migrant labourers** previously required full-day travel for investigations, often resulting in lost wages.

“Earlier, workers had to lose a full day’s wage to travel for investigations. Now tests are completed here within short breaks, saving both time and income.”

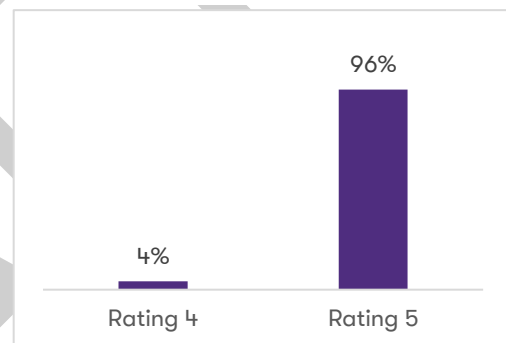
- Healthcare staff

Overall quality of services and satisfaction

When asked to compare current services with earlier years, all respondents (100%) rated the **overall quality of PHC services** as “**much better**,” indicating a uniformly positive assessment of improvements in service delivery and facility performance.

Overall satisfaction levels were correspondingly high. A total of 96% of respondents provided the highest satisfaction rating (5 out of 5), while the remaining 4% rated their satisfaction at 4 out of 5. Notably, no negative satisfaction ratings were reported.

Graph 31: Overall satisfaction



Upgraded Diagnostics and Facility Capacity

Interactions with healthcare providers reinforce these beneficiary perceptions. Medical officers reported that prior infrastructure limitations, absence of diagnostic machines, and funding constraints restricted service capacity. Providers indicated that **infrastructure refurbishment and equipment support have expanded diagnostic capabilities, enabling delivery of investigations including ECG services, CBC diagnostics, biochemistry testing, X-ray imaging, and Truenat-based molecular diagnostics.**

“Earlier, diagnostic facilities such as X-ray and blood tests were not available here. Now most investigations and treatments are done at the PHC itself.”

- Patient visiting PHC

Providers also emphasised the strategic value of the Truenat diagnostic system, which **strengthened local tuberculosis diagnostic capacity** and expanded service coverage across multiple villages.



The **availability of local radiological services** was reported to be particularly **impactful in trauma and accident management**, enabling on-site assessment of many cases.

Overall, respondents' perceptions suggest that **Project Arogya has strengthened diagnostic accessibility, service reliability, and healthcare convenience**, while highlighting areas for further system strengthening.

2. Women's Health Group

Women Health Group indicates that Project Arogya's community engagement components have contributed to strengthening health awareness dissemination, preventive health practices, and women's participation in household-level decision-making.

Assessment findings

Community Health Awareness Platform

Respondents described the Women Health Club as a structured community platform designed to promote peer learning and awareness diffusion within the village. Reported themes include sanitation and hygiene (WASH), nutrition, non-communicable diseases, maternal and child health, menstruation management, tuberculosis, breast health, and government health schemes.

Regular monthly meetings are organised around rotating thematic discussions, covering priority public health topics and government-supported health initiatives.

FGD respondents emphasised that **knowledge acquired through club meetings is actively shared** within the **broader community**, reflecting the program's cascading awareness model.

Health Information Sharing in Daily Networks

Respondents reported that awareness dissemination extends beyond formal meetings, with members engaging regularly with other women in the village on health-related information through informal social networks.

Women Health Club members sensitise approximately 10–15 women per day on hygiene practices, maternal care, and preventive health behaviours.

Importantly, discussions suggest that participation in the Women Health Club has generated perceived social and behavioural effects. Respondents reported **increased confidence, improved communication within households, and greater involvement in decision-making processes**.

"Now family members sit together and talk. If any work needs to be done or a loan needs to be taken, they consult us. They listen to what we say."

– Women respondent

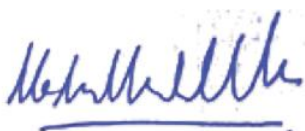


Awareness of Government Schemes and Livelihood Options

In addition to health-related awareness, respondents referenced **exposure to information on government schemes, insurance programs, and livelihood linkages facilitated through self-help group networks**. While these outcomes extend beyond clinical service delivery, they indicate **broader community-level effects** associated with women's collective engagement platforms.

Overall, the FGD findings suggest that Project Arogya's Women Health Group model has strengthened health awareness diffusion mechanisms, preventive behaviour communication, and women's perceived agency within household and community contexts.

DRAFT



Impact at a glance- Arogya

100%	Respondents reported improved consultation time with doctors and reduced waiting time .
100%	Respondents stated that explanation of illness and treatment by medical staff has improved.
100%	Respondents rated PHC services as “much better” than earlier years.
100%	Respondents reported improved access to diagnostics (X-ray, lab tests, ECG, CBC, Truenat).
96%	Beneficiaries gave the highest satisfaction rating (5/5) for upgraded PHC services.
100%	Healthcare providers confirmed increased patient footfall due to enhanced diagnostic capacity and improved infrastructure.
100%	Women reported higher awareness on WASH, NCDs, TB, maternal health, nutrition, menstrual hygiene, and government schemes.



APICS Analysis

Table 19: APICS Analysis - Project Arogya

APICS Parameter	Description
Accessibility	The project demonstrates strong performance on accessibility by improving both the physical reach and functional usability of PHC services. Beneficiary responses indicate that geographical proximity supports timely care-seeking, while perceptual indicators reflect substantial improvements in access compared to earlier periods. High repeat utilisation patterns and balanced gender representation suggest equitable engagement with PHCs. Qualitative consultations further reinforce these findings, with respondents consistently highlighting reduced dependence on distant referral centres for routine diagnostics and consultations.
Performance	The project demonstrates strong performance in strengthening facility-level service delivery capacity, consultation processes, and diagnostic readiness. Respondents reported improvements in provider availability, waiting times, consultation duration, and communication quality, collectively indicating enhanced patient experience. Qualitative findings provide explanatory depth, with both respondents and healthcare providers attributing improved service reliability and diagnostic certainty to the introduction of biomedical equipment. Reported reductions in referral dependency and increased patient footfall further indicate strengthened operational effectiveness.
Importance	The project demonstrates high importance by directly addressing priority constraints in public primary healthcare delivery, particularly diagnostic access, staffing adequacy, and facility conditions. Service utilisation patterns indicate alignment with routine and specialised healthcare needs. Respondents consistently emphasised the practical and economic value of accessing services locally, including reduced travel requirements and cost savings. Women Health Group discussions further suggest that community engagement components have strengthened preventive health awareness and information diffusion, enhancing the project's relevance at the household and community levels.
Coherence	The project demonstrates strong coherence through its alignment with government healthcare systems and sectoral priorities. By strengthening existing Government PHCs and CHCs, the intervention reinforces public service delivery mechanisms rather than creating parallel structures. Improvements in infrastructure, diagnostics, and service readiness are consistent with broader primary healthcare strengthening objectives. Increased beneficiary reliance on PHCs/CHCs suggests effective integration within routine healthcare-seeking pathways.
Sustainability	The project contributes positively to sustainability through investments in durable infrastructure, biomedical equipment, and strengthened utilisation patterns. Beneficiary feedback and provider perspectives indicate sustained reliance on strengthened facilities and continuity of diagnostic services. Qualitative consultations highlight durability drivers, including reduced referral dependency and economic advantages associated with decentralised care access. However, respondents also identified operational considerations, including manpower adequacy and extended service hours, which may influence optimal long-term utilisation. Taken together, the evidence suggests a moderately strong likelihood of benefit continuity, contingent on ongoing operational support.




3.5. Project Bhoomi

About the project

Project Bhoomi is a comprehensive rural sustainability initiative with two integrated components: **Sustainable Agriculture** and **Solid Waste Management (SWM)**. The project is designed to promote environmentally responsible practices, strengthen village-level systems, and improve household and farm-level outcomes through behavioural change and structured support mechanisms.

The **agriculture component** of the project promotes alternatives to stubble burning by encouraging organic and natural farming, improved crop residue management and reducing dependence on chemical inputs. The intervention includes farmer trainings, awareness programmes, and demonstrations aimed at improving soil health, enhancing crop productivity, lowering input costs, and strengthening farm-level sustainability.

The **Solid Waste Management component** focuses on improving village cleanliness through household-level waste segregation, stronger collection systems, reduced open dumping and burning, and sustained community awareness. The project combines behaviour change efforts with better service delivery to establish systematic waste management practices.

Together, both components address environmental sustainability at the farm and household levels, contributing to improved soil health, cleaner village ecosystems, reduced pollution, enhanced livelihoods, and strengthened community ownership of sustainable practices.

1. Agriculture

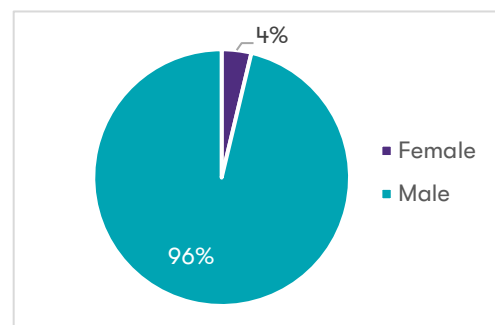
Respondent Profile

A total of 81 farmers were surveyed under the agriculture component across Haryana, Punjab, and Rajasthan.

The respondent group was predominantly male, with 96% male participants and 4% female participants. This reflects the prevailing gender distribution in farm-level decision-making within the intervention areas.

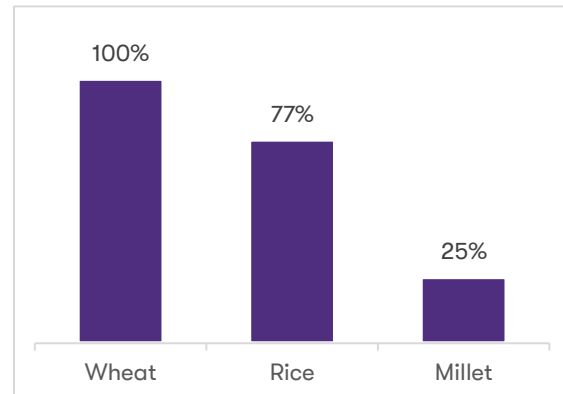
With respect to landholding size, more than half of the respondents (54%) reported owning more than 5 acres of agricultural land. About 22% operated between 1 to 3 acres, 17% cultivated 3 to 5 acres, and 6% reported less than 1 acre. The sample therefore includes a mix of medium and small landholders, with a strong presence of relatively larger operational farmers.

Graph 32: Gender wise segregation of respondents




Crop-wise distribution indicates that wheat is universally cultivated, with 100% of respondents reporting wheat production. Rice cultivation was reported by 77% of farmers, while 25% reported millet cultivation. Additionally, 43% of respondents reported cultivating other crops, including soybean (14%), garlic (7%), potato (6%), sugarcane (5%), and a smaller proportion cultivating vegetables and pulses.

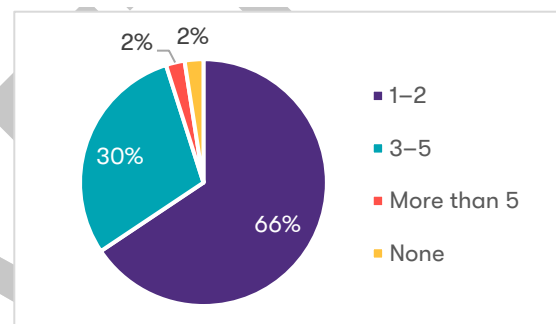
Graph 33: Main crops grown



Assessment findings

Awareness and Capacity Building: The agriculture component of project demonstrates strong outreach and farmer engagement with 66% of respondents reported attending 1-2 awareness sessions while 30% attended 3-5 sessions. A small proportion (2%) attended more than 5 sessions, and only 2% reported not attending any session.

Graph 34: Participation in awareness sessions



Additionally, 90% of respondents confirmed receiving training in organic, natural, or no-burn farming methods. This reflects effective dissemination of sustainable agricultural practices across intervention villages.

Table 20: Frequency of stubble burning

Indicator	Pre intervention stubble burning	Post intervention stubble burning
Always	78%	0%
Sometime	18%	0%
Rarely	0%	4%
Never	4%	96%

Stubble burning practices: Prior to the project, stubble burning was widely prevalent, however, post-intervention findings indicate a substantial behavioural shift. Majority of the respondents, 96%, reported that they no longer burn stubble, while 4% reported burning

it rarely. No respondents reported regular burning after the intervention.

This indicates strong adoption of alternative residue management practices and reflects the effectiveness of awareness and training initiatives in addressing environmentally harmful agricultural practices.

Alternative crop residue management practices: Farmers have adopted multiple alternatives to stubble burning following the intervention. The most widely adopted practice is the use of crop residue as livestock feed, reported by 94% of respondents. Mulching practices have been adopted by 38% of farmers, indicating



moderate uptake of in-situ residue management techniques. Composting has been adopted by 12% of respondents, while 11% reported using bio-decomposers.

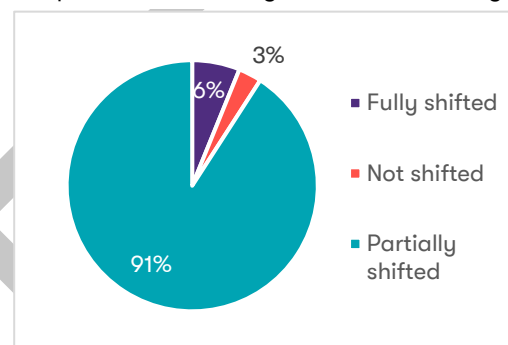
“Earlier, stubble burning was common. We did not really understand its long-term impact on soil. But after this project started, people have finally begun to see better solutions and they’re willing to adopt them.”

-Community member

This suggests that farmers have prioritized economically viable and locally feasible alternatives, particularly livestock feed utilisation, while gradually integrating scientific residue management approaches such as mulching and composting.

Transition towards sustainable farming: The intervention has facilitated a gradual transition toward sustainable farming practices. Most respondents (91%) reported that they have partially shifted to organic or natural farming methods, while 6% reported fully shifting and 3% indicated that they have not shifted to organic or natural farming methods.

Graph 35: Shifted to organic/natural farming



The findings suggest that while full organic transition may require longer timeframes, farmers have initiated measurable changes in cultivation practices.

Table 21: Change in soil quality and crop yield

Indicator	Change in soil quality	Change in crop yield
Improved significantly	78%	0%
Improved slightly	18%	0%
No change	0%	4%
Decreased	4%	96%

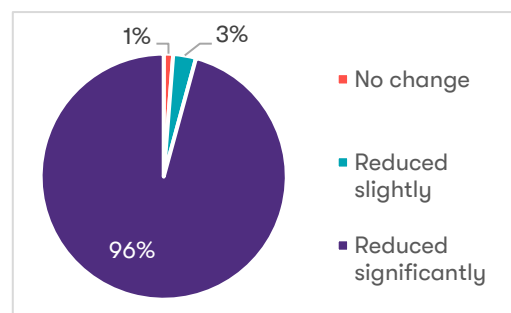
Agricultural outcomes: Farmers reported positive changes in soil quality following adoption of project-supported practices. 89% of respondents reported slight improvement in soil quality, while 11% reported significant improvement.

Similarly, crop yield outcomes show improvement, with 88% of

respondents reporting a slight increase in yield, 11% reporting a significant increase, and only 1% reporting no change. This indicates perceived agronomic benefits associated with reduced burning and improved residue management practices.

Input cost reduction: The project has contributed to improved cost efficiency in farming operations. 95% of respondents reported significant reduction in input costs related to fertilisers, pesticides, and residue management, while 4% reported slight reduction. Only 1% reported no change. This reduction in input costs suggests improved

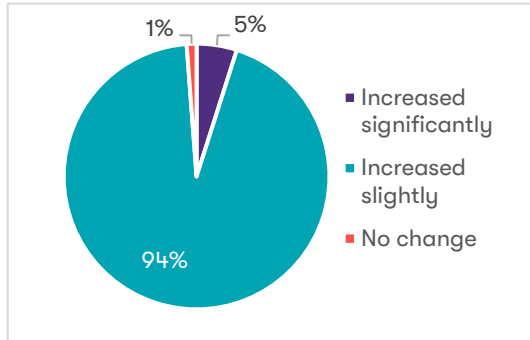
Graph 36: Reduction in input cost



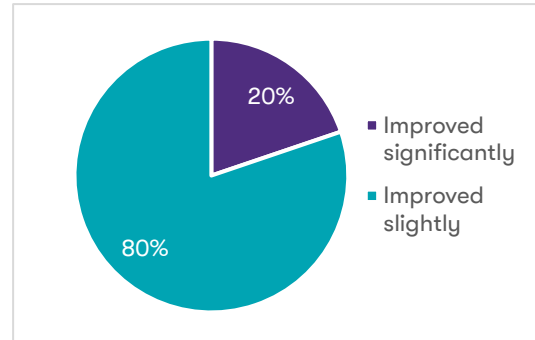

resource optimisation and more efficient farm management practices.

Household level impact: Beyond farm-level outcomes, the intervention has generated positive household-level effects. 80% of respondents reported slight improvement in household health due to reduced burning and chemical use, while 20% reported significant improvement.

Graph 37: Improvement in household income



Graph 38: Improvement in household health

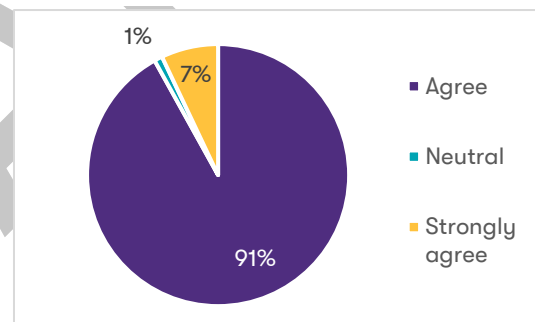


Household income trends are similarly positive. Approximately 94% reported slight increase in income, 5% reported significant increase, and only 1% reported no change. These findings indicate that environmental improvements are complemented by perceived economic and health benefits at the household level.

Behavioural change: A majority of 91% respondents agreed and 7% strongly agreed that they feel more confident in adopting eco-friendly technologies due to the project. Only 1% reported neutral perception.

This reflects strengthened behavioural intent and growing acceptance of sustainable agricultural practices.

Graph 39: Adopting eco-friendly technologies



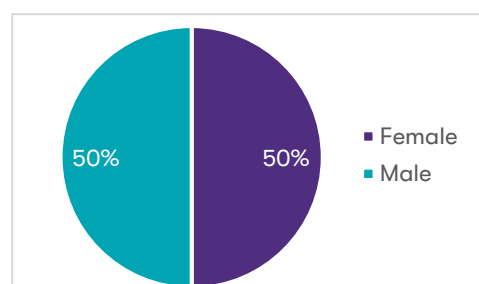
Community-level environmental impact: Respondents reported broader community benefits arising from reduced stubble burning and chemical use. 47% of respondents reported moderate benefit, while another 47% reported significant benefit. Only 6% reported minimal benefit. This indicates visible improvements in air quality, environmental conditions, and community well-being.

2. Solid Waste Management (SWM)

Respondent profile

A total of 46 community members were surveyed across the intervention villages. The gender distribution of respondents was evenly balanced, with 50% female and 50% male respondents.

Graph 40: Gender distribution of respondents




The age of respondents ranged from 18 to 70 years. The highest concentration was observed among respondents aged 45 years (24%), followed by respondents in the 35–55-year age bracket.

Assessment findings

Waste segregation practices: Before the project, segregation of wet and dry waste was not a common practice. Only 13% of respondents reported segregating wet and dry waste, while 87% did not practice segregation at all.

Further, 87% of households stated that they did not segregate waste on any day of the week prior to the project, indicating that waste management practices were largely absent at the household level.

Table 22: Waste segregation practice

Indicator	Before	After
Households practicing segregation (Yes)	13%	100%
Households not practicing segregation (No)	87%	0%

Post-intervention, 100% of surveyed households reported segregating wet and dry waste, with 63% practicing segregation six days per week. This indicates that waste segregation has transitioned from a sporadic or non-existent practice to a near-daily routine practice within households.

Waste collection system: Prior to the project, waste collection was limited, with 65% of households reporting once-a-week collection, 33% reporting twice a week, and 2% reporting three times a week.

Post-intervention, the frequency increased significantly, with 94% of households reporting six-day-a-week collection, 2% reporting five days a week, and 4% reporting daily collection, indicating a substantial improvement in service delivery.

Environmental cleanliness: Before the project, plastic and solid waste contamination in or near agricultural fields was common. 35% of respondents reported encountering waste approximately 30 times per month, 20% reported 21–29 times per month, 44% reported 11–20 times per month, and 2% reported 4–10 times per month, indicating high levels of contamination.

Post-intervention, exposure levels decreased significantly. Most respondents (78%) reported encountering waste only once per month, 15% reported twice per month, and 7% reported no waste presence at all. The near elimination of high-frequency exposure reflects a significant environmental improvement around agriculture fields.

Community engagement: The findings indicate moderate to high levels of community engagement across various awareness and mobilization activities conducted under the project. A majority of respondents (72%) reported participating in training sessions or meetings organized by NGOs or the Gram Panchayat. Additionally, 67% reported receiving door-to-door awareness visits, and an equal percentage participated in village meetings, rallies, or IEC activities.




Table 23: Community participation in various activities

Type of Activity	Participated (Yes)	Not Participated (No)
Training/Meeting by NGO or Gram Panchayat	72%	28%
Door-to-door Awareness Visit	67%	33%
Village Meeting / Rally / IEC Activity	67%	33%

These participation levels suggest that the intervention was not limited to infrastructure or service delivery improvements but included sustained behavioural engagement efforts. The broad outreach through multiple communication channels likely contributed to the high adoption of household-level waste segregation and compliance with improved waste collection systems.

Perceived Improvement and Satisfaction: Respondents were asked to rate the overall improvement in waste management in their village on a scale of 1 to 5. All respondents rated the improvement positively, with 56% assigning the highest score of 5 (Very high improvement) and the remaining 44% assigning a score of 4 (High improvement). No respondent rated the intervention below 4, indicating strong perceived impact at the community level.

Regarding satisfaction, 80% of respondents reported being “Very satisfied” with the support received under the project, while 20% reported being “Satisfied.” The absence of neutral or negative responses indicates high beneficiary approval and acceptance of the intervention.

However, in terms of institutional convergence, none of the respondents reported accessing any government schemes through the project.




Impact at a glance: Bhoomi



APICS Analysis

Table 24: APICS Analysis - Project Bhoomi

APICS Component	Description
Accessibility	Agriculture: The project shows strong accessibility through active involvement of farmers, Panchayat representatives, and local institutions. With 90% of respondents trained in organic or no-burn methods and 95% attending at least one awareness programmes, the intervention achieved broad coverage. The near-universal adoption of non-burning practices (96%) suggests equitable access to information and support. SWM: The project demonstrates strong accessibility, with universal adoption of household-level waste segregation (100%) and near-daily waste collection, as 94% of households reported six-day-per-week collection. Multi-channel outreach including trainings, door-to-door visits, and village meetings helped ensure broad coverage. However, approximately one-third of respondents did not directly participate in certain awareness activities, indicating a need to further strengthen outreach and deepen engagement among the remaining households.
Performance	Agriculture: The intervention shows strong performance in reducing stubble burning, with rates dropping from 78% “always burning” pre-intervention to 96% reporting no burning afterward. Agronomic results reinforce this impact, with all respondents reporting improved soil quality, 99% noting better yields, and 95% seeing reduced input costs. Household-level gains including 94% reporting higher income and 100% reporting improved or slightly improved health demonstrate broader benefits beyond farming practices. SWM: Performance outcomes of the project are strong, with segregation practices increasing from 13% to 100% and waste collection frequency improving from mostly once per week to six days per week. Reported plastic and solid waste exposure near farm fields also declined significantly—from high-frequency occurrences (11–30 times per month) to primarily 0–2 times per month. Although these outcomes are self-reported and not externally validated through environmental audits, the scale of change suggests a strong directional improvement in waste management practices.
Importance	Agriculture: The intervention addresses a critical environmental and agronomic challenge, crop residue burning. Stakeholder consultations indicated visible improvements in air quality and reduced respiratory discomfort during harvest seasons. Reduction in chemical fertilizer usage and improved soil health also align with long-term agricultural sustainability priorities, enhancing the project’s importance.



APICS Component	Description
	SWM: Baseline findings showed frequent waste contamination in agricultural areas, with 35% reporting near-daily exposure. The intervention directly addressed a visible environmental issue affecting agriculture and public hygiene. High improvement ratings (100% scoring 4 or 5) and strong satisfaction levels indicate that the project aligned closely with community priorities.
Coherence	Agriculture: The project demonstrates alignment with broader government efforts to reduce crop residue burning and promote sustainable agriculture. Field-level facilitation of machinery procurement under subsidy models indicates complementarity with state-level agricultural programmes. However, minimal linkage with government schemes (3%) indicates a need for stronger institutional integration. SWM: The project is conceptually aligned with national rural sanitation and solid waste management objectives. However, no respondents reported accessing government schemes through project facilitation, indicating limited institutional convergence and minimal integration with formal government waste management systems.
Sustainability	Agriculture: Sustainability prospects appear strong due to behavioural internalisation and economic incentives. The widespread reduction in burning, along with reported improvements in yield and lower input costs, provides farmers motivation to continue these practices. Knowledge sharing is also robust, with 99% of respondents stating that they pass on the techniques to other farmers, supporting long-term diffusion. However, sustained access to affordable machinery and continued awareness efforts will be essential to maintaining these gains in the long term. SWM: Behavioural normalization of segregation and regular waste collection indicates short- to medium-term sustainability. However, long-term continuity will depend on sustained financing, strong Panchayat ownership, and deeper institutional integration. The absence of linkage with government schemes represents a potential structural limitation.



3.6. Project Udaan

Project Udaan has been conceptualized as a sports development initiative designed to promote early engagement in sports among children from neighbouring communities and Government schools. The programme is structured around two primary components intended to address both school-level and community-level participation.

At the school level, the intervention is implemented through a structured curriculum referred to as MILES, which is delivered exclusively to respondents enrolled in Classes 6 to 8. The curriculum is designed to create awareness, encourage participation, and foster interest in sports activities among middle-school children. No routine programme interventions are conducted for higher secondary grades (Classes 9–12).

Figure 8: Students participating under project Udaan



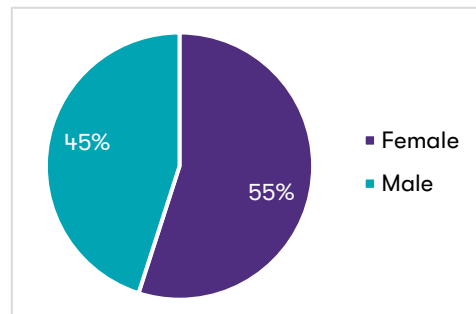
Complementing the school-based component, the project operates community-based Sports Development Centres (SDCs) that function as after-school training platforms. These centres are established at the Panchayat level to provide accessible spaces for children to participate in structured sports-related activities outside formal school hours. Stakeholders reported that nine SDCs are currently operational across major Panchayats, with each Panchayat hosting one centre.



Respondent Profile

This section presents the demographic and educational profile of respondents covered under Project Udaan. The quantitative survey captured key background characteristics including gender and class distribution of participating respondents. As part of the assessment, respondents comprised school-going children associated with Project Udaan interventions.

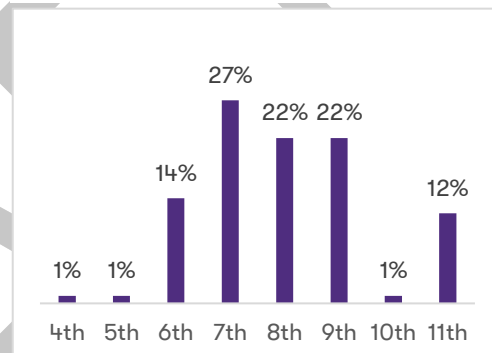
Graph 41: Gender distribution



In terms of gender composition, 55% of respondents were female, while 45% were male. The gender distribution indicates a relatively balanced participation pattern, with a marginally higher representation of female respondents within the surveyed sample.

With respect to educational profile, respondents were distributed across multiple grade levels. The largest proportion of respondents belonged to Class 7 (27.4%), followed by Class 8 (22.0%) and Class 9 (22.0%). Smaller proportions were observed in Class 6 (15.5%) and Class 11 (12.1%), while negligible representation was recorded for Classes 4, 5, and 10.

Graph 42: Standard wise distribution

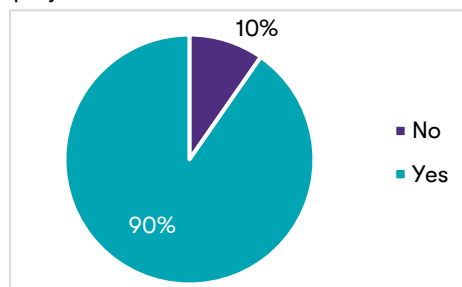


Assessment findings

Participation & Engagement in Sports Activities

Respondents were asked whether they were involved in sports before Project Udaan began. The responses show that most respondents (90%) were already participating in some form of sports or events, while a smaller segment (10%) reported no prior involvement.

Graph 43: Participated in sports before the project

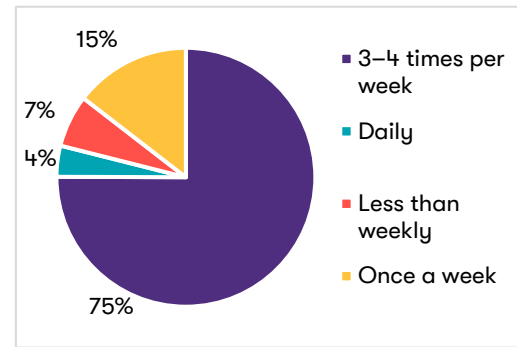


Although participation existed earlier, the intensity of engagement was clearly modest. Over half of the respondents (52%) indicated that they took part only once a week, and another 27% stated that their participation was even less frequent. Regular engagement was limited, with just 21% reporting involvement 3–4 times per week, and daily participation being almost absent.



A different pattern emerges when looking at current participation levels. A large majority of respondents (75%) now report participating 3–4 times per week, suggesting a more structured and consistent engagement with sports activities. A small but notable group (4%) also indicated daily participation, which was rarely observed before the intervention. Meanwhile, the share of respondents participating only occasionally appears comparatively lower.

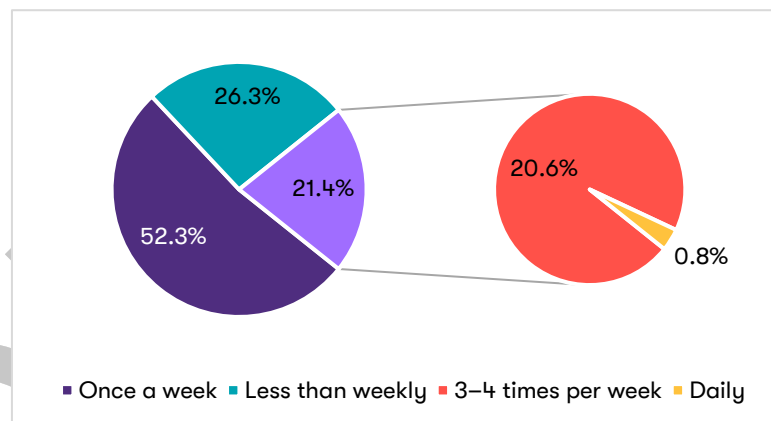
Graph 44: Frequency of participating in sports now



Taken together, the responses point toward a shift not necessarily in whether respondents play sports, but in how regularly they engage. The programme appears to have contributed to greater routine participation rather than initiating participation altogether.

Physical Fitness & Health Outcomes

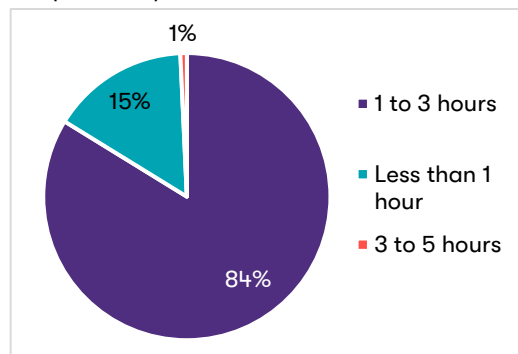
Graph 45: Frequency of playing before the project



Respondents were asked about the amount of time they currently spend on physical activities after becoming part of Project Udaan. A large majority of respondents (84%) reported spending between one to three hours on physical activities, suggesting regular engagement. A smaller proportion (15%) indicated spending less than one hour, while only 1% reported spending between three to five hours.

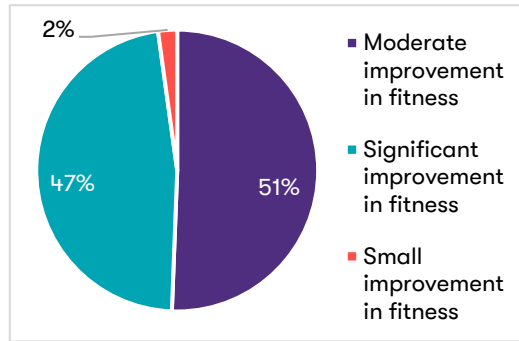
When asked whether their health and physical fitness had improved due to the programme, all respondents (100%) answered in the affirmative. To better understand the nature of perceived change, respondents were asked to compare their fitness levels with the period prior to the project. Here, the responses show some variation.

Graph 46: Improvement in fitness




About 51% of respondents described the improvement as moderate, while a nearly comparable share (47%) characterized it as significant. Only a very small proportion (2%) felt the change was small.

Graph 47: Time spent on physical activities



Physical Development

Respondents were also asked to identify specific areas of physical development. Across categories such as stamina, speed, strength, and flexibility, respondents consistently reported improvements, all the respondents said that they strongly agreed that there is development across all these development criterias. This pattern was further reinforced through scaled statements, where respondents uniformly agreed that they felt healthier, more energetic, and more active in physical activities than before.

Table 25: Physical development areas

Stamina Improved	Speed Improved	Strength Improved	Flexibility Improved
100%	100%	100%	100%

My overall physical fitness has improved through this project	I feel healthier and more energetic in daily life	I can run longer distances without getting tired	My strength and flexibility have increased	I take part in physical activities more actively than before
100%	100%	100%	100%	100%

Overall, the responses indicate a strong perception of positive physical outcomes among participating respondents. Every respondent strongly agreed that their physical fitness has improved, they feel healthier and more energetic, they can run longer distances, increased strength and flexibility as well as they take part in physical activities more than they used to do before.

Social-Emotional Wellness & Confidence

Respondents were asked whether they had experienced any change in their confidence and socio-emotional skills after joining Project Udaan. All respondents reported a positive shift, with all the respondents strongly agreeing that have perceived improvements in these areas.

Improvement in your confidence and socio-emotional skills due to this project

100%

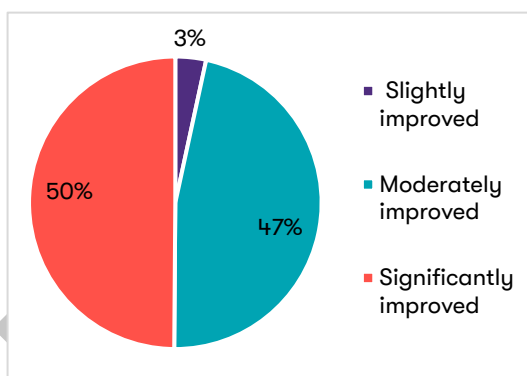


Table 26: Change in confidence and socio-emotional skills

My self-confidence has increased	I have developed stronger friendships through sports activities	I can manage stress and emotions more effectively.	I am better at working in teams and cooperating with others	I feel happier and more motivated to attend school
100%	100%	100%	100%	100%

When describing the extent of change, responses showed some variation. Half of the respondents (50%) felt that their confidence had improved significantly, while 47% described the change as moderate. Only a small proportion (3%) reported a slight improvement. This distribution suggests that most respondents associate the programme with noticeable gains in self-confidence rather than marginal effects.

Graph 48: Effect on confidence



Respondents also reflected on specific social skills influenced by programme participation. Across dimensions such as teamwork, communication, leadership, and conflict resolution, all the respondents reported that they strongly agree that all these skills have improved as a result of the project. Interactions with respondents suggest that group-based activities and regular engagement in sports may have contributed to increased peer interaction and cooperation.

Table 27: Improvement in social skills

Teamwork	Conflict resolution	Leadership	Communication
100%	100%	100%	100%

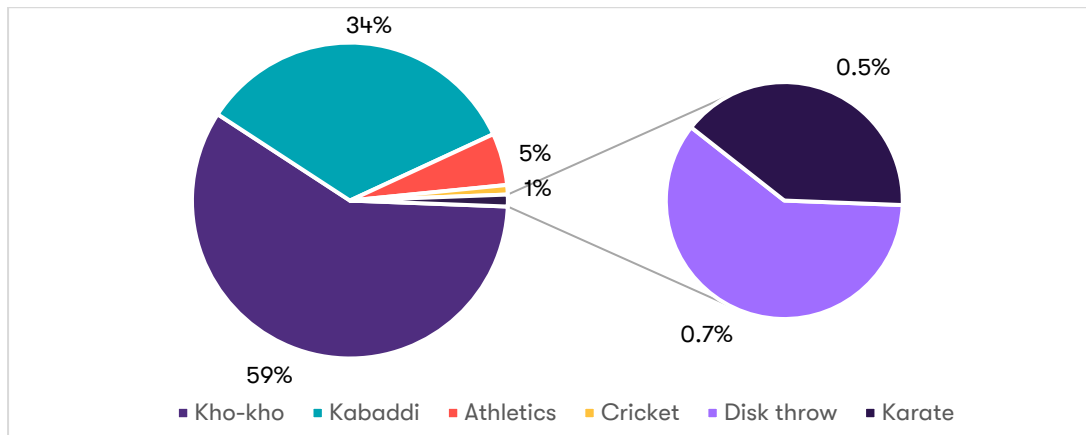
This pattern was further reinforced through scaled perception statements. Respondents uniformly agreed that they felt more confident, better able to work in teams, and more effective in managing stress and emotions. Respondents also reported feeling happier and more motivated, indicating that programme participation may have extended beyond physical engagement to influence behavioural and emotional aspects of student experience.

Learning & Skill Development

Respondents were asked to indicate the sports disciplines in which they had developed specialization through Project Udaan. The responses show that participation was concentrated primarily in Kho-kho (59%), followed by Kabaddi (34%). A much smaller share of respondents reported specialization in Athletics (5%), while only 2% mentioned involvement in other sports.

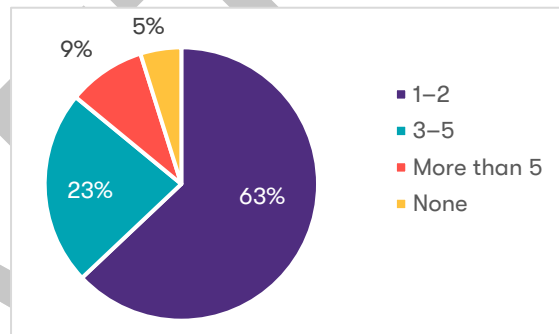


Graph 49: Sports in which the respondents participated



In terms of competitive exposure, most respondents reported having participated in at least some tournaments. Nearly two-thirds of Respondents (63%) indicated involvement in one to two tournaments, while 23% reported participating in three to five tournaments. A smaller proportion (9%) stated that they had participated in more than five tournaments, whereas 5% reported no tournament participation.

Graph 50: Participation in tournaments



Coaching support

The survey also explored the availability and perceived usefulness of coaching support. When asked about the aspects of coaching they found most beneficial, Respondents most frequently highlighted strategy and tactics (57%), followed by technical skill training (22%). Smaller proportions identified fitness drills (14%) and motivation or mentorship (6%) as the most useful components.

99%

respondents confirmed that they had received coaching through the programme.

Graph 51: Most Beneficial Aspects of Coaching

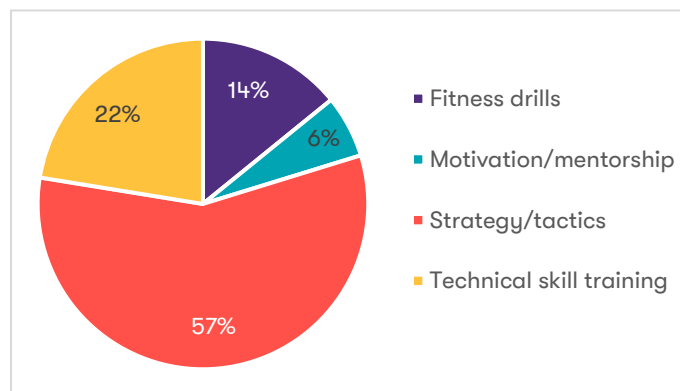



Table 28: Benefits of coaching support

I have learned new sports skills (Kabaddi, Kho Kho, Athletics, etc.)	My performance in competitive sports has improved	I have received adequate coaching and guidance from trainers	I feel prepared to participate in inter-school or government tournaments	I aspire to play sports at the district, state, or national level
100%	100%	100%	100%	100%

Respondents' perceptions of learning outcomes were consistently positive, all of them said that they strongly agree that they had acquired new sports skills, experienced improvements in competitive performance, and felt adequately guided by trainers. Respondents also expressed readiness to participate in inter-school or government tournaments and conveyed aspirations to compete at higher levels.

Overall, the responses indicate that respondents associate Project Udaan with enhanced sports learning opportunities, regular coaching exposure, and growing competitive engagement.

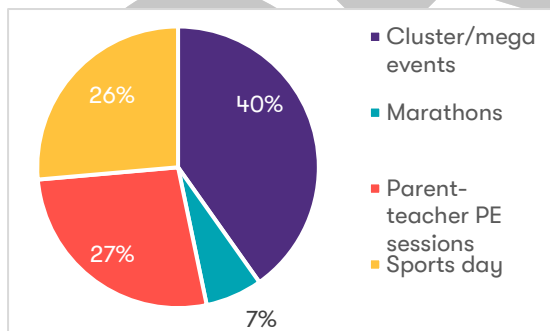
Cultural Engagement & Motivational Factors

Respondents were asked to reflect on the types of programme activities they found most motivating. The responses indicate that cluster or mega events (40%) emerged as the most influential, suggesting that larger, collective gatherings play a significant role in sustaining student interest.

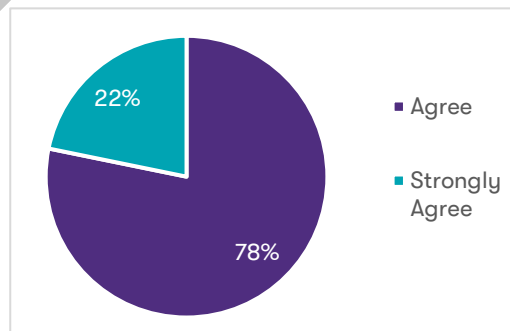
98%

reported that videos/tutorials have been the most useful digital tool for learning.

Graph 52: Most motivating activity



Graph 53: Parents or teachers are more involved in my sports activities now



Other activities such as parent-teacher PE sessions (27%) and sports day events (26%) were also frequently cited, pointing toward the value of school-linked and participatory formats. Marathons (7%), while present, appeared to be comparatively less impactful.



Respondents were also asked whether they had observed any change in the involvement of parents or teachers in their sports activities. A substantial majority of Respondents expressed agreement with this statement, with 78% selecting “Agree” and 22% selecting “Strongly Agree.” No disagreement was recorded.

“We saw that children who used to hesitate or remain inactive now participate more actively in running and drills.”

- Trainer

Equipment & Facilities Support

Access to sports equipment was nearly universal among surveyed respondents. Equipment distribution has been implemented at scale across beneficiary locations. Beyond provision, respondents were also asked about the frequency of equipment usage. A significant proportion of respondents (89%) indicated **receiving some form of digital learning support**.

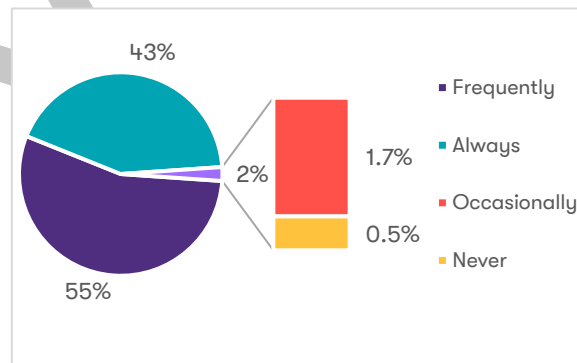
99%

reported that they had been provided with sports equipment through the programme.

Digital tool support was widely reported. Among these Respondents who reported digital support, videos and tutorials emerged as the dominant resource, with almost all respondents identifying them as the most useful tool. Mobile applications were referenced by only a small minority, suggesting that passive visual learning formats may be more accessible or relevant for respondents than application-based tools.

The responses indicate that most respondents actively use the resources made available to them. Over half of the respondents (55%) reported using the equipment frequently, while a substantial share (43%) stated that they use it always. Very few Respondents reported occasional use or non-use. The pattern implies that distributed equipment is largely integrated into regular activities rather than remaining idle.

Graph 54: Frequency of using the sports equipment provided



“We organize multiple tournaments during the session, from inter-class to cluster and mega events, which gives children more opportunities.”

- Trainer



Support provided to improve the play area in your school

100%

Respondents were also asked about improvements to school play areas. All respondents confirmed that support had been provided, pointing toward programme attention to physical infrastructure.

Correspondingly, perceptions of play area readiness were largely positive.

Most Respondents (71%) rated their facilities as good, while 29% considered them excellent. Only a very small proportion expressed average ratings, and no poor ratings were recorded.

Graph 55: Readiness of the school play area

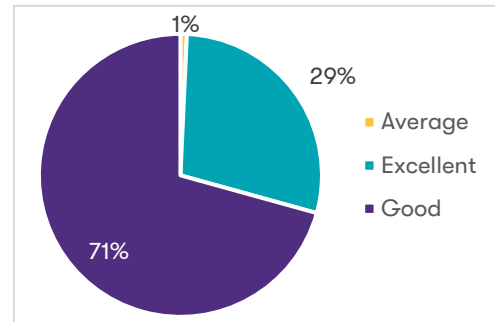


Table 29: Contribution of program resources to skill development

Sports equipment	Trainer kits	Digital tools	Play area facilities
100%	100%	100%	100%

When reflecting on which programme resources contributed most to their skill development, all the respondents consistently acknowledged the usefulness of equipment, trainer kits, digital tools, and play area facilities. This indicates that Respondents perceive value across multiple programme inputs rather than associating progress with a single intervention component.

Perceived Impact & Competitive Progression

Respondents were asked whether Project Udaan had helped them represent their school at higher-level competitions such as district or state events. The responses show a mixed pattern. While 46% of respondents acknowledged such opportunities, a slightly larger share (54%) indicated that they had not yet represented their schools at higher levels.

Respondents were also asked about areas that should be prioritized if the programme were to expand. Responses reflected interest across multiple dimensions, including the need for additional sports equipment, improved infrastructure, more tournaments, and advanced coaching support. This indicates that Respondents perceive value in both resource strengthening and increased competitive opportunities.

69%

respondents reported representing their schools, at the district level.

93%

respondents reported that the project has positively impacted their life.

“Girls feel more comfortable discussing concerns with a female trainer. Parents are also more assured about their participation.”

- Female trainer



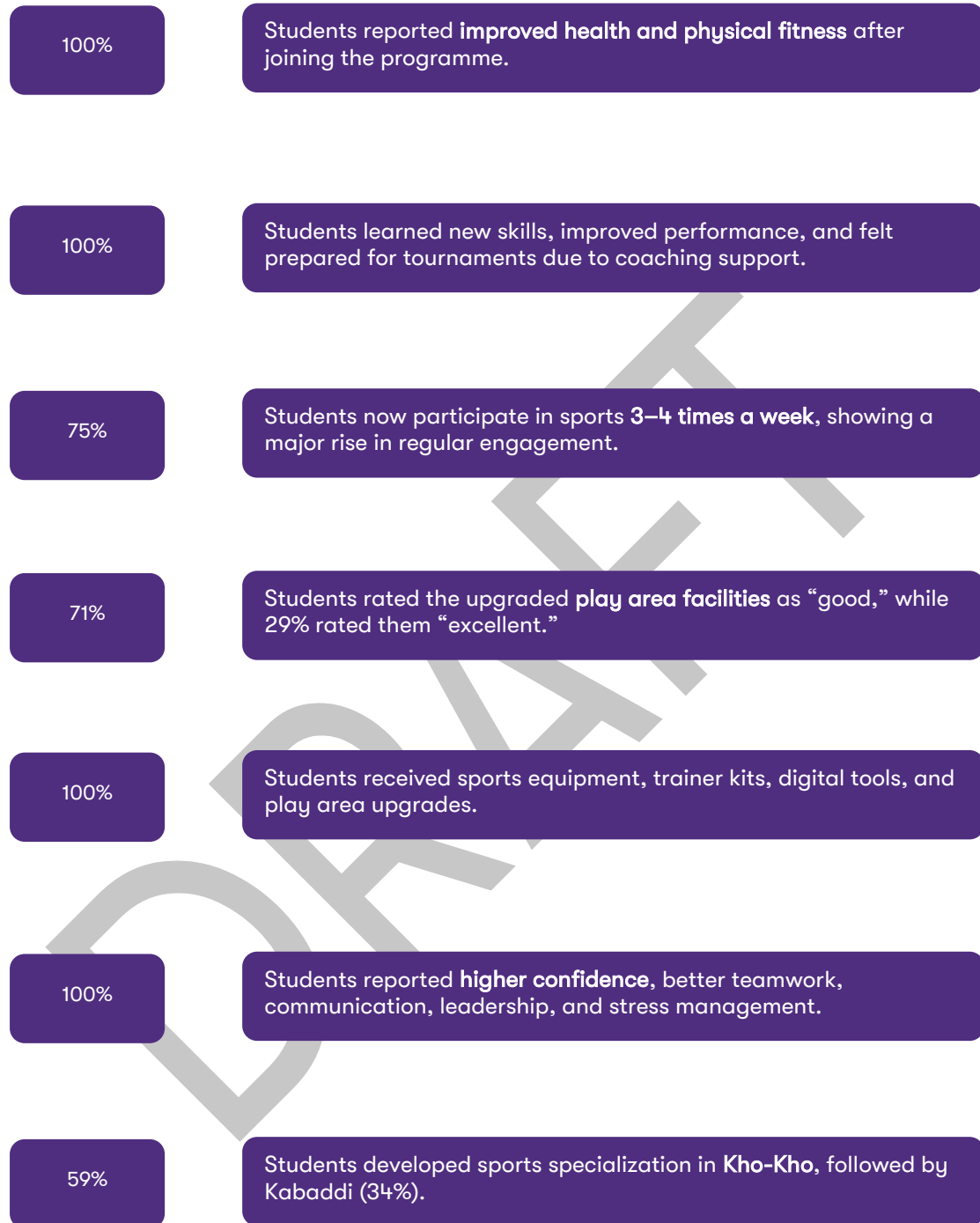
Table 30: Improvement areas

More sports kits/equipment	Better infrastructure/play areas	More tournaments/events	Better coaching for advanced athletes
100%	100%	100%	100%

Overall, the integrated evidence suggests that Project Udaan has contributed positively to promoting regular sports participation, reinforcing physical activity routines, and supporting confidence-related attributes among respondents. Observed variations and operational feedback reflect typical programme dynamics within developmental sports interventions and provide constructive direction for future scaling.




Impact at a glance: Udaan




APIC Analysis

Table 31: APICS Analysis - Project Udaan

APICS Parameter	Description
Accessibility	The programme demonstrates very strong accessibility through its integration within Government schools and community-level Sports Development Centres (SDCs). High reported access to sports equipment, play areas, and trainer support indicates that participation opportunities are widely available across beneficiary locations.
Performance	Assessment findings suggest strong programme performance, reflected in increased participation frequency, extensive coaching coverage, and widespread reporting of perceived physical and socio-emotional improvements. Competitive progression, while evident, remains variable across respondents.
Importance	Project Udaan addresses a highly relevant need within Government school contexts by promoting structured sports engagement, skill development, and fitness awareness. Stakeholder feedback and student responses indicate strong alignment with beneficiary expectations and local priorities.
Coherence	The programme exhibits strong internal coherence, supported by curriculum-driven delivery (MILES), Social Emotional Learning integration, and structured tournament pathways. Programme components function in a logically aligned and mutually reinforcing manner.
Sustainability	Sustainability indicators appear favourable, with respondents and trainers highlighting continued student interest, durable equipment, and positive community acceptance. Opportunities remain for further strengthening system-level ownership and long-term institutional integration.




4. Recommendations

The consolidated findings indicate that CFCL's CSR initiatives demonstrate strong accessibility, visible infrastructure strengthening, and high beneficiary satisfaction across sectors. The portfolio reflects a mature implementation architecture with deep institutional embedding. As the programmes progress, the next strategic phase may focus on deepening outcome measurement, enhancing operational optimisation, and reinforcing long-term sustainability systems to consolidate the gains already achieved.

Project Akshar – Education

- A priority area is the introduction of structured learning measurement. While students and teachers report improved understanding and grades, periodic competency assessments in Mathematics and Language at selected grade levels would provide objective evidence of learning progression. Short, standardized quarterly assessments can be implemented without disrupting regular academic schedules.
- Digital labs are widely available but require institutional integration for long-term impact. Schools may adopt fixed weekly digital periods within timetables and maintain basic equipment registers to track functionality. Annual refresher sessions for teachers on digital pedagogy will help ensure that technology is used as a learning tool rather than remaining infrastructure-dependent.
- At the Anganwadi level, continuity of activity-based pedagogy is essential. Strengthening co-teaching practices between specialist facilitators and Anganwadi Workers will gradually institutionalize improved teaching methods. Periodic refresher training and development of simple teaching reference materials in the local language would support sustainability.
- For secondary-level students, structured life-skills and career orientation sessions may be introduced to strengthen transition pathways toward higher education or vocational training. Linking these sessions with Saksham skill development pathways would create continuity across CSR verticals.

Project Saksham – Technical and Vocational Education

- The Skill Development Programme shows strong placement outcomes; however, long-term livelihood stability requires structured tracking beyond initial employment. Introducing 6- and 12-month post-placement follow-up mechanisms will help assess job retention, wage progression, and sector mobility. This data will strengthen programme credibility and support course alignment decisions.
- Female participation in technical trades remains limited within ITIs. Targeted mobilization drives, counselling sessions with families, and identification of trades with higher female participation potential may gradually improve gender balance. Creating visible role models among placed female alumni can also influence enrolment trends.




- Infrastructure upgrades in ITIs and Polytechnic institutions have improved learning conditions. To protect these gains, structured annual maintenance planning in coordination with Institute Management Committees should be institutionalized. Equipment audits and preventive servicing schedules will ensure long-term usability.
- Additionally, integrating short advanced employability modules—focused on workplace communication, digital workplace tools, and financial planning—would further enhance readiness for first-generation earners entering formal employment.

Project Saakar – Rural Infrastructure

- Village-level asset management mechanisms may be formalized under Panchayat supervision. Community halls and public spaces can adopt simple user-fee systems to generate maintenance funds, with transparent ledger systems reviewed periodically. This will reduce dependency on external repair funding.
- Pre-monsoon inspections of drainage infrastructure should be conducted annually to prevent blockages and overflow. Assigning clear responsibility for cleaning and monitoring will mitigate seasonal deterioration.
- Where solid waste systems have been introduced, strengthening behavioural reinforcement through periodic awareness drives and linking compostable waste to agricultural usage may enhance long-term sustainability.
- Future infrastructure investments should incorporate climate-resilience considerations, particularly drainage capacity planning and runoff management in high-rainfall periods.

Project Bhoomi – Agriculture and Solid Waste Management

- A priority area is strengthening the operational backbone of the solid waste management system. While households report improved segregation and regular waste collection, continuity depends on predictable collection schedules and monitoring. It is recommended that village-level monitoring registers be maintained to track daily collection, segregation compliance rates, and vehicle functionality. A simple dashboard at Panchayat level reviewed monthly would help prevent service slippage.
- Composting linkages should be strengthened further. Where wet waste composting is functioning, structured integration with local farmers may close the resource loop more systematically. Demonstration plots using compost generated from village waste can visibly reinforce the economic value of segregation. This will help shift the narrative from “waste disposal” to “resource recovery.”
- In agriculture components, high adoption of no-burn practices is encouraging. However, seasonal reinforcement is necessary to prevent relapse, especially during peak residue periods. Pre-harvest awareness drives and peer farmer champions can help maintain compliance. Periodic soil health testing in a sample




of participating farms would provide objective validation of long-term benefits of organic and no-burn practices.

- Market linkage remains a vulnerability in sustainable agriculture transitions. Structured aggregation mechanisms or buyer linkages for organic produce may be explored to ensure that behavioural change translates into income stability. Without economic reinforcement, practice retention may weaken.
- Where exposure frequency to waste in fields has reduced significantly, periodic environmental audits (quarterly spot checks) may help verify field cleanliness and prevent reversion to dumping patterns.

Project Udaan

- Project Udaan has strengthened regular sports participation and socio-emotional development. To deepen impact, structured performance tracking mechanisms may be introduced. Simple fitness benchmarks assessed biannually will provide measurable evidence of physical development.
- A tiered athlete identification pathway can be developed to link high-performing students with district-level coaching opportunities. This will create aspirational progression channels while maintaining broad-based participation.
- Gradual capacity building of school physical education teachers to co-facilitate sessions will enhance sustainability and reduce long-term trainer dependency. Equipment adequacy reviews in high-enrolment centres should also be conducted annually to prevent participation bottlenecks.
- Periodic parental orientation meetings, particularly in communities where girls' participation may face social hesitation, will further strengthen retention and inclusivity.

Cross-Cutting Strategic Direction

Across all projects, the assessment highlights strong beneficiary satisfaction but limited longitudinal outcome tracking. Introducing a small multi-project panel sample tracked annually would significantly strengthen evidence of sustained impact.

Clear exit-readiness indicators should be defined for institutions and villages to determine when CSR support can be gradually reduced without compromising functionality.

Finally, operational risk documentation—covering staff turnover, equipment maintenance, electricity reliability, and labour market shifts—should be reviewed annually to ensure programme resilience.




5. Annexures

Photos from the field

Project Akshar

Students learning through digital boards



Computer class underway in govt. school



Anganwadi centre in Sarola



Stakeholder discussions in Anganwadi centre



Stakeholder discussions in school



Government school in Gadepan



Handwritten signature



Project Saksham- Vocational & Technical

Glimpses from Vocational & Technical centres



Handwritten signature



Project Saakar

Community Hall Khan Ki Jhopadiyan



Streetlight at Khan Ki Jhopadiyan



Cement Concrete Road in Gadepan



Crematorium Khan Ki Jhopadiyan



Crematorium Pachara Ki Jhopadiyan



Drain work at Gadepan



Handwritten signature



Project Arogya

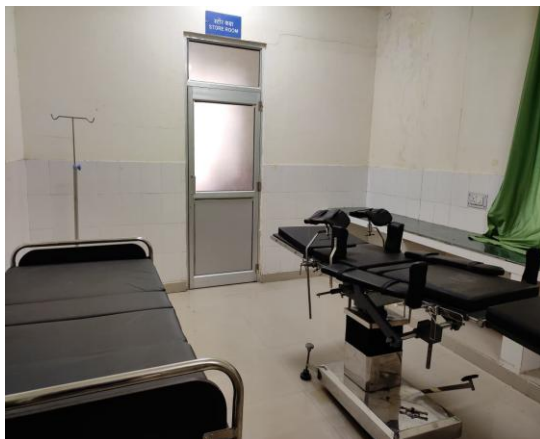
PHC Sultanpur



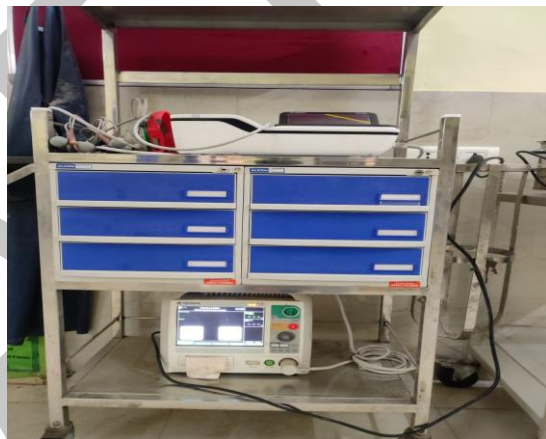
PHC Gadepan



Diagnostic machines, PHC Gadepan



Medical instruments, PHC Gadepan



Female doctors for consultation, PHC Similiya



Awareness session with women group, Gadepan



[Handwritten signature]



Project Bhoomi

A farmland in Punjab



Community members in Haryana



Community members in Punjab



Discussion with female members of the community



Resources recovery centre



Waste collection vehicle in Kota



Handwritten signature



Project Udaan

Students practising with sports equipment



Students gathered in courtyard during games session



Upgraded outdoor fitness and exercise station



Students during warm-up session



Students playing kho-kho



Students playing basketball



Handwritten signature

