Cosmo Foundation

EDUCATION INTERVENTIONS

IN KARJAN TALUKA OF VADODARA DISTRICT

BY COSMO FOUNDATION

AN IMPACT ASSESSMENT

STUDY REPORT 2013

Raman Development
Consultants Private Limited

CONTENT

LIST OF ABBREVIATIONS

ABL	Activity Based Learning
BE	Bachelor of Engineering
BEP	Basic English Programme
BOPP	Bi-axially Oriented Poly Propylene
BPL	Below Poverty Line
BSC	Bachelor of Science
CF	Cosmo Foundation
CFL	Cosmo Films Ltd.
CGVK	Cosmo Gyan Vihar Kendra
CLP	Computer Literacy Programme
CSO	Community Service Organization
CSR	Corporate Social Responsibility
ERs	Elected Representatives
FGD	Focus Group Discussion
HR	Human Resources
IA	Impact Assessment
ICT	Information & Communication Technology
IT	Information Technology
ITI	Industrial Training Institute
MS	Microsoft
NGO	Non Government Organization
O&I	Outcomes And Impacts
OBC	Other Backward Classes
RDC	Raman Development Consultants Pvt. Ltd.
RTE	Right To Education
SC	Scheduled Castes
ST	Scheduled Tribes

FOREWORD

It gives me an immense happiness to present the Impact Evaluation Report of the interventions of Cosmo Foundation, a CSR wing of Cosmo Films Limited. Rolling back to view and see the plains from its vertical mountaineering journey, let me share to tell that it was the brain child of our Honourable Chairman Shri Ashok Jaipuria which was conceived and founded during first week of July, 2008 to fulfil the social commitments towards marginalized communities in neighbouring areas of production unit based in Karjan Block of Vadodara District. It was set up with an aim to create opportunities for quality education for rural children and youths.

During the span of five years, CF first initiated Computer Literacy Program, followed by Cosmo Gyan Vihar Kendra to strengthen basic reading, writing, arithmetic skills and later, looking at the needs and demands, CF penetrated in the area of the Basic English Learning Program. Various events and programs round the years have been organized to strengthen these three major initiatives, which consistently function in partnerships with local Government schools.

In this context Impact Evaluation of the Cosmo Foundation was organized by Board of Trustees. The aim is to assess the impact of all these programs on learners and to understand the perceptions of parents and village community towards philanthropic and developmental initiatives of CF.

Raman Development Consultants Pvt. Ltd. (RDC), Ahmedabad, was engaged to conduct the impact evaluation study. RDC carried out the study over a period of three months with an extensive, community based and scientific process of assessing the impact of CF interventions.

The Impact Evaluation report has captured positive outcomes of various programs as well as shortcomings and areas of improvement. It has also narrated organizational strengths and future challenges. Whatever the shortcomings and deviations that might have been mapped, I am indubitably and soulfully accountable.

However, let me say, “If we rest, we rust.” Hence I am well prepared and equipped to move ahead, as we don’t scale the mountains, we won’t see and view the beauteous plains.

To my conviction, this report will be an insightful document for CF trustees, team members, consultants and trainers for future direction and strategies of programs.

I express my gratitude to Raman Development Consultants for taking up this challenging task. I extend my thanks to all the students, parents, school principals and teachers, village leaders and CF team for their kind cooperation and support. Last but not the least I extend my gratefulness to all the colleagues of Cosmo Films.

Mamta Baxi
Program Coordinator
Cosmo Foundation

ACKNOWLEDGEMENT

We are grateful to Cosmo Films & Cosmo Foundation to provide us with an opportunity to closely experience the wonderful efforts put in by the Cosmo Foundation team since last 5 years. We are particularly thankful to Ms.Mamta Baxi for providing us with excellent support all through the study, for her readiness to explain the smallest query and for her patience. The entire Cosmo Foundation team provided wonderful support spending long hours and putting in efforts to cull out data and information meticulously as and when required. Especially to mention Bela Bhatt, Pravin Chenva and Chirag Panchal without whose support the evaluation exercise would not have been fruitful. A spell of appreciation also goes to the Cosmo Films Ltd. Plant Head – Shri Salunkeji and the Manager H.R.- Shri Lakshman Yadav for their warm hospitality during the evaluation exercise.

Numerous thanks go to all those kind-hearts who have been instrumental in the data collection exercise – directly as respondents and indirectly as well-wishers.

Dr. Ketan Gandhi
Chief Executive
Raman Development Consultants Pvt. Ltd.

EXECUTIVE SUMMARY

Cosmo Foundation – the CSR initiative of Cosmo Films Limited, was initiated in the year 2008 with the vision of assisting underprivileged children and youths to realize their potential. CF has three major interventions namely Computer Literacy Programme (CLP), Cosmo Gyan Vihar Kendra (CGVK) and Basic English Programme (BEP), operational in radius of 20 kms from the Cosmo Films plant at NaviJithardi in Karjan block of Vadodara district.

The Computer Literacy Programme has evolved as the flagship programme of Cosmo Foundation over the years. It has been designed to provide the school children with the operating knowledge of Linux and Windows operating systems with a view to build their functional skills. It has proved to be of high utility value to the students in their studies, broadened their outlook of the environment around them and has led to a dynamic change in their aspirations from becoming farmers to computer engineers. It has significantly helped in increase of self-esteem among students and a feeling of pride in parents. There have been instances where the students after obtaining computer education from Cosmo Foundation, have pursued further studies in computer and have taken it up as their source of livelihood.

Cosmo Gyan Vihar Kendra aimed primarily at pre-school education and school preparatory activities include inputs for development of basic writing – reading – arithmetic skills and good habit formation. The group catered to by this programme is highly diverse in terms of the age, caste and standard of education of the students ranging from 1st to 8th. This heterogeneity is a challenge in itself. Though visible results are yet to accrue, it is our conviction that overall personality development activities accrue over a longer period of time and Cosmo Gyan Vihar Kendra is a positive initiative in that direction. CGVK also has generated lot of interest among students towards learning, which in itself is a major achievement taking into consideration the trend of dropping out early from education. CGVK has implemented a student friendly and interest generating pedagogy, which has been very successful.

The Basic English Programme evolved out of the need of utilizing computers efficiently. It was then scaled up to cover Basic English grammar, conversational skills, and development of vocabulary in English. The programme has received overwhelming response especially in the vacation batches, still requires an intensive scaling-up in terms of regular classes at all the intervention sites of Cosmo Foundation. It is recommended to redesign keeping in view the recent advancements in language learning.

The impact assessment study conducted by Raman Development Consultants Pvt. Ltd. recommends deepening of the ongoing interventions with special focus on pedagogical approaches to learning, strengthening of enabling environment within the schools where intervention is currently operational and a structured real-time supportive monitoring system. The expansion of Cosmo Foundation interventions is suggested in terms of networking at the State and National level with educational networks and groups,

utilization of information-communication technology for continuous improvements in the learning processes for students and giving live feedback to the parents and mainstream school teachers. It is also suggested to create a model educational institution, which can be replicated elsewhere for expansion along with a solemn thought to the sustainability of Cosmo Foundation through working with Government agencies and other donor agencies.

Cosmo Foundation Interventions have paved a path for transformation in current education system & teaching pedagogy. It now needs to take up a role of advocacy and mainstreaming to ensure adoption and replication of the good practices in the mainstream schools to reach its logical destination.

1. INTRODUCTION

This report is an outcome of the impact assessment study of the interventions carried out by Cosmo Foundation (CF) in Karjan area around the Cosmo Films Ltd. (CFL) plant at NaviJithardi. The impact assessment study was carried out by Raman Development Consultants Pvt. Ltd. (RDC).

Cosmo Foundation is established as the CSR arm of Cosmo Films Ltd.

a. About Cosmo Films Ltd.

Cosmo Films Ltd. (CFL) promoted by Shri Ashok Jaipuria in 1976, is one of the largest producers of Bi-axially Oriented Poly Propylene (BOPP) films in India with an accomplishment record of pioneering introduction of new films. It has emerged as the only company in the world that provides both films and equipment, by adhering to its vision. CFL is the largest BOPP film exporter of India with exports to over 60 countries, with manufacturing facilities in at Navi Jithardi of Vadodara district in Gujarat and Waluj-Aurangabad in Maharashtra and also in USA and South Korea.

b. About Cosmo Foundation

CFL has firm faith in the adage “We can make a difference” in lives of people who are less privileged. Holding firmly in this belief, various philanthropic initiatives viz. dispensary, educational scholarships, beautification of city were undertaken in Aurangabad.

To make these initiatives more sustainable, Cosmo Foundation (CF) was set up in 2008 as the philanthropic arm of the CFL. Under the banner of CF, various educational programmes are initiated in villages of the Karjan block of Vadodara district that include the basic literacy skills, acquiring computer literacy and learning basic English. These programmes aim to help young students to realize their potential, make informed choices and become an empowered individual. The programmatic interventions of CF are being carried out in a radius of 20 kms from the Cosmo Films Ltd. Plant at NaviJithardi.

Vision

To assist the underprivileged children and youth to realize their potential.

Mission

Committed to create supporting educational programs for enhancing skills and improve quality of life.

Cosmo Foundation has received Africa CSR Leadership Award for support and improvement in quality of education and Asia Pacific Enterprise Leadership Awards for Commitment to Philanthropy.

2. THE IMPACT ASSESSMENT STUDY

Raman Development Consultants Pvt. Ltd. (RDC) was selected through a selective bidding process by Cosmo Foundation for carrying out the impact assessment study.

The terms of reference for the study are provided as Annexure 1.

The objectives of the study, methodology and inquiry frame were as follows:

a. Objectives

- To know the social and economic profile of the student beneficiaries.
- To know the quantitative and qualitative impact of CLP, CGVK & BEP on students, parents, community and other stakeholders
- To know the perception of people at large about CF
- To assess the difference in levels of learning and the learning environment in the schools where CF intervenes and where it does not.

b. Methodology

A four-member team from RDC carried out a two-day visit of the Cosmo Foundation and the intervention area for gathering an understanding of the entire intervention. One day was spent with the Cosmo Foundation team to understand the entire intervention process right from the inception till date. This included a group interaction with the senior team of Cosmo Foundation comprising of the Project coordinator, the Cluster Coordinators and a few teachers. One day was spent on visiting the various programs and participating in the same as observers, followed by interaction with the teachers and balmitras. Apart from this, the team was also provided with all the statistical data recorded by Cosmo Foundation till date and some relevant documents including the annual reports and an evaluation report of the Computer Literacy Program (CLP) carried out in 2010. This initial visit provided the RDC team with the required understanding of the program based on which the assessment methodology was designed.

The basic understanding the assessment followed was that the focus was on identifying areas of improvement and inputs for future directions for Cosmo Foundation, and not on critical examination from evaluation point of view. Thus the assessment study focused more on gathering qualitative insights while simultaneously using both qualitative and quantitative methods.

Based on this understanding, RDC developed an exhaustive inquiry framework, which formed the basic design of the assessment study. The same has been provided as Annexure 2.

The sampling guideline followed is mentioned here under:-

- All the villages of intervention to be covered irrespective of the programme of intervention for obtaining a cross-section of sample.
- 50% of the total schools i.e. 8, to be addressed for data collection purpose. However all data collection instruments together covered 15 schools.
- Only those beneficiaries to be covered under the study who have completed at least one year of inputs by CF, with the understanding that impact if any, may not be feasible to measure for less than one year of inputs. The cut-off year was determined as 2012 and those continuing in 2013.
- The beneficiaries of vacation batches were not considered for administering as the respondents vary and lack continuity of inputs. However the study did take some case studies from the vacation batch.
- The students/teachers/principals/parents selection was done based on the Krejcie & Morgan methodology, where 10% selection of all the strata mentioned earlier be covered to make a scientifically valid and reliable sample.

The inquiry framework details out various categories of respondents covered, selection basis, type of tools/activities planned to be conducted with that category, number of respondents/activities to be carried out etc.

c. Evaluation ethics followed

RDC follows a general code of ethical conduct for any evaluations and impact assessments to ensure free flow of complete, unbiased, and accurate information from all the stakeholders and beneficiaries. This was followed in this assignment also.

- Ensuring highest levels of confidentiality and privacy respecting individuals involved in the study.
- Total transparency & open feedback with regular sharing, involvement of all stakeholders in all steps of the study and sharing of all relevant information collected and analysed.
- Respecting local social and cultural environment milieu and no antagonizing behaviours or practices on part of study team.
- Non-intrusive methodologies for ensuring highest levels of comfort and convenience of the individuals involved in the process of data collection.
- To ensure the dignity of individuals – whether be it the staff of CF, CFL, schools, the children or any other person, be preserved.
- The information has been and will be kept strictly confidential.
- Use of local language to ensure clear and transparent communication.

d. Data Collection

RDC team comprising of six members, led by Dr. Ninad Jhala carried out the data collection. The following table provides an overview of the data collection carried out under the study.

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RESPONDENT GROUP	ACTIVITY	NO.
CLP Students	Checklist Interview	179 (95 boys & 84 girls)
CGVK Students	Checklist Interview	47 (34 boys & 13 girls)
BEP Students	Checklist Interview	50 (33 boys & 17 girls)
Principals	Semi structured Interviews	8
Trustees of grant in aid schools	Semi structured Interviews	3
Community Leaders	Semi structured Interviews	7
Parents	Semi structured Interviews	50
Elected Representatives	Semi structured Interviews	5
Students with special achievements (Including computer award winners and vacation batch students)	Case Studies	13
Cosmo Teachers (CF Staff)	In depth Interviews	15
Cluster Coordinator	In depth Interviews	3
BEP Consultant	Open ended Interviews	1
CLP Consultant	Open ended Interviews	1
CF- Program Coordinator	Open ended Interviews	1
Consultants Interview	Open ended Interviews	1
FGD with Cosmo Team	FGD	1 FGD
Non intervention Schools	Semi structured Interviews	5 teachers 3 Principals 2 Trustees Representing from 3 schools
Cosmo Intervention School teachers	FGD	1
Cosmo Films Ltd. Plant Personnel	Open ended Interviews	3
Cosmo Films Limited- VP (Manufacturing)	Open ended Interviews	1

3. SOCIO ECONOMIC PROFILE OF AREA AND TARGET GROUP

a. Area Profile

Karjan is one of the blocks of Vadodara district situated at a distance of 40 km. from the district headquarter on National Highway No. 8. Karjan with 93 villages and the block headquarter is spread in an area of 601.87 square km. and has three rivers Narmada, Bhukhi & Dhadhar flowing through the block. Canal irrigation has a wide network in the block.

Cosmo Foundation works in about 16 schools from 9 villages in and around Karjan, mainly surrounding the Cosmo Films Ltd. plant at Navi Jithardi. The intervention area is marked by the presence of large number of industries and the proximity of the National Highway No. 8, one of the busiest corridors of the country. Industrial development and agricultural growth has been the mainstay of the block. Cotton, sugarcane, banana are the major cash crops and hence cotton ginning, pressing, sugar processing, petrochemcials, electronics, thermopolis and weaving industries are also plenty.

The area has significant population of ST & SC communities. About 55% of the population comprises of SC, ST & OBC communities and a large number thereof, about 40% is ST (tribal) population. Most of the villages have basic infrastructure like drinking water, approach roads, electricity, post office, aanganwadis and schools. Villages are connected through the State Transport bus network. Private vehicles also commute among villages till highway.

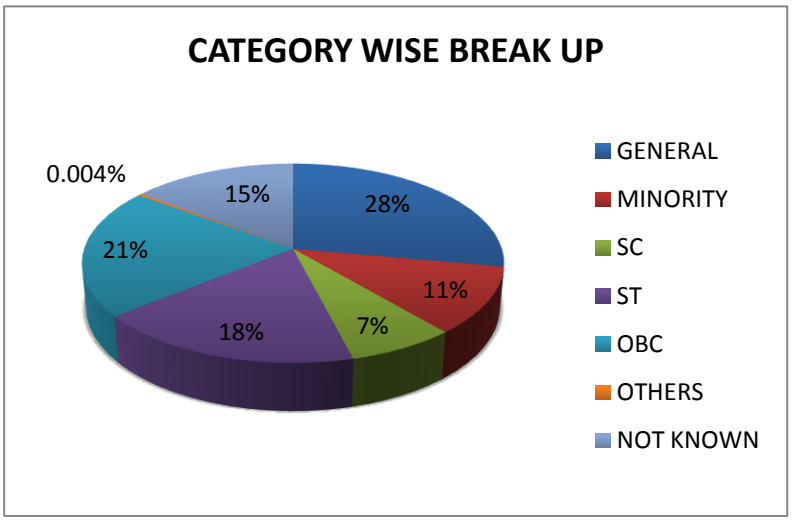
On the education front, all the villages have primary and many have secondary schools. Karjan has 3 ITIs, one Arts-Science-Commerce College, several private – trust run schools and government schools across the block. Some good schooling facilities are made available by the Muslim community service organizations operating in the area, at Valan, Karjan, Sasrod and Kalla villages of Karjan. Most of the schools have the required number of teachers in place. One interesting trend observed in the area is that most of the government and grant in aid schools have students mostly from socially and economic backward classes. The richer class generally tends to send their children to nearby cities like Vadodara or prominent residential schools elsewhere. While private tuition or skill based coaching like computer education were available at large towns like Karjan, these were not available at village level. Again this is generally availed by privileged caste and class youth. There is no English learning facility in towns like Karjan.

Due to the profile of the area, the aspirations are mainly to get a secured job in one of the large industries surrounding the area.

A brief village profile has been attached as Annexure 3.

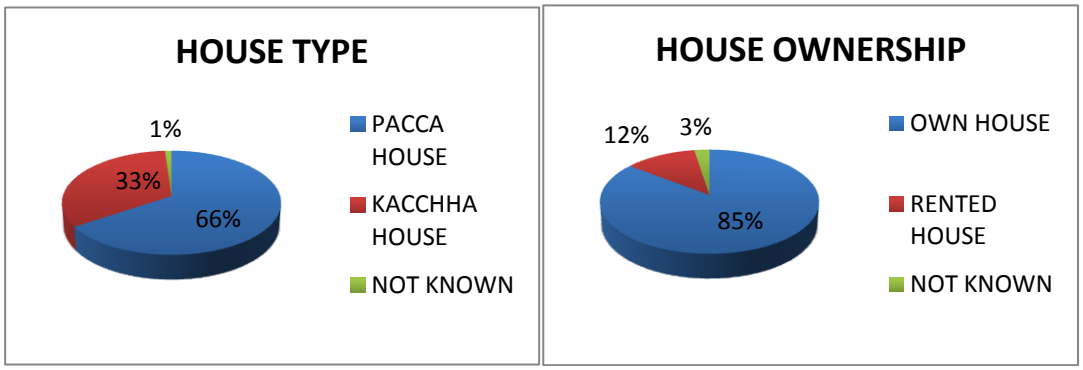
b. Target Group Profile

The following chart shows the category (caste & religion) wise break up of the students covered by Cosmo Foundation.

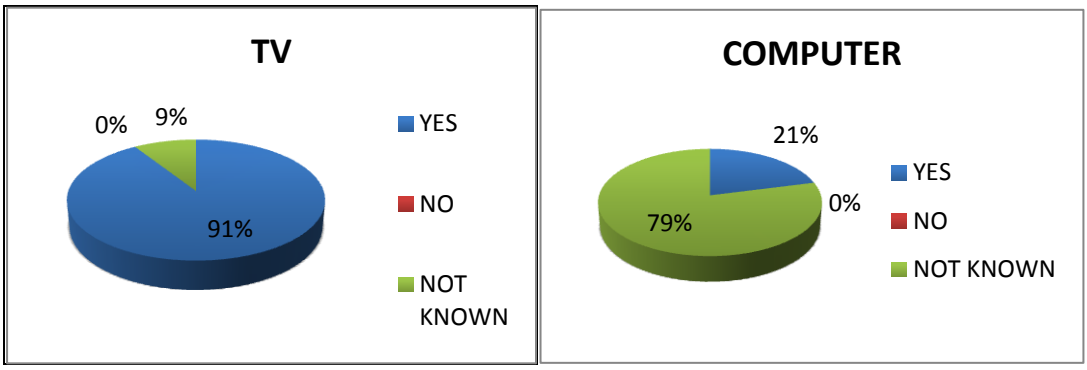


As observed, a majority (46%) are from SC, ST & OBC, while 11% are Muslim.

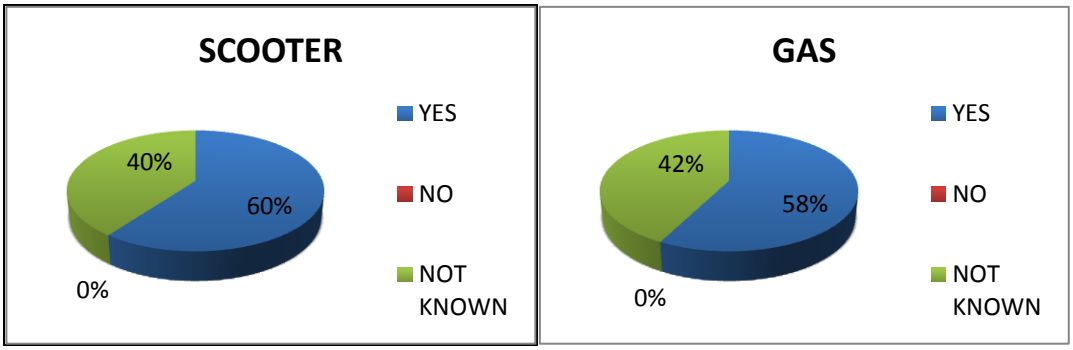
The economic condition of the Cosmo Foundation beneficiaries seems to be ranging from low income to middle income. Two third respondents reported staying in a pucca house, while one third reported staying in a kachcha house. Similarly 12% reported staying in a rented house.



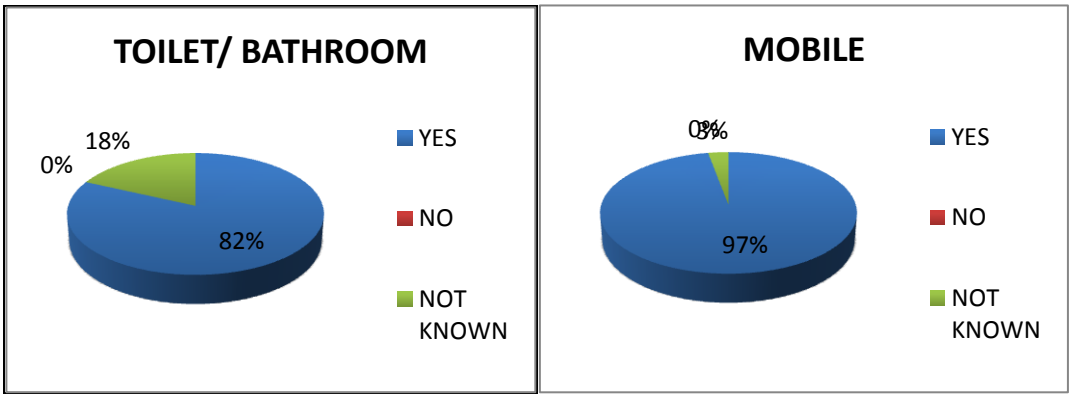
However the data also reflects the changing scenario of Indian household in terms of percolation of certain basic amenities like TV and Mobile among even the low-income households. Almost all the respondents reported having light and fans in their houses irrespective of the type of house. Almost 91% reported having a TV at home and 21% even reported having a computer at home.



60% respondents reported having a scooter at their home. 58% reported having Gas stove at home.



Almost all reported having a safe drinking water source at home, either piped water or a tube well. 82% reported having a toilet at their home, while 97% reported having a mobile phone. This also shows the deep percolation of mobile phones among the rural households wherein the mobile ownership is much higher than a pucca house, a toilet, a scooter or a TV.



The proportion of parents with some education was more among the students of grant in aid schools. While majority of parents of students from government schools were not literate.

This has been reported on the basis of interview schedules of the students. The economic profile shows T.V/Mobile/scooter facilities in majority houses. One of the reason could be in entire process percentage of respondents is less from CGVK than CLP where the most marginalised students participate.

Due to 100% irrigation and industrialization there is employment but more unskilled labour. There is a great discrepancy between economic status and social, educational status. The area is much more challenging as there are basic amenities, people spend on mobile and TV but not on health, nutrition and education. The area is also characterized by high rate of alcohol consumption. There is lack of awareness on quality of life.

Village profiles are attached as Annexure 4.

4. AN OVERVIEW OF COSMO FOUNDATION INTERVENTIONS

With the advent of the National Policy for Education and resultant implementation of Right of Children to Free and Compulsory Education (RTE) Act - 2009, introduction of activity based learning in the primary schools in Gujarat and other governmental inputs; it was envisaged that the educational situation would improve, but the reality is otherwise. Gaps in policy and implementation exist and unrelenting economic and cultural diversity coupled-up with region-caste and other social factors necessitated the focus on quality of education.

To complement the existing education system and with the objective to crystallize its vision, CF initiated its activities in the year 2008 in the education sector. Three programmatic interventions viz. Computer Literacy Programme (CLP), Basic English Programme (BEP) and Cosmo Gyan Vihar Kendra (CGVK); are carried out in 16 government primary schools, granted & non-granted primary schools, secondary schools and high-schools from a total of 9 villages of Karjan block in Vadodara district. The villages are Karjan, Methi, Simli, Kurali, Vemar, Kandari, Bodka, Choranda and Kothav. These schools cater to students coming from 44 villages of Karjan block, tribal district of Panchmahal and Chhota Udaipur and slums of Vadodara City.

The CF programmes endeavour to achieve the following:

1. To impart Basic computer literacy to the students of Government grant in aid schools and local youth.
2. To impart and strengthen Basic Reading, Writing, Arithmetic skills to Government Primary School students.
3. To teach Basic English Learning to students.
4. To celebrate festivals and national days to promote value based education and joyful Learning.
5. To strengthen self-confidence, self-esteem, appropriate values, communication skill and leadership among young students.
6. To promote activity based learning to foster holistic development
7. To inculcate appropriate values, habits, discipline and opportunities for exposure, which facilitates overall learning.

Cosmo Foundation currently has a team of 26 people and 2 regular consultants. The list of team members along with their designation has been provided as Annexure 4.

The key achievements of Cosmo Foundation through different activities have been as under:

Sr. No.	Programme	Year of Inception	Number Of Beneficiaries
1.	Computer Literacy Programme	August 2008	5757
2.	Cosmo Gyan Vihar Kendra	December 2009	943
3.	Basic English Programme	December 2010	335
4.	Vacation Batch – Computer Literacy Programme	May 2009	373
5.	Vacation Batch – English Learning Program	May 2011	135
6.	Computer Awards	2010	15 students
7.	Book Fair	2011	2 events (500 participants in each event)
8.	Children's Fair	2011	2 events (350 participants in each event)
9.	Parents meeting in CGVK	2011	Twice a year in each village
10.	Celebration of Festivals and National Days	2008	Round the year

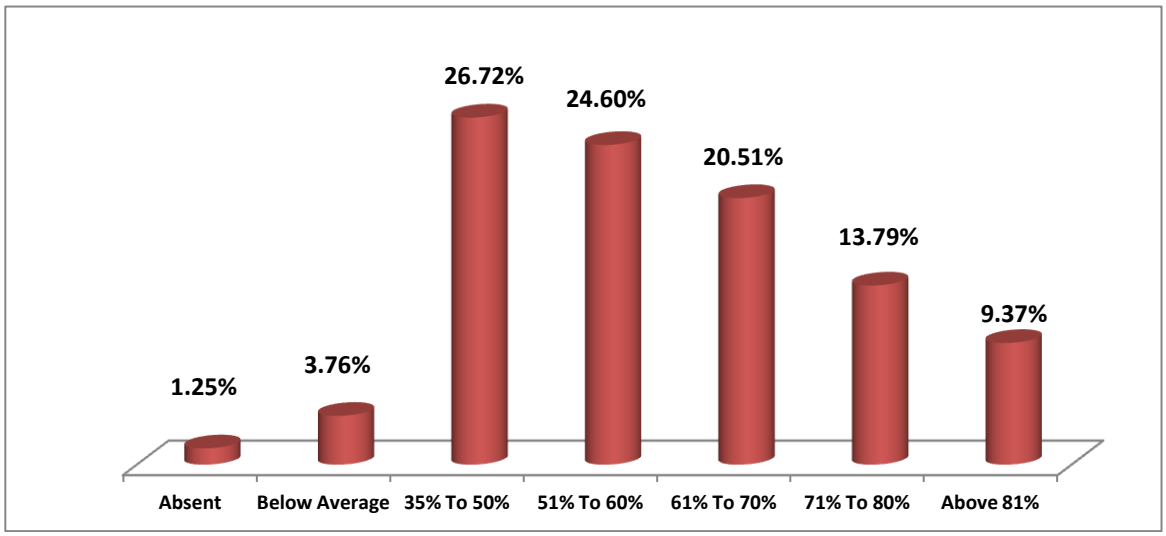
Year	Partnership with No. of Govt. schools	No. of villages	No. of stake holders
2008-09	5	5	0914
2009-10	9	5	1149
2010-11	14	8	1945
2011-12	16	9	2413
2012-13	16	9	2486

Stake holder's coverage and growth:

a. Computer Literacy Program

Computer Literacy Program or CLP is the flagship program of Cosmo Foundation. It is operational since 2008. It is implemented in 10 schools in 8 villages. So far 5757 students have been covered through this program. The program makes use of the existing infrastructure of the schools and conducts regular classes for imparting computer education to the students.

Cosmo Foundation carried out an assessment of 1516 students under CLP though written and practical tests in April 2013. The result has been depicted in the following chart.



About 54% students scored above 60% marks.

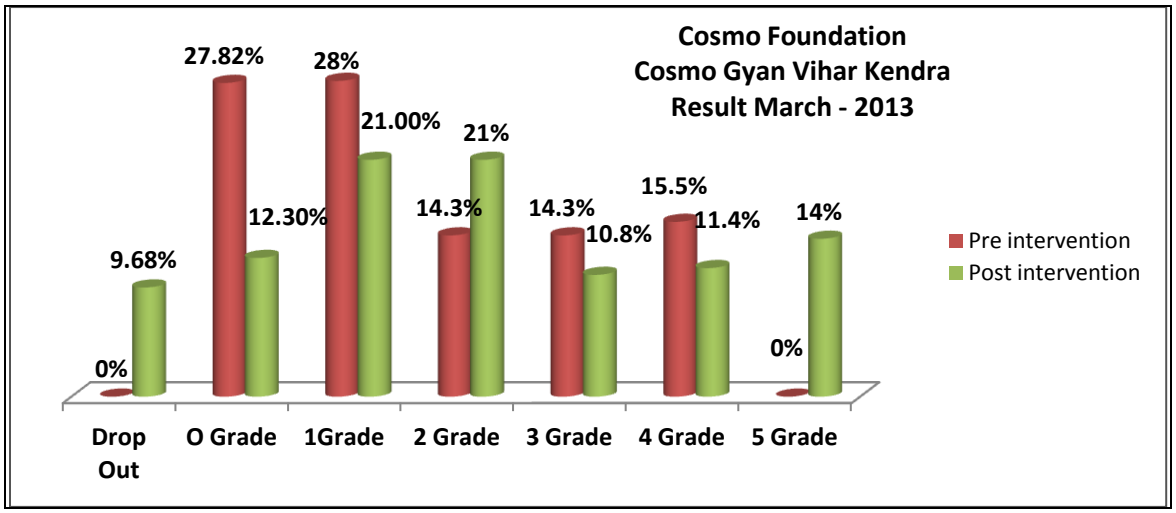
Since last three years Cosmo Foundation has also instituted Computer awards wherein the best performing students are awarded a computer each. About 15 students have been awarded with a computer set so far.

b. **Cosmo Gyan Vihar Kendra**

This program was initiated as a part of the horizontal scale up of the program. This program aims at improving basic literacy skills of the students. The program includes

improvement of skills of reading, writing, arithmetic and along with also provides life skills education, physical &mental readiness skills for schools.

This program has so far covered 943 students across 7 schools from 6 villages. An assessment in CGVK program carried out in April 2013 with 448 students for reading, writing and arithmetic skills showed the following results.



63%. Students improved reading, writing, arithmetic skills in CGVK in year 2012-13.
14% (67) Students completed class 3 text books, 22 % (111) completed class 2 text books, 21 % (105) class 1 text book, 20 % (104) students completed school readiness in year 2012-13.

c. Basic English Program

Looking at the dire need for improvement of English, Cosmo Foundation initiated this program in 2010. In first year inputs from board exam was given to class 10 students. In the year 2011-12, inputs were given to 8th to 10th class students. In year 2012-13 the first attempt was made by CF to teach English subject to 5th, 6th and 7th class students with a view to catch them young. In this regard twice a week coaching was arranged for them selecting one school on experimental basis.

<u>BEP Results April-2013</u>

CF conducted an assessment in April 2013 of all 122 students representing in class 5th, 6th and 7th. 16% students scored first class and were able to perform as per the level of their academic standard. 31% students have performed up to second level and are able to construct sentences and simple question answers. 39% students are well versed with alphabets, rhythmic words, day to day vocabulary based on their textual curriculum. 15% students still need improvement even for basic level.

5. OUTCOMES AND IMPACTS IN SECONDARY STAKEHOLDERS

Normally outcomes and impacts (O&I) are assessed in primary stakeholders and some indicative comments are made of changes occurred, due to an intervention in the secondary stakeholders in an evaluation exercise.
In this report, we have dealt with outcomes and impacts in secondary stakeholders more deeply with two specific reasons.

i. Holistic assessment of changes due to intervention
CF intervention not only influences students but also the entire service chain (comprising cluster coordinators, CF teachers, mainstream school staff and parents of students etc.). Inclusion of these changes thus enables us to assess changes/O&I more holistically.

ii. To serve as proxy indicator and supplement O&I in the primary stakeholders/students
At the best of times and even with generous resources assessing O&I among very young children (which comprises significant portion of primary stakeholders in this project) is somewhat tentative. O&I in secondary stakeholders supplements and clarifies O&I to some extent occurring in the primary stakeholders.

a. Overall project journey till present

We capture here the essence of the project history until now through various practices adopted, decisions made and their impacts with hindsight. While the past is gone and not a focus point of this evaluation, the value of assessment of past (in brief) is identifying learning for future.

We must first understand few significant realities to provide proper context to understand subsequent discussions.

- Backward area with significant BPL, low education families
The CF intervention area is adjacent to the urban habitat of Vadodara, with several industries nearby but sleepy and backward. Significant population is from ST/SC, BPL families and mainly agricultural labourers with low standard of education, exposure and awareness. The schools are mainly government, grant in aid *ashram shalas* and few private/trust-run schools.

- Nature of education intervention
While tangible impacts of hardware driven CLP programme is relatively easy to understand due to apparent empowerment and immediate gains in skills; programmes like CGVK and BEP impact over long term. The impacts, when they occur finally, are layered with changes in areas of their studies and learning behaviour to larger changes in the self esteem, to even larger changes in terms of empowerment of children in their households.

- Difficult to create enabling environment or sustainable change
  The entire economic, socio-cultural and psychological dynamic of the communities has a strong pull factor against which the CF intervention has to create even stronger environment in which the change can be initiated and sustained. This is especially a telling factor when young children are subject to change, but have no empowerment to sustain the change in their households or surrounding communities.

The salient points coming across on scanning the project past comprises:

The positive points and strengths of the projects from the past:

- Focused resource approach of the top management focusing on doable and concentrating resources rather than thinly spreading (sound decision with hindsight).

- Need based backward integration- phased backward integration from CLP-CGVK-English as per emerging realities of the time. This has turned out to be a sound strategy with multiplied synergies.

- Experimental- trying out $10^{th}/12^{th}$ pass local resources rather than professional human resources, tying up with consultants to strengthen curricula design and train regular faculties, adopting *Pratham's* curricula and grading/assessment system then modifying the same.

- Free hand- signifying "no hands-on" or micro-management by top management. This has provided crucial space for the project to be flexible and experiment.

- Lean management and supply chain- adopting principles of lean management in supply delivery chain. This is a remarkably lean project and benchmark in developmental sector. Its target reach with its budget of Rs. 27 lac per year is very cost effective.

- Resource driven and value additive- Donating computers from Cosmo Films Ltd. to CF for its intervention was a good decision turning out to be great decision with hindsight. A turning point to speak. This has paved way for further backward integration (CGVK and BEP), created acceptance of CF and its programmes and goodwill among the mainstream schools.

The weaknesses of the past comprise:

- Fuzzy logic design of the project- The project design lacks clear result based chains from input-processes-output-outcome-impacts and well defined indicators. There is no baseline data as datum for comparing changes due to intervention. In absence of these two design aspects, the evaluation is based on self-reported changes and evaluation teams conclusions based on triangulation.

- No significant external linkages- The project has not made any significant linkages with external world (network of NGOs, NGOs working in same locality, state government/education department, happening in the world and best practices etc. except in some small ways with consultants and organizations like Pratham, ARCH, Shishupalakvrund, in limited manner). The project thus appears as a stand alone and narrow focused effort rather than building on strength of networking and limits the scope of scalability, replication and transplantation.

We will build on all above pointers in the chapter 6 on "future directions".

b. Top management perceptions

CF activities as mentioned earlier are marked by free-hand approach for the programmatic level while classical management approach for the financial aspects.

The over-all budgetary allocations are primarily given by the trustees for each year. The yearly action plan with budget is prepared by the programme coordinator and sent to the trustees for approval through the Whole-Time Director and Manager – Corporate.

The promoters of CFL and the CF board of trustees have a strong belief in giving back to the community where they are operational. With such a positive philanthropic attitude of the top-management, the employees down the line are always willing to support Cosmo Foundation.

It was clearly spelt out that the entire CFL has a family-type environment and the Cosmo Foundation is a part and parcel of CFL family. It has been articulated that the students being trained through CF interventions are prospective employees for CFL. This is very important from the viewpoint that the forthcoming employees will be highly sensitised, skilled and having a constructive attitude towards the company. Thus, CF also contributes to the *employee branding* of CFL.

c. Cosmo Foundation Cluster Coordinators

Both the cluster coordinators report positive changes in their life due to their CF work. The changes reported include:

- Attitudinal changes–The cluster coordinators reported a very high degree of increase in their confidence in their daily dealings with the people surrounding them. With the continuous exposure to several in-house trainings and sharing sessions with CF staff, their views about the community at large have widened.

- Materialistic changes–They have been very much respected and sought after by their own village leaders with their association with CF. Not only their friends and relatives but also the parents of the students see the cluster coordinators with reverence.

- Skill increase–The association with CF has resulted in sharpening of skills. A felt difference is found in their dexterity to plan, coordinate and correlate.

- The policy of internal promotion has strengthened the operational management aspects of the project due to strong field experience of clusters coordinators as teachers previously.

The *suggestions* coming forward from their side comprise:

- Ensuring dedicated classroom availability for CF programmes in the schools (while by and large class rooms are available, at times, this has created problems).
- Catching them young- Expanding CF interventions to Anganvadis.
- Extending specific need based programmes for 10/12th pass/failed/dropped out male and female youth.

d. Cosmo Foundation Teachers (Computer teachers and Balmitras)

All the 23 CF teachers report positive changes in their lives due to their CF work.

- Attitudinal changes – The confidence of teachers has increased a lot and they have become more calm and tolerant towards other teachers of the school. They feel more interested in teaching the students regardless of the student's indiscipline in the class.

Their confidence for public speaking has also increased remarkably which is visible in their dealings with the village level elected and government

appointed functionaries. The married women teachers reported gradual decrease of the domination of in-laws in their lives, marking the rise of their social status and empowerment.

- Materialistic Changes–One of the CF teachers has been absorbed as caretaker in *ashramshala* for boys and his wife has been able to secure a job as care taker in *ashram shala* for girls located in the same premises.

  The CF teachers can very much feel an upward mobility on the status ladder in their village of residence and the village of work both. Most of the villagers are aware of their work with the schools and the local leaders take respite in them whenever an opinion has to be sought.

  Financially these teachers are now in a better position, with a constant source of income from being associated with CF, which has given them personal economic stability. Visible changes reported are acquiring bike, laptop, investing to improve agriculture, housing facility and their children's education.

- Skill increase –Each of the teachers reported skill development in multifarious areas like using computers on both Microsoft and linux operating system, mark sheet preparation, upon the principals request taking lectures in mainstream schools as a stop-gap arrangement when the regular teacher is absent, time management, balancing of work life and family life, home budgeting and a more positive approach towards teaching their own children. 3 Balmitras daughters have joined diploma engineering.

The CF teachers are also witness to progressive positive changes in the children due to the CLP, CGVK and BEP interventions of CF. The criteria specified here included confidence, liking for studies, creativity, curiosity to explore and acquire information, interest in computers, motor skills, conceptual clarity, subject knowledge, typing skills, level of peer interaction and evaluation, desire to learn technology, desire to own computers, reduction in computer/exam phobia, happiness factor, learning to express visually, preparation of kites/gift articles/greeting cards etc., participation in social event and helping younger siblings.

The *suggestions* for improvement in CF working here include:

- Covering more schools under CF intervention,
- More vacation batches with newer topics,
- Increase in awareness about CF intervention among parents, community leaders and elected representatives and,
- Establishing CFs own centre for these programmes.

e. Mainstream school functionaries

The evaluation team interviewed eight principals and three trustees from the schools where CF has its interventions. No changes have been reported in their lives on account of CF intervention; whilst the collective perception of changes due to CF intervention in the schools and among the students comprises:

- Productive utilization of IT infrastructure provided by the State Government,
- More utilization of school infrastructure due to vacation batches conducted by CF,
- Better housekeeping and maintenance of IT infrastructure,
- Constructive time structuring by children,
- CLP as a life perception changing intervention for children and not simply as computer training. CLP seems to have improved English and Math skills among children too.
- Cases of students teaching/helping mainstream school teachers in starting/switching off computers, printing, preparing power point presentations, mainstream school's peon learning computers and helping school teachers etc. have been reported.
- All understand differences in approaches of teaching in mainstream schools to learning in CF, which is described as "Gyan sathe gammat" (education with fun).

Suggestions from this community comprise:

- Better coordination between CF and mainstream school staff especially communication and information exchange on students progress.
- Introducing vocational skill building training in higher standards.

- Mainstream schoolteachers' sensitization to CF programmes, teaching methodology and techniques/practices like chalk and talk, *gam nasamachar* (news of the village), ABL etc.

f. Parents of CF students

50 parents were interviewed during the study. As gatekeepers and being the main secondary stakeholders with direct impact of CF interventions, their perceptions were captured through semi-structured check-list based interviews.

While all parents were aware of some additional classes going on at the school, a significant knew name of CF; many did not know which specific programme of CF their children attend. Significant of the parents, especially mothers did not have any opinion other than the wish that they have not studied but their children should study and get better jobs. Education is perceived as a means of livelihood mainly with dwindling agricultural resources with increased population and at the same time emergence of newer types of jobs opening. Mainly CGVK was perceived as free tuition classes. However almost all knew about increased interest and knowledge of children in computers. Those few who opined had clear perception and the same comprise:

- CF intervention engages our children positively otherwise, they would be wasting time.
- CF provides protection to children against outside bad environment. It is easy to become "*rakhdu*" in absence.
- Reduction in use of abusive language by children is observed.
- One boy gifted Rs. 300/- to her sister on her marriage out of his savings.
- Earlier students were afraid to talk about school. Now they talk about happening in the schools at home. Children now like to go, get up timely and take fewer leaves. Increased discipline and homework was reported.

Apart from the above qualitative perceptions, answers were solicited for changes in children behaviour and skills. Majority opined on increases in all majority of behavioural indices among their children including confidence, public speaking, conceptual clarity, subject knowledge, personal hygiene, reading habits, respect to elders, level of sharing,

emotional stability, peer pressure handling, exam phobia, happiness factor, communication etc. In addition, majority of skill indices among their children were also reported by parents to have increased. This included signature, counting while purchasing, uses computers, preparation of gifts, helping younger siblings, interacting with teachers etc.

One of the major impacts on parents was the seeming increase of pride and self esteem. A large number of children hail from SC/ST communities, low income groups and whose parents are either illiterate or barely literate. For such parents it is a matter of great satisfaction and pride that their children are now learning Computers and English.

g. Opinion leaders in communities and Elected Representatives (ERs)

Six opinion leaders and five ERs were interviewed based on checklist to capture their understanding and perceptions about CF interventions and its impacts.

Largely all know about CF and most know CF teacher's name. However, the details like which classes are being run in schools of their locality are not known. CLP is more commonly known followed by BEP & CGVK. Their recollection of their children attending vacation classes of CF is most vivid. Almost all, have limited direct interactions with CF matters except few knowing about and participating in events organized by CF. All realize the benefits of CF interventions especially for ST/SC and poor students.

Summarizing, while opinion leaders and ERs have no direct ownership, involvement or detail knowledge about CF intervention, they welcome and support CF. The project has earned strong goodwill among communities.

The emerging suggestions from these stakeholders comprise about CF doing more in terms of teaching through video, physical education, yoga and vocational skill building programmes. Specifically at villages Methi, Simali and Kurali the elected representatives and the community leaders have expressed willingness to offer land to CF, in case it wants to construct its own centre there.

h. Non CF Intervention Schools vis-a-vis CF Intervention Schools

Remarkable differences have been observed by the evaluation team during its interaction with 5 teachers and 3 principals where CF interventions are not being undertaken. These were three different types of schools – one grant-in-aid school, one government primary school and one minority trust run school. The observations there-from are:

1. There has been the minority trust run school which has accessibility to financial resources and qualified staff. The trustees and the principal are highly motivated to achieve a higher level of quality in education. There was a full-fledged computer lab but there was an absence of well defined curriculum and trained teacher. There was absence of display boards and computer books in the computer lab.

2. The grant-in-aid school, government school and the teachers there-in clearly resist any developmental changes in their role and functioning, to the extent that it was clearly articulated "English language and computers should not be taught to the children as they do not need it". Computer Lab is not utilised for students and only use is for clerical work.

3. In primary school the teachers were aware about CGVK and Children's fair organized by CF. There was a strong request to start CGVK in their village.

It is of importance that the schools with CF intervention do not have the facilities as those of the minority trust run school nor the utterly negative attitude exhibited by the grant-in-aid and government school functionaries. The utility of existing infrastructure and obtaining an inroad to function in the schools, is what makes CF stand apart and going stronger.

i. Conclusion of outcomes and impacts in secondary stakeholders

The project has made strong inroads with the mainstream schools, enjoys goodwill among parents, local community opinion leaders and ERs.

CF intervention has impacted lives of clusters coordinators and teachers positively in terms of increased skills, social status and empowerment in their households, their communities and villages and also increased economic status.

Majority of the parents do not know specifics about programmes of CF their children attend but are aware of CF and take it as free tuition or as good programme which ensures sound foundation for their children. All of them welcome the CF interventions. This welcome is due to constructive time structuring by their children, and improved behaviour observed by them in their children. The improved behaviour reported by parents of their children includes increased discipline, timeliness in school going and homework, increased vibrancy and sharing by children. They also display a sense of pride from the fact that despite they being none or less educated, their children are learning computers & English. They do not have any specific feedback from CF on progress of their children regularly and thus do not have a direct connect with the program.

Community opinion leaders and ERs are broadly aware of CF interventions though not of specifics and are not directly involved and have limited contacts with CF staff except festivals/events organization. They welcome CF and have strong goodwill for CF programme and its team.

Mainstream school principals and trustees have good opinion about CF team and its intervention. They mention improved children behaviour, CLP multiplier impacts of strengthening Math and English, praise ABL approach of fun with education and enjoy camaraderie with CF team. There is no role conflict between mainstream school team and CF team. Initial expectation of mainstream schools that CF should teach school curricula has gone down. CF team did a good thing not to give-upunder pressure

initially. The mainstream schools focus on completion of syllabus and follow the Maculae system of education, whilst CF focuses on the logical applicability of skills and activity based learning. This core difference is the key element leading to the sustenance of CF interventions.

The Project has firm foothold at the present, well accepted and appreciated among all the secondary stakeholders. The next phase should take off easily on the foundation built.

6. PROCESS EVALUATION AND LEARNING

a. Human Resources – recruitment, training and development

After initial experimentation with professional degree holders with consequent higher turnover and other issues, CF switched over to building team from local resources with academics of 10/12th pass. This strategy has turned out to be very successful with multiplier impacts like:

- Rooted in locality and less turnover,
- More accepted by communities as the teachers live and work in local areas,
- Higher accountability due to proximity,
- With positive benefits to the teachers.

Research argues that more than qualification of teachers, their empathy and approach toward teaching affect the quality of education. CF experiences support this broad based research finding.

While the team is well versed in ABL technique at operational level, theoretical foundations needs to be stronger. The team needs theoretical foundation in child psychology and development, education sociology, experiential based learning approaches and value based education. The CF team also will benefit from exposure visits to selected demonstration projects.

Policy of internal promotion works well and should be continued.

CF has taken consistent support from consultants in CLP and BEP interventions and occasional support for CGVK from various organizations. In the initial phase, CLP consultant played a vital role in curriculum design with a focus on developing pictorial learning materials, translation of computer learning concepts from English to Gujarati and training of CLP teachers. In the year 2009 when CF made a decision to teach Computer basics on Linux operating systems, the consultant played a major role to design booklets for teachers, their training and breaking barriers towards this new system. Since the year 2012, the CLP consultant provides support to CF for improvisation of the CLP modules as per need.

The BEP consultant has been instrumental in development of curriculum for BEP as well as provides hands-on support to conduct classes at Choranda village. The BEP consultant is

also regularly conducting vacation batches. The Consultant also conducts basic orientations for English for CF team every year. This helped in introducing activities during teaching and also correct use of English by CLP teachers.

A noteworthy feature of CF is the accounting support being provided by CFL on a regular basis, which saves a lot of cost for maintaining the same. At the same time, it is recommended that a professionally qualified support person be added to the CF team, to undertake the day-to-day administrative tasks and ease the pressure on Programme Coordinator. The Project Coordinator needs to take up a higher role as separately discussed further in this section.

b. Partnering with schools

Mainstream schools have accepted CF, its team and the interventions. Joint scheduling of periods and festival/event organization is done smoothly. By and large allocation of classrooms to CF is smooth. CF has been able to develop a good symbiotic partnership with local schools. The schools have given full access and control of classrooms and computer and related infrastructure to CF. In fact CF program and the team has kind of become an integral part of the mainstream schools.

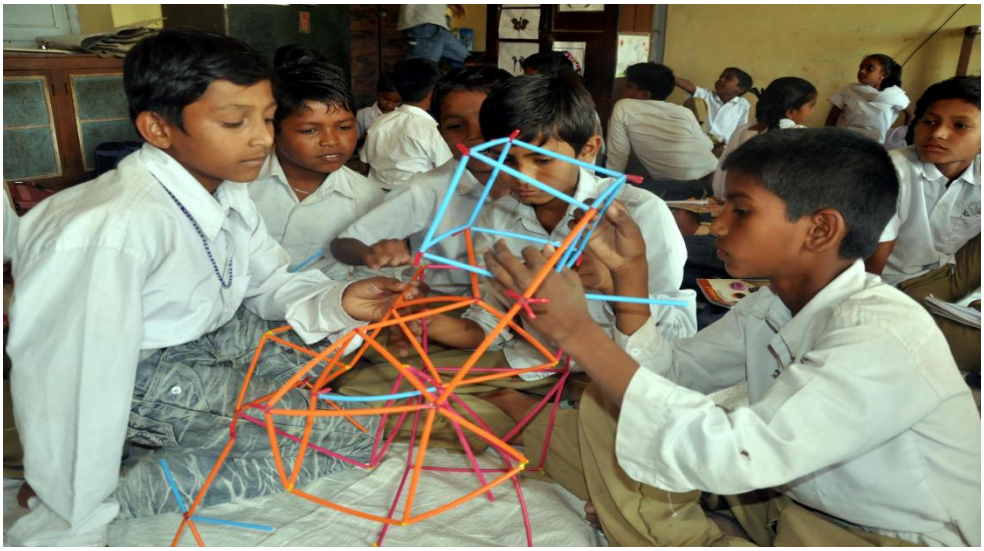
However, while there is a lot of flexibility and free hand from the schools to CF in implementing their programs, the active involvements of the school teachers or principal in the CF interventions seem minimal. There have been hardly any instances where the teachers or principal has visited CF classroom, attended it, exchanged ideas/asked questions or solicited information about teaching methods of CF. Similarly there is also no regular exchange on the performance of the students and no approach of jointly working towards improving the performance of the students and learning from CF interventions. The partnership thus is limited to accessing mainstream schools infrastructure and joint scheduling etc. operational matters and passive acceptance of CF by mainstream school teams. Major objective of supplementary education of strengthening mainstream education does not get fulfilled.

Component of strengthening mainstream education, as a component should be added in the CF project.

c. Teaching pedagogy

Overall approach of fun with education incorporates sound elements of teaching and encouraging learning through a variety of good practices like:

- No penalty/reprimand regime of teaching
- Activity Based Learning
- Ensuring involvement of each and every student
- Motivational approaches encouraging students to come forward to perform
- Pairing of weak and strong students for peer learning
- Informal sitting arrangements
- Allowing impromptu talks among students
- Utilizing day to day training/learning resources
- Grading students and distribution of focus according to grade and needs
- Celebrations of events and festivals creating a large family like environment
- Building colorful classroom environment
- Preparations of TLM and presentations.
- Library with books, newsletters and CDS/DVDS for teachers.
- Children's library in CGVK.



In fact one of the biggest strength of the program has been the teaching pedagogy. This is further strengthened by additional component of life skills in CGVK, along with the academic learning.

However further improvements, which need to be made include:

- Changing the "same for everyone" teaching approach to *differentiated approach based on individual child needs in small groups* as far as practical. The age-appropriate learning should be given priority, which will be in tandem with the Right to Education Act, 2009. This approach is easily implementable in vacation batches.
- *Adopting IT/ICT tools (including internet) to a much higher extent* than currently being utilized in teaching. This may mean investing in such readymade teaching material.

This would make significant differences in outcomes of CGVK and BEP interventions. This also may mean utilizing teaching software like Pragya etc., which are not being utilized by the mainstream schools due to paucity of IT knowledge.

- *Introducing "window to the world" thematic area across all programme interventions.* The window to the world simply brings the world in the classroom. Various aspects like geography, nations, natural resources, social customs and ways of living etc. The thematic area aims at expanding the worldview of children. This is visualized as embedded in all programmes based on time available it can be as low as 10 minutes per session.
- *Overhauling the BEP completely* based on approaches of spaced repetition, communicative language learning approach focused around content-based learning, using alphabet animals from innovative teaching. All these newer (in fact the language learning evolution started in 1960, so not so new) language learning approaches emphasize the fundamental fact that "language learner needs to understand and express, rather than describe the core of language through traditional concepts of grammar and vocabulary. British Council – Ahmedabad also has varied English teaching programs based on mix of videos/films, tasks and discussions centered on group works. This would mean investing in hardware (audio/video equipment), buying available language based programs and in raising capacities of existing teachers. To support and strengthen the mainstream schooling system, a combination of activity based learning and syllabus-based English grammar learning is also suggested.

d. Networking with external world and mainstreaming

Networking with the external world and mainstreaming is a missing project strategy/component. As stated earlier the project functions more like an isolated island and tries to create excellence within isolation. There is a tendency of reinventing the wheel due to very limited external worldview. Being members of a network, information/intellectual capital exchange/collaboration with NGOS working in same localities or in the same sector of education, learning from and adopting best practices followed in the field of child education world over etc. are components, which should be included in the next phase of the project.

Mainstreaming is essential for CF project and again absent in the project. Education strengthening in India is visualized to follow twin track strategy of:

i. Strengthening mainstream education on priority basis (especially with statutory responsibilities of the states to provide basic minimum education and also as the only long term solution)
ii. Supplementing weaknesses of mainstream education in the short term (and in the short term only) through CF like initiative to ensure that current generation do not miss out due to weaknesses in the mainstream education.

CF intervention falls into second track of the strategy. Major objective of supplementary intervention is to develop best practices and get them scaled up through mainstream

system. If CF does not do that, the outcomes will be localized and non-sustainable in the long term. Mainstreaming is policy advocacy comprising advocating best practices and suggestions for improvement in the mainstream education, dialoguing and persuading the mainstream system to adapt and adopt learning from CF learning. Ideal state of affair is that in due course, mainstream education is adequately strengthened and supplementary efforts are not required/minimal for selective children.

e. Top management inputs and contribution

CF has a very unique design that has organically evolved over the years where the programmatic decisions are taken by the programme coordinator and the financial decisions by the trustees.

The direct programmatic inputs of trustees is found missing and it is envisaged that a vision-building and vision-transference exercise by the trustees with the entire CF team will be very much vital for its sustenance, expansion and strengthening.

The assessment and overview of CF reports, interviews with the CF team, a CFL NaviJithardi plant personnel clearly is indicative of a need of concentrated inputs to the CF programmes including financial matters.

f. Program Coordinator Role & Leadership

The Program Coordinator has been the person who in a way single handedly established this entire program. Starting from visioning to selecting intervention focus to strategizing and to operationalizing, all the functions have been carried out by the Program Coordinator. No doubt the huge contribution of establishing this program from scratch has to be acknowledged. The program has been functioning in a top light manner since beginning and even today with the scale of operations, Program Coordinator is the only person responsible for the entire management of the program including planning, scaling up, liasoning, partnership management, event organizing, account submission & expenditure management, monitoring, systems establishment, identifying and hiring consultants and HR management. The achievements of the program can surely be attributed to the efforts and single minded dedicated effort of the Program Coordinator.

The areas of improvement here can be as follows:

- Reducing focus on day to day operations and take up a strategic leadership role by creating an additional position for managing operations under the Project coordinator. The designation may be changed as suited.
- Increasing focus on areas of improvement as listed in this report elsewhere like mainstreaming, networking, leapfrogging the program by shifting on to the latest pedagogical approaches including usage of IT/ICT aids
- Scale up the program both horizontally and vertically

g. Networking with secondary stakeholders/gate keepers (parents, opinion leaders, mainstream school teachers)

Secondary stakeholders create to a large extent, enabling environment and their active involvement and direct ownership of CF programmes is crucial. At present while, their goodwill exists and so does acceptance of CF, its team and the interventions; their participation/involvement in creating enabling environment for the CF project is non-existent except the 'feel good" factor, which has been evident from the interactions with secondary stakeholders by the evaluation team.

CF needs stronger networking and regular communication with:

- Parents in terms of feedback of progress of their children and enrolling them in enabling environment building.
- Mainstream schoolteachers and principals to build a shared vision of supplementary education and build capacities of the mainstream school teams. Also build a regular feedback system for jointly reviewing the progress & needs of students and to capture the changes in students performance in mainstream education due to CF program.
- Opinion leaders about specific interventions of CF, different approach of learning/training etc.

h. Monitoring and MIS

The meaning of MIS is contextual and means different things to different organizations at varied point of time. The MIS is defined as an integrated system of man and machine for providing the information to support the daily operation, the management and the decision making function in the organization. A MIS may be thought of as a set of procedures and methods for the regular, planned collection, analysis, and presentation of information for use in making decisions.

While significant data gets entered and available, it is not in the form of systematic linked and retrievable information. The project will benefit from and should have real time MIS based monitoring. Features of such MIS should include segregation of performance thematic area wise (BEP, CGVK, CLP), student wise, year wise, school wise, CF teacher wise, and cumulative trends of performance of individual students.

7. OUTCOMES AND IMPACTS IN PRIMARY TARGET GROUP

Impacts are final outcomes in the long term and outcomes are intermediate impacts. In the strict sense, impacts occur over a long period of time and are assessed through different and broader protocols, than project evaluation protocols. We have utilised here project evaluation protocols, which identify intermediate impacts (outcomes mainly) and assess whether they are significant and systemic or not. Total 279 students were interviewed comprising 179 CLP students, 50 BEP students and 47 CGVK students here.

Also four case studies were developed to supplement interviews. The case studies are provided at the end of this chapter.

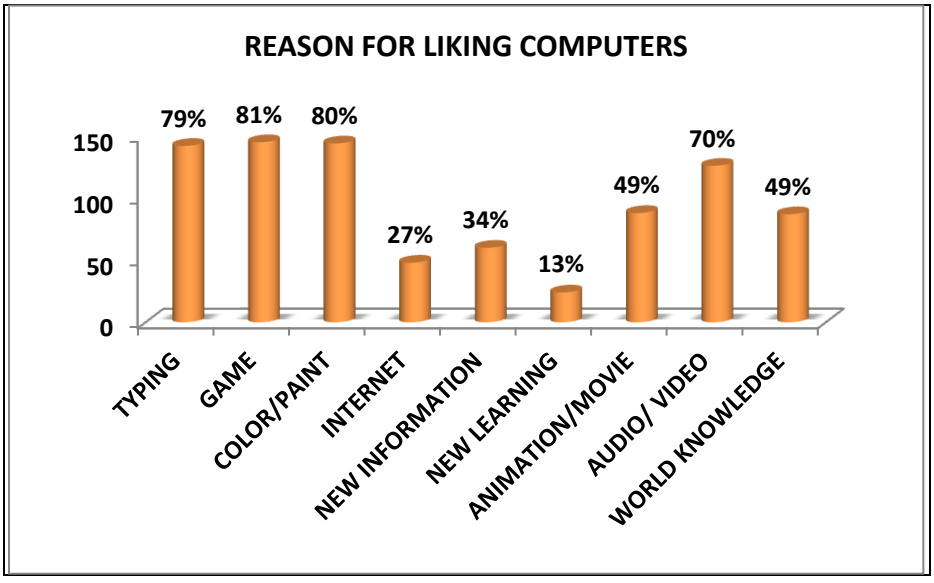
While an attempt is made to analyse and present outcomes and impact separately for each programme here, it should be clearly understood the impacts have multiplier nature (one programme intervention affecting another programme intervention and so on due to multiple programme attendance by students) and do not adhere to rigid boundaries of a single programme.

a. CLP students

Checklist based interviews of 179 students were conducted. All the children reported that never before enrolment to CLP had they touched a computer in life, which was an extremely gratifying experience for them.

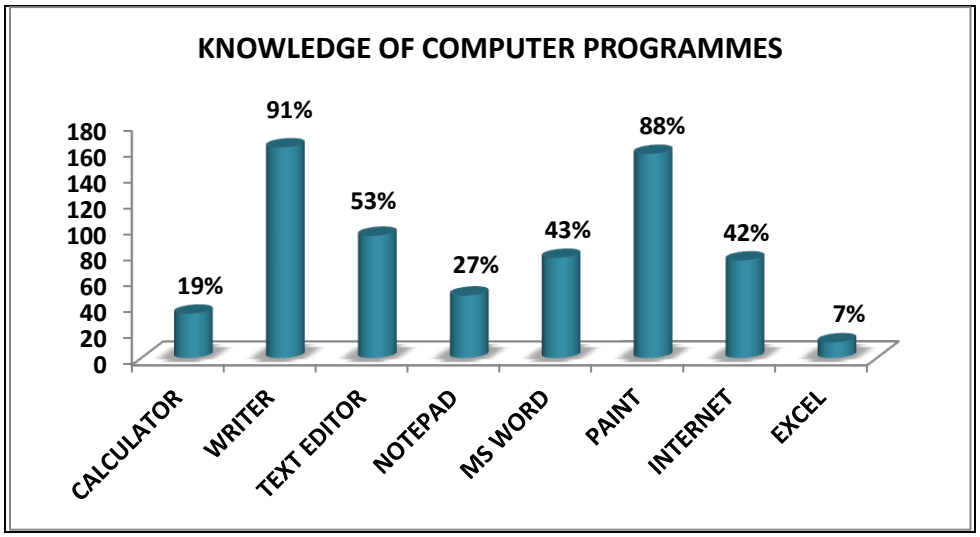
Some of the findings from the study were as follows:

On being asked why they do like computers, the following responses emerged.

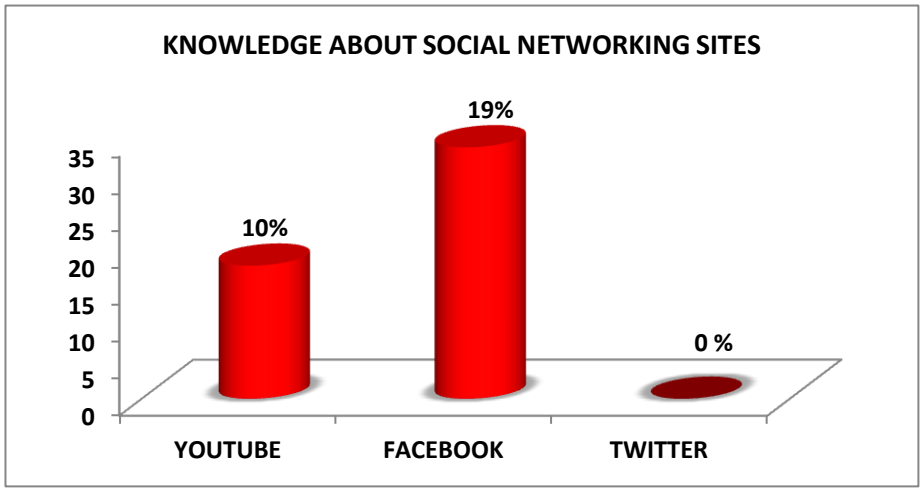


The interest of the students is clearly towards the activities like typing, paint, games & videos. However it is also an interesting trend that 27% students reported internet as well as 34% reported being driven by new information and 49% by world knowledge.

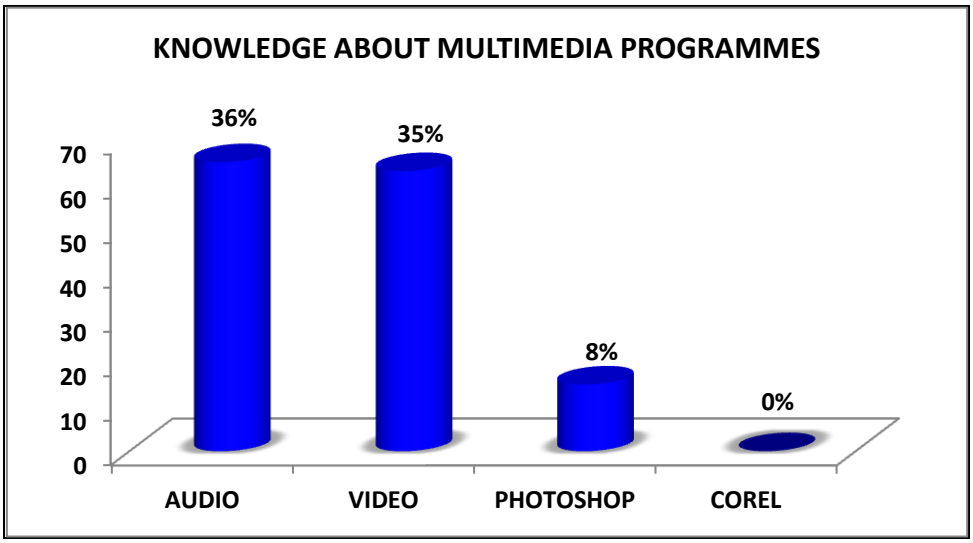
On being asked about their knowledge about various operations related to Computers, the responses were as follows:



Writer and paint were the most known operations among students. This was followed by knowledge of text editor (53%), MS Word (43%) and an encouraging 42% reporting knowledge of internet. Almost a one fifth (19%) also reported knowing about face book and 10% reported knowing about Youtube.

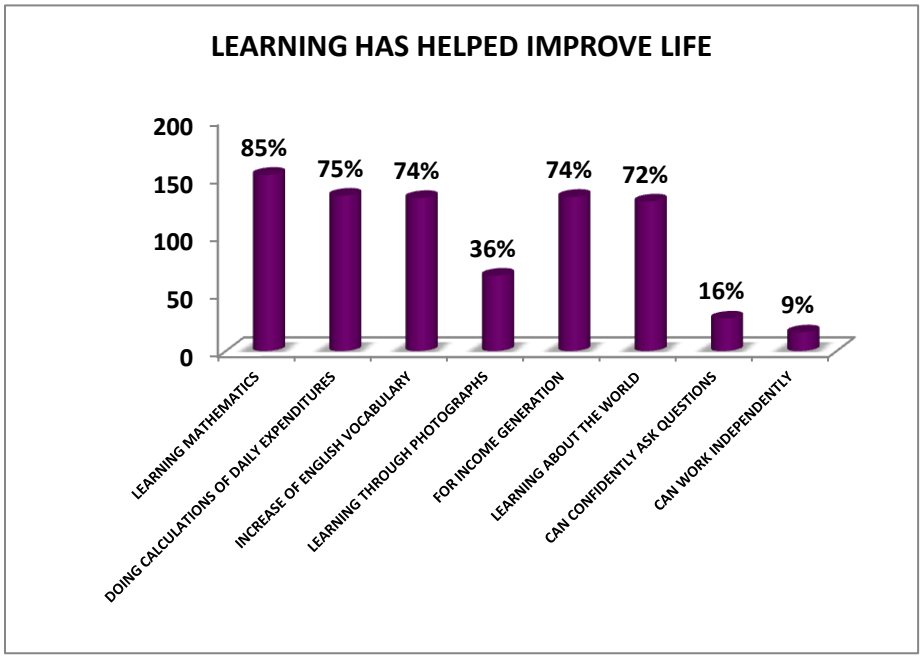


More than one third students possessed knowledge of audio and video operations in computers. While a small proportion (8%) even reported knowledge of photoshop.



The interest of the students in learning computers was evident by almost all the students reporting that they like to sit on computer even after the classes. Similarly a large number (82%) students reported that they always reached on time in computer classes and were never late, which clearly showed their enthusiasm for CLP.

One of the most significant finding was the responses of students on being asked how the learning from CLP has helped them in life.



85% reported that it helped them in learning mathematics, while 74% reported improvement in English vocabulary. 74% reported that learning computers will help them for income generation in future. 72% also mentioned learning about world from computers. 16% reported that CLP has helped increase their confidence and a small proportion (9%) also reported CLP helping them to be independent.

Apart from this, 53% reported the knowledge about usage of internet for searching information. 24% knew internet can be used for email communication.

Almost everybody expressed desire to continue the computer education further.

The major strengths of CLP programme are:

- CLP provides knowledge of both - Linux as well as Windows operating systems to the students, hence their functional skills over both programmes is maintained.
- The curriculum also includes hardware aspects; hence the children have already learnt the basics of computer repairs and a few reported to pursue computer & peripheral repairs as their choice of vocation.
- The students agree and accept that the introduction of CLP in their schools has given them a great impetus to be regular and attend even other classes in time.
- Vacation batches also have provided good impetus and generated interest in learning among people, even adults. Some of the best performers have been from the vacation batches. 373 people have been covered through vacation batches so far.
- The strategy of awarding computers to best performing students and 15 students receiving the same in last 3 years have also been a good motivating aspect as well as infuses enthusiasm to improve performance.

The major outcomes and impacts are outlined hereunder:

***Daily Life*–** The fundamental change reported is the interest that has been generated by CLP among the students to attend the schools especially to learn computers.

In their peer group, the children learning computers through CLP are being respected for and considered as group-leaders, this upward mobility in their status is something that they had never dreamt of. This is initiation of peer group phenomenon.

As reported by the students, the parents also exhibit more respect for them as compared to earlier. With their habit formation of waking-up early to attend the CLP classes, they feel that their parents now listen to their needs.

***Utility in studies*–** The knowledge of computers is being directly and clearly related by the students as being supportive in their homework, assignments, preparation of tests, learning of English alphabets – words – meanings and finding out new educational materials from the internet.

The students also have an awareness that their attention span has increased due to the audio-visual nature of materials on the computer.

***Future with computers & aspirations*–** There is a major realisation on the part of students that knowledge of computers aids to their employability and will also help in their higher

studies and this can be considered as a significant immediate outcome of CLP. Long term impact which may materialise include all round.
empowerment, increase in self esteem and confidence and multiplier impact in mainstream education due to higher interest and better study discipline.

The students with their limited exposure earlier wanted to become farmers and school teachers, or at the most settling with a low key job in the surrounding industries. They now aspire to become pilots, doctors and computer engineers. There have several instances of students, who after undertaking CLP benefit, decided to pursue further studies like ITI Diploma in Computer, B.E. (Computer), B.Sc. (Computer Science) in urban centres like Vadodara. This subtle change is a remarkable factor considering the needs of knowledge society being created today. They also aspire to support those children who do not have accessibility to resources at present, to learn computers in future.

***Increase in Self Esteem*–**One of the significant changes among students is increase in self-esteem. A majority of students come from SC/ST/OBC families and families from low income group. To be able to work on computer it is a matter of great pride and achievement, not only for the students but also for the parents. In a way, CF intervention changed from scratch the levels of self-esteem, confidence and aspirations of an entire generation and placed them in altogether a different bracket.

b. CGVK students

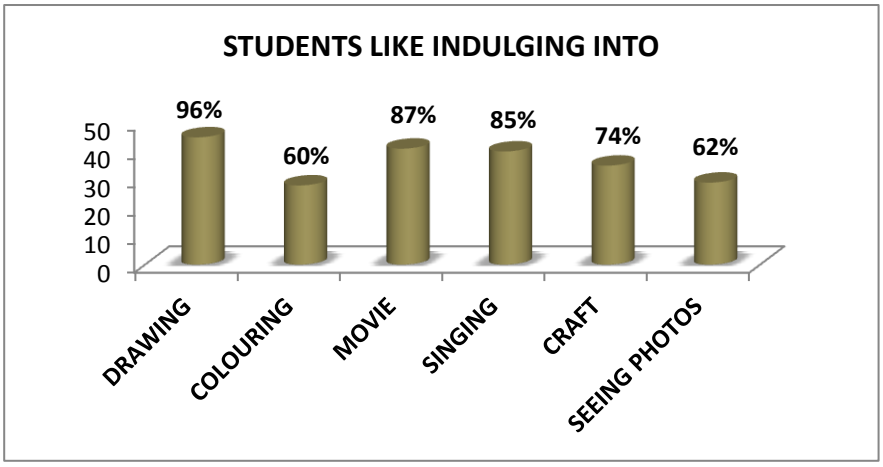
The CGVK programme has been envisaged to build on several aspects of learning viz. basic knowledge of reading – writing – arithmetic, good habits formation, activity based learning for logical understanding of concepts and value-based education which will support the students learning in the mainstream schooling. The evaluation team undertook 47 checklist-based interviews for the CGVK programme.

CGVK is more challenging due to three inherent realities.

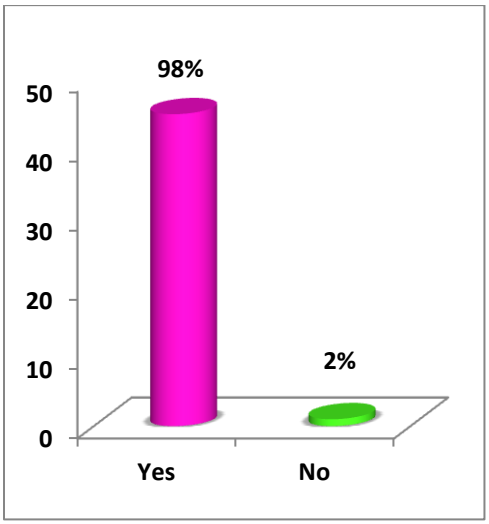
i. As compared to other interventions of CF, as it does not have "on hands " appeal value of CLP or single point agenda of BEP but focuses on holistic changes and consequently more grey/difficult/complex.
ii. As compared to students in other batches CGVK seems to focus more on relatively weaker students. There are students enrolled in CGVK programme who are in standard 5th/6th/7th but do not have basic reading – writing – arithmetic skills.
iii. The third challenge arises due to heterogeneity of the students enrolled for CGVK programme. This comprise mix from standard 1st to 8th, both male and females and from various caste/religion/cultural backgrounds etc.

The impact of CGVK like interventions will occur over a long period of time. Evaluation study was not able to capture systemic changes of significant level but only indicative changes in piecemeal fashion. The piecemeal changes here comprise better discipline, more inclination to study, better personal hygiene, communication etc. in the students. Secondary stakeholders (mainstream school teachers, principals, trustees, parents) also have reported similar piecemeal changes collaborating changes happening.

The findings from the study indicated that most of the students enjoy learning reading and writing. The students also reported enjoying the various methodologies implemented in CGVK classes for learning.

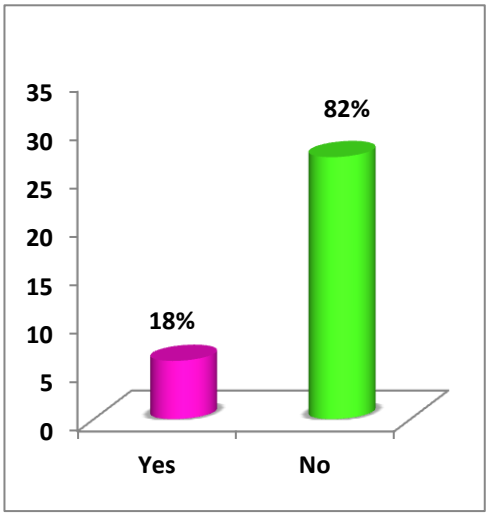


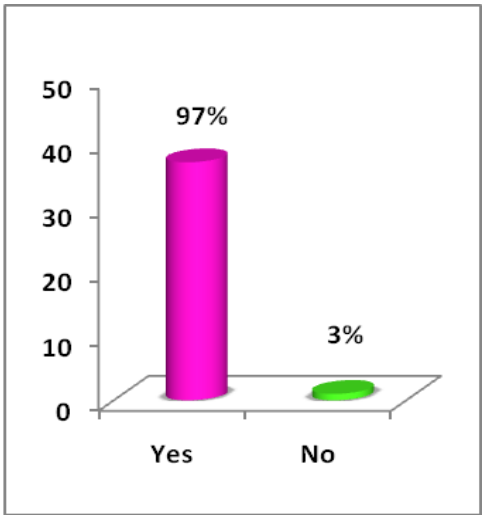
This demonstrates the interest it generates among students because of the pedagogy used. And in addition to the pedagogy, the student also loved the CF CGVK teachers.



98% reported that they liked the teacher very much. This was also evident from the evaluation team's observations of the on going classes.

The utility of the learning from CGVK classes is evident from 97% students reporting that learning from CGVK classes help them in their school homework. This is further corroborated by 82% students reporting that if the CGVK centres discontinue it will affect their studies negatively.





The major findings from CGVK thus are:

- CGVK has been successful in making students interested to learn through its pedagogy and the approach of the teachers.
- CGVK has definitely contributed significantly in helping weak students to move further by improving reading and writing skills.

In essence CGVK has shown the path for a complete overhaul of teaching technique in the age old education system followed by the schools. It has paved the path for paradigm shift

in the current teaching pedagogy followed by the schools. It remains to be seen, how this can be mainstreamed and reach its logical destination.

c. BEP students

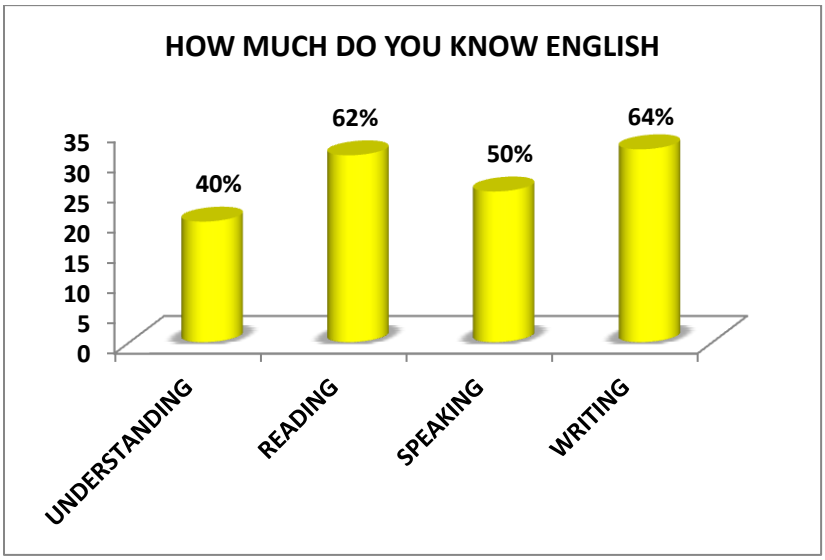
At the outset it has been observed that as two CLP teachers share the responsibility of BEP, primarily in the class-room management – checking of homework – maintaining class discipline and coordination with the BEP consultant, special intervention for BEP does not happen on a regular basis. However there are two exceptions to it:

(i) As per the time-table BEP class is conducted every Monday and Thursday at Choranda school premises only when the BEP consultant is available, else the revision is undertaken by the CLP teachers doubling up as BEP support teachers.
(ii) Average 10 weeks of BEP vacation batch being undertaken by the BEP consultant, which as not being the part of the evaluation design but observations mentioned on basis of case studies.

The above factors have had a bearing on the effectiveness of BEP programme. BEP to develop requires dedicated resources (teachers) on regular basis.

The finding from the 50 checklist based interviews undertaken with students were as follows:

Majority of the students interviewed from class 6th, 7th and 8th reported having basic knowledge of English in terms of understanding, reading, speaking and writing. However this is in term of being able to read, write or speak words or sentences from the book irrespective of the pace.



The qualitative findings suggested that they know the alphabets – three and four letter words and simple four/five words sentences. Majority of the students said that before the BEP classes there English was not very good, and many were not able to read and write, but the teacher of BEP very patiently taught them from the basics and this helped them to read and write in English. The teacher started with alphabets, then taught them how to make simple words, how to write, to read simple sentences, then little more difficult words and sentences and pedagogic grammar based on academic curriculum.

While talking to BEP students it was felt that the students were able to read, some students were able to read fluently, some slowly, many of them were not able to read difficult words, but all were able to give their introduction in English. They were not able to speak much in English except giving their introduction, which was taught in the class.

They even learned how to form words on their own, and this helped them in writing English. As now they were able to read English it encouraged them to read their English books. Teacher also taught them grammar in the class and all this helped them to score more marks in English Subject then before. Because there English improved, it even helped them in operating the computer easily. Few had even started to read the newspaper in English. Their confidence level has also increased.

A majority were not aware how would learning English be helpful in future, except that it helps them in learning computers. BEP is still in a nascent stage and requires redesigning as suggested earlier incorporating recent advancements in language learning. Also it needs to be scaled up significantly to have desired impacts.

For the last three years CF organizes vacation batches for ten weeks in summer holidays at one school. The focus is on day-to-day conversation, comprehension, communication viz. Emails, SMS, sounds and pronunciation with You Tube videos. Value education with thoughts and moral stories, office etiquettes and interview preparations with Personality development are crucial part of this course. Majority of the participants in this course are the students appeared for 10th and 12th class exam. It has enhanced their confidence and

helped them in their diploma and university education. Students are awarded the Certificate on completion of the course.

CASE STUDIES

Initiated on the journey from Vraj Patel to *V.Petal*

Vraj Patel was enrolled with CLP and BEP. When he joined the CF intervention programmes, he had no idea about computers and English. He was a shy boy who would not speak a word with anybody in the class even nor participate in extra-curricular activities. His schooling till 6th standard was just the same as of any other boy of his village Kandari.

The introduction of regular CLP for last three years and vacation batch BEP at Kandari showed him a life of color. He gradually moved in to become more regular to the classes of CLP and realized that if he wanted to learn computers, knowledge of English is imperative. This realization inculcated his interest in learning English. Fuelled by both the desires, Vraj set-out on the journey to excellence with CF.

Today, he is able to write "Thought for the day" in English on the school notice board and can answer the class-teachers questions in English. Securing more than 70 marks in English is now easy for him after completing the BEP vacation batch.

Vraj learns computer at the K. T. Patel High School of Kandari daily and with his dedicated interest for learning computers, his father gifted him Samsung Tablet. He makes full use of the gadget to play games, surf the web, learn new English words, and downloading songs. Vraj with his linguistic skill and computer proficiency has become the role model for his peer group. He aspires to become a computer engineer.

The Road Less Travelled

Chirag Parmar, a resident of Karjan, learnt computers from the vacation batch of CLP in 2009. He is currently studying in std. 12th at S. M. High school of Karjan.

Upon joining the vacation batch with a curiosity to know about computers, Chirag has transformed himself to an entrepreneur. With his interest in computers, he learnt MS Office and Internet usage during the vacation batch. Due to his operational skill, he obtained part-time employment with Samsung Mobile Service Centre at Halol, where he worked for 2 years. Now, he has tied up with 7 mobile repairing shops in Karjan town. He opines that his knowledge of computers has helped him in his business by being able to download softwares, images, songs and games to mobile phones, which is in great demand by his customers.

What started as a curiosity, is now a flourishing business for him. The vacation batch of CLP not only helped him learn computers but also gave him a job and instilled a spirit of entrepreneurship. Now Chirag is the prime-bread winner for his family.

Learn, Perform and Earn

Being an employee at the Aditya Birla group's Idea Cellular office at Gandhinagar, ability to earn a living for his own self, being able to support his own studies of Diploma in Chemical Engineering, and aspiring to become a chemical engineer; is a herculean achievement for Ritesh Nayi.

Ritesh, ex-CLP student from Kurali school, takes the due pride in being able to realize the dream of his parents Rasik bhai and mother Varsha ben. He studied computers in std. 8th to 10th where he learnt Windows & Linux OS. After completing his 10th standard, he could get admission to the Government Polytechnic at Gandhinagar and is pursuing his Diploma studies in Chemical Engineering.

He attributes his ability to make presentations at the college, prepare computerized assignments, submit academic projects and secure good results; to his basic computer knowledge obtained from CLP. He now owns Asus i3 laptop, which he utilizes effectively for his academic pursuits as well as for entertainment. He also helps his father – a barber by profession and mother – a beautician, to find new products to be used in their earnings. While working in the evening shift from 4:30 p.m. to 11:30 p.m. at Idea Cellular, he earns Rs. 4500 per month and now no more is a burden to his family for his own upkeep.

The Maturing Gem

At 17 years, Samir Mansuri, is a gem in maturing. He studied earlier at a madrassa in Amod village of Bharuch district, where he had not even seen computer. When his father shifted him to Kurali school,
it was for the first time that he had put his hands on a computer. Samir studied Computer for 3 years in Kurali School. He is also the winner of computer award being a best performer student. After 10th class board exam he attended vacation batch for English learning. He has taken multiple benefits of CF programs. Being enthralled with computers, Samir learnt fast. Starting from basics like paintbrush, MS Word and MS Power point, he is now a professional user of Adobe Photoshop CS3, DVD authoring & burning software, multiple file-format conversions and downloads from internet.

He started by supporting his family business of photography and now takes the party/occasions/wedding photography on a regular basis. With his skill of computer operation, he has been able to reduce the cost of photograph processing, which was earlier given to photographers at Vadodara. Now, he can edit the photographs at home, which saves his time and cost. He is noble to pass on the benefit of reduced cost to his clients, thereby increasing his clientele base.

Presently, Samir is studying at Parul Engineering College at Vadodara in the 3rd Sem. of B.E. – Electrical. His hand over computer has aided him greatly to prepare electrical circuit diagrams with great ease, and submit the same as his educational projects. With this, he has earned the reputation of being a good student at the college.

8. FUTURE DIRECTIONS

We answer here the logical question at the end of the evaluation exercise as to "what next?" The logical and natural progression to the next phase incorporating all accrued learning need to happen now and overdue. We are outlining possible future strategic directions and components, which may be considered by CF for next phase.

I. Strategic Directions of growth of the project

The three basic growth strategies available to the project comprise deepening, widening and diversifying. All take the project in to different future. A mix and match of all the three or any combination is possible but better done selectively. Not all the strategies of growth should be implemented with equal focus. The focused approach of "doing what is doable" should continue in deciding the future direction of the project.

a. DEEPENING THE ONGOING INTERVENTIONS

i. *Pedagogy improvements* - Sequence of speaking, reading and writing skills in English; modifying the computer curricula with addition of internet, emails, power point etc.; incorporating practical real life experiences like adding bills, changing currencies, bank visits, etc.; building human skills among students (problem solving, team work, leadership, communication, concept of self etc.)

ii. *Strengthening enabling environment*- creating nurturing groups of parents/opinion leaders/school teachers; creating peer force; developing and nurturing value-based role models from among students; promoting meritocracy with positive approaches etc.

iii. *Deepening partnership with schools for performance enhancement* – CF partnership with schools is limited to infrastructure usage and allowing students to participate in the CF interventions. This needs to be deepened significantly to create a joint initiative for the improvement of performance of the students. The schools need to be made a active stakeholder in the program instead of the passive role as on now. Joint program design, regular progress and performance reviews, identification of gaps, feedback on individual performance & improvements therein on a regular basis, increasing involvement of teachers in CF activities are some of the areas that need to be incorporated.

iv. *Technology based real time MIS and monitoring* – where mobile based or computer based technologies can be used to track the day to day progress of the programmes with specific child-progress tracking mechanism can be developed.

b. WIDENING THE INTERVENTION CANVAS

i. *Utilizing ICT and social networking platforms* –regular mass SMS in Gujarati language to parents about relevant information of their children progress,

integrating newer animated video based teaching/learning materials, involving parents into education journey of their children.

ii. *Advocacy & Mainstreaming* – One of the most logical need for the program is to see that the good practices it has initiated, gets adopted and replicated in the mainstream education system. CF should aspire to move beyond functioning as an isolated island of good practice to a leader in supplementary education & transformation of education pedagogies.

iii. *Linking with networks/other NGOs/best practices/State Governments*- Strengthening the worldview of the project and external linkages; cross learning; need based advocacy with the State Government.

iv. *Increasing geographical footprints*- more schools in the same/other areas.

c. DIVERSIFYING IN TO ALLIED AREAS OF EDUCATION

i. *Undertake Public Private Partnership projects with the State Government* – establishing new/taking over existing ITI, Ashramshalas, ITCs, vocational training centers linked to State livelihood Mission and State Skill Development Mission, partnering with Gujarat Knowledge Society, partnering with Panchayats under Sakshar Bharat Mission etc.

II. Creating own center/s of excellence in education.

III. Component mix

Three directional component mixes is ideal for sustainable change.

- Direction-1 focusing on core- Primary stakeholders –students (which the project is doing)
- Direction-2 Strengthening mainstream school education (New component suggested)
- Direction-3 Strengthening enabling environment (Strengthening of ongoing component)

All the three strategic directions suggest multiple possibilities of varied sub-components as outlined previously. CF needs to pick and choose sub-components under each of the component. The decision rests on preference of CF top management and resources available.

ANNEXURE

ANNEXURE 1: TERMS OF REFERENCE

- Development of socio economic profile of beneficiaries.
- Assessment of qualitative and quantifiable impacts created due to different programs of CF especially among children, parents and community at large. This can be in the areas of skill enhancement, confidence, attitudes and perceptions, lifestyle among direct and indirect beneficiaries.
- Comparative assessment of changes in intervention and non intervention areas (schools, teachers, student and parents especially).
- Assess improvement of learning levels among students covered under different CF programs.
- To identify unique achievements of Cosmo Foundation interventions and how it has added value in strengthening mainstream education
- Community perception towards Cosmo Foundation.
- Assess relevance and contribution in the context of Right to Education Act, Millennium Development Goal and upcoming Companies bill (reference to CSR) due to CF supportive educational programs.
- To compile the findings of the evaluation exercise and prepare an overall Impact Assessment Report.
- Recommendations for the future viability and sustainability of the program.

Methodology:

Use scientifically approved valid methodology relevant to development programs.

Development of impact indicators.

Submission of tools, methods, indicators, primary and secondary sources of data in advance.

You will adhere to the same approach and methodology what has been mentioned vide your proposal dated 6th May 2013.

With reference to methodology and approach, you will add/omit at the discretion of CF's management any points/issues that forms the contractual obligations and you will abide by the same.

ANNEXURE 2
OVERALL INQUIRY FRAMEWORK: IMPACT ASSESSMENT STUDY OF COSMO FOUNDATION INTERVENTIONS

This inquiry framework is developed by RDC for the impact assessment study of the Cosmo Foundation interventions in Karjantaluka. The framework is based on the understanding of RDC team from the initial field visit and information/data provided. We welcome your suggestion on the same. We may require making modifications based on your suggestions and based on consolidating the missing information pieces during the first two days of field visit.

NO	CATEGORY	INQUIRY METHODOLOGY	FOCUSED PROGRAM	AREA OF INQUIRY	SAMPLE SIZE	SAMPLE SELECTION
1	Students	Check list based interviews with students from 3rd& 4th standard	CGVK	• Reading & writing skills enhancement and value addition • Practical application & utility in their lives • Specific instances of utilization & benefit	10%	• Completed at least one year in Cosmo intervention • Appeared in the tests • Availability • Stratified random
		Check list based interviews with students from 5th to 8th standard	CGVK	• Arithmetic skills enhancement & value addition • Practical application & utility in their lives • Specific instances of utilization & benefit • Proxy indicators for socio economic profiling (as listed in household profiling below)	10%	• Completed at least one year in Cosmo intervention • Appeared in the tests • Availability • Stratified random
		Check list based interviews with students of 5th to 10th standard	CLP	• Computer skills development and value addition • Practical application & utility in their lives • Specific instances of utilization & benefit • Proxy indicators for socio economic profiling (as listed in household profiling below)	10%	• Completed at least one year in Cosmo intervention • Appeared in the tests • Availability • Stratified random

NO	CATEGORY	INQUIRY METHODOLOGY	FOCUSED PROGRAM	AREA OF INQUIRY	SAMPLE SIZE	SAMPLE SELECTION
		Check list based interviews with students of 3rd to 8th	English	• English reading, writing, understanding & speaking skills development • Practical application & utility in their lives • Specific instances of utilization & benefit • Proxy indicators for socio economic profiling (as listed in household profiling below)	10%	• Completed at least one year in Cosmo intervention • Appeared in the tests • Availability • Stratified random
		In depth Interviews with students completed 10th or 12th and – (i) either attending college, (ii) or joined a professional course in govt. or private institution or (iii) started/intend to start their own	CLP	• Value addition by Cosmo program • Role of Cosmo program in career advancement & choices	20	• Completed at least one year in Cosmo intervention • Appeared in the tests • Availability • Stratified purposive
		Additional areas of inquiry for girl students	As applicable	• Time utilization before Cosmo classes • Issues faced due to spending extra time in Cosmo classes: effects on other household works, how it gets managed now, attitude of parents	All interviewed	
2	Parents	In depth interviews with parents	As applicable	• Knowledge about Cosmo program • Reason for enrolling/ continuing children with Cosmo • Changes among children	100	• Stratified random • Availability of both parents • Willingness

NO	CATEGORY	INQUIRY METHODOLOGY	FOCUSED PROGRAM	AREA OF INQUIRY	SAMPLE SIZE	SAMPLE SELECTION
				attributable to Cosmo program • Situation before Cosmo program enrolment • Instances of practical application of learning		• Child availing Cosmo program at least since more than one year
3	Principals	In depth interviews	Overall	• Overall value addition by Cosmo program: Academic performance, skill enhancement, school performance, school positioning among community • Comparison with schools in non intervention areas • Overall partnership experience • Direct / indirect capacity building of school staff • Participation in Cosmo program: decision making, identifying needs, curriculum design & finalization, assessment systems, time tables, feedback systems • Utilization of learning from feedback, if any	10	• All
4	School Teachers	Profile study	Overall	• Overall profiling: Background, socio economic profile, education, experience, nature of work, challenges, remunerations, other activities, aspirations etc.	Secondary information sources	
		In depth interviews	Overall	• Value addition by Cosmo program • Need vs value addition comparison • Situation before Cosmo interventions and now • Change in children observed in class room: Academic performance,	20	• 2 from each school • From the classes from which maximum students are part of Cosmo program

NO	CATEGORY	INQUIRY METHODOLOGY	FOCUSED PROGRAM	AREA OF INQUIRY	SAMPLE SIZE	SAMPLE SELECTION
				reading/writing skills, confidence, smartness, world view, interest levels • Reduction in burden of teachers due to Cosmo program • Specific examples of change among children due to Cosmo program • Gaps that need to be improved • Sharing of feedback & assessment findings from Cosmo • Utilization of learning from feedback, if any		
		FGD with all teachers of the school	Overall	• Overall value addition by Cosmo interventions • Need vs value addition comparison • Situation before Cosmo interventions and now • Change in children observed in class room: Academic performance, reading/writing skills, confidence, smartness, world view, interest levels, aspirations • Relationship with Cosmo staff • Inter dependence • Ideas about expansion of Cosmo program	1 school from Cosmo program	• Purposive sampling of one school in consultation with Cosmo team
		FGD with all teachers of the school	Overall	• Situation about reading/writing and arithmetic skills of children • English language abilities of children • Exposure of children to computer learning, skills, no. of computer literate children	3 school from non intervention area	• Purposive sampling of one school in consultation with Cosmo team

NO	CATEGORY	INQUIRY METHODOLOGY	FOCUSED PROGRAM	AREA OF INQUIRY	SAMPLE SIZE	SAMPLE SELECTION
				• Perception about need & value addition in case of implementation of a program similar to cosmo in their schools		
5	Trustees	In depth interviews	Overall	• Integration with Cosmo program • Vision behind partnership • Perception on value addition to school by Cosmo partnership • Relationship with Cosmo • Vision for future	3 trustees, one each from three schools from intervention schools	• Purposive sampling in consultation with Cosmo team
6	Special achievement cases		As applicable	• Value addition by Cosmo program • Influence on career • Changes in life, position in society/community / social circles • Specific economic gains, if any • Changes in personal attributes like confidence, smartness, world view, aspirations/personal goals, habits etc.	10	• Purposive sampling in consultation with Cosmo team
7	Cosmo Cluster Coordinators	In depth interviews	Overall	• Profile • Growth path • Value additions by this program, if any, in personal life • Changes in personal aspects: Aspirations, earning, confidence, social status, satisfaction etc. • Management issues • Relationship with schools • Team management • Community feedback • Project systems • Integration issues with schools	100%	• At least one year with Cosmo program as an employee

NO	CATEGORY	INQUIRY METHODOLOGY	FOCUSED PROGRAM	AREA OF INQUIRY	SAMPLE SIZE	SAMPLE SELECTION
				• Instances of innovations being brought about by Cosmo teachers, if any • Instances of out of way help tendered by any teachers to students • Development of personal relationships with school teachers		
8	Cosmo CLP Teachers	In depth interviews	CLP	• Profile • Growth path • Value additions by this program, if any, in personal life • Changes in personal aspects: Aspirations, earning, confidence, social status, satisfaction etc. • Qualitative feedback by students • Instances of specific achievements by students • Instances of appreciative features/feedback from students/parents/teachers • Experience of co-existing with school • Interest levels of students in learning • Instances of practical application of learning by students • Development of personal relationships with parents/teachers • Instances of students seeking counselling or sharing personal / domestic issues	100%	• At least one year with Cosmo program as an employee
9	Cosmo CGVK	In depth	CGVK	• Profile	100%	• At least one year

NO	CATEGORY	INQUIRY METHODOLOGY	FOCUSED PROGRAM	AREA OF INQUIRY	SAMPLE SIZE	SAMPLE SELECTION
	Teachers	interviews		• Growth path • Value additions by this program, if any, in personal life • Changes in personal aspects: Aspirations, earning, confidence, social status, satisfaction etc. • Qualitative feedback by students • Instances of specific achievements by students • Instances of appreciative features/feedback from students/parents/teachers • Experience of co-existing with school • Relationship with school teachers • Interest levels of students in learning • Instances of practical application of learning by students • Development of personal relationships with parents/teachers • Instances of students seeking counselling or sharing personal / domestic issues		with Cosmo program as an employee
10	Cosmo English teachers	In depth interviews	English	• Profile • Growth path • Value additions by this program, if any, in personal life • Changes in personal aspects: Aspirations, earning, confidence, social status, satisfaction etc. • Qualitative feedback by students • Instances of specific achievements	100%	• At least one year with Cosmo program as an employee

NO	CATEGORY	INQUIRY METHODOLOGY	FOCUSED PROGRAM	AREA OF INQUIRY	SAMPLE SIZE	SAMPLE SELECTION
				by students • Instances of appreciative features/feedback from students/parents/teachers • Experience of co-existing with school • Interest levels of students in learning • Instances of practical application of learning by students • Development of personal relationships with parents/teachers • Instances of students seeking counselling or sharing personal / domestic issues		
11	Cosmo Team	FGD	Overall	• Sharing & feedback mechanisms to students / parents / teachers • Coordination with school teachers • Perceptions of school teachers regarding them and regarding the program • Support by school teachers, principal • Feedback from parents • Gaps in current program • Areas of improvement • Areas of further growth • Efficiency of current curriculum and teaching methods • Their own capacity building needs	Entire team of teachers	
12	Elected Representatives		Overall	• Knowledge about Cosmo program • Perceived value addition through Cosmo program, especially in	5	• Purposive sampling in consultation with Cosmo team

NO	CATEGORY	INQUIRY METHODOLOGY	FOCUSED PROGRAM	AREA OF INQUIRY	SAMPLE SIZE	SAMPLE SELECTION
				context of area situation, current education offered by schools, opportunities available in area, needs of the community • Specific instances of benefits		• In 5 different villages
13	Community Leaders		Overall	• Knowledge about Cosmo program • Perceived value addition through Cosmo program, especially in context of area situation, current education offered by schools, opportunities available in area, needs of the community • Specific instances of benefits	5	• Purposive sampling in consultation with Cosmo team • In 5 different villages
14	Consultants	Interviews	As applicable	• Brief profiling • Duration & nature of association • Reason for associating • Contribution & involvement so far • Value addition by program as perceived by them • Their knowledge about profile of area, education, schools, students, knowledge & skill levels • Overall design criteria of their contribution • Specific instances which highlight the gaps / achievement of the program	All	• All
15	Other Inquiry Areas	Household Profiling Study	Overall	• Profiling including but not limited to Vehicle (Cycle / Two wheeler), Gas, type of ration Card, Electricity, Kachcha / Pucca house, Own farming land (Piyat/bin piyat), TV, Mobile, Members & earning	Secondary information sources & Cosmo Team	

NO	CATEGORY	INQUIRY METHODOLOGY	FOCUSED PROGRAM	AREA OF INQUIRY	SAMPLE SIZE	SAMPLE SELECTION
				members, Drinking Water supply, Bathroom & toilet etc.		
		School Profiling Study	Overall	• Complete school profile including establishment, type of school, Seasonal variations in Timing, type of school, standards, strength, gender break up of strength, teachers profile, library, fee structure, student strength segregation as per religion & caste, management, teacher strength, type of teachers etc.	Secondary information sources & Cosmo Team	
		Event Profiling Study	Overall	• Event profiling for all kids of events being conducted as part of Cosmo program. (Will include within school events like festival celebrations, large events like baalmela& book fair, award ceremonies etc.). Profiling will include needs, planning process, organizing & logistics, visitors records, achievements etc.	Cosmo Team & actual event records	
		Village Profiling Study	Overall	• Will include demographic data, socio economic information, power structures, caste & religion dynamics, occupation, livelihood, poverty, infrastructure, house profiles, perceptions about education, availability of learning options, higher studies – perceptions, affinity & options etc.	Secondary information sources & Cosmo Team	
		Library Utilization	Overall	• Timings, system, collection, books	Actual	

NO	CATEGORY	INQUIRY METHODOLOGY	FOCUSED PROGRAM	AREA OF INQUIRY	SAMPLE SIZE	SAMPLE SELECTION
		Assessment		variety coverage, issue & collection systems, no. of students accessing regularly, total no. of books issued, instances of students reporting reading & learning	library records	
		Comparative study of School teachers and Cosmo teachers	Overall	• Comparative profiling of school teachers & Cosmo teachers and comparison on work profile, education, age, skills, teaching methods, work load, earning etc.	Will derive from various interviews	

Apart from these, we will also interview the following:

1. MamtaBaxi, Program Coordinator
2. Concerned people from Cosmo Films plant at Karjan(G.K.Salunke,L.Yadav,N.Shah)
3. Telephonic interview with concerned person from Cosmo Films Aurangabad (A.K.Pathak)

ANNEXURE 3: VILLAGE PROFILE

BASIC DETAILS OVERVIEW

Sr. No.	Name of Village	Panchayat Address, telephone &e-mail	Name of School Principal, Address, Contact Number	Name of Anganwadi worker, address & contact number	Geographical area	Basic / Civic amenities	Resources in the village
1	Vemar	Vemar gram Panchayat, Near Bus stand, Taluko-Karjan, Dist-Vadodar, Phone-9925863448, 9879727995	(1) Lalitbhai A Patel, Gujarati Primary school Vemar. (2) Chandrakantbhai Patel-Mob- 9979164856 ShivamVidhyamandir – Vemar	(1) GeetabenN Patel-Mob- 9979188355 (2) Parulben S Patel- Mob - 9726692722 (3) Sarlaben R Patel- Mob-9727866146 Vemar Primary school.	4 to 5 k.m.	Gram Panchyat Office	Water Tank, Main road, Power station, Transport (Bus,raiway), School.
2	Kothav	kothav gram Panchyat, Near Primary school, Taluko-Karjan, Dist-Vadodar, Phone-9427074152	Satieshbhai N Patel, Primary school Kothav.	(1) SurkhabenS Patel (2) Manjulaben C Vasava Kothav Primary school.	4/49/20 hactor	Gram Panchyat Office	Water Tank, Main road, Power station, Transport (Bus,raiway), School.
3	Bodka	Bodka Gram Panchayat, Taluko-Karjan, Dist-Vadodar, Phone-7874556519	Arvindbhai R Patel, C & Z.J. Patel (Tralsa) Vidhyalay, Umanagar – Bodka, Phone- 9925770152	Workerben – Vaishaliben V Bhatt,Hanshaben Bodka Primary school.	1 to 2 k.m.	Gram Panchyat Office	Water Tank, Main road, Power station, Transport Bus, School. Animal hospital, PHC.
4	Choranda	Address-Choranda	(1)Gireshbhai B Prajapati, Mob- 9979563334,	(1)Manishaben V Bhatt (W)- Mob- 9724211924,	5 to 7 k.m.	Gram Panchyat	Bank, Post office, Railway Station,

Sr. No.	Name of Village	Panchayat Address, telephone &e-mail	Name of School Principal, Address, Contact Number	Name of Anganwadi worker, address & contact number	Geographical area	Basic / Civic amenities	Resources in the village
		gramPanchyat, Near Amin Faliya, Taluko-Karjan, Dist-Vadodar, Phone-9714777605	Choranda Gujarati primary School. (2) Chandrsankar N Upadiya	Nitaben M Patel (H),Mob-9979420480, Addr-Near Bus stand. (2)Bhartiben B Bhatt (W),-Mob -9909253761,9574224542, Kamlaben R Vasava (H), Addr-Near Gujarati Primary School. (3)Jashodaben G Machi (W),-Mob-9979419907, Varshaben M Vasava (H), Addr- Near Navi Nagari-3 Choranda.		Office	PHC Water Tank, Main road, Power station, Transport
5	Simli	Simli gram Panchayat, Opp.- Gujarati Primary School, Taluko-Karjan, Dist-Vadodar, Phone-9737218381	(1) Rajeshbhai D Patel, SimliSchool,Phone-9909723535 (2) Piyushbhaibhai Patel SimliSarvajanikVidhyamandi,Phone – 9724211895	(1) Kaminiben H Vanand – Mob-9723278040 (2) Ambaben J Vasava Helper- (1) Mayaben R Patel (3) DhirajbenVasava, Simli Primary school (4)	1 to 2 k.m.	Gram Panchyat Office	Water Tank, Main road, Power station, Transport Bus, School. Animal hospital
6	Methi	Methi gram Panchayat, Near Bus stand, Taluko-Karjan, Dist-Vadodar, Phone-	Mukeshbhai Bhatt, Pujya Shree JashubaSwami Vidhyamandir - Methi Phone- 9924525354	Patel JyotsnabenNarendrabhai Helper- Sakuben Phone-9879020547 Methi Primary school.	1 to 2 k.m	Gram PanchyatOffice	Water Tank, Main road, Power station, Transport (Bus,raiway), School. PHC, Animal hospital

Sr. No.	Name of Village	Panchayat Address, telephone &e-mail	Name of School Principal, Address, Contact Number	Name of Anganwadi worker, address & contact number	Geographical area	Basic / Civic amenities	Resources in the village
		9978191622					
7	Kurali	Kurali gram Panchyat, Taluko-Karjan, Dist-Vadodar, Phone-9662527122	Lalitchandar A Patel Primary School, Kurali. Phone 99796 92924 Ambalal Patel Shree Z. J. Patel Nuran High School, Phone 99798 63101	(1) Hinaben k Chavda (2) Chayaben j panchal Kurali Primary school.	1.5 to 2.00 km	Gram Panchyat Office	Water Tank, Main road, Power station, Transport (Bus,raiway)
8	Kandari	Nr. Primary School, Vil. Kandari	Bhanubhai Mali, Principal, Shri Vidhyavihar Non - granted Primary School (Std. 1st to 5th). M. : 96012 94592 Mehulbhai Patel, Principal, Smt. KT Patel Primary School (Std. 6th to 8th). M. : 99785 68774 Maheshbhai Patel, Principal, Patel JK Sarvajanik High School, (Std. 9th to 12th). M. : 94276 71678	1. Samimbanu Ganchi 2. Sunandaben Nai 3. Ramilaben Patel	04 to 05 Kms.	Gram Panchayat Office	Water Taps, Railways Station, PHC, 05 Schools
9	Karjan	KarjanNagarpalika, Opp.-Railway Bus stand, Taluko-Karjan, Dist-Vadodar, Phone-9328375400	Nileshbhai Sonera Shree Harikrupa Ashram Shala – Jalaramngar, Karjan Phone- 9904945744	Jashodaben V Vankar Phone-9879337079 Santoshnagar, Jalaramnagar, Karjan.	2 to 3 k.m. Estimate	Nagarpalika Office	Water Tank, Main road, Power station, Transport (Bus,Raiway), School. PHC, Animal hospital,Market.

VILLAGE DEMOGRAPHY

Sr.No.	Name of Village	Population Details – Caste wise, Gender-wise Population					House Hold
		Gen.	S.C.	S.T.	O.B.C.	Total	
1	Vemar	2292	380	2800	170	5642	500-700 Estimate
2	Kothav	329	69	190	327	915	175 – 225 Estimate
3	Bodka	770	48	363	111	2000	500 – 550 Estimate
4	Choranda	-				3674	800 – 820 Estimate
5	Simali	-	-	-	-	2054	450 – 500 Estimate
6	Methi	368	157	305	225	1055	300 – 350 Estimate
7	Kurali	680	49	892	79	1700	400 – 450 Estimate
8	Kandari	2778	429	2338	-	5845	1000 - 1200 Estimate
9	Karjan	-	-	-	-	30850	700 - 900 Estimate

ANNEXURE 4

Cosmo Foundation Team Members

Sr. No.	Name	Designation
1.	Mamta Baxi	Programme Coordinator
2.	Pravin Chenva	CLP Cluster Coordinator
3.	Chandrakant Panchal	CGVK Cluster Coordinator
4.	Bela Bhatt	Link Person for CLP and CGVK
5.	Kishan Vyas	CLP Teacher
6.	Pravin Rohit	CLP Teacher
7.	Swati Patel	CLP Teacher
8.	Mital Gadhi	CLP Teacher
9.	Priyanka Prajapati	CLP Teacher
10.	Sandhya Raj	CLP Teacher
11.	Kamini Prajapati	CLP Teacher
12.	Hinal Patel	CLP Teacher
13.	Sudha Patel	CGVK Teacher
14.	Kajal Patel	CGVK Teacher
15.	Ankita Patel	CGVK Teacher
16.	Jagruti Patel	CGVK Teacher
17.	Bhumika Pava	CGVK Teacher
18.	Rekha Patel	CGVK Teacher
19.	Pragna Patel	CGVK Teacher
20.	Sangita Patel	CGVK Teacher
21.	Nayna Patel	CGVK Teacher
22.	Pratima Patel	CGVK Teacher
23.	Vaishali Bhatt	CGVK Teacher
24.	RukshanaGanchi	CGVK Teacher
25.	RekhaPrajapati	CGVK Teacher
26.	Bhumika Patel	CGVK Teacher
27.	VaibhavPuranik	Consultant for CLP
28.	Pravin Kumar Chauhan	Consultant for BEP

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This Impact Evaluation Study on Education Interventions in Karjan Taluka
by Cosmo Foundation was carried out and documented **by Raman Development Consultants Pvt. Ltd.**