CSR Activities of Pipavav Railway
Corporation Limited (2019-2023)

IMPACT ASSESSMENT STUDY

RAJULA TALUKA, AMRELI DISTRICT, GUJARAT

PIPAVAV RAILWAY CORPORATION LIMITED

Mahatma Gandhi Labour Institute
Established by The Government of Gujarat

SUBMITTED BY

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Foreward

With pleasure I pen this foreword for the report on 'Impact Assessment Study' of CSR Activities of Pipavav Railway Corporation Limited from 2019-2023.

It is my understanding that conducting an Impact assessment study is a crucial activity for any organization to improve its social performance. It is now well established paradigm that for a company to have sustainable development, it must adopt the holistic approach in which Participation, Transparency and Accountability form the three core pillars. This approach strengthens the bond that companies have with the community.

The study conducted by the team of Mahatma Gandhi Labour Institute followed extensive Household Surveys, Personal Interviews, Focused Group Discussions with Stakeholders and others to assess impact of these projects as well as exploring the way ahead. It is understood from the study that PRCL through its implementing agency has well impacted numerous lives through educational interventions. The social nature of programs have uplifted vulnerable groups and deprived areas with most powerful tool, i.e. education.

I hope this report will be useful for company authorities, decision makers, CSR team of the Pipavav Railway Corporation Limited and the community in terms of better performance and sustainable development. MGLI is grateful to Pipavav Railway Corporation Limited for putting trust in the institute to undertake such an important and critical study to improve the socio-economic environment of the area

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Abbreviations

CSR	Corporate Social Responsibility
FGD	Focus Group Discussion
GoI	Government of India
GPPL	Gujarat Pipavav Port Ltd
HH	Household
ICDS	Integrated Child Development Services
KII	Key Informant Interview
LCD	Liquid-crystal display
LRC	Learning Resource Centre
MCA	Ministry of Corporate Affairs
MGLI	Mahatma Gandhi Labour Institute
NEP	National Education Policy
NSSO	National Sample Survey Organisation
PRCL	Pipavav Railway Corporation Limited
PTC	Primary Teacher Certificate
PTR	Pupil Teacher Ratio
SCR	Student Classroom Ratio
TLM	Teaching-Learning Materials
WASH	Water, Sanitation and Hygiene

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Executive Summary

This report presents an impact assessment of the Gyandeep development project, which was funded by Pipavav Railway Corporation Limited and implemented by Swadeep Sikshan Sansthan from 2019 to 2023 in five villages: Bhachadar, Chhatadiya, Ningala, Uchchaiya, and Vad. The primary goal of Gyandeep is to uplift these communities by addressing poor socio-economic conditions through education-related development initiatives.

The objectives of the program included achieving 100% student enrollment and retention, promoting universal adult literacy, ensuring quality education, and fostering positive behavioral change within these communities. The program encompasses a diverse range of strategic initiatives, including community sensitization, monthly parents' meetings to promote parental involvement, community awareness programs focusing on topics like girl child education and cleanliness, adolescent awareness programs, career guidance seminars, exposure visits among others. Training and capacity-building programs were provided to various stakeholders, including teachers, students, women, anganwadi workers, and field workers, addressing a wide array of educational and community development aspects. The program included various key projects such as the Learning Resource Centre, Bal Mela, Anganwadi activities, adult literacy programs, distribution of teaching-learning materials, cleanliness drives, library establishment and others for the achievement of the objectives.

Based on the overall assessment, in a span of four years, Gyandeep has impacted 12,671 individual beneficiaries through these programs. The composition of these beneficiaries reflected a balanced gender distribution across various demographic cohorts, with 15% boys, 18% girls, 34% men, and 33% women.

A mixed-methods approach was employed to assess the project's impact, combining quantitative methods, such as household surveys, with qualitative methods, like Focus Group Discussions and Key Informant Interviews. This structured sampling approach engaged diverse stakeholders, including students, parents, teachers, government officials, and community members, during two separate field visits. This approach facilitated a comprehensive evaluation of the program's impact, allowing capturing its explicit outcomes as well as the underlying dynamics.

A rapid assessment of the five project schools revealed significant infrastructure disparities, ranging from challenging conditions in Chathadiya to better facilities in Ningala. Pupil-teacher ratios (PTR) varied considerably, with Ningala having the highest PTR at 32.2 and Bhachadar with the most favorable at 20.6, compared to the recommended 10-18. Teacher shortages led to reduced PTR in all schools, except for Chathadiya, which faced overcrowding (SCR of 40.6). Barring few, most schools lacked good quality sanitation facilities. Chathadiya's hazardous location along a national

highway reflected inherent safety concerns, while Bhachadar's damaged boundary wall posed a threat from lions, necessitating urgent infrastructure improvements.

The assessment underscores the success of various initiatives like the School Enrollment Drive, Shiksha Mitra, Adult Literacy Program, and Smart Boards in schools, all contributing to increased educational participation and awareness. Additionally, programs like Bal Mela were found to have successfully engaged students in creative activities. Challenges such as unprecedented onset of Covid-19, seasonal migration and others were also identified. The analysis also indicates that few components of the program were not as effective as others. These included, garbhasanskaran, government teacher training program, adult literacy program among others. Their performance inadequacies causes were explored and corrective action points were included accordingly in recommendations.

The recommendations focus on improving key elements of the program, including awareness building, Bal Mitra engagement, and the Adult Literacy program. In the sphere of awareness-building, equal parental involvement during meetings, sustained engagement with Bal Mitras, and the incorporation of local performers for street plays are encouraged, with continued emphasis on sanitation. Women's participation in Adolescents Awareness Programs is promoted, along with the adoption of creative strategies to bolster school enrollment. Training programs should extend beyond technical skills, incorporating teacher consultations and teacher-oriented training. Recommendations also encompass harnessing synergy with other programs and gender sensitization within the Women Parvarish initiative. TV operating training for Anganwadi helpers is advocated, and in the Adult Literacy Programs, the focus should broaden to encompass overall teacher capacity. Field worker activities should persist with periodic refresher trainings. Bal Mitra capacity-building should be maintained, the Learning Resource Centre can benefit from a collective student selection process, and Bal Mela activities should be more frequent and extended. The Adult Literacy Program for women should tailor modules to community needs and explore advanced kit distribution, while the use of display calendars is suggested for enhanced student engagement during day celebrations.

School-specific recommendations include prioritizing infrastructural enhancements, addressing staffing needs, maintaining protective boundaries in wildlife-prone areas, and implementing safety measures around schools.

These recommendations collectively aim to strengthen the Gyandeep program and enhance its effectiveness in promoting socio-economic development in the targeted communities.

Chapter 1: Background

1.1 About the document

This document is an assessment of the interventions made under the program 'Gyandeep' in 4 years of its conception in 2019. Pipavav Railway Corporation Limited (PRCL) has wholly funded the programwhile Swadeep Sikshan Sansthanhas been the implementing agency.Mahatma Gandhi Labour Institute has carried out the third-party assessment and its team has produced this report for an intended audience comprising of all the aforementioned institutional stakeholders as well as enforcing authorities such as the Ministry of Corporate Affairs.

1.2 About Pipavav Railway Corporation Limited – The funding partner

PRCL is a Joint venture company formed by Ministry of Railways, GoI and GPPL to undertake the construction, operation & maintenance of the 271 km long Broad-Gauge Rail line between Surendra Nagar and Pipavav port with a concession period 33 years. With more than 20 years of existence, PRCL has also taken prominent strides in development related work to achieve social good of the communities affected. The nature of projects are diverse, ranging from WASH and education to natural resource management and forestry. Owing to the nature of the entity, it is customary that its core operations would remain active at least for the coming decade and so would its social sector spending.

1.3 About Swadeep– Implementing agency

Swadeep SikshanSansthan is a grass root organization specializing in education sector. It has worked closely with TATA power, APM Terminal, GHCL & America India Foundation (AIF), Balmer Lawrie & Co. Ltd. on vocational education, school education and livelihood projects. Swadeep's Mission is to work towards the empowerment of vulnerable communities in under-serviced areas with a special focus on Children & Women. The organization believes that an Improved Education through Social Service mode will enable disadvantaged groups to become self-reliant and emerge out of the clutches of poverty.

Swadeep has a track record of successfully implementing various education related programs viz. LAMP, Vidhya Jyot, Shiksha Sarathi project in different geographies of Gujarat like Mahuva, Sutrapada and Rajula block and thus, has been chosen by PRCL to implement the program.

1.4   About MGLI

MGLI has carried out the third-party evaluation study of the CSR program of PRCL to assess its efficacy in achieving the desired outcomes and thereafter recommend a way forward.

Established in 1979 under Societies Registration Act 1860, MGLI is an autonomous institute of the Government of Gujarat. The prime activities of the institute are education, research, and dissemination of information through seminars, workshops, training Programs, and tri-partite consultation to establish peaceful industrial relations with harmonious employees and employers. The institute also conducts Social Audits of various government schemes and Programs to recommend policies for better implementation.

1.5   Need for the Impact Assessment Study

Enactment of Companies Act, 2013 mandated the corporate sector to spend on CSR programs and promoted reporting and disclosure to MCA. This further gets impetus by the recent amendment of CSR Rules in January 2021, which mandates conducting an impact assessment of the CSR programs through a third-party evaluation agency.

A CSR impact assessment report gives a holistic insight into the sustainability and relevance of the CSR interventions and their success measured by their social, economic, or environmental impact.

This report illustrates the CSR initiatives of PRCL, beneficiaries' groups, strategies adopted in the implementation, and assessment of the performance & impact of the implemented interventions. It aims to help funders, implementers, and Company to understand the impact of their social investments in Programs and projects on their target beneficiaries or society.

1.6   Objectives of the Study

The aim of the Impact Assessment Study is to assess the outcomes and impact created on beneficiaries, along with their satisfaction level & level of engagement in the CSR activities undertaken by PRCL. The main objectives of the study are as follow:

1. To delve into the various program activities for examining its efficacy in achieving the desired project outcomes.
2. To explore the success stories as well as the points of failures of the project outcomes.
3. To provide a third-party perspective to the overall program and its way forward.

1.7   Scope of the Study

The study covers the intervention areas of PRCL viz. 5 outreach villages in Rajula taluka of Amreli district executed between 2019 to 2023 It covers the core thematic area of intervention i.e. education along with any other auxiliary theme.

The study does not include financial audit. It does however; delve into the project financials to draw the nexus between the activity-based project impact vis a vis the activity-based project fund allocation.

Chapter 2: About the Programme

2.1   Geographic details

The study area is located in southern part of Amreli district which itself finds its place in lower coastline of Suarastra region of the Gujarat state in India. The villages are located in the south-central part of the block and in the close proximity of Pipavav port.The villages are at distance of around 5 to 15 kms from the block headquarter. The location map below highlights the settlement geography.

Figure 1: Geographic Details
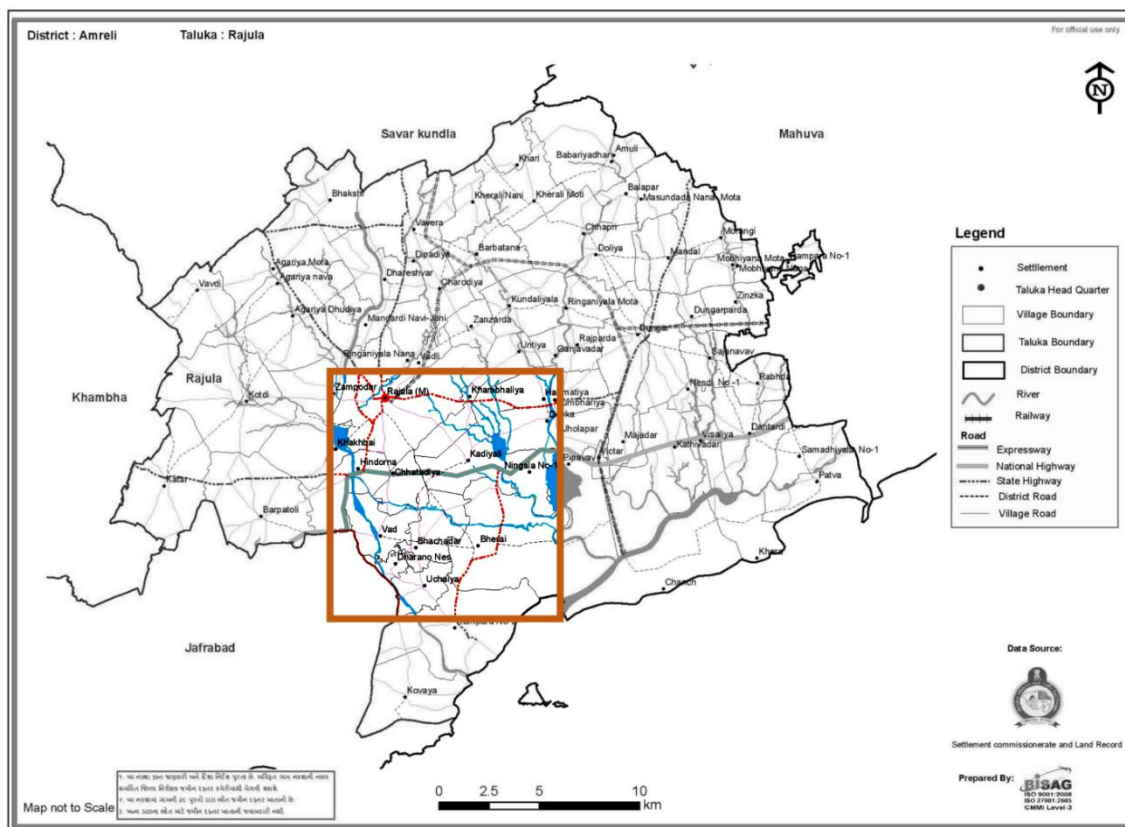
2.2   Demographic details

2.2.1 Amreli District

Amreli is one of the 33 administrative districts of Gujarat, with a population of 1.5 million (uidai.gov) in 2022. As per Census 2011, the sex ratio in Amreli was 964, higher than the national (943) and state (919) average. The literacy rate of Amreli (66%) is lower than the national (74%) and state' (78%) average. The workforce participation ratio is 43%. There is a considerable gender gap of 32% in male (59%) and female (27%) workforce participation rate. It is an industrially backward area with high dependence on agriculture and agro-based industries, as 50% of workers depend on agriculture.

2.2.2 Rajula Taluka

Rajula taluka, one of the 11 talukas in Amreli, consists of 11% (0.17 million) of the total population of Amreli district in 2022. The sex ratio of Rajula is 967, and the literacy rate is 44.3%, lower than the district's average. It has a workforce participation rate of 35%, lower than taluka. 56% of the total workers in Rajula are working as agricultural laborers and cultivators (Census 2011).

2.3   Study area profile

The study area comprises of 5 villages of the Rajula taluka that have been affected by the creation of railway line. The names and demographic details of these villages are as given below.

Table 1: Study Ares Profile

Sl.no	Village name	Population	Sex ratio	Literacy (in %)
1	Bachadar	840	1,034	64.72
2	Chatadia	1,171	961	68.57
3	Ningala	1,000	898	58.59
4	Uchiya	914	961	64.48
5	Vad	1,025	923	60.78

The average literacy in rural Rajula stands at 66.42% and the average sex ratio is 967 in rural Rajula. Except bachadar, nearly all 4 villages have lower sex ratio than the block's average. This is significantly poor for Ningala village. Literacy levels are marginally better for Chatadiya village but lower for Vad and Ningala. Pondering on the basic macro social development indicator, it is evident that Ningala and Vad perform poorly. This was also corroborated through the discussions with the various stakeholders. On the flipside, the census data reflects the picture of a decade old scenario but the recent NSSO findings does paint a better picture of Indian subcontinent.

2.4   Target population

Though the program caters to the entire village, its innate design caters directly to the learners, predominantly primary school and middle schools students as well as children visiting aganwadicenters. The project also covered the pregnant and adult women in the target villages.

2.5   Initiatives implemented under the programme

The "Gyandeep" program, implemented by Pipavav Railway Corporation Limited, aims to achieve significant outcomes in improving education levels and transforming the mindset of individuals residing in underprivileged or resource-constrained areas. The key objectives of the program encompass achieving 100% student enrolment and retention, attaining universal adult literacy, ensuring quality education, and fostering a positive behavioral change within the targeted communities. To accomplish these goals, the program encompasses a range of strategic initiatives, including awareness-building campaigns, comprehensive training and capacity-building programs, as well as various miscellaneous activities. These multifaceted efforts are directed towards realizing the program's overarching mission of uplifting the educational landscape and empowering the community members in the designated areas. The following are the details of the programs implemented:

2.5.1 Awareness Building Programs

i.   ***Parents Meetings (ICDS & Primary School):*** Monthly meetings were conducted in all five villages for the parents of Anganwadi children and primary students. These meetings took place at the school campus for student parents and at the Anganwadi center for parents of Anganwadi children. The main goal of these meetings was to increase parental involvement and participation in their children's education by encouraging regular attendance and promoting positive parental behavior towards education. The meetings focused on improving school and Integrated Child Development Services (ICDS) attendance rates and strengthening the parents' teacher association. Information on hygiene, health, and education awareness was provided to parents, along with guidance on ensuring their children's future, taking necessary precautions, and fostering holistic development.

ii.   ***Parents visits by Bal Mitra (a teacher appointed under Swadeep program in the project areas):*** Every month, Bal-Mitra organizes visits for parents, during which they provide them with valuable information about the Gyandeep project and the various activities carried out under its umbrella. During these visits, Bal-Mitra also takes the opportunity to raise awareness among parents regarding the nutritious food being prepared for the children. They emphasize the importance of parental involvement in their children's education by encouraging parents to spend quality time with them while they are doing homework and to monitor their internet activities. Furthermore, Bal-Mitra engages in discussions with parents about their children's progress at school

and anganwadicenters. These visits serve as a platform for fostering a strong partnership between Bal-Mitra, parents, and the community to ensure the overall well-being and development of the children.

iii. ***Community Awareness Program***: This program aims to raise awareness about girl child education, the prohibition of child labor, migration and its effects, and promoting clean and hygienic habits. It encourages community participation in education. Street plays are utilized as a powerful tool to spread awareness on these topics.

iv. ***De-addiction, Health & Safety Awareness Program in Schools:*** This program focuses on educating students about health and safety practices, providing information on the harmful effects of addiction, promoting cleanliness and hygiene practices at school and home, emphasizing safety measures, and encouraging girl child education. Plays are organized at schools to create awareness on these important issues.

v. ***Cleanliness Corner in ICDS/Schools:*** This initiative aims to promote cleanliness in ICDS centers and schools. It involves promoting good hygiene practices, providing essential tools and kits for maintaining cleanliness, ensuring efficient and effective execution of cleanliness duties, and utilizing safe cleaning equipment and chemicals. Cleanliness kits have been distributed under the "Gyandeep" project to support cleanliness efforts.

vi. ***Garbh Sanskaran:*** A one-day workshop was organized in Rajula specifically for women, facilitated by an expert in the field. The primary objective of the program was to raise awareness among women about their food habits, the home environment, and the behavior of family members during pregnancy. The workshop aimed to empower women with knowledge about the physiology of childbirth and teach them relaxation techniques to induce a calm state, particularly during pregnancy. The workshop covered various topics related to pregnancy and childbirth, including group activities, discussions on cervical health, care for the fetus, breastfeeding information, societal customs, and videos showcasing fetal development. Its main focus was to educate women about the importance of prenatal care and encourage family members to support the well-being of both the pregnant woman and the fetus.

vii. ***Adolescents Awareness Program:*** An annual seminar is conducted for girls aged 13 to 18 as part of an Adolescents Awareness Program. The seminar focuses on raising awareness about the menstrual cycle, aiming to eliminate stigmas associated with periods. Participants are provided with information about the types of food they should consume and the activities they should try to avoid during their menstrual cycle. The seminar also educates girls about the

changes they may experience due to the menstrual cycle, promoting a better understanding of their bodies.

2.5.2 Training & Capacity Building Program

Under the "Gyandeep" project, several training and capacity building programs have been implemented to enhance the skills and knowledge of various stakeholders. These programs include:

i. **Government Teacher Training Program**: Government teachers' training sessions are conducted 3 to 4 times per year in each village. The main objective of these meetings is to prepare and plan activities for the upcoming educational year in alignment with government directives. The discussions revolve around coordinating efforts among teachers for the comprehensive development of students. Each meeting addresses topics such as student progress, planning based on individual student needs, building rapport with students and parents, and strategies for achieving better results. Swadeep facilitates these meetings to promote collaboration, provide guidance on specific learning levels, school requirements, and child needs. Additionally, the sessions focus on organizing events like plays and educational camps to enhance the overall learning experience.

These meetings are held either at Rajula or at the school campus. These meetings serve as a platform to review and discuss the progress of the Learning Resource Center (LRC) classes, which is a key focus area for Swadeep. The sessions provide an opportunity for teachers to share their experiences, exchange best practices, and receive guidance on improving the effectiveness of LRC classes.

ii. **Parwarish Campat Schools Level:** As part of the "Gyandeep" project, a four-day parwarish camp was conducted at Lok Bharati Sanosara. The camp, organized in two batches, involved various activities such as creating a village map, playing different games, carpentry workshops, science toys, art and craft work, balloon pod game, faith-based activities, priority games, and map reading and making.

iii. **Women Parvarish at Village Level**: Women parvarish camps were organized at the village level to create awareness among women in the local community about education, economics, health, and child care. Discussions covered topics such as child education, health risks associated with eating out, and the social responsibility of women. Women were encouraged to participate in

government schemes, prioritize girls' education, and take on leadership roles within their communities.

iv. ***Women Parvarish Camp at Block Level (Rajula):*** A women parvarish camp was organized at Rajula block, where participants from five villages took part. The camp provided detailed discussions on essential life issues, including savings, child education, girl's education, nutritious food, and parental responsibilities. Motivational videos were also shown during the camp.

v. ***Anganwadi Worker Training & Capacity Building:*** Regular monthly meetings were conducted with anganwadi workers to outline the Gyandeep project and discuss previous activities in detail. These meetings focused on various aspects, such as experiences in Anganwadi, child development, teaching-learning materials for pre-primary education, and assisting Anganwadi workers in providing basic education to children. Additionally, workshops were conducted to teach traditional puppetry forms and encourage the production of educational puppets for conveying educational concepts.

vi. ***Exposure Visit for Anganwadi Workers:*** An educational exposure visit was organized for Anganwadi workers from five villages. The purpose was to learn about pre-primary education experiments and observe the work conducted in other Anganwadi centers. The visit included interactions with Baroda Childcare Institute staff and insights into play-based learning and pre-primary education activities.

vii. ***Adult Literacy Teachers Capacity Building & Workshop:*** Monthly meetings were arranged for educators involved in night classes across five villages. These meetings reviewed classroom progress, addressed challenges faced by educators, and devised strategies to encourage local women to participate in adult literacy programs. Additionally, capacity-building workshops were organized to prepare teaching materials and resolve any issues encountered during night classes.

viii. ***Capacity Building for Adolescent Girls (Sanitary Pad Distribution):*** Capacity-building programs were designed specifically for adolescent girls, focusing on their health and hygiene needs. Sanitary pad distribution initiatives were implemented to promote menstrual hygiene management among young girls.

ix. ***Field Worker Adult Literacy, ICDS & Capacity Building:*** Field workers were provided with training and capacity-building programs related to adult literacy and Integrated Child Development Services (ICDS). These programs aimed to enhance their knowledge and skills in effectively delivering educational services and supporting ICDS initiatives.

x.   ***Career Guidance Seminar:*** A career guidance seminar was organized at Bhachadar School with the objective of guiding children about their future educational choices and potential career paths. The seminar, conducted by a specialist, provided valuable insights into different fields of study and career opportunities, aiming to inspire and motivate students to pursue further education for personal growth and success.

2.5.3 Other Programs

i.   ***Learning Resource Centre (LRC):*** The LRC program primarily focuses on supporting students who are academically weak. To identify these students, question papers based on the second standard curriculum in Gujarati medium were developed. The exams were conducted for students in grades 3 to 8, and those selected based on the baseline exams were enrolled in regular LRC classes. These classes are held before or after school hours and cover mathematics and Gujarati subjects. The curriculum includes activities such as understanding shapes, arithmetic operations, comparisons, measurement, financial calculations, language competency, comprehension, writing skills, vocabulary, spelling, and sentence correction. These classes aim to provide quality education and support to students, in collaboration with the government and the School Management Committee (SMC), with the commitment of PRCL and Swadeep.

ii.   ***Bal Mela***: The Bal Mela is an educational event that fosters children's interest, understanding, and appreciation in various subjects. It serves as a platform for teachers and students to exchange ideas, showcase their abilities, and provide science education to the community. As part of the Gyandeep Project, Bal Mela was organized with sections dedicated to science, games, books, and arts-crafts.

iii.   ***Anganwadi Activities:*** At Anganwadis, various activities were organized to foster the holistic development of children. The following are the details of the activities organised:

Swachhta Activity - Cleaning Hand Wash, where children actively participate in promoting cleanliness and hygiene. Special emphasis is placed on teaching proper handwashing techniques, instilling in them the importance of maintaining good hygiene habits.

Storytelling session: Storytelling sessions were organized to engage the children and enhance their listening and comprehension skills. Through storytelling,

children were exposed to a variety of narratives, moral values, and language patterns, contributing to their cognitive and language development.

<u>Bal Geet</u> - Rhymes sessions, nursery rhymes and songs were taught to the children. These activities were designed to develop their language, memory, and communication skills, while fostering creativity and joy in the learning process.

<u>Crafts and Creativities</u>: A range of activities were implemented to foster the development of fine motor skills, creativity, and imagination among the children at the Anganwadi centers. These activities provided opportunities for the children to engage in various artistic endeavours, such as drawing, coloring, cutting, and pasting, allowing children to express themselves artistically and develop their cognitive abilities.

<u>Jodakana</u>: Jodakana refers to pairing or matching activities that help children improve their recognition and association skills. These activities involve matching objects, shapes, colors, and patterns, contributing to their cognitive development, problem-solving abilities, and logical reasoning.

iv. ***Shiksha Mitra Teacher - Gijjubhai:*** The aim of the Gijjubhai Monthly Meeting is to provide educational training to Baal Mitras (teaching assistants) and develop their understanding of education, particularly in the areas of language and mathematics for grades 3, 4, and 5. Language activities in the meetings include introduction sessions, group work, subject discussions, syllabus reviews, questionnaires, reading textbooks, mind maps, concept maps, worksheets, homework assignments, story mapping, and storytelling. Mathematics activities focus on Ganeet Mala (mathematical series), place value, measurement, language and mathematics worksheets, and planning at different levels. These meetings serve as a platform to review LRC classes, discuss new teaching-learning materials (TLMs), and address any difficulties faced by the students.

xi. ***Adult Literacy Programme for women***: An adult literacy program has been initiated specifically for women aged 18 to 45 years. These night classes focus on teaching reading, writing, and basic numeracy skills, including counting from 0 to 50 in the Gujarati language and alphabet recognition. Women engage in interactive learning activities using various teaching and learning materials such as storybooks, word cards, blackboards, and flashcards.

xii. ***Distribution of Teaching-Learning Materials for Pre-primary Education:*** Through the Gyandeep project, teaching-learning materials such as wall charts and Montessori toys for pre-primary education were distributed in Anganwadis.

The Anganwadi workers were provided training on effectively utilizing these materials. The seven types of wall charts and thirteen types of toys were distributed in Anganwadis. Teaching Learning Materials plays a vital role in supporting educational activities. Visual aids, flashcards, charts, and interactive tools were utilized to facilitate hands-on learning experiences and stimulate the children's curiosity and engagement.

xiii. **_Cleanliness Drive and Distribution Initiatives:_** In partnership with PRCL, Swadeep Shikshan Vikas Sanstha has organized various initiatives aimed at promoting cleanliness and environmental awareness. These include distributing litter boxes, trolleys, non-woven bags, water tanks, lunch boxes, carpets, identity cards, and color printers to schools. These efforts encourage cleanliness practices among students and create awareness about the harmful effects of plastic and the importance of environmental protection.

xiv. **_Other Celebrations and Activities:_** Multiple events and activities were organised for children. These include an enrollment drive for primary schools, pre-primary children activities, activity-based learning at the school level, celebrations for Gandhi Jayanti (with a focus on cleanliness), Child's Rights Day (highlighting children's rights and laws), Mathematics Day (raising awareness about the importance of math), Republic Day (cultural programs and activities), Science Day (experiments and games), Women's Day (celebrating women's achievements), and ongoing maintenance and upgrades for smart classes.

xv. **_Library_**: PRCL and Swadeep have established libraries in five primary schools to cultivate and encourage reading habits among students. These libraries offer a diverse collection of books that serve as companions and sources of knowledge, fostering a love for reading and supporting students' overall development.

xvi. **_Distribution of Non-Woven Bags:_** As part of the Gyanadeep project's commitment to environmental protection and reducing single-use plastic, non-woven bags were distributed in schools. The initiative aimed to raise awareness among students about the harmful effects of plastic and encourage them to adopt eco-friendly practices. Children were encouraged to avoid plastic usage both at home and at school, promoting environmental conservation and creating a sense of responsibility towards

2.6   Implementation coverage over the year

The ensuing chapter delves into a comprehensive illustration of the program's implementation coverage, shedding light on its extensive reach and impact. By examining the scope and penetration of the program, a deeper understanding of its

effectiveness and significance emerges. Over a span of four years, a significant number of 12,671 individuals reaped the benefits from this comprehensive program. The following figure illustrates the impact of different activities implemented under this programme:

Figure 2: Implementation coverage of the programme
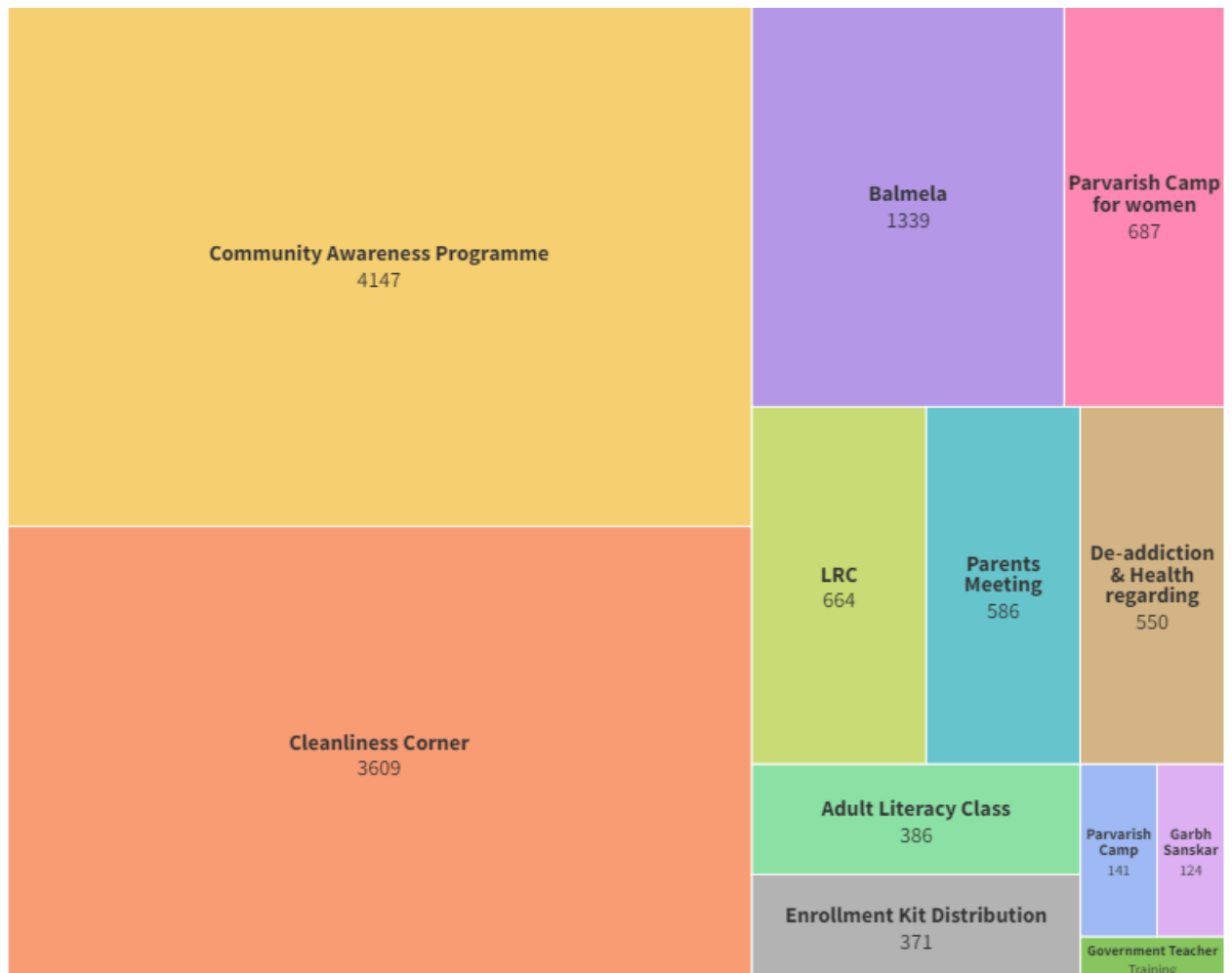
The data analysis demonstrates an even gender distribution among beneficiaries, with males and females each constituting 34% and 33% respectively. Moreover, the program's impact is evident across age groups, benefiting 15% of boys and 18% of girls. This data signifies the program's inclusive outreach, effectively catering to a diverse demographic and achieving its intended objectives.

Figure 3: Categorisation of beneficiaries

MALE — 3821
FEMALE — 3749
GIRLS — 2022
BOYS — 1728
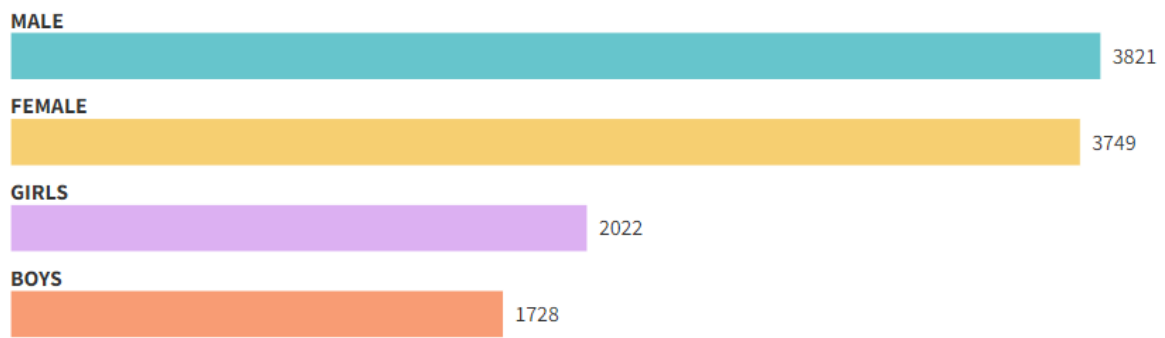
Chapter 3: Methodology for Impact Assessment Study

The study methodology was carefully designed to capture the explicitly available information as well as the undercurrents to produce the holistic findings of the impact assessment. MGLI team has firstly explored the available documents as provided by Swadeep and PRCL to develop deeper understanding of the overall program and its implementation strategies. Additional secondary data was collected different sources viz. census, publications of education department of Gujarat and others.

Upon the careful review of the initial documents the areas of enquiry were identified and appropriate tools were developed to further the primary data collection process. Various stakeholders were identified through discussions and reconnaissance visit. The tools developed consisted of both qualitative and quantitative data collection tools. The quantitative data was captured using household surveys. The sampling structure has been indicated below. For the qualitative data collection, the study relied upon observational methods, Focus Group Discussions and Key Informant Interviews. These methods were put to disposal during two set of separate field visits. The list of stakeholders, mode of inquiry, and, progress regarding interactions have been indicated in the table below.

Table 2: Sample Size

Sr. No	Village name	Target sample (HHs)
1	Chhatadiya	25
2	Ningala	24
3	Bhachadar	13
4	Vad	15
5	Uchaiya	14
Total		**90**

Sl.No	Stakeholder	Enquiry method	Sample/No.	Status
1	Pre-primary/anganwadi students	Observational	1	Complete
2	Primary school students	FGD & Observational	2	Complete
3	High school students	FGD & Observational	1	Complete
4	LRC students	FGD & Observational	2	Complete
5	Parents	HH survey & FGD	90, 3	Ongoing
6	AWW	KII	2	Complete
7	AW Helper	KII	1	Complete
8	Gijju Bhai Balmitra	FGD	1	Complete
9	Adult literacy instructors	KII	2	Complete
10	Adult literacy students	FGD	1	Complete
11	Panchayat members	KII	2	Complete
12	Govt. Teachers	FGD	1	Complete
13	Principals	FGD/KII	1	Complete
14	Women groups	FGD	3	Complete
15	Swadeep team	FGD	1	Complete
16	PRCL team	KII/FGD	1	Complete

Chapter 4: Village profile with Education lens

The chapter delves into the village's essence through the educational perspective, capturing the interplay between education and community life. The key metrics include a comparison of the approved and actual pupil-teacher ratio, pupil-teacher ratio and student classroom ratio are used to understand the education profile of these schools.

Gunotsav is an evaluation initiative implemented by the Government of Gujarat to assess the effectiveness of its education system and implement necessary enhancements for elevating the standard of education. This scheme covers around 45,000 schools across the state.

4.1   Village name: Bhachadar

The educational institute is a middle school, accommodating a total of 103 students as of 2023. The infrastructure includes 5 classrooms, a playground, gender-segregated washrooms, but no assembly hall or school boundary.

Table 3: Quantum and availability of Infrastructural components

Infrastructural components				
Number of Classrooms	Play Ground	Assembly Hall	Gender segregated wash rooms	School Boundary
5	Yes	No	Yes	No

Table 4: Key metrics

Number of Teachers		Pupil Teacher ratio		Student Classroom ratio
Approved	Actual	As per approval	As per actuals	
6	5	17.2	20.6	20.6

Figure 4: Infrastructure of the school in Bhachadar village

Figure 5: Playground in the school of Bachadar village

Figure 6: Performance of school under Gyanotsav scheme
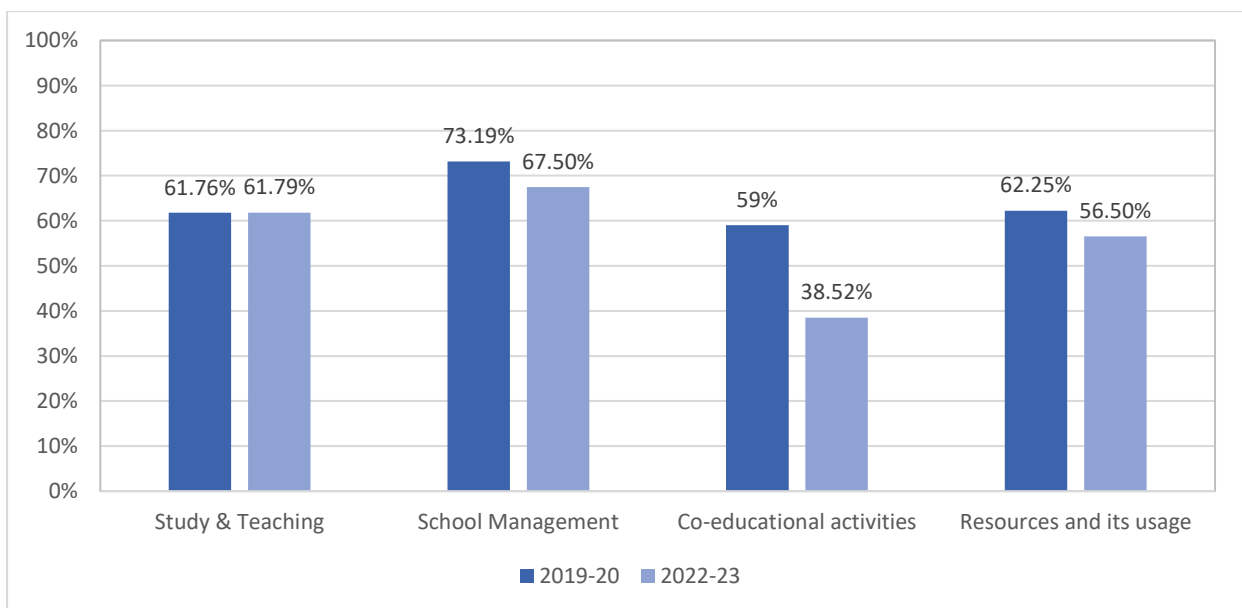
4.2   Village name: Chhatadiya

The educational institute is a middle school, accommodating a total of 203 students as of 2023. The infrastructure includes 5 classrooms and a gender-segregated washrooms. The school doesn't have any other infrastructure facility like playground, assembly hall. It is also not protected by a school boundary.

Table 5: Quantum and availability of Infrastructural components

Infrastructural components				
Number of Classrooms	**Play Ground**	**Assembly Hall**	**Gender segregated wash rooms**	**School Boundary**
5	No	No	Yes	No

Table 6: Key Matrices

Number of Teachers		Pupil Teacher ratio		Student Classroom ratio
Approved	**Actual**	**As per approval**	**As per actuals**	
8	8	25.4	25.4	40.6
6	5	17.2	20.6	20.6

Figure 7: Infrastructure of the school in Chhatadiya village

Table 7: Performance of school under Gyanotsav scheme
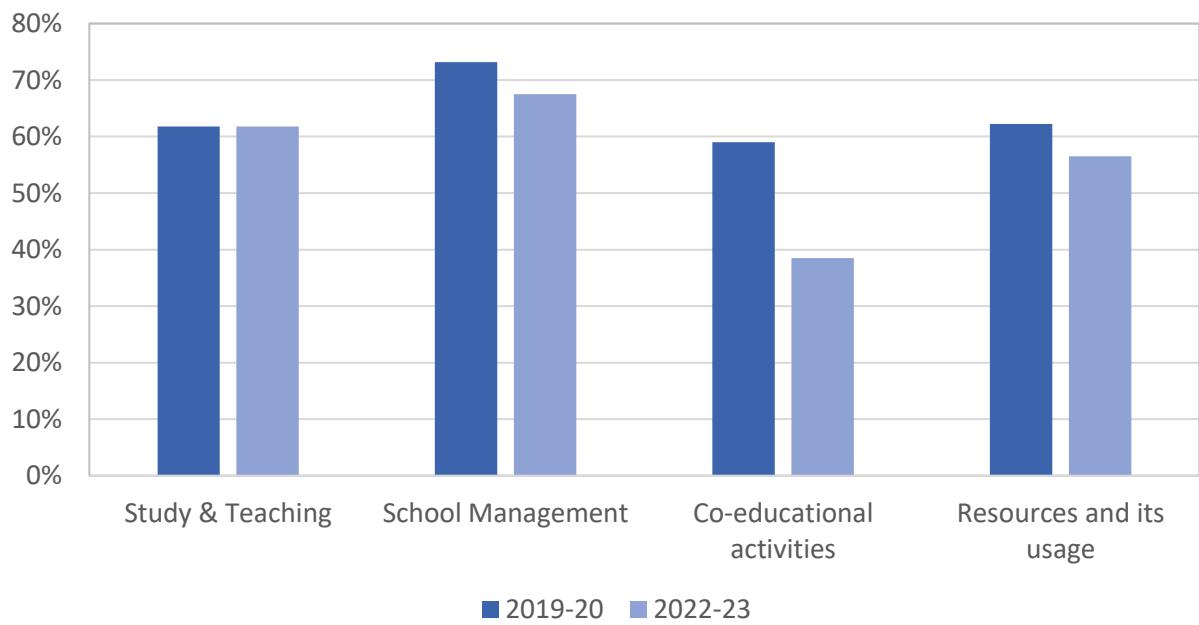
4.3   Village name: Ningala

The educational institute is a middle school, accommodating a total of 193 students as of 2023. The infrastructure includes 9 classrooms, a gender-segregated washrooms and a playground. The school doesn't have an assembly hall. It is protected by a school boundary.

Table 8: Quantum and availability of Infrastructural components

Infrastructural components				
Number of Classrooms	Play Ground	Assembly Hall	Gender segregated wash rooms	School Boundary
9	Yes	No	Yes	Yes

Table 9: Key metrics

Number of Teachers		Pupil Teacher ratio		Student Classroom ratio
Approved	Actual	As per approval	As per actuals	
8	6	24.1	32.2	21.4

Figure 8: Infrastructure of the school in Ningala village

Table 10: Performance of school under Gyanotsav scheme

Performance of school under Gyanotsav scheme:

- Study & Teaching: 2019-20 = 59.78%, 2022-23 = 53.30%
- School Management: 2019-20 = 54.92%, 2022-23 = 83.75%
- Co-educational activities: 2019-20 = 44.67%, 2022-23 = 57.33%
- Resources and its usage: 2019-20 = 66.50%, 2022-23 = 67.50%
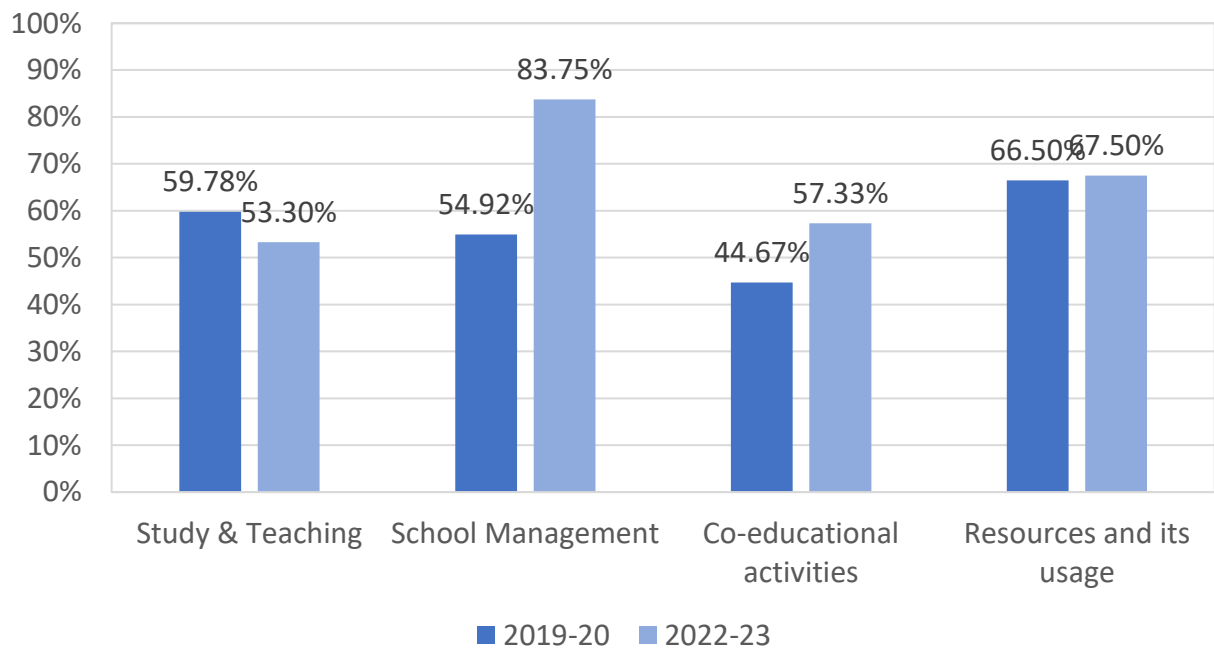
4.4   Village name: Uchhaiya

The educational institute is a middle school, accommodating a total of 100 students as of 2023. The infrastructure includes 3 classrooms, and a gender-segregated washrooms. The school doesn't have an assembly hall. It is protected by a school boundary.

Table 11: Quantum and availability of Infrastructural components

Infrastructural components				
Number of Classrooms	Play Ground	Assembly Hall	Gender segregated wash rooms	School Boundary
3	No	No	Yes	Yes

Table 12: Key metrics

Number of Teachers		Pupil Teacher ratio		Student Classroom ratio
Approved	Actual	As per approval	As per actuals	
6	4	16.7	25.0	33.3

Figure 9: Infrastructure of the school in Uchhaiya village

Figure 10: Performance of school under Gyanotsav scheme
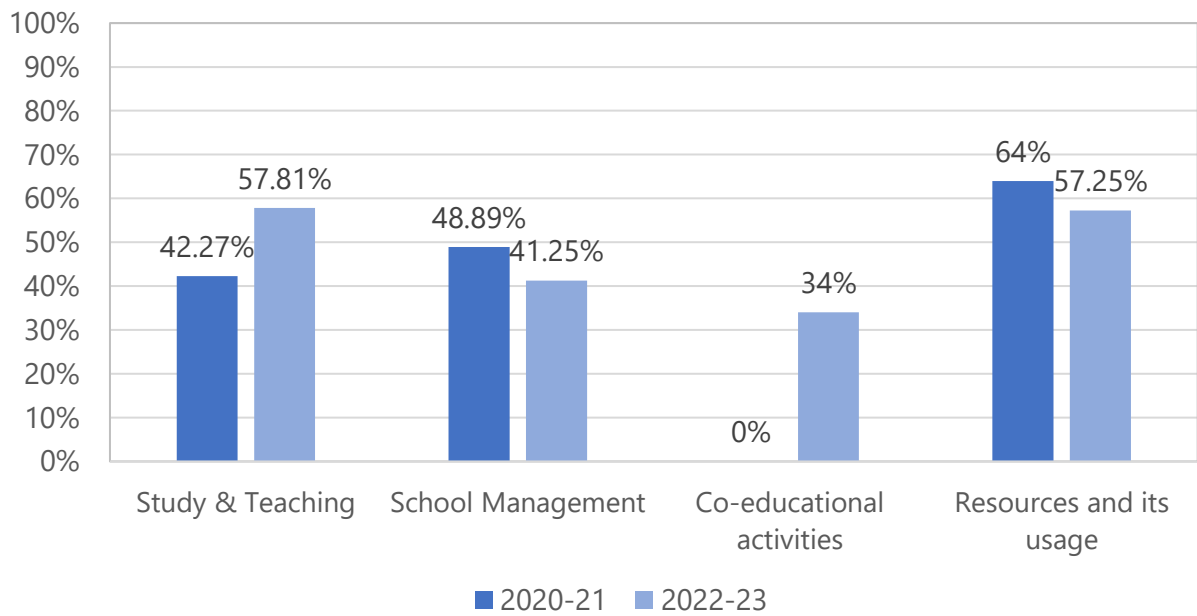
4.5   Village name: Vad

The educational institute is a middle school, accommodating a total of 100 students as of 2023. The infrastructure includes 3 classrooms, and a gender-segregated washrooms. The school doesn't have any other infrastructure facility like playground, assembly hall. It is also not protected by a school boundary.

Figure 11: Quantum and availability of Infrastructural components

Infrastructural components				
Number of Classrooms	Play Ground	Assembly Hall	Gender segregated wash rooms	School Boundary
6	No	No	Yes	Yes

Figure 12: Key metrics

Number of Teachers		Pupil Teacher ratio		Student Classroom ratio
Approved	Actual	As per approval	As per actuals	
6	4	16.2	24.3	16.2

Figure 13: Infrastructure of the school in Vad village

Figure 14: Performance of school under Gyanotsav scheme
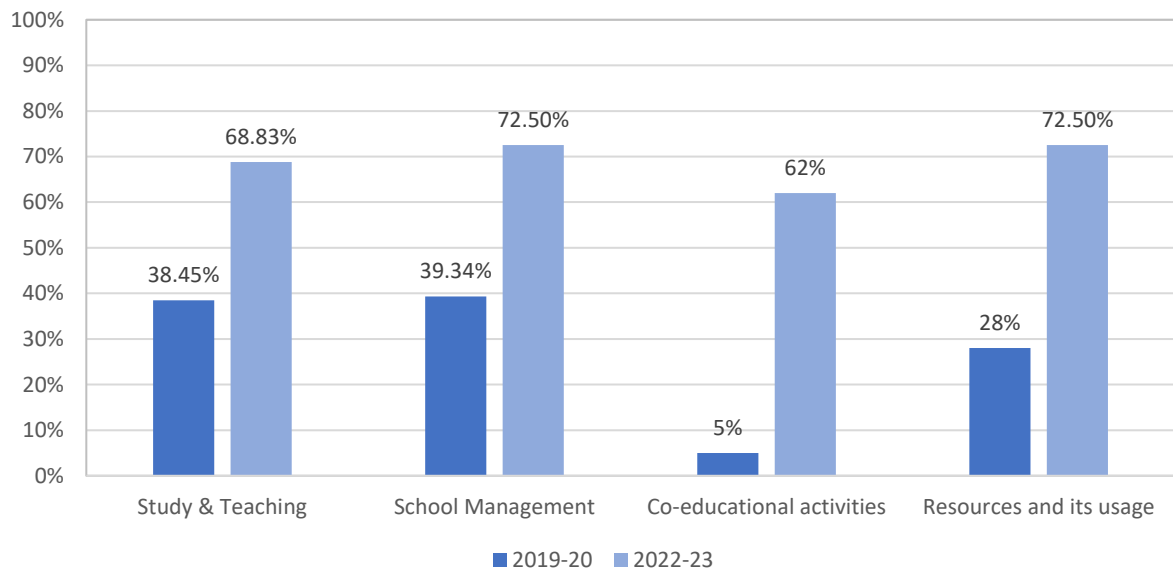
4.6   Key inferences and other issues

The comparison of school profiles present interesting findings.

1. The comparison of indicates that school at Chathadiya is worst off in terms of basic infrastructure whereas school at Ningala was relatively better among all five schools.
2. Pupil teacher ratio was at a higher side in case of school at Ningala by standing at 32.2 whereas it was best for Bhachadar at 20.6. It should be noted that most education experts agree on PTR of 10 to18.
3. Interestingly, except Chathadiya, all other 4 schools had a deficit of teachers owing to the approved but un-appointed teacher positions. This caused significant reduction in the actual PTR.
4. The Student Classroom ratio stood at whopping 40.6 in case of Chathadiya while a comfortable 16.2 in case of Vad. Uchhaiya village school also reported a higher SCR of 33.3. It clearly indicates that Chathadiya school was highly likely to face overcrowding.
5. Among the school of these villages, namely, Bhachadar, Ningala, Uchhaiya and Vad, barring Bhachadar, all other three showed improvements in the performance indicators.
6. School at Vad exhibited improvement in all four parameters but also had a very low denominator.
7. Overall, barring the school at Vad and the main block of Chatadiya, the remaining schools had many shortcomings in sanitation infrastructure. For example, in Ningala unlike boys, girls had access to poor quality of toilet infrastructure, while the auxiliary block of Chatadiya was missing the sanitation infrastructure. On the positive side, all the schools did have availability of toilets.
8. The main block of the school at Chatadiya is located abutting a national highway. As a result, the students cross the road to access the school. This is highly dangerous with heavy vehicles plying on the street, there have been incidents of road accidents for the students.
9. The boundary wall of Bhachadar was damaged due to Takute cyclone. The unrepaired wall has made the school prone of visitation of lions. Lion footsteps were observed in the large play area of the school campus. This puts the children on risk of life.

Chapter 5: Impact Assessment

5.1   Findings of the quantitative survey

A household survey was conducted in the project areas, covering all five villages - Bhachadar, Chhatadiya, Ningala, Uchchaiya, and Vad. A total of 88 households were surveyed, comprising a population of around 500 individuals. The questionnaire comprises two sections: Demographic information and impact assessment of the implemented projects. The first section focuses on capturing the social and demographic information of the project villages, while the second section is designed to assess the impact of the implemented projects. The following table presents the distribution of surveyed households in each village:

Figure 15: Distribution of HHs surveyed

Village	No. of HHs surveyed	% of Sample Size
Bhachadar	12	14%
Chhatadiya	25	28%
Ningala	23	26%
Uchchaiya	15	17%
Vad	13	15%
Grand Total	**88**	**100%**

5.1.1 Demography of respondents

Of the total surveyed respondents, 64% were male and 36% were women. All the surveyed respondents were married and 77% of the HHs live as a nuclear family.

Family Structure

A further detailed analysis indicated that Bhachadar has predominantly (83%) joint family while the other villages have predominantly nuclear families.

Figure 16: Family types in the surveyed villages
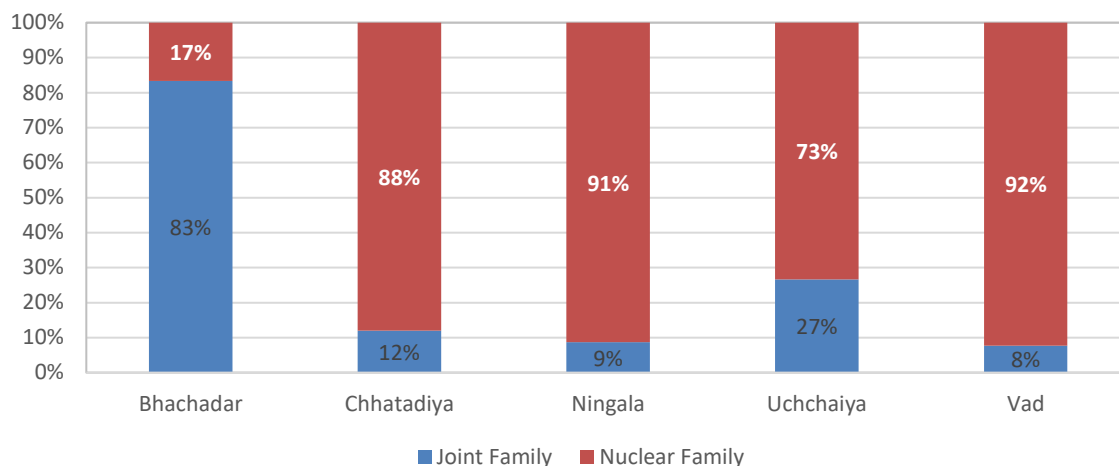
Caste

The survey findings indicate that the majority of the respondents belong to the Darbar community (44%), followed by Koli (Talpada) (35%). The caste structure in the various villages is illustrated in the following figure. Specifically, Bhachadar and Vad are predominantly inhabited by the Darbar community, while Ningala is predominantly occupied by the Koli (Talpada) community. However, Chhatadiya exhibits a mixture of the Darbar, Devi Pujak, and Koli (Talpada) communities, while Uchchaiya shows a blend of the Darbar and Devi Pujak communities.

Figure 17: Caste structure in the surveyed villages
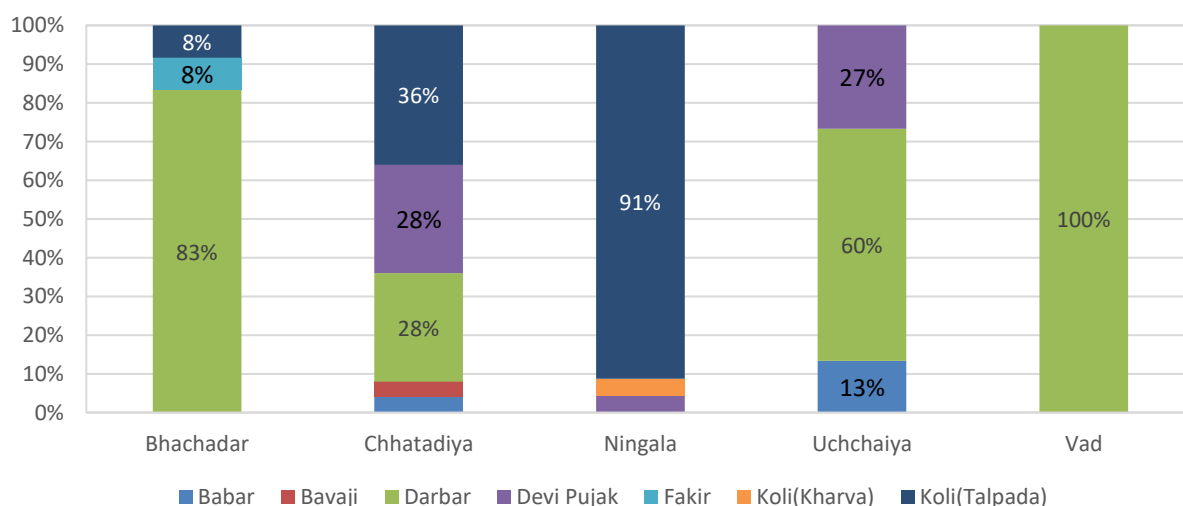
Sex Ratio

The sex ratio of the surveyed HHs in the villages appears to be better than that of the overall village's sex ratio. The average sex ratio of the surveyed villages is 1,222 women per 1000 men. Chhatadiya has a comparatively better sex ratio of 1,310, followed by

Ningala (1,276) and Uchchaiya (1,250). It is noteworthy that all the villages demonstrate a higher female population than male population. As indicated in the earlier chapter indicating the macro socio-economic indicators, the sex ratio is quite dismal overall. As these families surveyed include mostly the families with children in primary and middle schools, a better ratio is encouraging.

Age structure

Approximately 39% of the population belongs to the working-age group, aged between 18 and 45 years, while 51% of the total surveyed population comprises individuals below 18 years old. The sample HHs indicate significantly highnumber of learners or to be learners in these families.

Figure 18: Age structure in the project villages
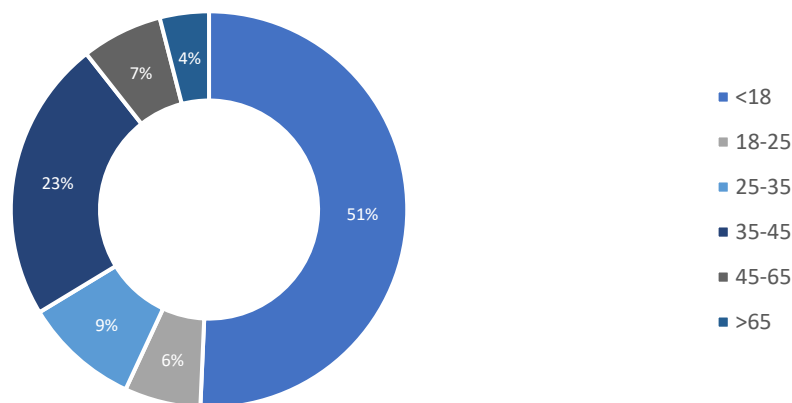
Education profile

More than one-third of the population (40%) that is above 18 years old has received no education at all, and merely 1% of them possess a graduate degree. The majority of the population in this age group has an education level below high school. This greatly indicates the value of engaging with these communities.

Main Occupation

Farming (58%) is the primary occupation of the predominant surveyed population, followed by labourers (37%). Other occupations pursued by the remaining individuals include Farming & Livestock, regular jobs, and labor in diamond polishing.

In contrast to other villages, Ningala has a higher proportion of laborers within its population, while farming remains the predominant occupation in those villages. However, Uchchaiya exhibits a mix of both farming and laborer populations.

Figure 19: Occupation of the surveyed population in programme villages
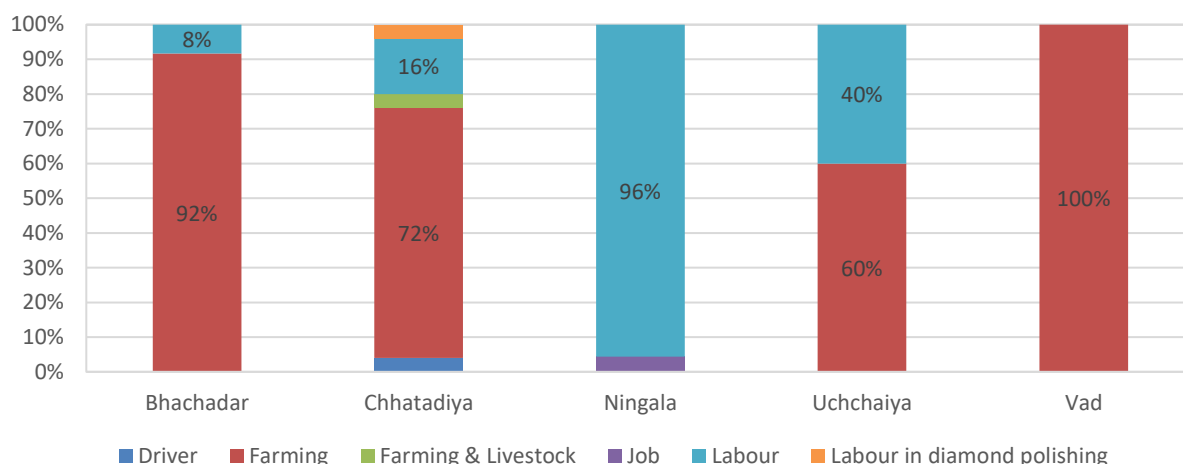
Annual Income

The average household income of the surveyed population is Rs. 41,140, which is higher than the Below Poverty Line defined by the Union Cabinet (Rs. 27,000 per year). Over two-thirds of the population earn less than Rs. 40,000 per year. The following graph illustrates the average income in different surveyed villages:

Figure 20: Average annual income in different villages
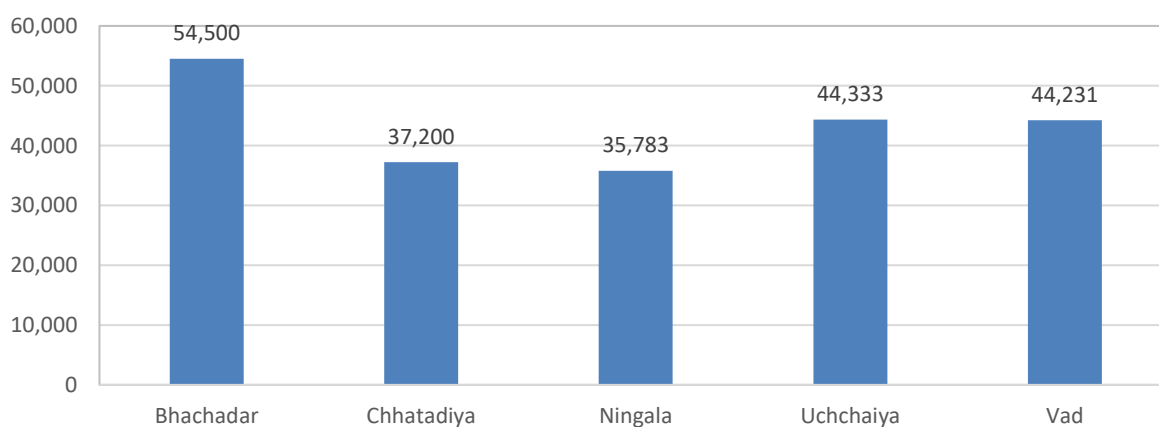
Bhachadar (Rs. 54,500) has comparatively the highest average annual income, followed by Uchchaiya (Rs. 44,333) and Vad (Rs. 44,231). The comparison of annual income and occupation indicates that farming is the highest-paid occupation in the program villages, followed by laboring. Also, HHs in Ningala have a strong interlinkage between their income and caste.

5.1.2 Impact of the implemented projects

This section includes an assessment of the awareness among the village population about the program and the type of impact it has had on the targeted population.

School Enrollment Drive

AAll the surveyed population were aware of the school enrollment drive. When asked about the entity implementing these programs, everyone perceives that the Swadeep Organization is responsible for the implementation of this initiative, as it is the designated organization for the implementation of the Swadeep program. However, none of them exhibited awareness of the involvement of Pipavav Railway Corporation Limited, which is funding these programs under their CSR activities. Out of the 88 surveyed individuals, 87 mentioned that the school enrollment drive is implemented through individual visits, parents' meetings, and seminars. Only one of the surveyed individuals mentioned that phone calls are also used for this enrollment drive.

3/4th of the surveyed population highlighted their children continued their education and didn't drop out after the implementation of multiple measures aimed at increasing school enrollment.

Figure 21: Impact of school enrollment drive
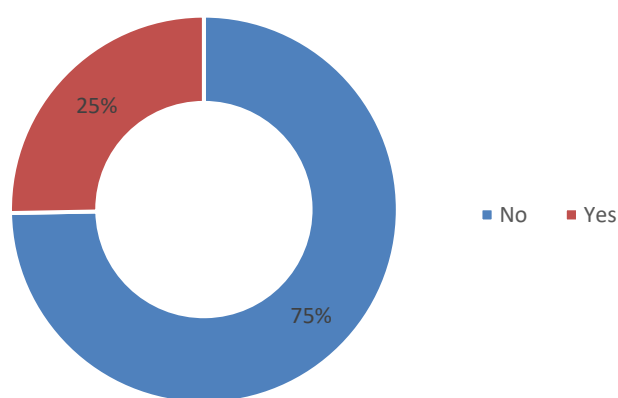
Shiksha Mitra

All the surveyed population is aware of the Shiksha Mitra, and 87 out of the 88 surveyed individuals mentioned that their children attended the extra classes provided by the Shiksha Mitra. 86% of the surveyed population mentioned that the extra classes were provided for English, Mathematics, and Science & Technology. Additionally, 13% mentioned that their children received extra classes for all the subjects.

Ninety-four percent of the surveyed population mentioned that their children require an internet connection to complete their homework, and the majority of them are aware of how to use basic applications on their mobile phones. It was highlighted by

the respondents that all the children with a basic level of digital literacy have acquired these skills from the interventions implemented by Swadeep.

Figure 22: Internet Requirement for Homework
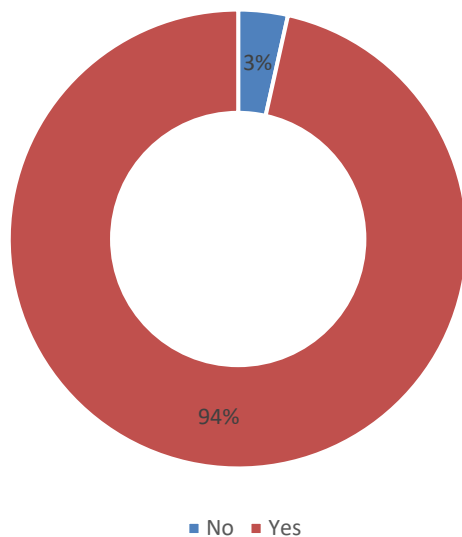
Figure 23: Ability of the child to use basic applications on mobile phone

3%

94%

■ No ■ Yes

2%3%

94%

■ ■ No ■ Yes ■ Not aware
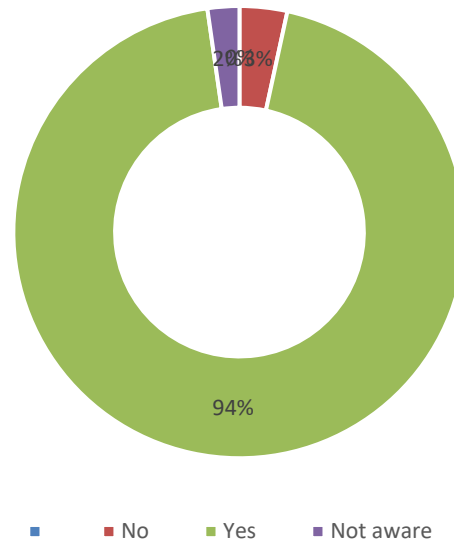
Adult Literacy Program

Eighty percent of the respondents highlighted that they have not benefited from the Adult Literacy Programme (ALP), while only 19% have reported receiving benefits from ALP.

As a result of the Adult Literacy Programme (ALP), among the beneficiaries of ALP, 41% of the respondents reported being able to do their sign and write, 29% mentioned that they can perform basic calculations in addition to knowing how to read and write, 6% stated that they can now help their children with their studies at home, and another 6% reported being able to read and write now. Furthermore, 12% of the respondents expressed increased awareness of the importance of education.

Figure 24: Impact of the Adult Literacy Program
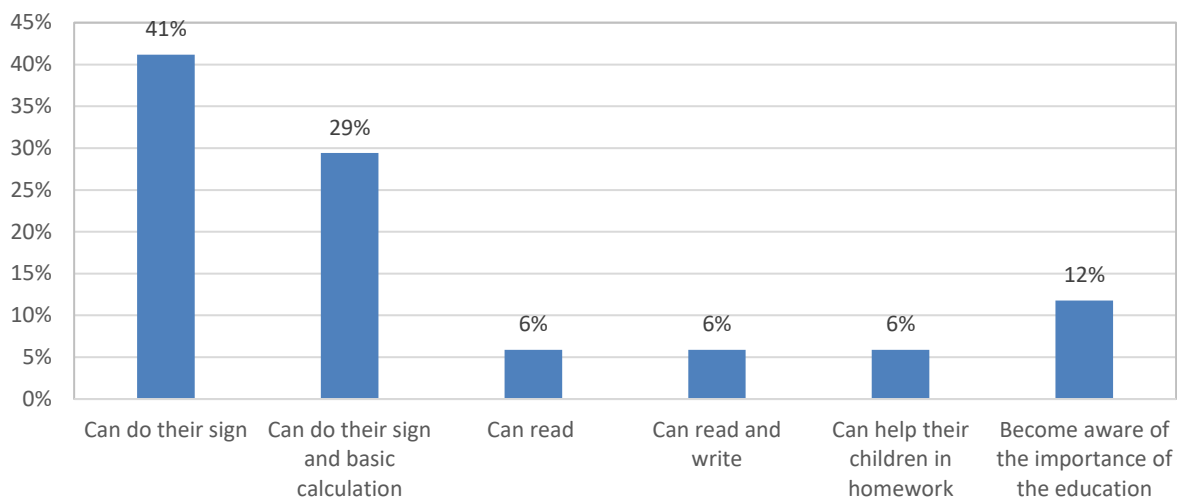
Smart Boards in School and LCDs in Anganwadi

Eighty-seven out of the total 88 respondents are aware of the smart boards available in schools for their child's education. However, only a small percentage of them (30%) are aware of the LCDs available in the Anganwadi. The intervention of implementing smart boards in schools and LCDs in Anganwadis has made it easier for children to learn and improved their memory due to the visual aids provided.

Figure 25: Impact of smart boards in schools
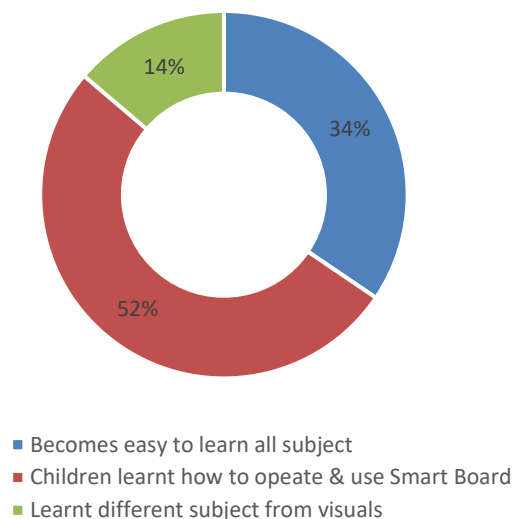
Figure 26: Impact of LCDs in Anganwadi

Becomes easy to learn all subject
Children learnt how to opeate & use Smart Board
Learnt different subject from visuals

Became encouraged to attend anganwadi daily
Children enjoys the television accorduing theme
development of children can be seen
It becomes easy to learn subject visually
Learns different activities
Wacth Balgeet & Stories
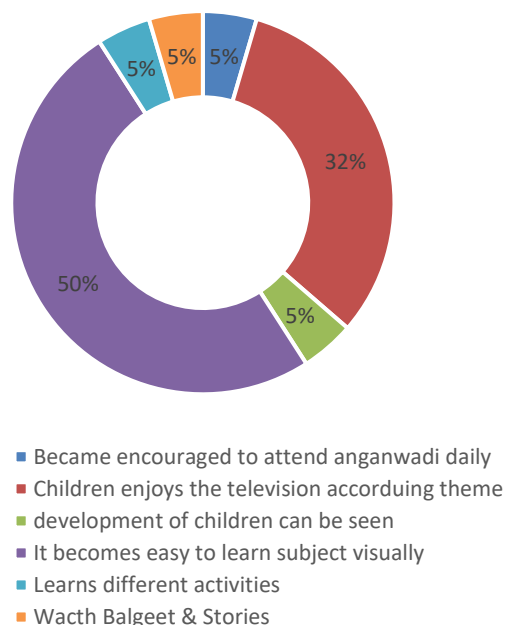
Bal Mela

Ninety-eight percent of the respondents are aware of the Bal Mela implemented under the Swadeep programme. The major impact of this program is that children have started to participate in different creative activities more actively.

5.2   Programme-wise Impact Assessment Report

5.2.1 Bal Mitra

A joint analysis of focus group discussions and primary HH survey conducted with reveals significant insights into the program's impact on student engagement, learning experiences, and overall development.

The Bal Mitra Programme has demonstrated its effectiveness in fostering student engagement and participation. The diverse range of activities offered, such as exercise, games, dance, poems, and general awareness questions, has garnered positive feedback from students. This approach has ignited enthusiasm and active involvement in various school-related events and initiatives. Moreover, the interactive and friendly approach of the Bal Mitras has been well-received, as evidenced by the students' appreciation for storytelling and interactive sessions.

The Bal Mitra Programme has not only contributed to academic growth but also emphasized holistic development. In Chhatadiya Village, the Summer Camp activities received enthusiastic participation, encompassing various creative and physical pursuits. This diversification of activities, including paperwork, *Abhinay*, games, exercise, poems, drawings, and *Mahendi* sessions, demonstrates the program's commitment to fostering well-rounded learning experiences. Additionally, the Bal-Mitra's role in facilitating day celebrations and talent showcases underscores the program's endeavour to instil a sense of pride and cultural awareness among students.

Challenges:

- **Seasonal Migration Disruption**: Seasonal migration in Ningala village disrupts students' learning continuity and recall upon their return.
- **Inappropriate Parental Behaviour**: Inappropriate behaviours like gambling in front of children hinder the learning environment and student engagement.
- **Technical Challenges with Smart Classes**: Network issues and occasional technical glitches affect the implementation of Smart Classes.

Suggestions for improvement

While the Bal Mitra Programme has exhibited positive outcomes, challenges and opportunities for improvement were also identified. In Nangala Village, the concern of some students facing difficulties in expressing themselves in unfamiliar settings

highlights the need **to enhance self-confidence and communication skills**. In both villages, the discussions point out the **potential of smart boards** in enhancing the learning experience.

5.2.1.1   Parents Meetings (ICDS & Primary School)

The initiative made a significant impact, evidenced by the substantial involvement of parents as reported by the teachers. This observation was further validated through parent meetings conducted during the data collection phase. Notably, the Bal Mitra (Child Friends) played a central role in facilitating this process. However, it is worth noting that a disparity in gender-based parent participation within schools was also identified.

Figure 27: Rating for the impact of the Parents Meetings (ICDS & Primary School)

Parents Meetings (ICDS & Primary School)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
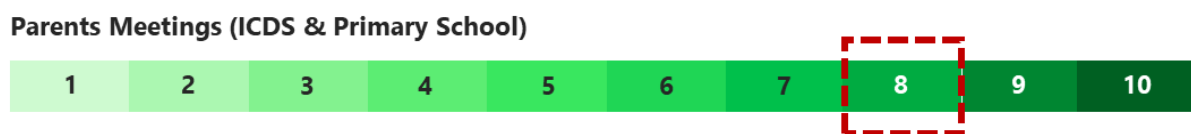
5.2.1.2   Parents visits by Bal Mitra (a teacher appointed under Swadeep program in the project areas

Frequent visits by Bal Mitra resulted in a strong rapport with parents, emphasizing a high level of familiarity. This positive connection was reaffirmed by parent interviews, showcasing their satisfaction with Bal Mitra's contributions. The shared use of human resources for both activities significantly increased parents' confidence, a key factor in this achievement. This approach not only enhanced engagement but also highlighted the program's dedication to a unified and impactful strategy.

Figure 28: Rating for the impact of the Parents visits by Bal Mitra

Parents visits by Bal Mitra

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
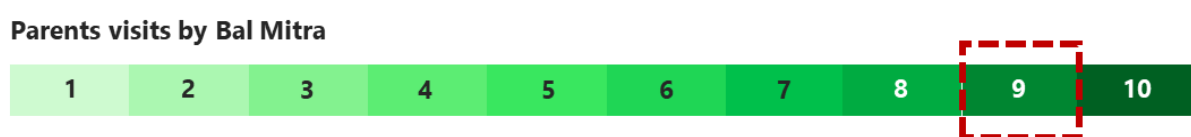
5.2.3   Cleanliness Corner in ICDS/Schools

The impact was observed in the conduct of the students as well as the upkeep of the institutions. The effectiveness of the activity was also assessed based on the supply and distribution of the upkeep tools as well as participation of children. This holistic assessment provides a comprehensive understanding of how the program has positively affected both the learning environment and the active involvement of the children.

Cleanliness Corner in ICDS/Schools

1	2	3	4	5	6	7	8	9	10
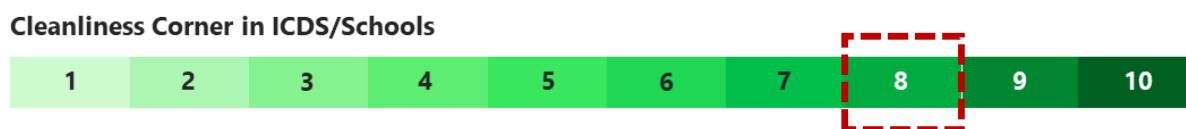
5.2.4 Garbh Sanskaran

The activity was very short-lived. The impact was not very evident as the respondents could not clearly distinguish between this activity from other sensitisation activities by PIA. A longer implementation period and more distinct positioning within the context of PIA's initiatives could potentially yield clearer and more discernible outcomes.

Figure 30: Rating for the impact of the Garbh Sanskaran

Garbh Sanskaran

1	2	3	4	5	6	7	8	9	10
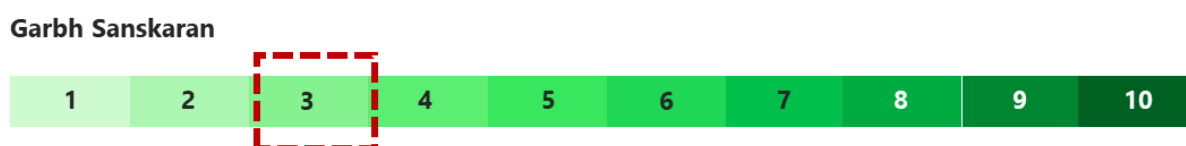
5.2.5 Adolescents Awareness Program & Capacity Building for Adolescent Girls (Sanitary Pad Distribution)

Seminars were organized to raise awareness about the menstrual cycle, but the results from interactions did not yield significant outcomes. Further analysis and potentially adjusting the approach or content of these seminars might be necessary to enhance their effectiveness.

Figure 31: Rating for the impact of the Adolescents Awareness Program & Capacity Building

Adolescents Awareness Program & Capacity Building for Adolescent Girls (Sanitary Pad Distribution)

1	2	3	4	5	6	7	8	9	10

5.2.6 School Enrollment Drive

The enrollment drives were highly effective and was also corroborated by the community members as well as teachers. Street plays, in particular, were highlighted as a notable contributing factor in many instances. This positive feedback underscores the value of dynamic engagement methods in achieving higher enrollment rates.

Figure 32: Rating for the impact of the School Enrollment Drive

School Enrollment Drive

1	2	3	4	5	6	7	8	9	10
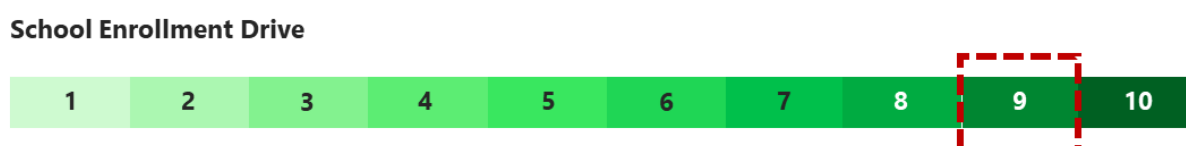
5.2.7 Government Teacher Training Program

The government teacher training programs received positive feedback from all the interviewed teachers, indicating their helpfulness. However, the overall impact appears to be somewhat limited, as a significant number of teachers struggled to articulate specific ways in which the training contributed to enhancing their teaching style or pedagogical methods. To maximize the effectiveness of these programs, it could be beneficial to incorporate more comprehensive follow-up assessments that encourage educators to pinpoint tangible improvements resulting from the training. This would help ensure a more targeted and valuable training experience.

Figure 33: Rating for the impact of the Government Teacher Training Program

Government Teacher Training Program

1	2	3	4	5	6	7	8	9	10

5.2.8 Parwarish Campus Schools Level

The Parvarish program prompted positive behavioural shifts in students. This activity was highly impactful in imparting confidence and traits of self-dependence among the participants. Though carried out for a limited session, its impact was sharp as vivid recollection of its activities were noted through in-person interviews especially girl children. Seminars and motivational speeches fostered conscientious habits and responsible actions, leaving a lasting impression on themes like education, health, and cleanliness. The Parvarish program's influence extends to parents, encouraging increased participation in their children's education. This includes homework assistance, promoting consistent school attendance, and fostering a proactive attitude towards learning.

Challenges:

Limited availability of transportation options hindered student participation and even led to dropouts in some cases.

Suggestions for improvement

- Addressing transportation challenges would improve program participation and mitigate potential dropouts.
- Fostering a sense of community and encouraging broader student enrolment would amplify the program's influence

Figure 34: Rating for the impact of the Parwarish Campus Schools Level

Parwarish Campus Schools Level

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

5.2.9 Women Parvarish at Village Level & Women Parvarish Camp at Block Level (Rajula)

The program showcased positive shifts in behavior and thinking patterns, empowering women to actively engage in discussions and activities. The focus on financial literacy led to improved financial management skills and better savings practices. Moreover, the program enhanced health awareness, resulting in participants seeking medical assistance at hospitals, thereby improving community healthcare practices. Notably, the program played a pivotal role in promoting education, particularly for girls, beyond the 8th standard, contributing to greater gender equality.

The interactions with women yielded positive outcomes. Participants reported an increased awareness of their children's education. Additionally, a few women mentioned a heightened engagement in grassroots political endeavors, such as actively participating in Gram Sabha meetings. These encouraging results emphasize the broader impact of the initiative, not only on educational awareness but also on fostering greater community involvement.

The participants highlighted the need for gender sensitization to encourage active participation in forums like Gram Sabha meetings. This holistic approach showcases the program's success in fostering empowerment, financial literacy, health awareness, education, and gender equality within the community.

Figure 35: Rating for the impact of the Women Parwarish

Women Parvarish

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

5.2.10 Anganwadi Worker Training & Capacity Building (Exposure visit of Anganwadi workers)

This training and capacity-building program has yielded positive impacts, notably enhancing the skills of the workers. This progrgramme and government contributions ensured a steady supply of materials, cleaning equipment, and educational resources. Training sessions empowered Anganwadi Workers to employ effective teaching methods and practices. The acquired skills not only contribute to their personal development but also have the potential to elevate the overall efficiency and effectiveness of their work. The involvement of Balmitra in daily activities management

ensures continuity even during the Anganwadi Worker's absences. The provision of materials, support, and training has positively impacted early childhood education and development.

Despite the evident benefits, challenges persist. The surplus of materials, including government-provided toys and learning books, ***requires better resource allocation*** to enhance program enrichment. ***Inadequate infrastructure and limited space*** hinder the Anganwadi's capacity to accommodate all attending children and affect service quality. The narrow structure relative to the number of children attending poses management difficulties.

Figure 36: Rating for the impact of the Anganwadi Worker Training & Capacity Building

Anganwadi Worker Training & Capacity Building

1	2	3	4	5	6	7	8	9	10
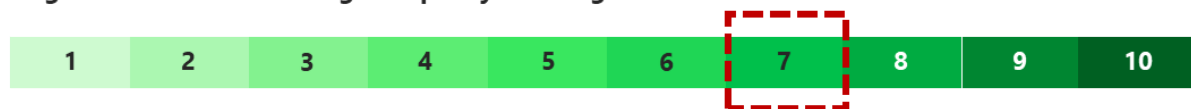
5.2.11 Adult Literacy Teachers Capacity Building & Workshop
The Adult Literacy teachers benefited significantly from the workshop, swiftly acquiring essential teaching skills. However, the limited participation raises questions about the effectiveness of mobilization strategies and the ability to adapt module modalities effectively.

Figure 37: Rating for the impact of the Adult Literacy Teachers Capacity Building & Workshop

Adult Literacy Teachers Capacity Building & Workshop

1	2	3	4	5	6	7	8	9	10

5.2.12 Field Worker Adult Literacy, ICDS & Capacity Building
The field workers exhibited good skill levels as well as showcased good traits on accountability. Their capacities were attributed to the trainings they received when inquired.

Figure 38: Rating for the impact of the Field Worker Adult Literacy, ICDS & Capacity Building

Field Worker Adult Literacy, ICDS & Capacity Building

1	2	3	4	5	6	7	8	9	10

5.2.13 Career Guidance Seminar

While the objectives of this seminar hold significant importance, the anticipated effective outcome did not materialize as expected. Evaluating and refining the seminar's structure, content, or delivery methods could potentially lead to more impactful results.

Figure 39: Rating for the impact of the Career Guidance Seminar

Career Guidance Seminar

1	2	3	4	5	6	7	8	9	10
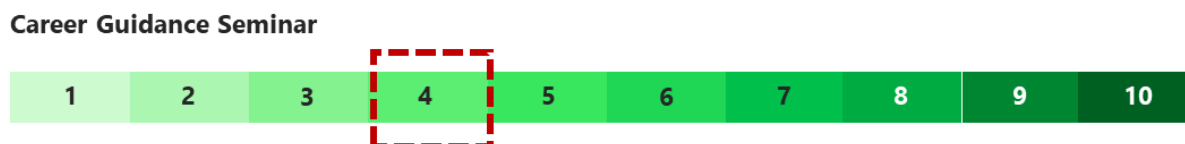
5.2.13 Bal Mitra aka Shiksha Mitra Teacher - Gijjubhai

Balmitras are the backbone of the entire program, owing to their catalytic role in most, if not all, components of the program. Their engagement level with the students, as well as the institutions, was strong. Additionally, the systems put in place by the project implementing agency were robust enough to elicit adequate efforts from the Balmitras.

Figure 40: Rating for the impact of the Bal Mitra aka Shiksha Mitra Teacher - Gijjubhai

Bal Mitra aka Shiksha Mitra Teacher - Gijjubhai

1	2	3	4	5	6	7	8	9	10
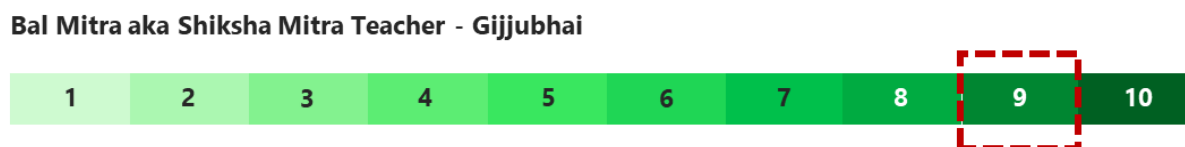
5.2.14 Learning Resource Centre (LRC)

An integrated analysis of the insights gathered from focus group discussions (FGDs) with primary school students, FGDs with LRC students, and KIIs with parents of LRC students and participants of adult literacy programs reveals a comprehensive overview of the impactful educational initiatives and their multifaceted outcomes.

The LRC Programme's efficacy in supporting academically challenged students is evident from the increase in the grades of the weaker students. Focused sessions on core learning skills, combined with the presence of Bal-Mitra mentors, foster a confident and interactive learning atmosphere. LRC students report enhanced fundamental abilities and heightened self-assurance.

The infusion of technology through Smart Classes in Uchhaiya Village has ushered in an interactive pedagogical approach. Smart boards now facilitate interactive learning experiences for subjects like Balgeet, Maths, and Gujarati-English poems. Notably, male students have shown a remarkable proficiency in adapting to this technological advancement. This integration of technology has created an enjoyable and captivating educational atmosphere, igniting students' passion for learning. The Summer Camp in

Uchhaiya has emerged as a vital avenue for students to explore their creativity, indulging in activities such as paper and clay work, drawings, and storytelling. This collaborative platform has not only facilitated artistic expression but has also cultivated connections within the community through collaboration with students from neighboring villages.

It has also helped parents in supporting the education of their children. An examples of Neela ben from Ningala Village, highlight the positive influence on adult literacy and parental empowerment. Through this intervention transformed Neela ben's parenting approach, leading to increased engagement and empowerment. The program facilitated her ability to understand basic signs, enriching her daily interactions.

The Learning Resource Center (LRC) stands as a key focal point within this project. Its impact has been particularly pronounced among weaker students, who, following the intervention, have reached a level comparable to their peers. Teachers have explicitly emphasized this positive influence. By concentrating on core subjects through carefully crafted learning materials, the LRC has proven effective in narrowing learning level disparities. Moreover, the LRC ensures that struggling students don't fall behind, thereby elevating the overall class performance averages. This underlines the essential role the LRC plays in fostering educational equity and enhancing the overall learning experience.

Figure 41: Rating for the impact of the LRC

Learning Resource Centre

5.2.15 Bal Mela

According to the teachers, Balmela has successfully infused an element of excitement into schooling for students. The students themselves fondly remember the diverse activities they participated in based on their individual interests. Despite its brief duration, this activity has demonstrated a reasonably substantial impact. The engaging nature of Balmela not only enriches the students' educational experience but also fosters a positive attitude towards learning.

Figure 42: Rating for the impact of the Bal Mela

Bal Mela

5.2.15 Adult Literacy Programme for women

Ratri Classes stand as a significant platform for empowering women, accommodating 8 to 10 participants per batch. A continuous support, including Teaching-Learning Materials (TLM), stationery, and equipment, has notably enhanced class efficacy. The activity centered on a beneficiary group that differed from the primary target audience. While it did manage to generate occasional sparks of success, the overall impact was somewhat limited.

Teacher training sessions have yielded positive outcomes, equipping participants with skills to aid their children's homework, elevate alphabet literacy, and even sign their names. This newfound competence fosters heightened confidence and meaningful transformations in their daily lives, accentuating the program's substantial impact on personal growth and empowerment.

Challenges:

In Bhachadar, participants often require an extended period of 1 to 1.5 years to grasp the basic alphabets, highlighting the need for continued dedication and tailored support. Additionally, the program faces challenges in terms of attendance, with only around 5 to 6 out of 20 members participating regularly. Household and caregiving responsibilities, along with the presence of children during classes, present obstacles to consistent attendance.

- For sustained success, addressing the extended time required for comprehension in Bhachadar's Adult Literacy program is crucial. Offering patient and tailored instruction can better accommodate the varied learning paces of participants;
- To tackle attendance challenges, devising strategies that mitigate household and caregiving responsibilities and minimize distractions caused by the presence of children during classes could enhance participation and engagement.

Figure 43: Rating for the impact of the Adult Literacy Programme

Adult literacy programme

5.2.16 Distribution of Teaching-Learning Materials for Pre-primary Education

This acted as a strong nudge for the children as well as the parents in ensuring keeping the drop-out low. The kits provided to the students were also verified in both schools as well homes of the children. This comprehensive approach aimed to reduce drop-out rates while ensuring the effective use of provided resources.

Figure 44: Rating for the impact of the Distribution of Teaching-Learning Materials for Pre-primary Education

Distribution of Teaching-Learning Materials for Pre-primary Education

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

5.2.17 Cleanliness Drive and Distribution Initiatives

A variety of items were distributed to both children and schools. Among these items, the ID cards were the most frequently used. Parents viewed them as impactful, enhancing their sense of dignity in relation to the education process. Additional items related to cleanliness were provided to anganwadi centers, aiding in maintaining consistent cleanliness. However, the impact of other distribution activities was not as pronounced. Furthermore, some redundancy was noted in the materials provided to anganwadi centers. In certain schools, confusion arose due to multiple sources of inputs, leading to uncertainty about the source of the benefits.

Figure 45: Rating for the impact of the Cleanliness Drive and Distribution Initiatives

Cleanliness Drive and Distribution Initiatives

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

5.2.17 Other Celebrations and Activities

Students had varied recollections of the various day celebrations. Conversely, teachers unanimously acknowledged the high effectiveness of these celebrations in infusing dynamism into their day-to-day activities. The contrasting perspectives underscore the diverse impacts of such celebrations, while the teachers' positive assessment highlights their role in fostering an engaging and vibrant educational environment. These celebrations not only leave lasting memories for students but also contribute to a more dynamic learning atmosphere in schools.

Other Celebrations and Activities

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

5.2.18 Library

The students made good use of the libraries. The collection contained a substantial amount of local and regional content, but there was a notable absence of materials that would facilitate the acquisition of knowledge about national and international subjects. Additionally, a considerable number of books remained unused on the shelves due to their limited pictorial content.

Figure 47: Rating for the impact of the Library

Library

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

5.2.19 Summer camp/Winter Camp

Substantial student participation was evident across all schools during the summer camps. Additionally, other children, often relatives of the students, were also welcomed to join. This approach effectively utilized the vacation period for students who might otherwise engage in unproductive activities. The summer camps serve as a valuable addition to students' lives, offering them meaningful and enriching experiences during their breaks from regular schooling. This strategy not only maximizes the potential of the vacation period but also contributes positively to the holistic development of the students.

Figure 48: Rating for the impact of the Summer camp/Winter Camp

Summer camp/Winter Camp

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

5.2.20 Smart class and smart TV

Free lectures have yielded positive impacts on students, offering audio-video learning experiences. It helped students to learn in audio-video form while allowed teachers to expand their horizons even beyond the existing resources obtained under public

funds. Notably, some senior students have developed the ability to operate the setup independently. This resource is particularly valuable as it caters to students who lack access to digital devices at home. However, maintenance challenges were raised by various stakeholders during FGDs.

Figure 49: Rating for the impact of the Smart class and smart TV

Smart class and smart TV

1	2	3	4	5	6	7	8	9	10

Chapter 6: Impact stories

6.1   Impact story 1: Building confidence through exposure

"Exploration feels wonderful to our eyes, seeing the world "

- *Ravina Dhakhda*

The Gyandeep program incorporates an exposure visit as a pivotal project component. In 2020, an exposure visit was organized for high school students. Among them, Ravina Dhakhda, a resident of Bhachadar village, serves as a representation of many girls sharing her background.

"Before this, I didn't really go far from my village and only went to the taluka headquarters sometimes, always with my parents. But, because of Gyandeep, I went on a trip that was different from what I usually did. I went to a place that was outside my usual area, and I didn't have my usual friends with me.

Like many of us students, my first visit to LokbharatiSanosara School was really good. I did things like Paper cutting, Clay work, and Wooden work, and I learned useful skills. The visit wasn't just about learning practical things; it also taught me to be disciplined and work with others. We also went to a farm where we tried different things with wheat and mung beans. I still remember what the speakers, Purviben and Binduben, said during the seminars.

I really want these visits to keep happening because not many students in my village get chances like this."

Ravina's excitement when she talks about the trip shows how much it meant to her. It made her feel more confident and like she can do things beyond what she's used to.

6.2   Impact story 2: Instilling intergenerational attitude shift

Divya went to school just like other girls in her community and appeared for her matriculate examination. While this might seem ordinary to outsiders, the truth is that it marked a significant change in the way families in her village view education. Divya is from the darbar community, a warrior group in the region. Traditionally, their customs didn't allow girls to pursue education outside their village, especially as they grew older.

"Traditionally, our customs didn't allow girls like me to pursue education outside our village, especially as we grew older. In fact, in the past, girls in my situation weren't even allowed to leave our homes for education. But the generation after my grandmother started to challenge these norms and pushed for basic education for us girls.

However, the educational opportunities were quite limited in our village, and I could only study until the 8th standard. Normally, this would have been the end of my education journey. Fortunately, things turned out differently for me.

Swadeep, along with the help of PRCL, worked really hard to sensitize communities in villages like Vad, where I come from. At the beginning, they faced resistance and even had unpleasant interactions with the male members of our community. But thanks to the continuous efforts of Jaysukhbhai and Vandanaben, they slowly gained our community's trust. Vandanaben, who is also from our community, played a really important role and became a role model for many of us young girls in the villages. Now, families are more open to sending their girls to Rajula for higher education. I was the first girl from our community in the village to do so."
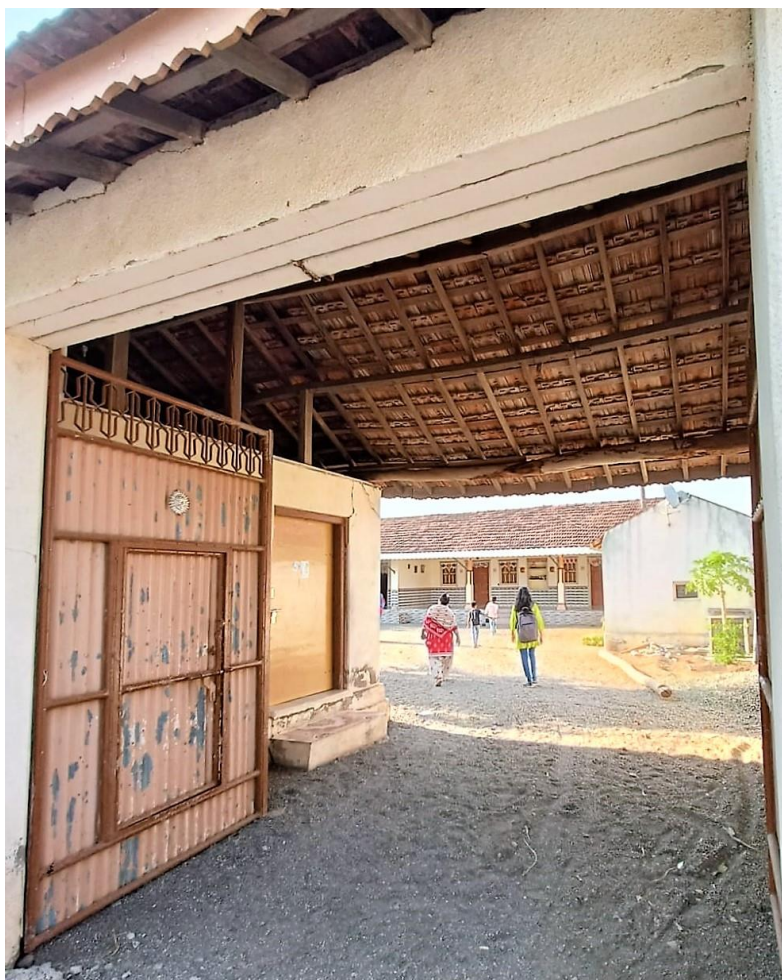
6.3   Impact story 3: Burning the midnight lamp for literacy

Manguben, from Uchhaiya, is a member of the Ratri class. During the discussion she highlight the following:

"I learned basic alphabets and numbers with the support of our Ratri class teacher and the materials (like TLM and basic equipment) Swadeep provided. I can now write my name and signature, which is pretty exciting. I usually work as a farm laborer during the day, and in the evenings, I attend the Ratri class to learn. This experience has boosted my confidence, and I've also become more aware of the importance of my children's education."

6.4   Impact story 4: One family, multiple benefits

Geetaben from Ningala, a participant in Women Parvarish, shared her insights during a Key Informant Interview (KII). She mentioned that Women Parvarish meetings occur annually, focusing on enhancing financial literacy, health awareness, and education among women.

"In my experience, I've noticed a change in my behaviour and mind-set through my consistent interactions with Swadeep. Nowadays, I give more importance to nutrition and health while preparing meals for my family, and I actively support my children with their homework. After Swadeep intervened, I found myself becoming a more involved decision-maker within my family.

What's interesting is that the effect of education on students has also sparked a larger societal shift towards recognizing the value of education. Being a parent of students attending LRC classes, I've personally seen the benefits of the daily supplementary classes held from 9:00 am to 11:00 am. These extra sessions have visibly improved my child's learning. I've observed that regular exams are conducted to assess the progress of LRC students.

I want to highlight the importance of parents' meetings and visits, which have a crucial role in increasing awareness about our children's education. Through my own journey, I've come to realize how interventions like Women Parvarish and LRC classes have a far-reaching impact, not only on individual families like mine but also on shaping our community's attitude towards education."

6.5   Impact story 5: Bal Mitras – The catalyst of Gyandeep

The Principal of Vad village regards Bal-mitra as the most valuable support received from the Gyandeep Project for the school. Bal-mitra's role involves working with ICDS children, ensuring their foundational learning skills are developed before they enroll in the Primary School. For existing Primary School students, Bal-mitra conducts LRC classes, aiming to bridge the competency gap among weaker students and their peers.

Operating according to a yearly calendar set by Swadeep in alignment with the government's schedule, Bal-mitra plays an active role in encouraging government teachers to organize events and celebrate important days. He not only aids in conducting classes but also assists in situations where teacher shortages exist. Additionally, when a teacher is absent or when the principal is overwhelmed with extra responsibilities, Bal-mitra steps in to conduct classes. This multifaceted involvement showcases Bal-mitra's dedication and versatility in supporting the school's functioning and the students' learning journey.

Chapter 7: Recommendations

The recommendation chapter offers a forward-looking perspective, suggesting actionable strategies and measures to optimize the outcomes and impact of the program. Drawing on the insights and observations gained from the preceding chapters, this section outlines specific pathways for enhancing effectiveness, addressing challenges, and capitalizing on opportunities.

Figure 50: Recommendations for each activity

Activity/Component/ Sub-program	Recommendations
Awareness Building Programs	
Parents Meetings (ICDS & Primary School)	Efforts should be made to ensure equal participation from both parents during parent meetings.
Parents visits by Bal Mitra	The practice should be continued as before. Newer Bal Mitra could be sensitized to community engagement practices to enhance their cohesion.
Community Awareness Program, De-addiction, Health & Safety Awareness Programme in Schools	To encourage greater participation, certain villagers could also be chosen as performers in these street plays. The themes for the dramas should be contextually relevant, aiming to facilitate social change by promoting behavioral transformation.
Cleanliness Corner in ICDS/Schools	Sanitation should continue to be a focal point of the program, while stakeholders within the program should also explore opportunities for convergence.
Garbh Sanskaran	These activities can yield significant social impact, but establishing a robust baseline and implementing cross-sectional measures is essential. Therefore, individual profiling of recipients for such sensitization programs must be conducted. Considering the feasibility aspect, this activity could be considered for discontinuation.

Adolescents Awareness Program & Capacity Building for Adolescent Girls (Sanitary Pad Distribution)	Consistent endeavors should be made to remove hesitation of women
School Enrollment Drive	Use of creative ways for enhancing enrollment should be taken up as done in the initial phase of the program.
Training & Capacity Building program	
Government Teacher Training Program	The capacity building exercise maybe followed-up with in-situ consultations with the teachers to enable deeper manifestation of their improved capacity. Further, a more teacher-oriented training option could be explored. There are few schools who have developed unique models around experimental learning and could be well suited for advancing the capacity of the teachers.
Parwarish Campus Schools Level	The exposure-related activities provide substantial value addition to the existing pedagogy of the target group, warranting their retention and reintroduction. Exploring opportunities for convergence with other programs could lead to synergistic impact. For instance, in Ahmedabad, the city boasts specialized space exploration modules for children by ISRO, environmental interpretation centers managed by the forest department, and various other offerings.
Women Parvarish at Village Level & Women Parvarish Camp at Block Level (Rajula)	Both genders should be targeted in such gender sensitization processes. Additional efforts need to be put for ensuring attendance of male members in such camps.
Anganwadi Worker Training & Capacity Building (Exposure visit of Anganwadi workers)	TV operating and capacity building training should be arranged for Anganwadi helper as well so that in absence of worker or in case of

	high number of children, Aganwadi can run seamlessly
Adult Literacy Teachers Capacity Building & Workshop	In order to make the adult learning program more effective, further capacity building of the teachers is required in areas other than technical competency. Also, the teachers should be motivated to adopt creative ways to achieve the desired result.
Field Worker Adult Literacy, ICDS & Capacity Building	The activity should be continued as is with supplementation of refresher trainings.
Career Guidance Seminar	Parents participant can be ensured in Career Guidance Programme. Consistent seminar should be held to have effective outcome. Also, people from different walk of life can be invited for such seminars.
Other Programs	
Bal Mitra aka Shiksha Mitra Teacher - Gijjubhai	The program should retain this component of the program with continual capacity building of the balmitras.
Learning Resource Centre (LRC)	The students are currently sieved based on actual level of learning but only in their respective schools. This process maybe fine-tuned to do a collective selection to assess the inter-school learning disparity of the students. This may prompt a varied resource allocation for schools on LRC.
Bal Mela	The duration or the frequency of the activity maybe enhanced as this activity allows the students to explore outside of their curriculum and physically experience their school with their own choices.
Adult Literacy Programme for women	The program is an off-shoot of the larger education program with a niche target population. The implementation strategy needs a shift in order to enhance its effectiveness in delivering intended impact. Principles of andragogy needs to be clubbed with the socio-

	economic realities of various groups in the target community. For instance, the learning modules have to be designed to cater to the occupation, gender, learning needs and other crucial parameters.
Distribution of Teaching-Learning Materials for Pre-primary Education	Looking at the effectiveness of material distribution in keeping the motivation up of the target community, exploraton around distribution of advance kits for successful completion on different levels maybe explored.
Cleanliness Drive and Distribution Initiatives	Some low cost distribution interventions go a long way while many other prove to be short-lived in terms of impact. Items like ID cards should be continued. PIA may also introduce the concept of 'benefit registry' to enable a more efficient assessment.
Other Celebrations and Activities	The day celebrations are nuggets of high intensity that create whims in campuses. To improve the recollection among children, usage of display calenders maybe taken up to keep the aspirations as well as retention of memories.
Library	The library is a strong asset built under the project that would last decades if maintained well. The content, however, does need calibration with involvement of both stakeholders as well as experts. A wider range of pictorially superior content maybe explored through emerging publishers in the domain.
Summer camp/Winter Camp	The surplus time as being utilised during such camps maybe levereged for testing out the experimental learning methods or conduct activities that otherwise would be difficult owing to time boundaries of the school curriculum. For example, activities like inter-school competition, excursion trips, student exchange and others may be explored.

	The service agreements with the vendors maybe tweaked to incorporate better service level benchmarks for downtime. If needed, tri-partite agreements with schools maybe designed to reduce the service delivery time.
Smart class and smart TV	

7.1 School-specific Recommendations

This chapter outlines recommendations derived from the analysis of educational institutions in Bhachadar, Chhatadiya, Ningala, Uchhaiya, and Vad villages. The analysis centers on fundamental metrics and infrastructure components within these communities' schools, which hold a crucial role in education. These recommendations seek to bring the schools in line with recognized educational norms, creating a setting conducive to academic progress. These proposals are meant to facilitate well-informed decision-making and guide educational investments, ultimately aiming to improve the prospects of students in these villages. The following are the list of recommendations:

1. **Infrastructure Enhancement:** Undertake infrastructural projects to enhance school facilities, emphasizing the importance of high-quality sanitation facilities for all students and implementing effective maintenance mechanisms;
2. **Additional Staffing:** Address staffing needs as required to ensure adequate coverage, especially in remote or temporary school settings, by considering the recruitment of additional personnel to support educational activities;
3. **Safety Enhancements:** Prioritize the safety of students by promptly addressing any potential threats. For example, in areas prone to wildlife presence, such as lions, ensure the maintenance and repair of protective boundaries;

4. **Pedestrian Safety Measures**: Emphasize the implementation of safety measures, particularly in the vicinity of schools. This includes mechanisms to protect students while commuting to and from the school premises, ensuring their safety and reducing the risk of accidents.

Figure 51: School-wise recommendations – Compiled using findings of the assessment as well as views of stakeholders

Bhachadar Primary School

- **Construct an assembly hall for school events** and activities to enhance the educational environment.
- Urgently **repair the damaged boundary wall** to ensure student safety from roaming lions.
- **Implement a systematic performance monitoring system** focusing on academic indicators and teacher performance.
- **Organize exposure visits** to promote skill development, discourage harmful habits, and educate students about agriculture.
- Provide essential equipment including **computers, printers, and a battery-operated sound system**.

Chhatadiya Primary School

1. Prioritize in**frastructure upgrades for classrooms and sanitation blocks** to meet basic school standards.
2. **Recruit additional qualified teaching staff** to achieve a pupil-teacher ratio (PTR) within the recommended range of 10 to 18.
3. **Establish comprehensive road safety protocols**, especially due to the school's proximity to a national highway, to ensure student safety from potential road accidents.
4. **Appoint an extra teacher as a "Bal-mitra"** for Vadi vistar school infrastructure continuity.
5. Supply essential resources such as a **sound system and a computer lab** to improve the learning environment.

Vad Primary School

1. Undertake the **development of a playground and assembly hall**, providing students with spaces for physical activities and events that enrich their overall educational experience.
2. **Establish a school boundary** to enhance safety and security for all students, maintaining the overall well-being of the school community.
3. **Continue to improve performance** indicators, keeping in mind the school's relatively smaller student population and focusing on targeted areas of growth;
4. **Acquire computer and printer** equipment to enhance the school's technological resources;
5. **Arrange exposure visits** for students to broaden their educational experiences and practical knowledge

Uchhaiya Primary School

1. **Explore the feasibility of establishing an assembly hall**, which will augment the school's facilities and serve as a multifunctional space for educational activities.
2. Ensure **consistent maintenance of the school's boundary** to guarantee the safety and security of students from external threats.
3. **Vigilantly monitor performance indicators, concentrating on reducing the pupil-teacher ratio** to align it with the recommended range, thereby improving the student-teacher interaction
4. **Allocate funds for the annual function**, covering expenses such as sound system rental and clothing charges, as the school currently lacks the necessary funds.
5. **Create a dedicated classroom for storing materials** provided by Swadeep, addressing the inadequate infrastructure issue.
6. **Procure computers** to improve the school's technological resources.

Ningala Primary School

1. **Construct an assembly hall** to enhance school resources for diverse educational and extracurricular activities.
2. **Address gender-based disparity in sanitation facilities,** ensuring equitable access for both boys and girls.
3. Sustain and improve **positive performance trends**, with a focus on reducing the pupil-teacher ratio.
4. Provide **specialized training,** particularly for skills in which rural students excel, such as swimming.
5. **Organize exposure visits** for students to broaden their horizons and instill discipline.
6. **Enhance the school environment** with wall paintings.
7. **Supply pictorial books** based on students' preferences.
8. **Issue new ID cards** to students

Additionally, it is recommended that public announcement systems be installed in schools to facilitate communication and enhance safety and organization. These systems can relay important information to students, staff, and parents, ensuring a more effective and secure learning environment.

7.2   General Recommendations

The following are the recommendations based on the overall assessment as well as crowdsourced from the various stakeholders during the interactions -

1. Activities around enhancing exposure to competitive sport such as water sports, kho-kho and kabaddi, based on the acumen should be promoted to nurture talent at early stage;

2. Provisioning of computer education tools: Provisioning of computer education tools to make students adept with the modern-day requirements is crucial. A consultation with the schools should be carried out to understand their views and needs in this area. The program strategy may be aligned accordingly.

3. Common sports event promotion: Promotion of inter-school events like joint sports events, debate competitions, exposure visits and others should be taken-up to build a stronger community ethos amongst the children as well as parents.

4. Dental check-up was very useful for children: As an exploratory activity, dental check-ups were very useful for children. This may also be done to include other vital parts like eyes, ears and others.

5. Promotion of activities related to sensitization of personal and community health maybe taken-up in conjunction to sanitation.

6. Activities which reduce stage fear and hesitation with outsiders can be organised as this was observed to be prevalent in many students.

7. PRCL may introduce concepts like PRCL trophy, PRCL award and others to enhance the goodwill amongst the community.

8. Avenues for convergence with other CSR and public schemes ought to be explored. It will reduce redundancy as well as enhance efficacy of measures.

Chapter 8: Conclusion

In this chapter, an exhaustive analysis is presented, drawing insights from an amalgamation of primary and secondary data sources. This comprehensive assessment delves into various dimensions of the programs implemented within the villages, shedding light on both the factors that facilitate their success and the challenges that hinder their efficacy.

Enablers –

1. A key factor contributing to the successful implementation of these programs is the strategic presence of Vandana ben, a female Community Resource Person (CRP) who shares a similar cultural background with the community. This alignment aids in fostering trust and rapport, thus enhancing program delivery.
2. The proactive support from sarpanches in few villages namely, Ucchaiya and Bachadar emerges as a cornerstone of success, acting as pivotal advocates for these initiatives within their respective communities.
3. The amalgamation of initiatives targeting both children and parents has yielded a favorable and constructive influence.
4. The integration of Balmitras into the existing school ecosystem further fortifies program implementation, as their alignment with the school human resources streamlines the execution process.
5. The incorporation of field trip-based learning strategies, which infuses experiential learning into the educational framework, catalyzing a more immersive and engaging learning experience.

Disablers –

1. Socio-economic conditions in Ningala lead to seasonal migration among certain families, resulting in partial exclusion of students and limiting their access to the program's benefits.
2. The implementation of Smart Classes is marred by technical obstacles such as network issues and glitches, undermining the seamless execution of technology-driven pedagogy;
3. Limited transportation options impede student participation and contribute to dropout rates, impacting program reach and continuity.
4. The disproportionate burden of household and care responsibilities on women hinders their active engagement in education initiatives, dampening their participation.

5. Advent of unprecedented corona pandemic impacted the project outlay as well as the implementation modalities. The program was designed in pre-corona phase but was transformed to meet the demands of the emergent realities. This led to reduction of the funds for the activities that were planned earlier. Few new activities catering to the health and precautionary needs of the community were added. It is important to note that this did have a noticeable impact on the overall impact.

Figure 52: Impact of the programme

Social Impact

- Attitude shift towards imparting education to children, especially girl child.
- Positive change in mind-set towards health and hygiene
- Boost in confidence among the recipients of adult literacy program evident from improved participation in public forums.

Economic Impact

- Raised awareness of the importance of education and long-term benefits of investing in education for economic betterment

Literary Impact

- Decreased school dropout rates, ensuring higher enrollment and continued education.
- Improved digital literacy skills for students, allowing access to educational resources.
- Proficiency in reading and writing among the older population through adult literacy programs.
- Improved capacity of the academicians covered under the project.

Annexure 01: List of Samples from LRC student group

Year	Sl.No	Student name	Village	Std.
2019-20	163	Kalkan JaykushJagubhai	Bhachadar	7
2019-20	134	Makwana Subhash Hasmukhbhai	Bhachadar	3
2021-22	51	KandhamanaChtrapal Babubhai	Bhachadar	5
2021-22	65	Dhakhada Pradip Babubhai	Bhachadar	8
2021-22	49	BorichaPruthvirajKathubhai	Bhachadar	5
2021-22	48	Kalkan Karan Manubhai	Bhachadar	5
2022-23	86	Dhakhda Bhakti Bababhai	Bhachadar	7
2019-20	24	Jadav Payal Vasharambhai	Chatadiya	7
2020-21	99	Nilam NarasinhbhaiShiyal	Chatadiya	8
2020-21	81	Jaydip Khodabhai Sarvaiya	Chatadiya	5
2020-21	89	Sangita Khodubhai Rathod	Chatadiya	6
2021-22	104	Devangi VinubhaiDabhiya	Chatadiya	4
2021-22	122	SangiaKhodubhai Rathod	Chatadiya	7
2021-22	108	Karan KanubhaiDabhiya	Chatadiya	5
2021-22	99	Dharmik RamjibhaiSarvaiya	Chatadiya	3
2022-23	10	Sarvaiya Dharmik Ramjibhai	Chatadiya	**4**
2022-23	9	Mahida Mohit Dadubhai	Chatadiya	**4**
2022-23	22	DabhiyaSidhdhrajAnakbhai	Chatadiya	**6**
2022-23	2	Kareta Rahul Najkubhai	Chatadiya	**3**
2022-23	14	Rathod Mansi Khodubhai	Chatadiya	4
2019-20	89	Shiyal Jigar Vipulbhai	Nigala	3
2019-20	86	Solanki Sagar Dineshbhai	Nigala	3
2019-20	88	Vashiya Rahul Shivabhai	Nigala	3
2019-20	90	Bambhaniya Sujal Bhavishbhai	Nigala	3
2020-21	144	Vashiya AnjaliDhirubhai	Nigala	4
2020-21	147	Shingad Hetal Babubhai	Nigala	4
2020-21	145	Joliya Daya Ravjibhai	Nigala	4
2020-21	142	Gujariya Komal Ghansyambhai	Nigala	4
2020-21	167	Solaki Vijay Rameshbhai	Nigala	6
2020-21	166	Vaghela Jignesh Pravinbhai	Nigala	5
2020-21	157	Shigad ShitalRameshbhai	Nigala	5
2021-22	69	Sonal RameshbhaiShingad	Nigala	3
2021-22	87	Hetal Babubhai Singad	Nigala	5
2022-23	130	SolnkiPrathnaHasmukhbhai	Nigala	3
2022-23	141	Solnki Kuldeep Santibhai	Nigala	4
2022-23	147	Joliya Hetal Mukeshbhai	Nigala	6
2019-20	131	Mahida DharmeshbhaiVinubhai	Uchaiya	7
2019-20	109	DhakhadaDrastibenGautambhai	Uchaiya	3
2019-20	103	Babariya JoshnabenDilubhai	Uchaiya	3

2019-20	111	BorichaAsmitabenValkubhai	Uchaiya	3
2019-20	132	Babariya DharmeshbhaiBhojbhai	Uchaiya	7
2020-21	27	Vadher Kaushik Jagadishbhai	Uchaiya	6
2020-21	32	Mahida Vilash Khodubhai	Uchaiya	6
2021-22	3	Dhakhda Yogiraj Rajeshbhai	Uchaiya	3
2021-22	13	Bepariya Nirali Jetubhai	Uchaiya	4
2022-23	118	Bepariya Nirali Jetubhai	Uchaiya	**5**
2022-23	115	DhakhadaMansviChanpubhai	Uchaiya	**4**
2022-23	106	Mahida Manav Khodubhai	Uchaiya	**4**
2019-20	45	Boricha GaytriKhodobhai	Vad	4
2019-20	54	Ghakhda Janvi Hanubhai	Vad	5
2019-20	62	Ghakhda Nilesh Jashubhai	Vad	5
2020-21	136	Dhakhda Chetana Danubhai	Vad	8
2020-21	106	Dhakhda Aaushi Khodubhai	Vad	3
2020-21	111	Khuman Vijai Vanrajbhai	Vad	4
2021-22	140	Dhakhada Jaydev Jorubhai	Vad	5
2021-22	153	Varu Hardip Dineshbhai	Vad	6
2021-22	161	DhakhadaPaviitraTakhubhai	Vad	8
2022-23	33	BorichaRudrrajGhughabhai	Vad	3
2022-23	48	Dhakhada Janvi Kalubhai	Vad	4
2022-23	46	Bepariya Vishva Bhankubhai	Vad	3

Annexure 02: Findings from qualitative surveys

FGD with primary school students in Nangala Village- Bal Mitra Programme

A FGD was conducted with primary school students from Ningala village, ranging from 6th to 8th standard. The discussion aimed to gather feedback on various activities conducted by the Bal-Mitra program, the use of the library corner, day celebrations, smart class/board usage, the impact of Bal-Mitra, and the students' experiences during the Covid-19 pandemic.

The Bal-Mitra program provides a wide variety of engaging activities, encompassing exercise, games, dance, poems, and daily general awareness questions. These activities have garnered positive feedback from students, instilling in them a strong sense of enthusiasm and active participation in various school-related events and initiatives. The school's library corner follows a weekly schedule for issuing and returning books. Students show a keen interest in using the library, with storybooks and materials on national leaders being their top choices. The library collection comprises books in Gujarati and English, with a primary focus on grammar books. The celebration of special occasions like Environment Day and Republic Day expands students' exposure to significant national and environmental themes. The participation of parents and the local community in these events strengthens the school's engagement with stakeholders.

While the Bal-Mitra program has shown positive effects on many students, some participants expressed reservations about its overall impact. It was observed that some students faced challenges expressing themselves in front of outsiders or unfamiliar individuals. Exploring strategies to build self-confidence and communication skills among students is essential to address this concern effectively. Despite having smart boards in three classrooms, their usage is mostly limited to free classes. A more systematic integration of technology in regular teaching sessions could enhance the learning experience and optimize available resources.

FGD with primary school students in Chhatadiya Village- Bal Mitra Programme

This FGD was conducted with primary school students in Chhatadiya, spanning from 1st to 8th standard to gather insights into various activities organized during the Summer Camp, the differences perceived between regular teachers and Bal-Mitra, the Bal-Mela event, day celebrations, and students' other experiences at the school.

The Summer Camp activities received a positive response from the students, who displayed enthusiasm and active participation in paperwork, Abhinay, games, exercise, poems, drawings, and Mahendi sessions. The Bal-Mitra program was perceived positively, as the students appreciated Bal-Mitra's storytelling, friendliness, and

interactive approach, including playing games with them. Day celebrations on occasions such as 26th January and Teachers Day fostered a sense of pride and talent showcase among students. The provision of enrolment kits to first standard students and regular parent meetings, fostering a supportive environment for the children's development

FGD with LRC students in Uchhaiya Village- LRC Programme

The Learning Resource Center in Uchhaiya was instrumental in providing additional support to weak students. Conducted from 9 to 11, the LRC sessions focused on basic learning skills, including numeracy, reading, and writing. The inclusion of a Bal-Mitra (friendly teacher) created a conducive learning environment, fostering confidence among students to actively participate and ask questions. As a result, the LRC students reported improvements in their fundamental abilities and an enhanced sense of self-assurance.

The implementation of Smart Classes in Uchhaiya has introduced an interactive and engaging teaching approach. Subjects like Balgeet, Maths, and Gujarati-English poems are now conducted through smart boards, effectively capturing students' interest. Particularly, the boys have shown a high level of adaptability to the technology, efficiently operating the smart boards. This modern teaching approach has proven enjoyable and has positively impacted students' enthusiasm for learning in Uchhaiya.

The Summer Camp in Uchhaiya provided a variety of creative activities, such as paper and clay work, drawings, and storytelling from pictures. It offered students a platform to explore their artistic abilities and interact with their peers. The inclusive nature of the camp allowed students from neighboring villages to participate, fostering community connections and cooperation.

The implementation of a water tank by Swadeep at the Primary School has notably enhanced the facilities for the students, providing improved access to water resources. The program's flexibility in offering specialized training for students interested in diverse fields like Painting or Sports received praise, enabling personalized learning pathways based on individual interests and talents. Observations from the summer camp underscored the program's positive influence on creative activities. Girls actively participated in clay work to craft kitchen utensils, while boys showed interest in creating Shivling artifacts, promoting equality diversity in creative expressions.

FGD with women in Bhachadar village: Women Parvarish Program

A comprehensive focus group discussion in Bhachadar was conducted with women covering topics such as financial literacy, health, education, the importance of girls' education, and cleanliness. Participants experienced positive shifts in their behaviour

and thinking patterns after engaging in the Parvarish program. The program encouraged increased active participation among the attendees, empowering them to engage actively in various activities and discussions. The emphasis on financial literacy equipped the participants with valuable knowledge and effective strategies for saving small amounts, fostering better financial management.

Additionally, the program's focus on health awareness resulted in participants preferring seeking medical assistance at hospitals for health issues, indicating improved healthcare practices within the community. Furthermore, the program played a crucial role in promoting girls' education beyond the 8th standard, leading to an increased number of girls pursuing further studies and contributing to gender equality in education.

The participants expressed a need for gender sensitization orientation for both women and men to promote women's active participation in Gram Sabha meetings.

FGD with Bal Mitras

A FGD was conducted with all the Bal Mitras engaged in the project villages to assess the impact of the Bal Mitra initiative on education in the region and identify challenges and opportunities for improvement. The findings of the FGD are the following:

Role and Main Work of Bal Mitra:

The findings from the focus group discussion indicate that all Bal Mitras are well aware of their roles and responsibilities. They play a significant role in running the Local Resource Centre (LRC) and focus on supporting weak students. The Bal Mitras conduct annual exams and carefully select 30 students for LRC classes. During additional hours from 9 am to 11 am, they provide personalized tutoring in Maths and Gujarati, aiming to enhance the academic performance of the students.

Challenges Encountered:

One of the key challenges faced by the Bal Mitra program, as revealed in the focus group discussion, is related to seasonal migration in Ningala village. The migration of nearly half of the village's population during the summer and monsoon seasons poses difficulties for the education of children. This disruption leads to challenges in maintaining continuity of learning and recall when the migrated children return in winter.

Measures taken to address challenges:

During the focus group discussion, it was found that Swadeep has implemented several measures to tackle the challenges arising from seasonal migration. These

measures include conducting parents' meetings and providing migration certificates to ease the admission process for migrating students at their new locations. Furthermore, concerted efforts have been made to persuade parents to consider keeping their children in the village for continued education. As a result of these efforts, there has been a notable decrease in the number of migrants, indicating some success in addressing the issue of disrupted education due to seasonal migration.

Positive impact of Bal Mitra program:

The findings from the focus group discussion reveal that the Bal Mitra program has demonstrated positive outcomes over a period of three years. Notably, there has been a substantial improvement in parents' participation in meetings, resulting in increased regular attendance of students at school. Moreover, the program has played a vital role in advancing girls' education beyond the 8th standard, leading to a significant rise in the number of girls pursuing higher studies. These positive results showcase the program's effectiveness in promoting education and empowering students, particularly girls, in Bhachadar.

Areas for improvement:

To achieve even better results, the Bal Mitras acknowledges the need to address issues related to de-addiction and inappropriate parental behaviour, such as gambling in front of children. Addressing these concerns can positively impact the overall learning environment and contribute to more focused and engaged student participation.

Library corner and smart classes:

The Library Corner has proven to be an essential component of the program. Bal Mitra actively facilitates discussions with students about their learnings from the books, enhancing their comprehension and critical thinking skills. Smart Classes have been beneficial in providing visual learning experiences to students, especially in subjects where regular teachers are not available. Additionally, the implementation of Smart Classes has proven to be highly beneficial, particularly in subjects where regular teachers are unavailable. The Smart Classes provide visual learning experiences, allowing students to grasp concepts more effectively.

Bal Mela:

The Bal Mela is an annual event organized for one day, where all Bal Mitra come together to celebrate. The event involves careful planning for all villages and includes group activities such as games, singing, and dancing. Price distribution at the end acknowledges the winners for their performances.

Summer-Winter Camp:

The Summer-Winter Camp is well-planned by the Swadeep organization before the students' vacation. Information about the camp is shared through parents' meetings,

visits, and social media updates. The camp is organized with activities scheduled for each week, including basic games, movie shows, projects, and educational visits.

Bal Mitra Training:

Bal Mitra, holding a qualification of BA – PTC[1], receive training in three levels to enhance their skills. Level one focuses on effective interaction with children, while level two covers teaching basic numbers, and level three includes addition and subtraction. Regular meetings at Rajula support continuous training and knowledge exchange among Bal Mitra.

Bal Mitra's Daily Schedule:

Bal Mitra's daily schedule includes teaching LRC classes from 9:00 am to 11:00 am, monitoring students cleaning the school from 11:00 to 11:30, assisting Anganwadi workers from 11:30 am to 12:30 pm, and maintaining registers and preparing Teaching-Learning Material (TLM) from 2:00 pm to 6:00 pm.

Smart Classes:

During the focus group discussion, it was revealed that Bal Mitra effectively utilizes Smart classes during free lectures to present educational topics visually. These classes are available in every village, with the government providing one for students in Standard 7th and 8th, and Swadeep offering another for students in Standard 1st to 6th. The use of smart boards enhances students' understanding of the topics and encourages active participation in the learning process. However, the implementation of Smart classes faces challenges, including network issues in some villages and occasional technical problems that may take 2-3 days to resolve.

KII with Anganwadi Worker at Ningala Village

The purpose of this Key Informant Interview (KII) was to outline the materials and assistance provided by Swadeep, the challenges faced, and the overall impact on the Anganwadi program. Swadeep actively supports Anganwadi Worker, Sejiben, stationed in Ningala, providing a well-stocked First Aid Box, government-provided toys, study materials like drawing and numbering books, and stationery items. Training sessions organized by Swadeep in both the center and Rajula have enhanced Sejiben'sskills in early childhood development and education. Sejiben's exposure visit to Bhavnagar allowed her to adopt new teaching methodologies and best practices. Despite operational challenges, Swadeep thoughtfully provided a television for the Anganwadi children. Balmitra offers daily support from 11:30 AM to 12:30 PM, ensuring smooth Anganwadi activities management. For extended absences, Bal Mitra personally visits parents to understand reasons. The collaboration between Swadeep

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[1] Primary Teacher Certificate (PTC) is a non-degree program designed for individuals who have completed a Bachelor's degree in any field and who intend to teach at the primary education level.

and the Anganwadi Worker, Sejiben, has evidently proven to be impactful, enhancing the quality of early childhood education in Ningala.

Despite the valuable support from Swadeep, several challenges have been identified. Firstly, there is a surplus of materials due to the government's provision of toys and basic learning books. This abundance calls for a more effective utilization of funds to allocate resources to other activities that can further enrich the Anganwadi program. Secondly, the Anganwadi faces issues related to poor infrastructure, which affects its ability to accommodate all the attending children adequately. This limitation may hinder the smooth functioning of the center and impact the quality of services provided. Lastly, the narrow structure of the Anganwadi in comparison to the number of children attending poses challenges in managing the children and conducting activities efficiently.

KII with Anganwadi Worker at Ningala Village

These are the findings of the KII conducted with Anganwadi Worker, Geetaben, and Helper, Varshaben, stationed in Chhatadiya. The purpose of the interview was to gather insights into their activities at the Anganwadi, the support received from Swadeep, and the training they undergo to enhance their skills and effectiveness in early childhood education.

Activities in Anganwadi:
Geetaben and Varsha ben actively engage the children in a range of activities at the Anganwadi, including Bal geet (children's songs), games, and basic teaching of numbering and alphabets.

Support from Swadeep:
Swadeep provides significant support to the Anganwadi, including the provision of toys from both Swadeep and the government. Regular supply of cleaning equipment, such as mops, dustbins, fennel, and soap, is also ensured by Swadeep, while the government's supply is less predictable. Additionally, the Anganwadi is provided with educational materials like drawing books, teaching-learning materials (TLM), and stationery, which enhance the learning experiences for the children.

Training of Anganwadi Worker:
The interview findings indicate that Geetaben actively engages in training sessions conducted at Rajula, which also involve exposure visits to locations like LokbharatiSanosara School, Bhavnagar. Moreover, a monthly meeting convening all Anganwadi workers offers a valuable platform for knowledge-sharing and discussions, with a key emphasis on optimizing interactions with parents and children.

Training to Helper:

Varsha ben undergoes training 3-4 times a year, with a primary emphasis on maintaining cleanliness at the Anganwadi and understanding the significance of providing nutritious food to the children.

KII with parents in Uchhaiya village

The interview with parents in Uchhaiya shed light on several important aspects discussed during their meetings. During the parents' meetings, the primary focus was on understanding how to effectively monitor their child's study progress, emphasizing the importance of girls' education, ensuring their child's health, and receiving updates on their child's progress report.

Swadeep plays a pivotal role in supporting parents. Vandana ben-Anganwadi Worker- and Jaysukh- Bal Mitra- visit the homes of children who remain absent from the Anganwadi for more than three days, ensuring their well-being and encouraging regular attendance. Parents' meetings are organized by Swadeep to raise awareness about health and education matters. Additionally, the organization arranges Summer and Winter camps during vacations, providing children with exposure to extra-curricular activities. Swadeep also conducts meetings to create awareness among women, such as the "Parvarish" program.

Parents find the activities conducted by Swadeep highly beneficial. They express a desire for more focus on English language teaching. The Street Play organized by Swadeep in 2019-20 on the topics of Girls' Education and Cleanliness was considered a significant and impactful activity. Those parents who actively attend meetings are observed to be more informed and aware compared to their counterparts who do not participate regularly. Moreover, parents suggest that similar meetings should be held for men to promote gender sensitization. These findings indicate the positive impact of Swadeep's engagement with parents, supporting their understanding of child development, education, and health.

KII with a teacher and a participant of Ratri Class in Uchhaiya

During the interview conducted with Mamata ben, the teacher, and Mangu ben, a participant, important insights were gathered regarding the Ratri Class in Uchhaiya. The Ratri Class caters to 8 to 10 women and is conducted from 8:30 pm to 9 pm, with each batch spanning a duration of 6 months. The classes are held at the teacher's home, and a minimum qualification of 12th pass is required to become an Adult Literacy teacher.

The interview revealed that Swadeep provides invaluable support to the Ratri Class participants by furnishing them with TLM, basic stationery, and equipment essential

for learning numbers and alphabets. Additionally, Swadeep organized training sessions for adult literacy teachers at Rajula, enhancing their ability to effectively impart knowledge.

As a direct result of the training provided, the Ratri Class participants experience numerous positive outcomes. They acquire the capability to assist their children with homework, improve their proficiency in reading and writing basic alphabets, and even learn to sign their own names. The newfound knowledge and skills greatly enhance their confidence, empowering them in their day-to-day lives.

The interview findings highlight the significant impact of Swadeep's Ratri Class in Uchhaiya. The provision of materials and comprehensive teacher training has positively contributed to personal growth and empowerment, fostering positive change in families and communities.

KII with teacher of Ratri Class in Bhachadar
During the interview with Mamtaben, the teacher, important insights were gathered regarding the Adult Literacy program in Bhachadar. The program primarily focuses on teaching basic Gujarati alphabets reading and writing to the participants. Each batch runs for a duration of 6 months, accommodating up to 20 members, out of which 5 to 6 members attend the classes regularly.

The interview revealed that Swadeep provides crucial support to the Adult Literacy program by supplying materials, including visually aided content to enhance comprehension. Additionally, Swadeep conducts five training sessions per year at Rajula to equip teachers with the necessary skills.

Despite the 6-month duration of each batch, participants often require 1 to 1.5 years to grasp the basic alphabets. Moreover, limited attendance from only 6 members out of 20 is observed due to their household and care-related work, and the presence of children at the learning place poses distractions.

KII with Sarpanch of Uchhaiya and Bhachadar village
During the interview with Pratap bhai and Tikhu bhai, the Sarpanchs of Uchhaiya and Bhachadar respectively, essential insights were gathered regarding the impact of Swadeep on the village. The Sarpanchs acknowledged Swadeep's contributions to the community. Swadeep's support has been instrumental in assisting Anganwadi workers and school-going students, providing them with opportunities to learn fundamental education and engage in enriching extra-curricular activities. Furthermore, Swadeep's focused on encouraging girls' education through Parents Meetings and home visits,

fostering awareness among parents about their children's education, health, and the importance of cleanliness.

During the interview, it was revealed that the Sarpanchs actively maintain their connection with Swadeep. They regularly visit schools and Anganwadis, thereby staying involved with the organization's initiatives and engaging with Swadeep members.

In addition to acknowledging Swadeep's ongoing support, the Sarpanchs expressed certain needs for further progress within the village. They conveyed a desire for a dedicated Computer Lab to enhance students' learning experiences. They also sought a separate class for Swadeep's use during vacations, enabling them to utilize their materials without prior permission. Furthermore, they identified transportation facilities as a crucial requirement, especially for higher secondary school-going girls. The Sarpanchs expressed an interest in Swadeep expanding its efforts to include health initiatives alongside the existing educational endeavors.

KII with parents

To understand the role parents play in a child's education and overall development, an interview was conducted with Kajal ben, a parent from Bhachadar, to explore the impact of Swadeep's support on the parents in the community.

Swadeep has implemented a range of support initiatives tailored to benefit parents in Bhachadar. These include Women Parvarish, LRC Classes, Anganwadi Programmes for Pre-Primary Students, and an Adult Literacy Program. Additionally, regular parents meetings conducted at their homes have been instrumental in fostering parent engagement.

Kajal ben expressed gratitude for the impact of Swadeep's interventions on her parenting approach. She mentioned that the support provided by Swadeep has played a significant role in shaping her perspective on her children's education, nutrition, and overall health. Each meeting with Swadeep has provided her with valuable insights and continuous learning opportunities, motivating her to become a more proactive and engaged parent. As a result, she plays an active role in assisting her children with their homework and supporting their overall development.

KII with High School Girls for Parvarish programme in Bhachadar village

The interview conducted with the participants of the High School Girls Parvarish program in Bhachadar to assess the impact of the programme and potential areas of improvement. The exposure visit to Bhavnagar Lokbharati Sanosara School had a

significant impact on the 7th and 8th standard students in the High School Girls Parvarish program. Despite being a one-time event in the first year, the visit provided valuable hands-on learning experiences and engaging activities, enriching their educational journey.

Dhakhada Ravina, a participant in the High School Girls Parvarish program, shared her experiences from the exposure visit to Lokbharati Sanosara School in Bhavnagar. The visit spanned three days and included engaging activities like paper work, clay work, and wooden work. The students also attended enlightening seminars on topics such as girls' education, cleanliness, health, and the environment. Additionally, they visited farms to observe wheat and mung beans cultivation and even had the opportunity to draw their ideal village, envisioning the facilities it should have.

From the exposure visit, Ravina learned valuable lessons on maintaining discipline and keeping the village clean. The motivational speeches by Purviben and Bindubeb during the seminars left a lasting impact on her. As a result of the visit, Ravina made a personal commitment not to lie to her parents and learned how to better interact with others. However, she mentioned that the lack of transportation facilities led to her decision to leave school.

The girls suggested introducing extra classes for specific subjects, providing transportation facilities for further studies, and organizing more exposure visits for other students. Participants suggested encouraging more students to join the High School Girls Parvarish program to extend its positive influence and benefit a broader audience.

KII with parent of LRC student and participant of adult literacy program in Ningala village

In the interview with Neela ben from Ningala, it was found that she got to know about Swadeep through her involvement in educational activities within her village. As an active contributor to education, she conducts extra classes for LRC students and actively participates in Parents Meetings and Parent visits to update parents about their child's progress. Neela ben also joined the Adult Literacy Program, where she learned to read numbers from 1 to 10 and basic alphabets, although she remained irregular in attending due to household responsibilities. Despite this, Swadeep's intervention had a positive impact on her parenting approach as she started dedicating more time to her children. Additionally, she gained the ability to read basic signs like the Bus board, but her recollection skills remained a challenge. These findings highlight the significant role Swadeep plays in supporting adult literacy and empowering parents.

KII with boys from Parvarish programme in Ningala village

The interview with Jenti and Piyush from Ningala highlighted their participation in an exposure visit to LokbharatiSanosara School in Bhavnagar during the academic year 2019-2020. The visit, organized for 7th and 8th standard students, spanned three days and provided them with a unique opportunity to explore various activities and places. They were engaged in learning crafts with paper, clay, and wood, visited Gaushala and temples, played games, and observed agricultural practices on farms.

The exposure visit had a significant impact on Jenti and Piyush. Inspired by the school's garden, they created a similar kitchen garden at their own school. Furthermore, the visit motivated them to commit to not smoking and maintain cleanliness in their homes, a pledge they still adhere to. Both Jenti and Piyush found the exposure visit highly useful, as it offered them diverse experiences and knowledge. They expressed a strong desire for such visits to continue for other students as well. These findings underscore the importance of exposure visits in promoting experiential learning and fostering positive behavior among students in Ningala.

KII with Parent and Participant of Parvarish

The interview with Geetaben from Ningala shed light on her positive experiences with Swadeep's support. Swadeep has been actively involved in providing various forms of assistance, such as conducting LRC classes for weaker students, supplying kits to 1st standard children at school, and engaging the children with fun activities and games. Additionally, Geetaben noted the provision of smart boards at the school, enhancing the learning environment for the children.

Geetaben also shared her involvement in the Garbhsanskar and Parvarish programs. Although the Garbhsanskar program, organized four years ago, provided valuable information on maintaining health during pregnancy and raising a child, she couldn't recall specific details. In contrast, the annual Parvarish meetings for women have remained impactful, focusing on raising awareness about finance, health, and education. The seminars conducted during the Parvarish program emphasized saving, family health, and the significance of a positive attitude towards children's education.

As a participant in Swadeep's initiatives, Geetaben has experienced personal growth and positive changes. She has observed a transformation in her behaviour, now supporting her children in their homework and encouraging their regular attendance at school. These findings highlight the impact of Swadeep's support in empowering parents like Geetaben to become more actively involved in their children's education and well-being.

Annexure 3: List of students who progressed from a D to an A grade

Table 13: List of students from the year 2019-20

S.No.	Name	Village	Standard	Birth of Date	GRN
1	Gujariya Vipul Pachabhai	Ningala	5	17-08-2009	1412
2	Solanki Vijaybhai Rameshbhai	Ningala	5	01-08-2009	1413
3	Parmar Dharti Mukeshbhai	Ningala	5	24-05-2010	1401
4	Parmar Tejal Dineshbhai	Ningala	5	31-05-2010	1403
5	Vaghela Jignesh Pravinbhai	Ningala	4	25-10-2011	1432
6	Shiyal Rohit Bharatbhai	Ningala	4	15-01-2011	1430
7	Jaliya Vijay Ravjibhai	Ningala	4	07-04-2011	1429
8	Shiyal Rakesh Hamirbhai	Ningala	4	10-10-2010	1426
9	Shingad Bhavik Gigabhai	Ningala	4	31-01-2011	1449
10	Makvana Jayeshkhimjibhai	Ningala	4	24-07-2010	1436
11	Shiyal Pradeepaatubhai	Ningala	4	04-11-2010	1459
12	Vashiya Paresh Bhimabhai	Ningala	4	16-11-2010	1439
13	Gujriya Ajay Ghansyam Bhai	Ningala	4	10-06-2010	1461
14	Jaliya Dhara Ravjibhai	Ningala	4	07-06-2010	1428
15	Shiyal Vaeshali Vipulbhai	Ningala	4	31-05-2011	1440
16	Solanki Bharti Jaysukhbhai	Ningala	4	26-10-2010	1446
17	Shingad Shital Rameshbhai	Ningala	4	16-05-2011	1450
18	Gujriya Anjali Mukeshbhai	Ningala	4	28-05-2011	1462
19	Ghakhda Aryan Chandreshbhai	Vad	5	31/11/09	1259
20	Dhakhda Rajal Bababhai	Vad	5	01-04-2010	1251
21	Ghakhda Janvi Hanubhai	Vad	5	25-10-2009	1261
22	Boricha Jashraj Sumatbhai	Vad	6	18-02-2009	1236
23	Bagda Vimla Dilubhai	Vad	6	25-10-2009	1234
24	Ghakhda Chetna Danubhai	Vad	7	29-07-2008	1228
25	Ghakhda Urvisha Bababhai	Vad	7	05-06-2008	1224
26	Ghakhda Jayraj Nathabhai	Vad	8	01-06-2007	1189
27	Ghakhda Mehul Jilubhai	Vad	8	02-06-2007	1313
28	Ghakhda Jaydeep Dipubhai	Vad	5	14-12-2009	1266
29	Ghakhda Nilesh Jashubhai	Vad	5	29-05-2010	1256
30	Ghakhda Kinjal Jashubhai	Vad	7	11-11-2007	1339
31	Boricha Urvish Anakbhai	Vad	5	19-01-2010	1252
32	Dabhiya Urvisha Bhavanbhai	Chhatadiya	5	17-05-2010	1146
33	Rathod Sangita Khodabhai	Chhatadiya	5	03-03-2010	1147
34	Makwana Jemin Mavjibhai	Chhatadiya	5	18-05-2010	1142
35	Khuman Druvi Jivkubhai	Chhatadiya	5	09-03-2010	1172
36	Kavad Vishal Bhanabhai	Chhatadiya	5	01-09-2009	1133
37	Kavad Dipali Mavjibhai	Chhatadiya	5	10-05-2010	1156

38	Kavad Sonal Bhanabhai	Chhatadiya	6	07-04-2009	1094
39	Kavad Jaysuk Punjabhai	Chhatadiya	6	26-02-2009	1098
40	Kavad Yuvraj Chaganbhai	Chhatadiya	6	31-03-2009	1097
41	Dhakhada Divya Bhankubhai	Chhatadiya	6	25-03-2009	1102
42	Sarvaiya Dhaval Jentibhai	Chhatadiya	6	30-11-2008	1084
43	Kareta Aasha Naskubhai	Chhatadiya	6	04-05-2009	1093
44	Jadav Payal Vasharambhai	Chhatadiya	7	09-10-2007	1059
45	Mahida Pradip Ugabhai	Chhatadiya	7	11-08-2008	1211
46	Makwana Nikul Mavjibhai	Chhatadiya	7	25-06-2008	1047
47	Rathod Payal Gabharubhai	Chhatadiya	7	29-05-2008	1297
48	Babariya Jayeshbhai Kalubhai	Uchaiya	5	26/10/2009	1144
49	Babariya Jasubhai Rameshbhai	Uchaiya	5	13/06/2009	1145
50	Babariya Pankajbhai Ajaybhai	Uchaiya	5	23/02/2010	1148
51	Babariya Sureshbhai Dilubhai	Uchaiya	5	14/02/2010	1150
52	Vadher Kaushikbhai Jagubhai	Uchaiya	5	22/03/2010	1143
53	Dhakhada Rajdipbhai Manglubhai	Uchaiya	5	08-11-2009	1149
54	Vahara Pareshbhai Khodubhai	Uchaiya	5	23/08/2009	1217
55	Babariya Tanishben Bhojbhai	Uchaiya	5	15/11/2009	1154
56	Babariya Karunaben Balabhai	Uchaiya	5	31/1/2009	1159
57	Dhakhada Ashtaben Bharatbhai	Uchaiya	5	08-12-2009	1157
58	Dhakhada Jalpaben Maheshbhai 5	Uchaiya	5	15/01/2010	1158
59	Borich Astaben Bharatbhai	Uchaiya	6	14/03/2009	1203
60	Mahida Dharmeshbhai Vinubhai	Uchaiya	7	17/02/2007	1112
61	Babariya Dharmeshbhai Bhojbhai	Uchaiya	7	02-04-2008	1114
62	Jay Manubhai Rathod	Bhachadar	5	01-06-2009	1190
63	Ravi Mepabhai Makwana	Bhachadar	5	16/2/2010	1200
64	Pramita Ashokbhai Dhakhda	Bhachadar	5	17/8/2009	1201
65	Bharati Vithhalbhai Rathod	Bhachadar	5	26/1/2009	1203
66	Aaradhna Vinubhai Dhakhada	Bhachadar	5	05-11-2010	1204
67	Purvaben Chmpubhai Dhakhada	Bhachadar	5	05-05-2010	1206
68	Uravashi Devkubhai Dhakhada	Bhachadar	5	05-12-2010	1210
69	Vivek Manubhai Dhakhada	Bhachadar	5	05-01-2010	1194
70	Shradhdha Dadubhai Dhakhada	Bhachadar	5	04-08-2010	1207
71	Pradip Babbhai Dhakhada	Bhachadar	6	13/2/2009	1174
72	Vishal Lavjibhai Mer	Bhachadar	6	12-11-2008	1171
73	Ravina Hanubhai Kalakan	Bhachadar	6	15/3/2009	1177
74	Harshaben Kathubhai Boricha	Bhachadar	7	22/5/2006	1142
75	Shital Bhimbhai Dhakhda	Bhachadar	7	05-01-2008	1148
76	Divya Champubhai Dhakhada	Bhachadar	7	04-11-2008	1149

Table 14: List of students for 2020-21

S.No.	Name	Village	Standard	Birth of Date	GRN
1	Babriya Bhavin Kalubhai	Uchaiya	4	8-7-2011	1178
2	Bepariya Chhatrapal Manubhai	Uchaiya	4	10-12-2011	1174
3	Babriya Nandini Kanubhai	Uchaiya	4	8-9-2012	1185
4	Dhamal Sadhana Babubhai	Uchaiya	4	11-5-2011	1189
5	Vadher Shivani Jagadishbhai	Uchaiya	4	3-6-2011	1183
6	Dhakhda Kinjal Amakubhai	Uchaiya	5	20-4-2011	1168
7	Dhakhda Astha Bharatbhai	Uchaiya	6	8-12-2009	1157
8	Babriya Dharmesh Bhojbhai	Uchaiya	8	2-4-2008	1114
9	Vanjar Gopal Rambhai	BHACHADAR	3	1-9-2012	1266
10	Boricha Pruthviraj Pathubhai	BHACHADAR	4	2-10-2011	1249
11	Dhakhada Bhakti Babubhai	BHACHADAR	5	3-5-2011	1225
12	Dhakhada Pramita Ashokbhai	BHACHADAR	6	17-8-2009	1201
13	Mer Hiral Lalabhai	BHACHADAR	6	26-3-2010	1208
14	Boricha Harsha Kathubhai	BHACHADAR	8	22-5-2006	1142
15	Dhakhada Ravina Kanubhai	BHACHADAR	8	11-4-2008	1150
16	Dhakhada Vivek Manubhai	BHACHADAR	6	1-5-2010	1194
17	Dhakhada Narendra Dhirubahi	BHACHADAR	8	13-7-2008	1275
18	Payal Jinabhai Kavad	CHHATADIYA	4	27-4-2012	1230
19	Karan Kanubhai Dabhiya	CHHATADIYA	4	4-9-2012	1221
20	Kuladip Manubhai Dhakhda	CHHATADIYA	4	18-10-2011	1220
21	Rohitbhai Najkubhai Kareta	CHHATADIYA	4	12-7-2011	1122
22	Gayatri Jayrajbhai Dabhiya	CHHATADIYA	5	5-10-2011	1197
23	Urvisha Bhavanbhai Dabhiya	CHHATADIYA	5	17-5-2010	1146
24	Dipali Mavjibhai Kavad	CHHATADIYA	6	5-10-2010	1156
25	Dhruvi Jivkubhai Khuman	CHHATADIYA	6	3-9-2010	1172
26	Gondaliya Dhaval Hareshbhai	CHHATADIYA	6	27-9-2009	1137
27	Anita Vinodbhai Shiyal	CHHATADIYA	7	4-12-2009	1087
28	Ashaben Najakubhai Kareta	CHHATADIYA	7	5-4-2009	1093
29	Kavad Yuvraj Chaganbhai	CHHATADIYA	7	31-3-2009	1097
30	Nilam Narasinhbhai Shiyal	CHHATADIYA	8	25-6-2008	1061
31	Dhakhda Jaydev Jorubhai	VAD	4	21-4-2012	1303
32	Borich Aaushi Najubhai	VAD	4	5-1-2012	1307
33	Varu Jaydevi Partapbhai	VAD	4	14-9-2011	1305
34	Borish Harshita Gorakhbhai	VAD	4	17-10-2011	1338
35	Bagada Chndrika Dilubhai	VAD	5	25-5-2011	1289
36	Dhakhda Devyani Kanubhai	VAD	5	18-2-2011	1283
37	Boricha Gaytri Khodubhai	VAD	5	5-3-2011	1285
38	Dhakhda Aaryan Chandreshbhai	VAD	6	31-Nove-2009	1257
39	Boricha Gaytri Bisubhai	VAD	6	31-5-2010	1253
40	Dhakhda Pavitra Takhubhai	VAD	7	6-1-2009	1235
41	Dhakhda Chetana Danubhai	VAD	8	29-7-2008	1228
42	Joliya Daya Ravjibhai	Ningala 1	4	21-10-2011	1477

43	Joliya Minaxi Kanabhai	Ningala 1	4	8-2-2011	1467
44	Vashiya Rahul Shivabhai	Ningala 1	4	30-8-2012	1473
45	Shigad Hitesh Hasubhai	Ningala 1	4	12-10-2011	1470
46	Gujariya Anjali Mukeshbhai	Ningala 1	5	25-5-2011	1462
47	Shigad Shital Rameshbhai	Ningala 1	5	16-5-2011	1450
48	Gujariya Ajay Ghansyambhai	Ningala 1	5	6-10-2010	1461
49	Shiyal Ashvin Bdhubhai	Ningala 1	5	26-8-2010	1458
50	Vaghela Jignesh Pravinbhai	Ningala 1	5	25-4-2011	1432
51	Solaki Vijay Rameshbhai	Ningala 1	6	8-1-2009	1413
52	Siyal Jayesh Hamirbhai	Ningala 1	5	29-5-2011	1444

Table 15: List of students from 2021-22

S.No.	Name	Village	Standard	Birth of Date	GRN
1	Parmar Jayesh Vinubhai	Uchaiya	3	30-1-2014	1220
2	Dhakhda Ayushi Pratapbhai	Uchaiya	4	16-11-2012	1199
3	Boricha Mahiraj Ranubhai	Uchaiya	5	6-1-2011	1175
4	Vadher Mangabhai Rajeshbhai	Uchaiya	5	1-3-2012	1177
5	Babriya Joshna Dilubhai	Uchaiya	5	10-5-2012	1184
6	Babriya Paras Bhojbhai	Uchaiya	5	8-5-2011	1187
7	Dhakhda Drashti Gautambhai	Uchaiya	5	16-5-2011	1179
8	Dhakhda Dipali Bhupendrbhai	Uchaiya	6	4-4-2011	1167
9	Vadher Kaushik Jagadishbhai	Uchaiya	7	22-3-2010	1143
10	Mahida Vilash Khodubhai	Uchaiya	7	16-6-2009	1219
11	Mer Vishali Lalbhai	Bhachadar	3	1-6-2014	1281
12	Kandhamana Chtrapal Babubhai	Bhachadar	5	5-5-2012	1247
13	Dhakhada Pramita Ashokbhai	Bhachadar	7	1-5-2010	1201
14	Makvana Ravi Mepabhai	Bhachadar	7	16-2-2010	1200
15	Kiran Bharatbhai Shiyal	Ningala	4	2-5-2013	1518
16	Pradeep Vinodbhai Paramar	Ningala	4	15-5-2012	1516
17	Hetal Babubhai Singad	Ningala	5	25-11-2011	1472
18	Sangita Bhikhabhai Vanshiya	Ningala	5	25-3-2012	1476
19	Sujal Bhaveshbhai Bambhaniya	Ningala	5	15-5-2012	1527
20	Dilip Dineshbhai Paramar	Ningala	5	23-10-2011	1481
21	Asmita Prakashbhai Solnki	Ningala	5	6-5-2005	1494
22	Vaishali Vipulbhai Shiyal	Ningala	6	31-5-2011	1440
23	Dharmik Ramjibhai Sarvaiya	Chhtadiya	3	10-12-2015	1302
24	Ravina Jinabhai Kavad	Chhtadiya	3	13-12-2013	1306
25	Mansi Khodubhai Rathod	Chhtadiya	3	10-6-2013	1320
26	Bhumi Bhavanbhai Kavad	Chhtadiya	5	17-11-2011	1228
27	Jaydip Khodubhai Sarvaiya	Chhtadiya	6	17-5-2011	1195
28	Sangia Khodubhai Rathod	Chhtadiya	7	3-5-2010	1147
29	Dhakhada Sujal Takhubhai	Vad	4	15-4-2012	1327

30	Dhakhada Krupali Devkubhai	Vad	5	23-12-2011	1306
31	Boricha Harchita Gorakhbhai	Vad	5	17-11-2011	1338
32	Khuman Aditya Ajaybhai	Vad	5	16-9-2011	1356
33	Boricha Gaytri Khodubhai	Vad	6	30-5-2011	1285
34	Bepariya Krishna Khodubhai	Vad	6	10-7-2010	1282
35	Dhakhada Nilesh Jasubhai	Vad	7	29-5-2010	1256

Table 16: List of students from 2022-23

S.No.	Name	Village	Standard	GRN
1	Bhaliya Sarika Punjabhai	Chhtadiya	3	1366
2	Sarvaiya Paresh Dineshbhai	Chhtadiya	3	1357
3	Dabhiya Tanvir Kanubhai	Chhtadiya	3	1378
4	Mahida Mohit Dadubhai	Chhtadiya	4	1310
5	Sarvaiya Dharmik Ramjibhai	Chhtadiya	4	1302
6	Vegad Gudi Manubhai	Chhtadiya	4	1307
7	Rathod Mansi Khodubhai	Chhtadiya	4	1320
8	Baraiya Shubhm Gobarbhai	Chhtadiya	5	1255
9	Dabhiya Vibhuti Jasubhai	Chhtadiya	5	1328
10	Shiyal Mamta Narshibhai	Chhtadiya	5	1262
11	Baraiya Naitik Laljibhai	Chhtadiya	5	1268
12	Dhakhada Kuldip Manubhai	Chhtadiya	6	1220
13	Dabhiya Sidhdhraj Anakbhai	Chhtadiya	6	1216
14	Dabhiya Karan Kanubhai	Chhtadiya	6	1221
15	Kavad Payal Jinabhai	Chhtadiya	6	1231
16	Dhakhada Dhanraj Bharatbhai	Chhtadiya	7	1192
17	Sarvaiya Jaydip Khodabhai	Chhtadiya	7	1195
18	Kavad Anndi Chaganbhai	Chhtadiya	7	1179
19	Jadav Vijay Vashrambhai	Chhtadiya	7	1189
20	Makvana Jaimin Mavjibhai	Chhtadiya		1142
21	Boricha Rudrraj Ghughabhai	Vad	3	1373
22	Dhakhada Rudrvir Hareshbhai	Vad	3	1359
23	Dhakhada Khushi Ranubhai	Vad	3	1373
24	Dhakhada Meera Pratapbhai	Vad	3	1369
25	Dhakhada Nandani Dhirubhai	Vad	3	1364
26	Dhakhada Nirupa Devakubhai	Vad	3	1370
27	Bepariya Vishva Bhankubhai	Vad	3	1368
28	Boricha Aayushi Bichubhai	Vad	4	1354
29	Dhakhada Janvi Kalubhai	Vad	4	1344
30	Boricha Krupali Najubhai	Vad	4	1350
31	Varu Hardip Dineshbhai	Vad	7	1276
32	Kotila Nirali Hanubhai	Vad	7	1284
33	Dhakhda Divyaraj Jayrajbhai	Bhachdar	4	1286
34	Vanjar Nehal Rambhai	Bhachdar	4	1277

35	Dhakhda Upendr Chanpubhai	Bhachdar	5	1263
36	Khuman Pradeep Pathubhai	Bhachdar	6	1244
37	Dhakhda Bhupendr Chanpubhai	Bhachdar	6	1243
38	Kalkan Prakash Khodubhai	Bhachdar	6	1304
39	Dhakhda Bhakti Bababhai	Bhachdar	7	1225
40	Boricha Rajvir Valkubhai	Uchaiya	**3**	1227
41	Dhakhada Satyjit Amkubhai	Uchaiya	**3**	1224
42	Bepariya Aayushi Jetubhai	Uchaiya	**3**	1231
43	Dhakhada Yogiraj Rajeshbhai	Uchaiya	**4**	1207
44	Dhakhada Ruturaj Khodubhai	Uchaiya	**4**	1208
45	Dhakhada Kavya Anakbhai	Uchaiya	**4**	1209
46	Dhakhada Harshidhi Pratapbhai	Uchaiya	**4**	1211
47	Boricha Maheshvari Ramkubhai	Uchaiya	**5**	1996
48	Mkavana Kailash khimjibhai	Nigala	3	1577
49	Siyal Krishna Bababhai	Nigala	3	1581
50	Bambhaniya Jaydeep Mukeshbhai	Nigala	3	1568
51	Vasiya Mit Pravinbhai	Nigala	3	1575
52	Singad Sonal Rameshbhai	Nigala	4	1545
53	Gujriya Jayesh Ashokbhai	Nigala	4	1548
54	Solnki Kuldeep Santibhai	Nigala	4	1555
55	Vasiya Ravina Shivabhai	Nigala	5	1525
56	Sinagd Hetal Babubhai	Nigala	6	1472
57	Bambhaniya Kalpesh Ravjeebhai	Nigala	6	1468
58	Bambhaniya Akash Dadubhai	Nigala	6	1509
59	Parmar Tejal Dineshbhai	Nigala	8	1403