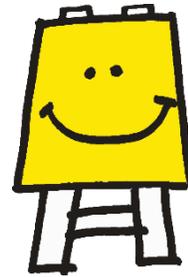


Impact Assessment Report: Humara Gaon Program



Impact assessment partner:



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Executive Summary

Introduction

The Humara Gaon program aimed to consolidate interventions for various age groups within one village and transform the educational landscape of the village over a period of 3 years. This was done through direct demonstration of teaching-learning activities, mobilization of community volunteers to participate in learning activities, parent engagement and community-based support to children towards learning improvement. The vision of the program was to improve the learning outcomes of children and sustain these gains over time by enabling the local community to take ownership over children's learning needs.

The main objectives of the Humara Gaon Program were as follows-

- Visibly and substantially improve basic learning among children in the targeted villages in 7 blocks in Chhattisgarh
- Increase awareness regarding the value of education among parents and local people in the targeted villages in Chhattisgarh
- Influence government at all levels of functioning, from school teachers to officers at sub-districts, district, state and national level
- Ensure that 10,000 children have improved foundational learning in reading and Math in the targeted villages

In alignment with the program objectives, NPCI (the Funder) decided to conduct a third-party end-line assessment to evaluate the program and analyze the overall impact of the program on the children and the community with the following set of objectives:

- To assess the overall interventions of the Humara Gaon Program and its execution
- To understand the role of the Humara Gaon Program in improving the status of education among children in the intervention areas
- To understand the role of the Humara Gaon Program in improving the outlook of the community towards education
- To measure the role of the Hamara Gaon program in improving the foundational learning in reading and math.
- To measure the impact of the Humara Gaon program among the children and the community

Key Findings of the assessment

Improving basic learning among children through school and community-based activities



Learning Camps

As per the teachers and principals who were interviewed during the assessment, learning camps were held in schools where the Cluster Resource Leaders (CRLs) along with the volunteers conducted 30-day camps in schools to improve the learning levels of the children. The camps were conducted in three parts of 10 days each and with a gap of 10 days.

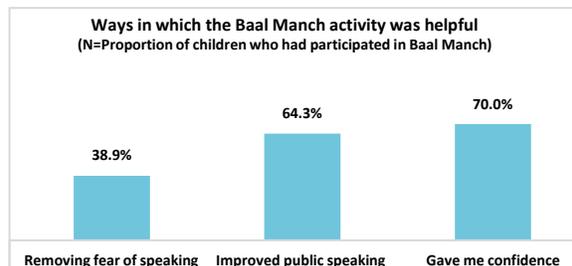
More than 90 percent of the children attended such learning camps in their schools. In order to ensure that learning outcomes are reached, the children were assessed before being admitted to the camps and after the completion of the camps, which was reconfirmed from the students. In the learning camps, the CRLs used various materials such as books, pictograms, worksheets, alphabet cards, etc. and activities such as learning games, reading, writing, speaking, to improve the learning levels of children.

09 in every 10 children in the intervention area attended the learning camps, out of which almost all the children received at least one type of learning material such as worksheets, alphabet cards, pictograms, etc.

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Baal Manch

Baal Manch was another school-based activity which was introduced during the Humara Gaon program. As per the teachers and principals of the schools, Baal Manch focused on boosting the children's confidence in public speaking. **Overall, 9 out of every 10 children had heard about Baal Manch with some regional disparities i.e., in Dongargarh all the children had heard about Baal Manch, but on the contrary in Kondagaon less than three-fourths of them heard of the same.** In order to understand the impact of the activity, the children were asked if the activity had helped them and if yes, how. **Almost all the children found Baal Manch to be helpful.**



Children's Study Group: Library Classes

Library classes were conducted under Humara Gaon Program to introduce the concept of group studying among the children. As per the information received from the community members during FGDs, the library classes, also called child's group, was a group of children from various classes who sat together in the evening to study. The CRLs and volunteers gathered the children to teach and conducted activities with them

Further, to understand the impact of the classes, their helpfulness was assessed in which almost all the children who attended the classes stated that they found them to be helpful.

More than 9 in every 10 children attended the library classes during which they also received reading material. This was confirmed by 88 percent of the children who received it. During the classes, various learning activities were also conducted such as learning games, which was the most recalled activity among the children.

Hybrid Humara Gaon: Learning with technology

Apart from the books and other reading material, children of Std. 6-8 are also learning with the help of tablets. A group of 4-5 children are created in the village for interventions, and every two groups are provided with 1 tablet. Initially, the tablets were to be provided to children only in 6th to 8th standard, but with the pandemic the tablets were provided during the group studies to all the children (group-wise) for studying. Every group has one group leader who looks after the participation of every child of the group. Hybrid Humara Gaon was implemented in a full-fledged way in only Kanker, Bagbahara and Dongargarh blocks.

- **Overall, a little more than two-thirds of the children had accessed a tablet during studying. Further, out of the children who had received it, more than 98 percent found that learning through tablets is more interesting.**

Awareness generation and community engagement to improve the landscape of education

Education Fairs: The Melas, counselling of parents, and model making

Educational fairs were also organized under the Humara Gaon program in the intervention villages. The purpose of the educational fairs was to provide a platform for the children to showcase their work, assess their learning levels, model making and provide counselling to the parents. Additionally, government officials were also invited to the melas for observation as well as engagement with the community.

Overall, 89 percent of the children stated that they had attended at least one of the education fairs. **Regional discrepancies were observed in attendance of Education Melas as more than 90 percent of the children in Bodla, Chhindgarh,**

Dongargarh, and Kondagaon block stated that they had attended the melas, whereas the proportion for the same was around 70 percent in Bagbahara and Kanker. Most of the children recalled attending science melas, followed by Math melas. Further,

Regional differences were still apparent as more than 90 percent of the parents attended melas in Chhindgarh, Dongargarh, Kanker, and Kondagaon blocks, but only 56 percent of the them attended the melas in Bagbahara block.

parents were also asked if they had attended the melas and more than 86 percent of the parents stated that they had.

Further, it was found that more than 80 percent of the parents received counselling during the melas, which was found to be helpful by 86 percent of those parents.

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Baal Sanghralaya: Displaying the models, arts, and crafts made by children

To understand the relevance of the Baal Sanghralaya, the children who had prepared any type of models during the melas were asked if any of their models were displayed in the Sanghralaya. **More than 9 in every 10 children stated that their models were displayed in the Sanghralaya.** Further, more than 9 out of every 10 children in the state stated that they found presenting their models in the Sanghralaya to be helpful. More than three-fourths of the children stated that they enjoyed seeing their work displayed in the Sanghralaya, whereas 73.2 percent of the children stated that displaying the models helped in boosting their confidence, and 68.3 percent of the children mentioned that they enjoyed the appreciation they received.

In addition to the children, the parents were also enquired about the Baal Sanghralaya. **More than three-fifth of the parents stated that they had visited the Baal Sanghralaya.**



Baal Sanghralaya in Village Patel Para, Kondagaon

Dai Ke Goth: Story-telling sessions



Dai Ke Goth were story-telling sessions where mothers and grandmothers of the children in the community gathered the children with the assistance of CRLs and Volunteers for story narration. . The purpose of this activity was to engage children in groups and improve their listening capabilities.

Overall, a little more than 88 percent of the children had attended the Dai Ke Goth sessions. Further analysis showed wide regional disparities in this activity as more than 90 percent of children in Chhindgarh, Dongargarh, Kanker, and Kondagaon block has attended the activity, whereas only a little more than 60 percent of children in Bagbahara stated the same.

Following suit, the parents were also asked about their level of participation in Dai ke Goth. A little more than half of the parents stated that they had attended the Dai Ke Goth sessions, out of which 72 percent stated that they were just bystanders.

More than four-fifth of the children found the Dai ke Goth sessions to be helpful. Block-wise variations were observed in the data with all the children in Dongargarh block, 99.2 percent of the children in Kondagaon and 99.1 percent of the children in Chhindgarh block finding the sessions to be helpful. On the contrary, less than half of the children in Pandariya and Bodla found the sessions to be helpful.

Black Board Activities: Learning together as a community

The blackboard activities are referred to the activities conducted in the villages on community blackboards, which were made under Humara Gaon Program to write down puzzles, quizzes, etc. The children or community members wrote questions or puzzles on the blackboards and others tried to solve them.



More than four-fifth of the children recalled participating in the black-board activities. The block-wise findings for the same varied greatly with almost all children in Kondagaon, Dongargarh and Chhindgarh participating in the Black-board activities and around 60 percent of the children participating in Bodla, Pandariya and Bagbahara. Overall, a little more than half of the parents had participated in the black-board activities.

- **98.6 percent of the parents out of the ones who had participated in the black-board activities with their children stated that they found these activities to be helpful. More than three-fourths of the parents also stated that the black-board activities helped in improving community participation in education and related activities.**

Engagement with the community: Jhatpat Mohalla and Village Report Card

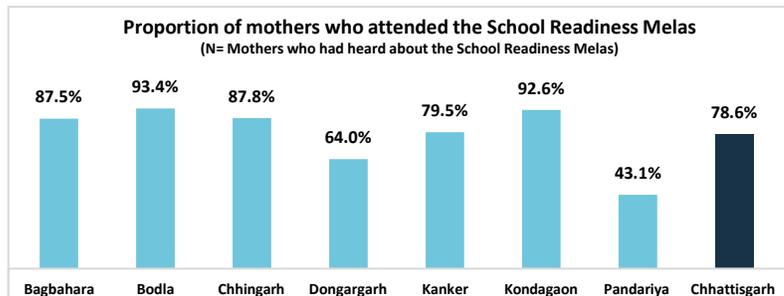
Jhatpat Mohalla was conducted as a village-level community activity where the Humara Gaon Program team gathered parents and their children in a village's common area, the Mohalla, and conducted a learning assessment of the children in front of their parents to enlighten them about the learning level of their children. **It was revealed during the In-Depth Interview (IDI) with Pratham official that the activity was conducted only once as it was found to be time-consuming and did not provide the results that it intended.**

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Overall, more than 95 percent of the parents had heard about Jhatpat Mohalla and providing information regarding children's learning levels through assessment was the most common activity conducted under it.

Further, 98.5 percent of the parents found the Jhatpat Mohalla activity to be beneficial. According to the parents, the most effective way in which the Jhatpat Mohalla was beneficial was for the assessment of the children, with almost two-thirds of the parents stating to the same.

Engagement with Mothers: School Readiness Mela (Early Childhood Education Mela)



The School Readiness Melas were organized in the villages to orient the mothers on how to conduct various activities with their children. These melas were organized for mothers whose children had not started schooling, i.e., for the mothers of children below the age of 06 years. The overall objective of the Mela was to train the mother, who can in turn train the children and prepare them for school.

Overall, 62.5 percent of the mothers had heard

about School readiness melas. **Further, more than three-fourths of the mothers had attended the melas but the block-wise variation for the same was found to be high.**

The mothers of younger children who were studying in 1-2nd standard were also provided study material to supplement the children's studies at home. Overall, 71 percent of the mothers stated that they had received such material.

Steep regional disparities were found in the distribution of such study material as more than 90 percent of the mothers in Dongargarh and Kanker block stated that they had received such material but only 23.6 percent of the mothers in Bagbahara block stated the same.

As per the mothers, during the melas they were counselled on the learning levels of their children, followed by testing of children's learning levels, and activities for children to improve their learning.

Gram Shiksha Samiti: Community coming together for Education

Gram Shiksha Samiti was formulated as a committee of 10-12 people in each village to supervise the education of children in their village. The responsibilities of the committee included making sure that all the children attend the library classes and school on a regular basis, conducting blackboard activities with the children, conducting surprise visits in the school to attend the classes where they would watch the teachers teaching, to check the library material for the children, help them wherever

Overall, 84 percent of the parents were aware of at least one of the roles and responsibilities of the Gram Shiksha Samiti. 89 percent of the parents who were members of the committee agreed that it is indeed helpful in generating awareness and engagement of the community in children's education.

required, and to conduct meetings based on which they would add their inputs to the children's education.

37.3% of parents said they were part of the samiti which was found to be apt considering the constitution of the samiti of

12 members from the community.

Wall Paintings: Awareness generation in the community

Various types of wall paintings were prepared in the villages by CRLs and Volunteers. The objective of the wall paintings was to change the overall environment of the village moving it towards a more educational direction which will help in boosting the learning level of the children.

Overall, more than 90 percent of the parents have seen the wall paintings, out of which more than 09 out of every 10 parents stated that they found the wall paintings to be clear on the message being conveyed. Most of the parents recalled the paintings conveying a message regarding the importance of education.



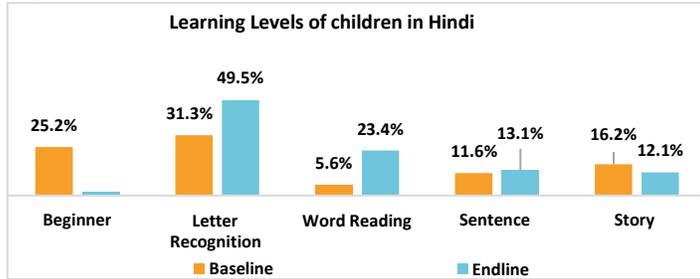
Wall Painting in Khairwar Village, Dongargarh,

Learning levels of the children

One of the major objectives of the Humara Gaon Program was to improve the foundational learning of beneficiary children through their intervention. In order to assess the same, a learning assessment of children was conducted for Hindi, English

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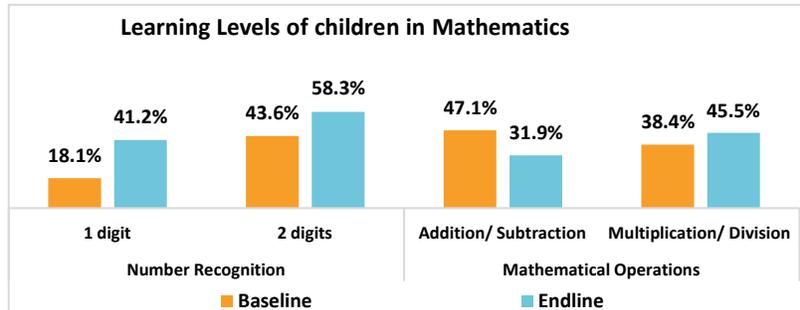
and arithmetic using the ASER tool. The findings were compared with that of the estimates from prior to the project implementation.



Hindi Learning Assessment: A significant progress has been noticed in Hindi learning among the children, as the proportion at the beginner’s level has decreased and those being able to recognize and read letters, words and sentences have increased concurrently. **The children who are now able to recognize letters have increased by 18.2 percentage points and the children who are now able to read words have improved by 17.8 percentage points.**

Mathematics Learning Assessment:

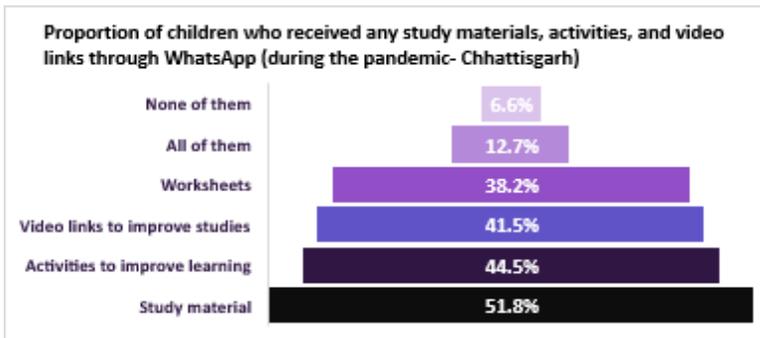
Progress among children in number recognition and mathematical operations was seen, as 23.1 percent more children are able to recognize 1-digit numbers and 14.7 percent more children are able to recognize two-digit numbers. Further, a large proportion of children have moved from being able to only conduct addition/subtraction to now being able to conduct multiplication/division.



This is revealed by the increase of 7.1 percentage points from baseline to end-line among the children who are able to do multiplication/division.

Innovative methods applied for implementation of the project during the Pandemic

As we are aware, the pandemic started in 2020 and is continuing to this day. The pandemic has affected the lives of people including the children’s education. Schools were closed at the onset of lockdown and posed several challenges including an unexpected rise in dropouts, learning losses, and an increase in the digital divide. This also impacted the program since it relied highly on school community-level engagement with the children as well as the community. Therefore, due to the pandemic and initial lockdowns, the CRLs and volunteers were unable to conduct their planned activities.



But in order to ensure that they were able to continue their community engagement and provide assistance to the children in their studies, they renewed their strategy and started sharing study material with the community members over the messaging application, WhatsApp. With this, they were able to share educational videos, worksheets, video links, activities/activity sheets, study material, etc. This helped in ensuring that the community engagement continues and the children’s progress does not get hampered.

Further, the community came together during the pandemic and ensured that children’s education does not suffer. Following the COVID protocols, they arranged library classes in the community areas and their homes to provide children with a place to study. This was possible due to the initial awareness generation and push from Pratham’s implementation team.

SECTION I- INTRODUCTION

1.1 Background

The Indian education system lays much emphasis on goals that are cognitive, intellectual, and academic but have been unable to translate these into desired achievements. It has been stated by experts that India's school education is in deep crisis and needs urgent attention. Every second student in Class 5 in rural India cannot read the text of a class three levels below. All Indian (rural) figures for basic arithmetic have remained virtually unchanged over the last few years. The ability of school children to comprehend English too seems to be stagnating. Only 15 percent of the candidates managed to clear the Teachers Eligibility Test (TET), an essential criterion for teacher recruitment started in 2011. This lack of effective and qualified teachers also results in low-quality education and consequently low learning levels. The steep fall in the standards of teacher education also finds prominent mention in a comprehensive report published in 2012 by the Supreme Court-appointed commission on teacher education.

1.2 Humara Gaon Program and its intervention

The Humara Gaon program aimed to consolidate interventions for various age groups in one village and transform the educational landscape of the village over a period of 3 years. This was done through direct demonstration of teaching-learning activities, mobilization of community volunteers to participate in learning activities, parent engagement and community-based support to children towards learning improvement. The vision of the program was to improve the learning outcomes of children and sustain these learning gains over time by enabling the local community to take ownership over children's learning needs. The interventions under the program were as follows-

Community Report Cards/Assessments: The objective of this component is to engage the community in the process of children's learning. Activities like 'Village Report Cards' and 'Jhatpat Mohalla' help the community to know the current status of their children's learning levels.

Engagement with Mothers: Mothers are often the 'first teacher' of a child. A mother could help a child in the best way when the child is about to start his/her schooling. To help mothers get involved with children in their preparation for school, the mothers are oriented on how they can conduct various fun and simple activities to help their child learn easily.

Local Community Volunteers: Community volunteers play a very important role in changing the environment of the village into a learning environment for the children. The active people of the village from different age groups can help the children in different ways to learn better.

Community Events and Activities: To engage the community in the process of children's learning and to let them take ownership, it is important to change the environment of the village. Various periodic community events and activities help in changing and maintaining such an environment.

School-Based Activities: Learning camps are conducted in schools where children are taught not on the basis of their standards, but on the basis of their learning levels. Baal-Manch (student podium) are prepared in all the villages with the help of available resources such as card-boards, wood, boxes, cartons, etc. These are prepared to increase the self-confidence of the children and to develop public speaking skills, removing all the hesitation of the children

Hybrid Humara Gaon: Apart from the books and other reading material, children of Std. 6-8 are also learning with the help of tablets. In this model, children come together in a group of 4-5, and every two groups are provided

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with 1 tablet. Every group has one group leader who looks after every child of the group. With the tablets, children learn different things with the help of various educational videos and fun games.

1.3 Objective of the Program

The main objectives of the Humara Gaon Program were as follows-

- Ensure that 10,000 children have improved foundational learning in reading and arithmetic
- Visibly and substantially improve basic learning among children in the targeted villages in 7 blocks in Chhattisgarh
- Increase awareness of the value of education among parents and local people in the targeted villages in Chhattisgarh
- Influence government at all levels of functioning, from school teachers to officers at sub-districts, district, state and national level

1.4 Limitations of the project

As we are well aware, the pandemic started in 2020 and is continuing to this day. The pandemic not only affected the lives of people in the worst way, it highly impacted the education of the children. Education, along with other sectors were hit seriously, as school closures at the onset of lockdown induced by COVID-19 posed several challenges including an expected rise in dropouts, learning losses, and an increase in the digital divide. This also impacted the program since it relied highly on school community-level engagement with the children as well as the community. Therefore, due to the pandemic and initial lockdowns, the CRLs and volunteers were unable to conduct their planned activities.

The project has been able to generate awareness among the community members and improve the levels of learning among children. The pandemic posed a major challenge in the implementation of the project, but the initial level of implementation supplemented the project. Even so, regional disparities were highly observed all through the program which can be tackled through robust implementation and supervision.

1.5 Need for the Assessment

Post completion of the intervention period of 03 years (2018-2021), NPCI decided to conduct a third-party end-line assessment to evaluate the program and analyze the overall impact of the program on the children and the community with respect to the objectives set forth under the Humara Gaon Program before inception.

Therefore, Basic Paradigm was appointed as the third party to conduct the end-line assessment.

SECTION II- METHODOLOGY OF THE ASSESSMENT

2.1 Objectives of the Assessment

The main objectives of the End-line assessment of the Humara Gaon programme were as follows:

- To assess the overall interventions of the Humara Gaon Program and its execution
- To understand the role of the Humara Gaon Program in improving the status of education among children in the intervention areas
- To understand the role of the Humara Gaon Program in improving the outlook of the community towards education
- To measure the role of the Humara Gaon program in improving the foundational learning in reading and math.
- To measure the impact of the Humara Gaon program among the children and the community

2.2 Study Design

As various beneficiaries were engaged at different levels and capacities, it is recommended to perform a mixed-method assessment to best understand the intervention's impact. Both Quantitative survey and Qualitative evaluation are recommended to be done to understand:

- What has been the overall change made due to interventions?
- How much change has happened since the baseline status?
- What were the key drivers and challenges for the change?
- What has been the overall impact of the intervention?

2.3 Sample for the study

Sample Size Calculation

Quantitative- The sample size was calculated, assuming that a 10% change (improvement) has happened during the intervention. Thus, the sample size at 95% CI, 80% power, two design effect, and 10% non-response buffer is calculated using the following sampling formula (Box 1).

Box 1: Sample Size calculation

Endline sample size (for one-sided hypothesis testing) is determined applying the following formula:

$$n_{initial} = d * \left[\frac{z_{1-\alpha} \sqrt{2P(1-P)} + z_{\beta} \sqrt{P_1(1-P_1) + P_2(1-P_2)}}{\delta} \right]^2$$

where,

Estimated Proportion for assessment indicators at Baseline, $P_1 = 50\%$

Expected proportion at Endline evaluation, $P_2 = 60\%$

Thus, Expected improvement in proportion by Endline assessment, $\delta = 10\%$ (absolute value of difference between two proportions [$\delta \neq 0$])

$$P = \left[\frac{P_1 + P_2}{2} \right]$$

The minimum sample size required for the study came to around 678 children. As these children are mostly going to be at home, due to COVID-19 restrictions, a household survey was carried out. The household survey also provided the opportunity to interact and collect information from the parents of the children.

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With the help of the beneficiary list and the number of beneficiaries per block, we divided the sample proportionately among all the blocks of intervention. Further, sampling was conducted at the village level to sample out 05 villages per block for the survey to complete the required quantitative sample. Taking into account a 10 percent margin of error, the research investigators were provided with a target of collecting a sample from 10 percent more children than required for the quantitative assessment. Therefore, the final sample covered for the survey is hereunder:

District	Block	Required Sample	Target Sample	Completed
Mahasamund	Bagbahara	104	110	110
Kawardha	Bodla	88	100	100
	Pandariya	112	120	123
Sukma	Chhingarh	95	100	114
Rajnandgaon	Dongargarh	108	120	120
Kanker	Kanker	74	90	89
Kondagaon	Kondagaon	98	110	128
Total		678	750	784

Qualitative- The qualitative sample was collected as per the pre-decided sample size in the location provided hereunder:

Beneficiary/ Stakeholder	Proposed Sample		Location of the sample
	FGD	IDI	
Children group	1		Khairwar, Rajnandgaon
Mothers who were engaged in school readiness melas, "Dai ke Goth" and monitoring community-based children learning groups	1		Khairwar, Rajnandgaon
Gram Shiksha Samiti	1		Pusawand, Kanker
Bal Mitra Group	1		Pusawand, Kanker
Community members/leaders primarily involved with various community initiatives	1		Patel para banjugani, Kondagaon
School Teachers		2	Khairwar, Rajnandgaon Patel para banjugani, Kondagaon
School Admin (Principal)		2	Khairwar, Rajnandgaon Singray Makdi, Kanker
Government Officials (District task force/Block officials/State officials)		2	Assistant Project Coordinator, Education Department, Kondagaon Block Resource Officer, Education Department, Kanker
Total	05	06	

SECTION III- FINDING AND ANALYSIS

3.1 Background profile of the children and their parents

3.1.1 Gender & Age Profile of the children

A total of 786 children were interviewed during the assessment which constitute the total sample, out of which 396 (50.4 percent) were female and 390 (49.6 percent) were male. The sample distribution of the age group of children has been given in the figure below. In the state, 68 children (8.7 percent) were from the age group of 03 to 08 years, 408 children (51.9 percent) were from the age group of 09 to 11 years, 302 children (38.4 percent) were from the age group of 12 to 24 years, and 08 children (1 percent) were above the age of 14 years.

3.1.2 Caste and religion distribution among respondents

Chhattisgarh as a state has a population distribution skewed towards Hinduism with 93.5 percent of the population following Hinduism.¹ The sample distribution of the respondents reiterates the similar findings with 100 percent of the sample belonging to the Hindu religion. Looking at the distribution of the sample as per their caste, the largest proportion of respondents belonged to scheduled tribes (62.3 percent), followed by OBC, Scheduled caste and general category.

3.1.3 Household Income of the respondents

Consistent with the fact that Chhattisgarh is a low-income state, more than three-fourths of the respondents in the sample earn less than INR 5000 per month which equates to an income of less than INR 60,000 per annum. Additionally, a little more than 10 percent of the respondent's monthly income was between INR 5,000 to INR 10,000.

3.1.4 Parent's education

Looking at the education of the parents, more than half of the parents of the children had studied up till elementary education i.e., up till 8th Standard. Further, more than one-third of the mothers were found to be uneducated whereas only about one-fifth of the fathers were uneducated. Moreover, 8.1 percent of mothers had studied up till 10th standard and only 2.5 percent had completed their 12th standard, whereas about 15 percent of the fathers had completed their high school, 7.6 percent had studied till 12th standard, and a small percentage of fathers i.e., around 2 percent had studied beyond 12th standard.

3.1.5 Current educational profile of the children

A little less than two-thirds of the children in Chhattisgarh were in the 06th to 08th standard during the assessment, followed by around 30 percent being in 03rd to 05th standard. Only a small proportion of 6.1 percent of the children was in 9th to 12th standard and 0.5 percent were in 1st to 2nd standard.

3.1.6 Regularity of going to school among children (Before the pandemic)

In the state, about 8 in every 10 children went to school on a regular basis i.e., 05 or more days per week. Furthermore, during the IDIs and FGDs with teachers, mothers & community members, most of the respondents suggested that the children are highly motivated to go to school, especially since Humara Gaon Program's intervention as they enjoy learning more. Due to the pandemic, since the schools were closed, the children were unable to attend any more activities. But the motivation to learn which was ignited by the Humara Gaon Program

¹ <https://www.census2011.co.in/data/religion/state/22-chhattisgarh.html>

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enabled the children to themselves gather in public areas and study together. However, few respondents informed otherwise.

3.1.7 Encouragement from the community members

More than 95 percent of the children in Chhattisgarh said that they were encouraged by the community members to study and attend school.

90 percent of the children in Chhattisgarh said that their family members were the ones who encouraged them the most to study and attend school, followed by Gram Shiksha Samiti Members (16%), older children (15%), community leaders (10%), Humara Gaon Program's members & volunteers (6%). In order to understand the involvement of Humara Gaon Program members in encouraging children towards education and attending school, it was observed that children only in Bagbahara (0.9 percent) and Kanker (51.2 percent) recognized Humara Gaon Program members as the person who encouraged them.

3.1.8 Aspirations of the children and associated challenges

According to the children, almost all of them (99.2 percent) aspire to receive higher education in the state. More than three-fourths of the children who showed interest in higher education in Chhattisgarh postulated that they aspire to study at least up till graduation.

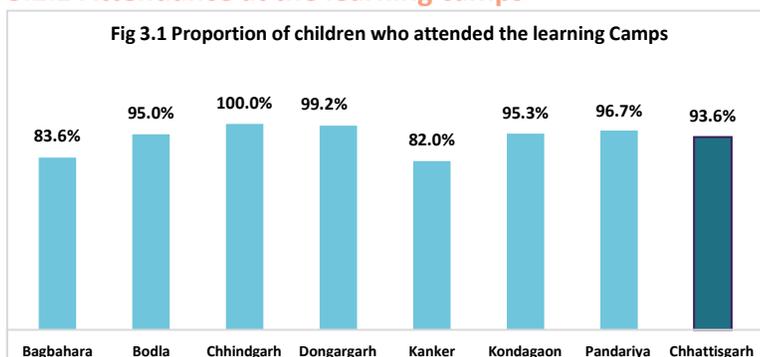
Additional analysis shows that out of the children that foresee challenges in pursuing their higher education, almost two-thirds of them are girls (64.5 percent). More than two-fifth of the children posed financial issues as the major challenge that they might face in pursuit of higher education, followed by almost one-third of the children stating that they need to contribute to household chores and 15.8 percent of children stating that they need to stay at home to look after their siblings.

3.2 Learning Camps

Learning camps are one of the school-based activities conducted under the Humara Gaon Program which focused on creating an enabling environment for children in school to improve their learning levels and encourage them to study. As per the teachers and principals who were interviewed during the assessment, learning camps were held in schools where the CRLs along with the volunteers conducted 30-day camps in schools to improve the learning levels of the children.



3.2.1 Attendance at the learning camps



More than 90 percent of them attended such learning camps in their schools. The adjacent figure reflects the proportion across the blocks, the overall being 93.6 percent.

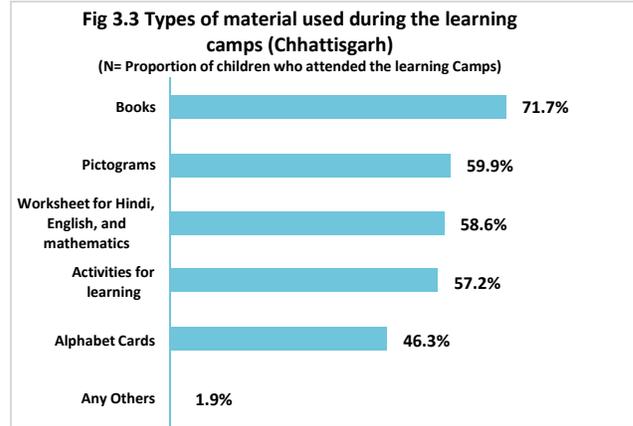
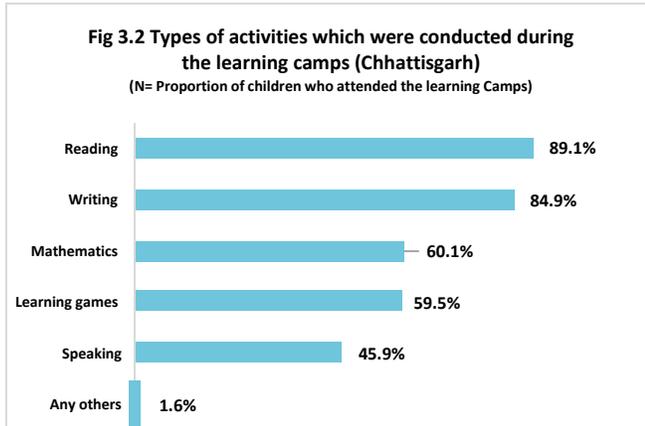
The children who had attended the learning camps were then asked if a learning assessment test was conducted with them before joining the learning camp to which 98.1 percent of the children said yes. 89 percent of

the children in the state mentioned that they were assessed on their learning levels more than once showing that post-learning camp assessment was conducted for those children.

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3.2.2 Activities and materials used during the learning camps

As mentioned previously, various activities were conducted with the children to improve their learning levels during the learning camps with help of various materials. Further, according to the teachers and principals in the schools, the typical materials used during the learning camps included charts, number cards, alphabet cards, worksheets, and workbooks. The types of activities conducted and the materials used for them as per the children who attended the learning camps has been depicted in the figures below.



3.2.3 Impact on learning

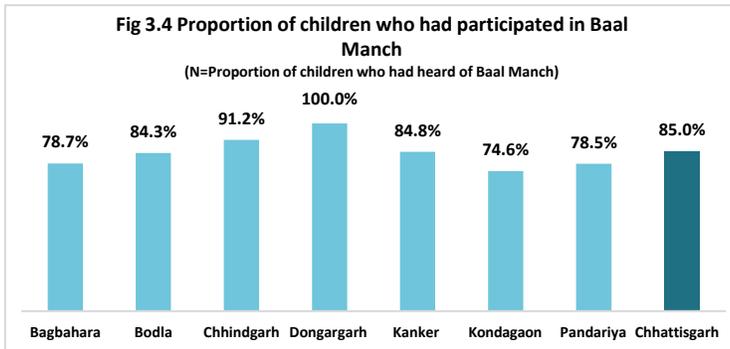
Almost all the children (98.6 percent) stated that their learning levels had improved after attending the learning camps. 98.1 percent of the children mentioned that they found the camps to be helpful. Almost all the children (98.8 percent) who had attended the learning camps and understood their usefulness stated that the camps are indeed needed in order to improve the overall education.

- Almost 99 percent of the children who had attended the learning camps stated that their learning levels has improved after attending the camps.
- 7 out of 10 children stated that the camps helped them in improving their learning and reading skills, followed by more than two-fifth of children stating that the learning camps taught them methods to learn and 16.3 percent asserting that the camps helped them learn different activities.
- Learning camps were able to visibly and substantially improve basic learning among children in the targeted villages in 7 blocks in Chhattisgarh

3.3 Baal Manch



Baal Manch was another school-based activity which was introduced under the Humara Gaon program. As per the teachers and principals of the schools, Baal Manch was an activity to boost the confidence of children to speak publicly. The Manch was a place to indicate where the child should come and recite a poem, sing a song, or give a speech. This in turn helped boost their confidence, reduce shyness, and improve their community skills.



3.3.1 Participation in Baal Manch

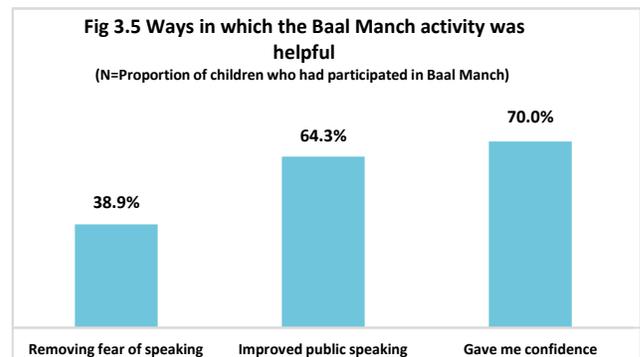
Overall, a little less than 90 percent of the children had heard of Baal Manch. Out of those who had heard of Baal Manch, **more than 08** in every 10 children had participated in the same, with all the children in Dongargarh who had heard about Baal Manch had also participated in the activity. The lowest participation in Baal Manch was seen among children in Kondagaon block where only about two-thirds of the children participated in the activity. A low rate of

participation shows that the children who are shy to participate in public-speaking activities were not properly motivated and encouraged, and therefore were the ones who did not participate.

3.3.2 Impact of Baal Manch

Further, the children who had participated in Baal Manch activity were asked about their perception regarding the helpfulness of the activity. Barring 2.7 percent of the children, all of them found Baal Manch to be helpful in the state.

Overall, **70 percent of the children** stated that participating in Baal Manch helped them to **gain confidence**, followed by **64.3 percent of children stating that Baal Manch helped them in improving their public-speaking skills** and **38.9 percent of children stated that their fear of public speaking reduced**.



- 85 percent of children who had heard of Baal Manch had participated in the same at their school.
- More than 97 percent of the children who had participated in Baal Manch found the activity to be helpful.
- Baal Manch helped in improving the children's ability to speak publicly, and therefore gain confidence.
- It further helped in increasing awareness of the value of education among parents and local people as the sessions were attended by community members as well.



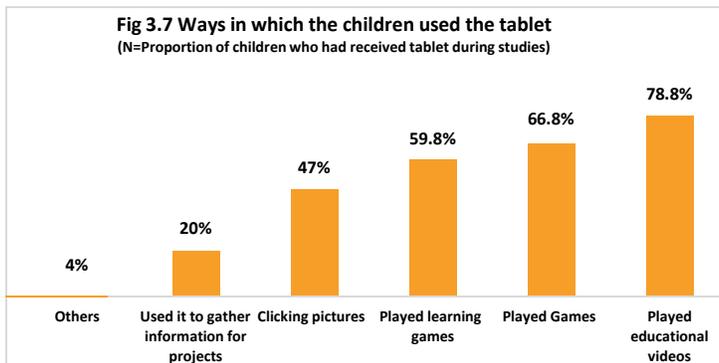
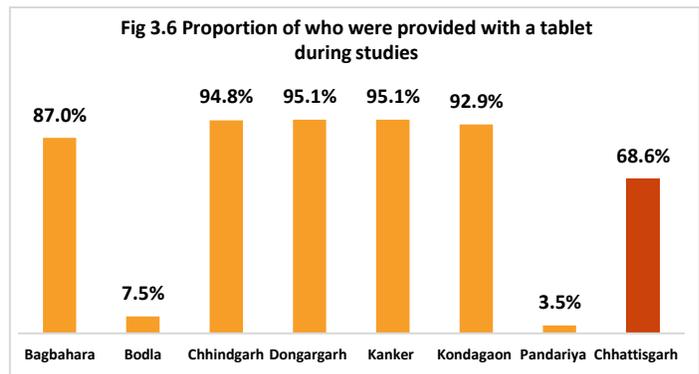
3.4 Learning with technology: Hybrid Humara Gaon

Apart from the books and other reading material, children of Std. 6-8 are also learning with the help of tablets. In this model, children come together in a group of 4-5, and every two groups are provided with 1 tablet. Every group has one group leader who looks after every child of the group who is involved in this learning process. Hybrid Humara Gaon was implemented in a full-fledged way in only Kanker, Bagbahara and Dongargarh blocks.

3.4.1 Receipt of tablet for learning

Even though the Hybrid Humara Gaon was meant to be for children studying in 06th to 08th standard, due to the pandemic, the tablets were distributed to all classes at the community level. Therefore, all the children in the selected blocks had access to the tablets and were beneficiaries of the activity.

The children were first asked if they were provided tablets during studies to which more than two-thirds responded positively. Simultaneously, looking at the proportion of children in just the blocks where the tablets were provided under the Humara Gaon Program, the state average changes to 92.4 percent. In addition to the blocks mentioned under Humara Gaon Program, in Chhindgarh and Kondagaon, **more than** 09 out of every 10 children stated that they were provided with a tablet.



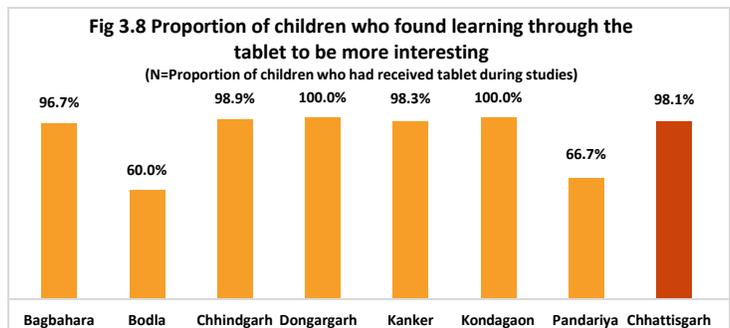
3.4.2 Usage and utilization

The children who were provided with a tablet during studies were further asked about the ways in which they used them. The children recalled playing educational videos, educational games, learning games, using them for clicking pictures, and for gathering information for projects. The proportions for the same are provided in the adjacent figure.

3.4.3 Impact of the Hybrid Humara Gaon

In order to further assess the effectiveness of the hybrid Humara Gaon, the children were asked their opinions on studying through tablets and if they found it to be more interesting.

More than 98 percent of the children who had received a tablet during studies stated that they found learning through the tablet to be more interesting.



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- More than two-third of the children had used tablets during group studies which were provided to them under Humara Gaon program.
- More than three-fourth of the children stated that they played educational videos on the tablet, followed by more than two-third of the children stating that they had played learning games.
- Almost all the children who had accessed the tablets stated that they found it to be an interesting way of learning.
- Hybrid Humara Gaon helped in improving the basic learning among children, especially through technology.

3.5 Children’s Study Group: Library Classes



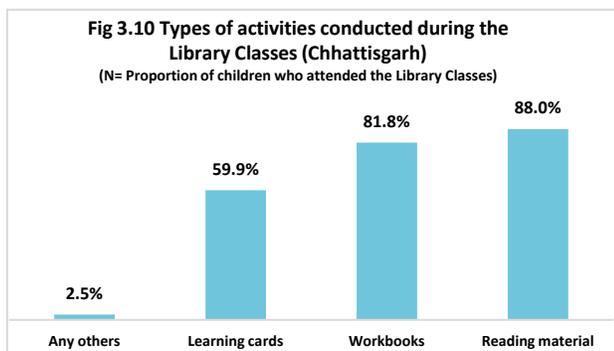
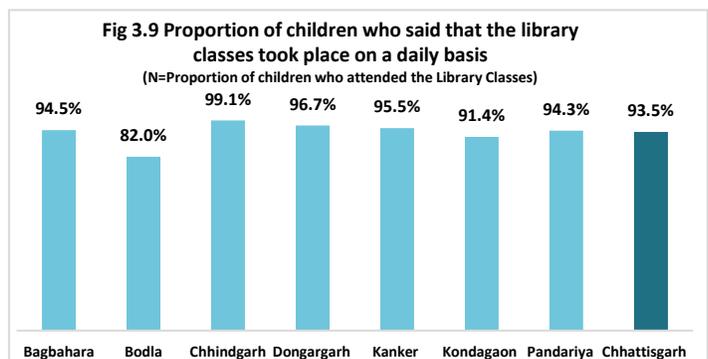
Library classes were conducted under the Humara Gaon Program to introduce the concept of group studying among the children on a daily basis in the community setting. As per the information received from the community members during FGDs, the library classes, also called child’s group, was a group of children from various classes who sat together in the evening and studied. The CRLs and volunteers gathered the children and conducted activities with them as well as taught them. The children eventually got so interested in the group sessions that even during the Pandemic, when the Humara Gaon Program’s interventions were limited due to

COVID protocols, the children gathered in their usual areas and studied together. The Gram Shiksha Samiti members of **Pusawand, Kanker** ensured that the children followed COVID protocols during the sessions but did not ask them to not gather as they did not want to hinder the ongoing enthusiasm the children had towards education.

3.5.1 Participation in Library Classes

Almost all of the children i.e., 99%, participated in the sample attended the library classes.

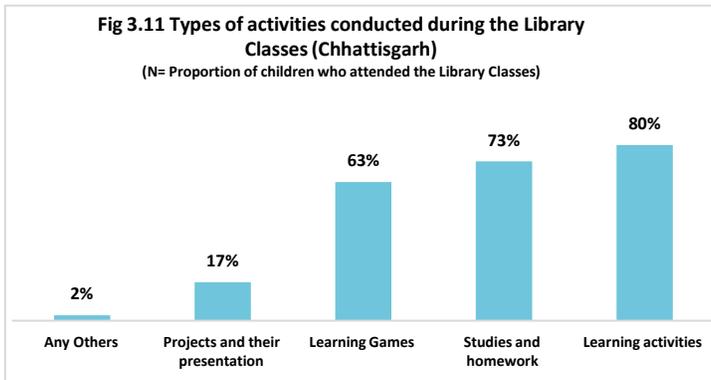
Overall, 94 percent of the children who used to attend the library classes said that the classes took place on a daily basis. In all of the blocks other than Bodla, more than 90 percent of the children stated that the classes took place daily.



3.5.2 Activities conducted and material used during the classes

As per the children, reading materials were the most commonly used material during the library classes as the highest proportion of children were able to recognize them as the type of material used. Other than the reading material, the children were also provided workbooks and learning cards.

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The adjacent figure shows the types of activities conducted during library classes as per the children. Overall, learning activities were recognized as the most frequent activity during the library classes, followed by studies and homework, and learning games.

3.5.3 Impact of Library Classes

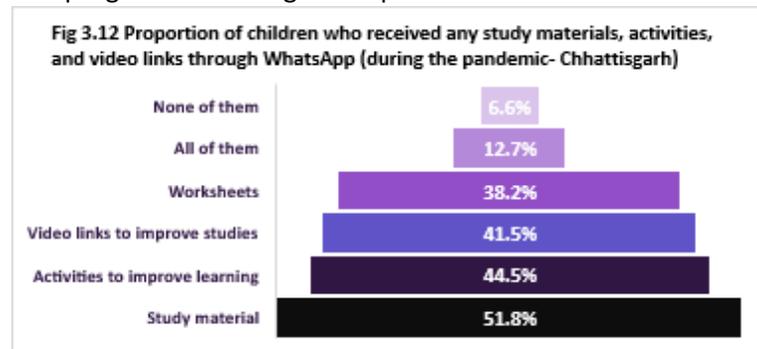
The children who had attended the library classes were also asked about the helpfulness they experienced due to the classes. Almost all the children who had attended the classes stated that the classes were very helpful for them (99.2 percent).

3.5.4 Impact of the pandemic on library classes and innovative solutions to tackle the same

Due to the pandemic and initial lockdowns, the CRLs and volunteers were unable to conduct the library classes in the villages. But in order to ensure that they were able to continue their community engagement and provide assistance to the children in their studies, they renewed their strategy and started sharing study material with the community members over the messaging application, WhatsApp. With this, they were able to share educational videos, worksheets, video links, activities/activity sheets, study material, etc. This helped in ensuring that the community engagement continues and the children's progress does not get hampered.

Therefore, the children were also asked about the type of material they received through WhatsApp during the pandemic. Only 06.6 percent of the children stated that they had not received any type of material, mostly as they did not have access to WhatsApp or no one in their home had a smart phone.

The types of materials received by the children has been given in the adjacent figure.



- Library classes were attended by 99 percent of the children, out of which more than 93 percent stated that the classes took place on a daily basis.
- 99.2 percent of the children who had attended the classes stated that the classes were very helpful for them.
- The pandemic put a restriction on conducting the library classes. In order to tackle it, the implementation team send reading and learning material to the children through WhatsApp.
- Library classes were found to be very effective in visibly and substantially improving the basic learning among children and increased awareness among the community members regarding the importance of education.

3.6 Community Based Activities for Children and the community

During the Humara Gaon program, various community-based activities were conducted for the improvement of educational status and landscape in the intervention blocks. These activities included both parents, children and overall community members. The community-based activities included educational fairs, Baal Sanghralaya, Dai ke Goth, Black Board Activities and the Baal Mitra Group. The details related to the community-based activities for children as well as the community are presented ahead.

Activity	Coverage	Impact
Educational Fairs		
<p>Educational fairs were organized under the Humara Gaon program in the intervention villages. The purpose of the educational fairs was to provide a platform for the children to showcase their work, assess their learning levels, model making and provide counselling to the parents. With reference to the melas, the children were first asked if they had attended any of the educational melas held under the Humara Gaon Program.</p> <p>Activities</p> <ul style="list-style-type: none"> - Children: Learning activities were conducted for the children under the melas - Parents: Counselling sessions along with participation in learning activities for the children 	<p>Children</p> <ul style="list-style-type: none"> ➤ 88.7 percent of children stated that they had attended some type of educational melas held in their villages ➤ More than 8 in every 10 children recalled attending science melas, followed by 73 percent of the children recalled attending Math melas, 56 percent recalled attending sports mela, 44 percent recalled attending reading mela and about 2 percent recalled attending any other melas which included the Baal Melas ➤ The type of activities that were conducted during the educational melas included reading which was cited by 86.5 percent of the children, followed by learning activities (74.3 percent), puzzles (68.6 percent), games (52.8 percent), model making (11.8 percent) whereas 7.9 percent of the children were unable to recall the types of activities they had attended. <p>Parents</p> <ul style="list-style-type: none"> ➤ Largest proportion of parents recalled attending the Math Melas (69.2 percent), followed closely by Science Melas (68.4 percent), Sports Melas (59.7 percent) and Reading Melas (48.1 percent) ➤ 86.3 percent of the parents had attended the counselling sessions 	<p>Children</p> <ul style="list-style-type: none"> ➤ Overall, 72.3 percent of the children stated that they learnt about preparing a model, followed by gaining subject knowledge (59.9 percent), arts & crafts (41.4 percent) and others (1.4 percent). <p>Parents</p> <ul style="list-style-type: none"> ➤ 85.5 percent of parents had contributed to their children's education and found the counselling they had received to be helpful. ➤ More than four-fifths of the parents affirmed that they learned about how they can improve their child's learning through counselling. ➤ 10.3 percent of the parents stated that even though they had been counselled, they did not contribute to their children's education ➤ 4.1 percent of the parents did not find the counselling helpful in improving their contribution to their children's education.
Baal Sanghralaya		
<p>Baal Sanghralaya was developed as a place where children could display their models as well as other projects for showcasing. It did not only help in displaying the models but also ensured that the models and other projects prepared by the children are kept safe. The Baal Sanghralaya was</p>	<ul style="list-style-type: none"> ➤ More than two-thirds of the children stated that their models were displayed in the Sanghralaya, which were made by them either during the educational fairs, library classes or learning camps. 	<ul style="list-style-type: none"> ➤ More than 9 out of every 10 children in the state stated that they found presenting their models in the Sanghralaya to be helpful. ➤ More than three-fourths of the children stated that they enjoyed seeing their work displayed in the Sanghralaya, whereas 73.2 percent of the children stated that displaying the models

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<p>generally made in a single room in either someone's home or space provided by the community in panchayat Bhawan, school, etc.</p>		<p>helped in boosting their confidence, and 68.3 percent of the children stated that they enjoyed the appreciation they received by displaying the models.</p>
Dai Ke Goth		
<p>Dai ke Goth were story-telling sessions where mothers and grandmothers of the children in the community gathered the children with the assistance of CRLs and Pratham Volunteers and narrated various stories to the children.</p>	<ul style="list-style-type: none"> ➤ 88.2 percent of the children out of the total sample had attended the Dai Ke Goth sessions. ➤ More than half of the children said that the sessions were conducted on a weekly basis, whereas about one-fourth of the children mentioned the sessions took place every 15 days. ➤ A little more than half of the parents stated that they had attended the Dai Ke Goth session with massive gaps between the findings among the blocks. In Dongargarh 98.4 percent of the parents had attended the Dai Ke Goth sessions whereas in Bagbahara only 8.2 percent and in Pandariya only 22 percent of the parents had attended the said sessions. ➤ The largest proportion of parents was found to be bystanders during the sessions (71.7 percent), whereas a little more than one-fourth of the parents participated in the sessions as storytellers. Other than these, a small proportion of parents were also the organizers of the sessions (2.9 percent) and sang in the sessions (0.2 percent). 	<ul style="list-style-type: none"> ➤ More than four-fifths of the children found the Dai ke Goth sessions to be helpful. ➤ More than half of the children who had attended the sessions stated that they learned new stories, followed by 34 percent of children who learned new words, 26 percent of the children who learned to express their thoughts in a group and 23 percent of the children who learned to listen intently.
Black Board Activities		
<p>The blackboard activities are referred to the activities conducted in the villages on community blackboards, which were made by Pratham to write down puzzles, quizzes, etc. As per the FGD conducted with the children and community members, black board activities were thoroughly enjoyed by everyone and it increased the level of investment and efforts put in by the community members towards education. The children and the parents both were inquired about the black-board activities.</p>	<ul style="list-style-type: none"> ➤ 83.8 percent of the children and 53.4 percent of the parents recalled participating in black-board activities. ➤ <i>The participation in community responsive districts such as Dongargarh (97.5 percent), Kanker (84.3 percent), Chhindgarh (75.4 percent) and Kondagaon (72.7 percent) is a lot higher than proportions observed in Pandariya (8.1 percent), Bagbahara (15.5 percent) and Bodla (20 percent).</i> ➤ As per the children, the most common activity was writing questions and puzzles which was recalled by 76.9 percent of the children, followed by playing games (66.6 percent), and reading and writing messages on the board (27 percent). ➤ As per the parents, the most common activity was writing questions and puzzles which was recalled by 70.7 percent of the parents, followed by reading and writing messages on the board (65.7 percent), and playing games (28.1 percent). 	<ul style="list-style-type: none"> ➤ Out of the children who had attended the black board activities, 98.7 percent of them found it to be enjoyable. ➤ 58.5 percent of the children stated that they liked learning from the black-board activity, 53.4 percent of the children liked the puzzles and games, and 34.7 percent of the children enjoyed the black-board activity as it helped them in learning new things. ➤ 98.6 percent of the parents out of the ones who had participated in the black-board activities with their children stated that they found these activities to be helpful. ➤ More than 75 percent of the parents stated black-board activity helped in improving

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		learning among children and community participation.
Baal Mitra Group		
Baal Mitra, as the name suggests, were a group of children who helped the CRLs and Pratham volunteers in the activities conducted by them. The children who were enthusiastic and were willing to help Pratham's team with their activities were selected to be part of the group.	<ul style="list-style-type: none"> ➤ 87.5 percent of the children were aware of the Baal Mitra group, out of which 50 percent were part of the group. ➤ 64 percent of the children stated providing support to the CRLs as the main role played by the Baal Mitras. The Baal Mitras also conducted community visits with the CRLs, which was stated as one of the roles of the Baal Mitra by 59 percent of the children. Community engagement was also one of the important roles played by the Baal Mitra, which 30.3 percent of the children were able to state. 	<ul style="list-style-type: none"> ➤ The group improved the engagement of children in Pratham's activities and ensured that community participation is improved with the help of the children.

3.7 Community engagement and related activities

Community engagement activities were conducted with the community members under Humara Gaon to ensure participation of the community members in education-related activities which were conducted under the Humara Gaon Program and to generate awareness regarding the educational status of the children, the resources available for the children etc.

The community-level activities conducted under Humara Gaon included Jhatpat Mohalla, developing village report cards, early childhood education melas, formulation and working of Gram Shiksha Samiti, wall paintings, and conducting community-level games. The findings related to the aforementioned activities are given in the sections ahead.



Activity	Coverage	Impact
Engagement with the community: Jhatpat Mohalla and Village Report Card		
<p>Jhatpat Mohalla was conducted as a village-level community activity where the Pratham team gathered parents and their children in a village's common area, the Mohalla, and conducted a learning assessment of the children in front of their parents to enlighten them about the learning level of their children.</p> <p>Jhatpat means quickly. Therefore, the activity was called Jhatpat mohalla as</p>	<p>Jhatpat Mohalla</p> <ul style="list-style-type: none"> ➤ 95.2 percent of the parents stated that they had heard of Jhatpat Mohalla. ➤ Out of the parents who had heard about Jhatpat Mohalla, 96.3 percent of the parents said that the activity was conducted in their area, and 87.6 percent of the parents had participated in it. ➤ Overall, the most recalled activity regarding the Jhatpat Mohalla among parents was the dissemination of information about the learning levels of the children, which was recalled by 72.8 percent of the parents. Another activity that was recalled by the parents was testing of children's learning levels, which 63.4 percent of the parents were able to recollect. Additionally, activities to improve the children's learning levels were also recalled by 42 percent of the parents. 	<p>Jhatpat Mohalla</p> <ul style="list-style-type: none"> ➤ 98.5 percent of the parents found the Jhatpat Mohalla activity to be beneficial. ➤ 66 percent of the parents found Jhatpat Mohalla to be helpful as it presented the educational assessment of their children (66 percent), followed by it being an enjoyable activity for the children (57 percent), and it bringing the community together for the improvement of education of their children.

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<p>we assessed the children quickly to provide their learning level assessment results to the parent at the same point of time. <i>(As stated by Trijesh, coordinator, Humara Gaon Program)</i></p>	<p>Village Report Card</p> <ul style="list-style-type: none"> ➤ 78 percent of the parents were aware of the village report card ➤ Overall, the findings regarding the type of information captured under the village report card showed that the largest proportion of parents recalled the status of the learning levels of children (78.8 percent), followed by educational resources available for children (52.9 percent), and Problems faced at the village level regarding children’s education (38.3 percent). 	<ul style="list-style-type: none"> ➤ The Jhatpat Mohalla and village report cards were prepared only during the first year of the program. Based on the time consumption and utility of the information gathered, it was sought by the implementation team to discontinue to activity. <i>(As stated by Trijesh, coordinator, Humara Gaon Program)</i>
<p>Engagement with Mothers: School Readiness Mela (Early Childhood Education Mela)</p>		
<p>The School Readiness Melas was organized in the villages to orient the mothers on how to conduct different activities with their children, where all the mothers could together participate with their children. In such Melas, children were assessed in front of their mothers to let them know their current learning levels and they are also counselled regarding various methods and activities with which they can help the children learn better.</p> <p>These melas were organized for mothers whose children had not started schooling, i.e., for the mothers of children below the age of 06 years. The overall objective of the Mela was to train the mother, who can in turn train the children and prepare them for school.</p> <p>Counselling was an important component of School Readiness Melas.</p>	<ul style="list-style-type: none"> ➤ 62.5 percent of the mothers stated that they had heard about the School Readiness Melas, out of which 78.6 percent had attended the same. ➤ The proportion of mothers who had heard of the School Readiness Mela and who had attended the melas varied significantly. With the highest proportion of mothers in Dongargarh (91 percent) and lowest in Bagbahara (29.1 percent) who had heard of School Readiness Melas; and the highest proportion of mothers in Bodla block (93.4 percent) and lowest in Pandariya Block (43.1 percent) had attended the School Readiness Melas. ➤ The most commonly cited reason by the mothers who were unable to attend the School Readiness Mela was not being allowed to attend such events, followed by the mothers who were not interested in attending the event. ➤ Overall, the most recalled activity conducted during the School Readiness Melas among mothers was the dissemination of information about the learning levels of the children, which was recalled by 70.2 percent of the mothers, followed by testing of children’s learning levels (69.4 percent), and activities to improve the children’s learning levels (47.4 percent) ➤ 94.3 percent of the mothers stated that they had received counselling during the melas. ➤ 79 percent of the mothers who had attended the School Readiness Melas stated that they had received their child’s progress card. ➤ The proportion of mothers who received the progress card varied significantly from block to block, with more than 90 percent of them receiving the progress card in Chhindgarh, Dongargarh and Kondagaon block on one hand, and as low as 23.5 percent of mothers receiving the progress card in Pandariya block. 	<ul style="list-style-type: none"> ➤ A lack of awareness generation among community members regarding the School Readiness Mela and its importance was observed. ➤ 98.1 percent of the mothers who had attended the counselling sessions during School Readiness Melas found the sessions to helpful for them. ➤ 97.8 percent of the mothers who had attended the counselling sessions during School Readiness Melas stated that these types of counselling sessions are essential. ➤ 82 percent of the mothers who had received their child’s progress card stated that they had received the certificate along with it, which showed that they had successfully received counselling during the melas.
<p>Gram Shiksha Samiti: Community coming together for Education</p>		
<p>Gram Shiksha Samiti was formulated as a committee of 10-12 people in each</p>	<ul style="list-style-type: none"> ➤ Since the committee was supposed to have around 10-12 members, the findings of 37.2 percent of parents 	<ul style="list-style-type: none"> ➤ 89 percent of the parents who were members of the committee agreed that it is

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<p>village to supervise the education of children in their village. The responsibilities of the committee included making sure that all the children attend the library classes and school on a regular basis, conducting blackboard activities with the children, conducting surprise visits in the school to attend the classes where they would watch the teachers teaching, to check the library material for the children, help them wherever required, and to conduct meetings based on which they would add their inputs to the children's education.</p>	<p>stating that they are members of the Gram Shiksha Samiti was apt.</p> <ul style="list-style-type: none"> ➤ 84 percent of the parents were aware of at least one of the roles and responsibilities of the Gram Shiksha Samiti. <p><i>"We regularly conduct surprise visits to the school in order to ensure that the children and being taught properly. Since the visits are unknown to the teachers, they also ensure that they are giving their best to the children."</i></p> <p style="text-align: right;">-Gram Shiksha Samiti Member Patel Para Kondagaon, Kanker</p> <p><i>"During the pandemic, when we were unable to conduct the library classes, we collected all the books and kept them in our homes for safekeeping. We then created a library in our home and started the library there. We also bought books on our own to ensure that children have an ample number of books to read."</i></p> <p style="text-align: right;">-Gram Shiksha Samiti Member Patel Para Kondagaon, Kanker</p>	<p>indeed helpful in generating awareness and engagement of the community in children's education.</p> <ul style="list-style-type: none"> ➤ Children were found to be aware of Gram Shiksha Samiti and had stated that their members were also among the people who encouraged them to attend school and library classes.
Wall Paintings: Awareness generation in the community		
<p>Various types of wall paintings were prepared in the villages by Pratham CRLs and Volunteers. The objective of the wall paintings was to change the overall environment of the village and move it towards a more educational environment which will help in boosting the learning level of the children.</p>	<ul style="list-style-type: none"> ➤ 86.8 percent of the parents stated they had seen some type of wall painting in their area. ➤ More than 09 out of every 10 parents stated that they found the wall paintings to be clear on the message which was being conveyed. ➤ Overall, the highest proportion of parents remembered the wall painting conveying the message related to the importance of education (82.4 percent). 	<ul style="list-style-type: none"> ➤ 92.5 percent of the parents found the wall paintings to be informative ➤ Overall, the wall paintings were able to improve the awareness among community members regarding the importance of education

3.8 Parents' perception of the impact of the community level activities on their children's education

Overall, 90.2 percent of the parents harbored the opinion that the community level activities have had a positive impact on their children's education. 1.4 percent of the parents did not think that the community level activities impacted their children's education whereas 8.4 percent of the parents were not sure about the impact, either positive or negative. 52.5 percent of parents were of the opinion that the community activities impact the children's education as it improves the community's engagement in their education.

The parents who were of the opinion that the community activities impact the children's education as it creates awareness were 57.8 percent in proportion and 38.3 were those who mentioned it makes education interesting.

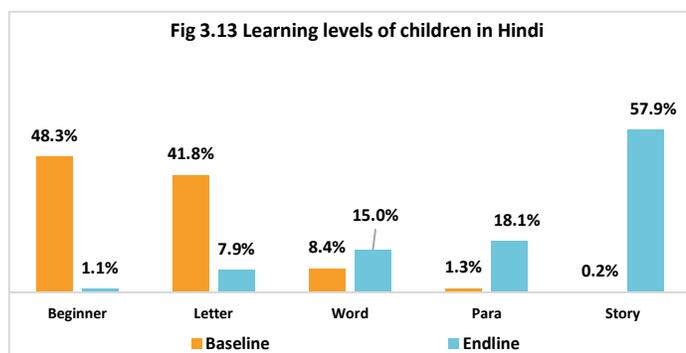
3.9 Learning Assessment

One of the major objectives of the Humara Gaon Program was to improve the foundational learning of beneficiary children through their intervention. Recognizing that, we conducted a learning assessment of children in the language (Hindi) and arithmetic where the children were provided worksheets and they were supposed to read (in case of language) and solve (arithmetic) the problems given. For this assessment, standard ASER tools of learning assessment were used. The findings of the assessment are provided in the section ahead.



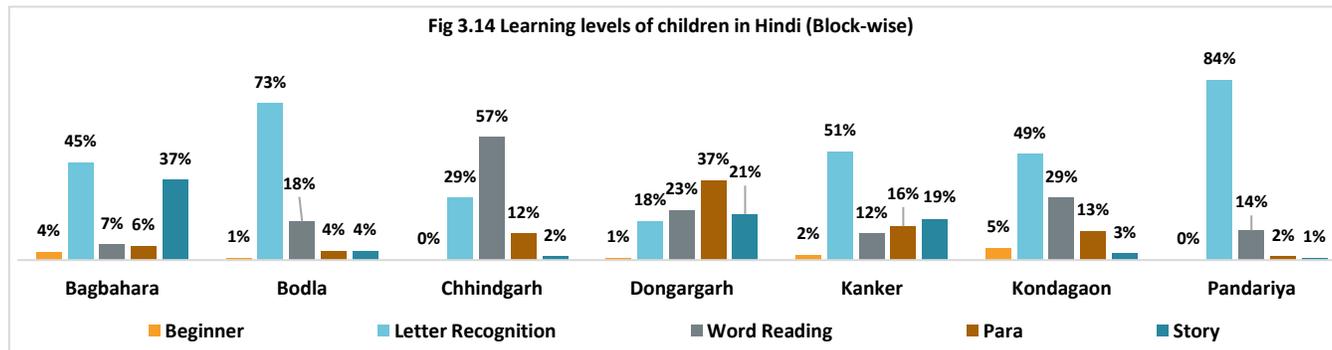
3.9.1 Learning level of children in Hindi

The baseline estimates for the children assessed by the implementation agency (Pratham) are given in the table below, which includes the combined findings for children from 1st to 5th standard which was done for ease of comparison.



At the state level, it was observed that only 1.1 percent of the children were at the beginner's level during the end-line assessment whereas 7.9 percent of them were able to recognize letters during the end-line assessment. Both the components have declined from the baseline assessment, which points towards children moving towards higher learning level groups. Looking at the proportion of children who could read words, 15 percent of the children were at the word level during the end-line

assessment which shows only a difference of 6.6 percentage points. Additionally, 18.1 percent of children were able to read paragraphs, which is an improvement of 16.8 percentage points. With an increase of 57.7 percentage points as compared to the baseline, 57.9 percent of the children were able to read up to the story level in Hindi.



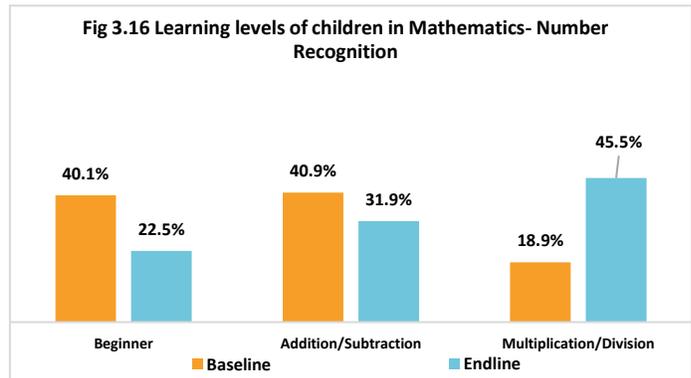
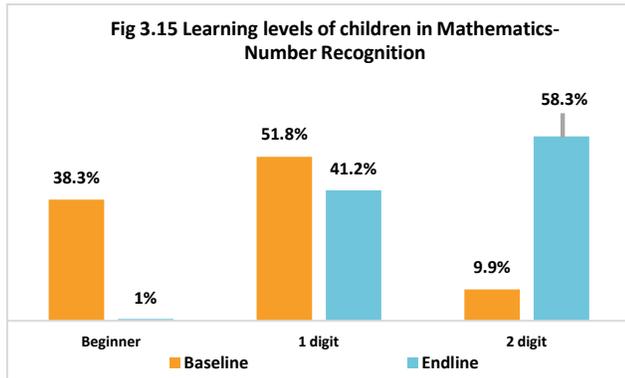
3.6.2 Learning levels of children in Mathematics

Similar to the Hindi learning assessment, the baseline estimates for the children assessed during the baseline by the implementation agency (Pratham) are given in the table below, which includes the combined findings for children from 1st to 5th standard which was done for ease of comparison.

All the children who were interviewed during the assessment were subjected to a learning assessment to understand their current learning levels in Mathematics. The tool consisted of four components- 1-digit number recognition, 2-digit number recognition, addition/subtraction and multiplication/division. At the state level, it was observed that only 0.5 percent of the children were at the beginner level whereas 41.2 percent of them were able to recognize 1-digit numbers. Both the components have declined from the baseline assessment, which points

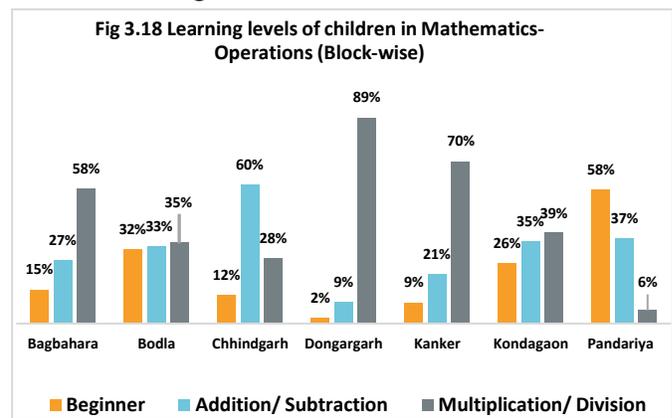
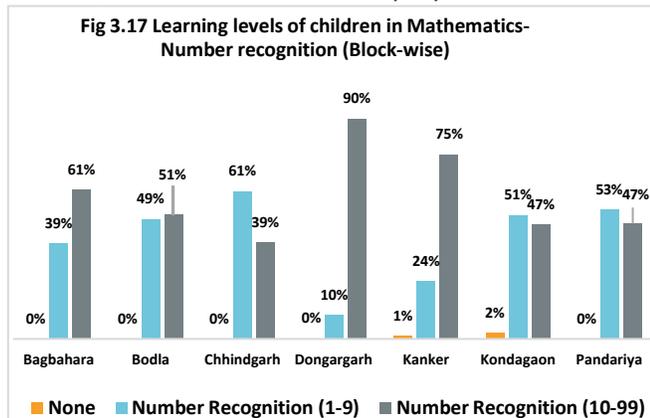
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towards children moving towards higher groups. The same is represented by the proportionate increase in the percentage of children who during the end-line are able to recognize 2-digit numbers i.e., 58.3 percent.



Further, at the state level (Fig 3.16), it was observed that 22.52 percent of the children were at the beginner level i.e., they were unable to do even basic addition in mathematical operations, a proportion which has declined since the baseline which indicates a movement of children to higher mathematical operations level. Looking at the proportion of children who were able to perform at least addition was found to be 31.9 percent, which had declined from the baseline estimate by 09 percent points. The findings related to the proportion of children who were able to perform at least multiplication was found to be 45.55 percent, which has increased by 26.6 percentage points.

Further, the relevant block-wise proportions have been provided in the figures below.



SECTION IV- CONCLUSION AND RECOMMENDATIONS

4.1 Summary of Findings of the study

The preceding chapters brought to light the key findings of the survey pertaining to various areas of enquiry as per the objectives of the study. The key insights shared in the report helped put forth some points of action for effective implementation of the program in future. Presented hereunder are some key components identified during the analysis which may be of interest to the authorities. These insights may be useful in devising plans for further strengthening the program delivery, which will go a long way in improving the educational landscape in the State.

School Level Activities for children- The school-level activities included learning camps, Baal Manch and hybrid Humara Gaon. The **Learning camps** were attended by more than 90 percent of the children, during which the most common activity as per the children was reading and writing. 98.6 percent of the children who had attended the learning camps found that their learning levels have improved after attending the learning camps. 98.1 percent of the children found the **learning camps** to be helpful.

Almost 90 percent of the children had heard about **Baal Manch**, out of which 85 percent had participated in the same. 98.1 percent of the children who had received **tablets** during the studies found learning through the tablet to be more interesting.

Community-Based Activities for Children and the community- The community-level activities include library classes, educational fairs, Baal Sanghralaya, Dai ke Goth, Black Board Activities and the Baal Mitra Group. **Library classes** were attended by 98.6 percent of the children in the community. 88 percent of the children recalled receiving reading material during the classes, whereas 81.8 percent of the children remembered receiving workbooks. Significant block-wise was observed in the type of materials that were provided to the children. 88.7 percent of the children attended at least one of the **educational fairs** organized by Pratham, out of which the highest attendance of the children i.e., 83 percent was in the Science melas. 95 percent of the parents also attended at least one type of **mela** and more than two-thirds of them attended the Science melas.

95.2 percent of the children whose models were displayed in the **Baal Sanghralaya** found it to be helpful as they enjoyed seeing their work (78 percent) and it boosted their confidence (73 percent).

Vast block-wise variations were found in this indicator which points to the lack of motivation on the part of the parents to be involved in their child's work and low level of community awareness generation & motivation for participation on the part of Pratham CRLs and volunteers.

88.2 percent of the children as per the state estimates participated in **Dai Ke Goth**. As an anomaly, only 60.9 percent of the children in Bagbahara block participated in this activity.

Community engagement and related activities- The community-level activities conducted under Humara Gaon included Jhatpat Mohalla, developing village report cards, early childhood education melas, formulation and working of Gram Shiksha Samiti, and wall paintings.

95.2 percent of the parents stated that they had heard of **Jhatpat Mohalla**. Out of the parents who had heard about **Jhatpat Mohalla**, 96.3 percent of the parents said that the activity was conducted in their area. 87.6 percent of the parents participated in the **Jhatpat Mohalla**.

62.5 percent of the mothers stated that they had indeed heard of **School Readiness Mela**, out of which 78.6 percent had attended it. 94.3 percent of the mothers who had attended the **School Readiness Melas** stated that they had received counselling during the melas, regarding learning activities for their children (62.1 percent), fun activities for the children (59.1 percent), and preparing their children for school (56.9 percent). Almost all of the mothers who had attended the counselling sessions during **School Readiness Melas** found the sessions to helpful for them. 84 percent of the parents were aware of the roles and responsibilities of **Gram Shiksha Samiti**. 89

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percent of the parents who were members of the **Gram Shiksha Samiti** agreed that it is indeed helpful in generating awareness and engagement of the community in children's education.

Learning levels of the children- In Hindi language, overall, the proportion of children at the story level has significantly improved from being 0.2 percent in 2018 (baseline) to 57.9 percent in 2021. The proportion of children who were able to recognize a **2-digit number** has increased from 9.9 percent to 58.3 percent, which is a significant improvement. Positively, the proportion of children who were able to perform at least multiplication was found to be 45.55 percent, which shows a difference of 26.6 percentage points from the baseline. *The proportion of children who were unable to perform the type of mathematical operations has significantly declined from being 40.1 percent during the baseline to 22.5 percent, which indicates a positive movement of children to a higher level.*

4.2 Recommendations

Overall, the report also presented block-level variances in programme implementation. These variations must be kept in mind while taking further steps to improve the performance of the programme across the project state. It is hoped that the findings and recommendations presented in the report would be useful to devise similar programs.

Program-level Interventions



Equitable Community engagement and capacity building

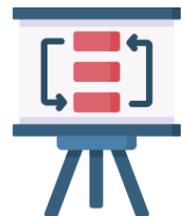
During the Humara Gaon program, community engagement and activities related to it were plenty but vast disparities in the implementation of the program were seen during the assessment in the different districts. During program implementation, it is important to ensure that the equitable, instead of equal, distribution of resources and efforts are engaged to improve the landscape of education.

It is also important that the attitude of parents as well as the community members towards the aspirations of children, especially towards girls improves. The good thing is, even though the education level among the parents was low, they still managed to support their children with their studies as much as possible.

It is recommended that additional efforts are put in place during the program implementation to ensure equitable community engagement in all the intervention areas. Additionally, capacity building of community members, parents of the children, and other stakeholders who are involved in the education of the children should be also be conducted to ensure improvement in the overall status of education.

Developing Community Action Plan for improving the status of education

Along with the pre-planned interventions, a community engagement activity specifically related to the development of a **Community Action Plan** would help bring belongingness and responsibility among the community members. The Community Action Plan should be prepared along with the community members which will help in ensuring a well-defined and need-specific plan to address the issues of the particular village and community. The further interventions can be designed based on the Action Plan. The Action Plan should also be revisited time and again to re-adjust it according to the changing needs of the children in the community and to mark the victories as per the plan. This will help establish a sense of achievement among the community members and will in turn encourage them to work harder towards a better and holistic educational landscape.



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It is recommended to develop a community-based Action Plan along with the community members in which targets, and achievements are specifically mentioned and time bound. A community monitoring committee should also be formulated to ensure that the plan is adhered to. Further, monthly meetings of the committee should be held to check if the plan is being followed properly.

Allocation of resources and personnel as per the needs of the community

As seen from the findings of the assessment, there are large disparities in the proportions of various indicators were found among the districts. The lack of community participation in the activities can be put on the lack of interest of the people in the activities but the complete responsibility of the low participation and interest cannot all be put on their shoulders. The CRLs and volunteers of Pratham also play a vital role in ensuring their participation and increasing their interest in such activities. In Humara Gaon program, 06 CRLs were handling 25 villages and one DRL who was handling the 06 CRLs. The issues pertaining to low or complete lack of participation can be a result of various factors such as the community's outlook, the terrain of the village/block, lack of awareness, community restrictions, etc. Formulating a targeted awareness generation model, increasing the number of volunteers and personnel will help in ensuring improved participation.

It is recommended the implementation program should be formulated in such a way that allocation of resources and personnel is done as per the need of the community/village and the block. A pre-assessment should be conducted through a quick review of the village to assess the needs of the particular community. After the assessment, the allocation of resources i.e., funds, people, volunteers, etc. should be engaged in the area as per its needs which will in turn help in ensuring that the program goals are met.

Wish Flags² Activity

A wish flag activity pertains to an activity where people of the community, as well as people visiting, can hang their “wish” at a designated public place for everyone to observe and work towards. The “wish” pertains to their vision of the way they want to see the village and the community and how that can be achieved. This type of activity not only helps in engaging the community but also helps bring in new ideas for development.



A community-based activity called “Wish Flags” can be implemented to improve the sense of achievement among the community members which will, in turn, re-instate in them the commitment to the program.



Holistic Development of Children

Pratham as an organization has focused on improving the learning levels of children in the Humara Gaon program. But in order to change the educational landscape of the region, focusing solely on learning levels is not enough. Children's development and learning is complex which is why it is important to take a holistic view and highlight the importance of their physical, social, cognitive, creative and emotional skills and how they complement and interact with one another. *It is important that the approach be shifted towards the holistic development of children along with education.*

It is recommended to include a holistic development component in the program that would focus on the overall development of children.

Training and Capacity building of children for developing life skills

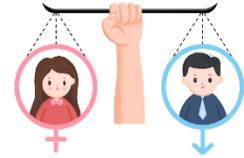
Training and capacity building workshops should be organized with the children on a regular basis to enhance their life skills, social skills, communication skills, problem-solving skills, leadership skills, decision-making skills, etc. Workshop, activities and trainings regarding the listed skills will ensure a well-rounded development of the children and will in turn help in improving the status of education, not just literacy.

² <https://www.880cities.org/wish-flags>

It is recommended that life-skill training sessions be organized for the children in which training regarding life skills, social skills, communication skills, problem-solving skills, leadership skills, decision-making skills, etc. can be imparted to them.

Gender sensitization among the children

Conducting gender sensitization workshops can help the children in being aware of gender biases, stereotypes, and social issues around gender. If a child, in their prime age are sensitized regarding gender, they as adults would likely practice it and pass it on through their actions. Therefore, it is important to target children and sensitize them towards gender issues as well as how they can ensure that gender stereotypes and biases are reduced in the society. Additionally, **the parents and teachers can be sensitized and shown how they can use gender-neutral language and its positive impact on the children.**



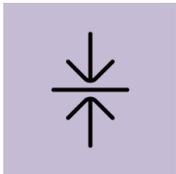
It is recommended that specially designed workshops for children can be conducted in which children can be made aware of gender biases, stereotypes, and issues through games, activities, real-life examples, etc. It is recommended to conduct training for parents and teachers to use gender-neutral language in front of the children.

Institution-level Interventions

This particular section will explore some components which can further be considered by NPCI as an institution to possibly implement in future programs.

Conducting Baseline prior to the project

A baseline survey is a descriptive cross-sectional survey that mostly provides quantitative information on the current status of a particular situation – on whatever study topic – in a given population. A baseline survey is important for any project for it marks the commencement of the project. Through its results, a baseline serves as a benchmark for all future activities, which project managers can refer to for the purposes of making project management decisions. The Humara Gaon project currently doesn't have benchmark estimates of any of the indicators except for learning levels in Hindi and Mathematics. This poses a challenge, as certain indicators could have been an interesting comparison with the baseline and could further accentuate the program outcomes.



It is recommended to conduct a baseline assessment at the inception of the program to set benchmarks in the implementation region and then measure the achievement of the program.

Mid-Line Evaluation of the project

A project which runs for more than a year should have a component of mid-line evaluation to ensure that the program is running on the track and to identify issues being faced during the implementation. This type of assessment will not only ensure that implementation is done in the best way possible, but it will also help in re-establishing set benchmarks and building a realistic expectation from the program.

It is recommended to conduct a mid-line evaluation of the program to assess the achievements and backlogs of the program. Additionally, it will also help in ensuring that the program is going as planned.

Regular Monitoring of the program

Monitoring is essential to any project or program. Through this process, organizations collect and analyze data, and determine if a project/program has fulfilled its goals. Monitoring entails tracking, analyzing and reporting during the project, which ensures more transparency. Information gets freely circulated and is made available to all the stakeholders involved. **Therefore, it is recommended to put in place regular monitoring mechanisms for the program such as development and upkeep of MIS, monitoring team for visits and assistance, etc.**

Organization Profile

A key characteristic of **Basic Paradigm** as a social enterprise is that the projects, ventures, and activities undertaken by us benefit groups of people beyond those directly involved in doing the business. Established by a group of professionals associated with the social development sector, **Basic Paradigm** focuses on improving health, nutrition, and welfare of all as the last mile and works towards the attainment of Sustainable Development Goal Three i.e., ensuring health and well-being, at every stage of life.

While Basic Paradigm operates as a social enterprise, it is also the for-profit and supporting arm of the not-for-profit organization SCHOOL (Society of Community Health Oriented Operational Links) and is governed by same set of boards of directors. Established in 2007 with an objective of bringing about inclusive development, SCHOOL works with civil society, grass-root organizations, academic institutions, businesses, and governments to transform philosophies into solutions through a systemic approach. Along with a capable and expert team of professionals and volunteers, both Basic Paradigm and SCHOOL, build on decades of field experiences, to ensure better ways of addressing various development challenges. The two organizations together bring in diverse expertise, and lessons learned that guide varied projects in planning, designing, implementing, monitoring, and measuring results.

In doing so, the two organizations focus on dissimilar tasks- with Basic Paradigm focusing on partnering with and assisting organizations in arriving at strategic solutions to real-world problems, implementing new ideas and innovative approaches, and ensuring cost-effectiveness and sustainability. Whereas SCHOOL implements field initiatives that ensure last mile connectivity for the vulnerable populations in the country, with specific focus on adolescents and the elderly, so as to address all the social determinants of health and well-being.

Our Philosophy and Approach

There is no shortage of organizations that desire to improve the state of the world. Thousands of non- profits and social enterprises aim to improve educational, health, economic, and environmental outcomes. However, most organizations have are unable to strive to reach their full potential. Some are constrained, whereas some have limited resources, limited time, limited staff, and limited money. Therefore, this essentially give rise to the questions of-

- How can we improve the effectiveness of worthwhile organizations around the world?
- How can we help non-profits and social enterprises to overcome challenges they are facing and have the greatest possible social impact?

This is where our organization ventures to differ

<p>We help the civil society organizations, donors, and development partners to:</p> <ul style="list-style-type: none"> • Run the programmes in most effective and efficient way possible • Measure their social impact • Improve their financial sustainability • Be more data-driven in their decision-making • Expand to new geographical locations • Improve their organizational priorities 	<p>Our Core Strategies</p> <ul style="list-style-type: none"> • Program Planning and Implementation • Generating evidence for improved programming • Training & capacity building • Designing Social and Behaviour Change Communication Plans • Research • Policy Advocacy • Knowledge Management
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Impact Assessment Report: Humara Gaon Program

Basic Paradigm Team

Dr Pramod Gautam, MD (Managing Director): A healthcare specialist with strong acumen of attaining balance between Public Health programs and the value addition private health care brings in. He holds an MBBS and MD (community medicine) from G.R. Medical College with an additional PG Diploma in Hospital and Healthcare Management from Symbiosis Centre of Health Care.

Dr Benazir Patil, PhD (Director): With specific expertise in policy analysis & advocacy, and health system strengthening, Dr. Patil has been working in the field of social development for more than 22 years. She has led many large-scale projects including projects supported by Bill & Melinda Gates Foundation, the USAID, and others. She has led several research studies and programs focusing on improving the performance of health systems through assessment of quality, efficiency, effectiveness, and coverage of such systems.

Dr Pawan Pathak, MD (Director): As a technical health specialist Dr Pathak has contributed to large scale, multi-country, global health programs like MCHIP and MCSP. He holds an MBBS and MD (community medicine) from G.R. Medical College with additional training in: essential newborn care & resuscitation, MAPEDIR Training, IMNCI Basic Training & Follow-up supervision training Bhopal, Routine Immunization at State institute health & family welfare, Mid-Level Managers training on RCH/NRHM, HIV/AIDS, among others.

Dr Rahul Singh Bhadouria, MD (Director): A public health specialist with fifteen years of techno-managerial experience, Dr Bhadouria holds an MBBS and MD (Community Medicine) from G.R. Medical College. Additionally, he has gained certification in Medical Informatics (from eHCF School of medical Informatics), Post Graduate Certificate in “Family Planning”, “Adolescent Health”, “Pediatrics” and “HIV/AIDS” from IMA.

Mr. Saumyadripta Chaudhuri, M.Sc. (M&E Specialist): Mr. Saumya is a researcher with specialized training in Research Methodology from Indian Institute of Public Health, Gandhinagar. He also obtained management diploma from All India Management Association (AIMA). Saumya has completed his Post graduate diploma in Health Economics, Healthcare Financing and Policy from Indian Institute of Public Health- Delhi (PHFI).

Ms. Mollyshree Dhasmana MSc. (Research Analyst – Education, health & Economics): Mollyshree is a researcher with specialization in Economics and statistics from Doon University. She is also trained in Health Economics & Research as well as in statistical methods for development research. With a specialization in public finance and education & health economics, she has worked with Budget Analysis and Research Centre (BARC) in the field of public finance in health and education in the state of Rajasthan and also at National level. She has an overall experience of working with organizations like UNICEF, WHO, UKHSDP, MoFHW, Department of Health & Family Welfare (Rajasthan), Department of Panchayati Raj (Rajasthan), NITI AAYOG, Nutrition International, Save the Children, Magic Bus, etc.

Ms. Aratrika Ghosh, M.A, MURP (Research Analyst – Policy, Planning & Governance): Aratrika is a researcher with specialization in Geography from Delhi University and Urban and Regional Planning from CEPT University. She has worked with AMS Consulting in the field of health, drinking water and sanitation, urban homeless and climate change impact. She has worked on various research project related to health, education, and sanitation with the organizations like Save the Children, NCPCR, Magic Bus, KRWSA. Through these projects, she has extensively worked with qualitative and quantitative data.